



Gender and Biodiversity in South East Asia and the Pacific

TRAINING MATERIALS



Convention on
Biological Diversity

Published by the Secretariat of the Convention on Biological Diversity.

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Citation

Secretariat of the Convention on Biological Diversity (2021). Gender and Biodiversity in South East Asia and the Pacific

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Cover photo: Dao women gathering herbs in Sapa, Lao Cai province, Viet Nam
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Acknowledgements

These training materials have been made possible with the financial support of the Government of Sweden, which enabled a participatory approach to the development of the materials and testing of the training approach. The materials have been prepared by Soma Chakrabarti (Independent Gender and Environment expert) for the Secretariat of the Convention on Biological Diversity (CBD), under the direction of Tanya McGregor, Gender Programme Officer.

These materials have been shaped by inputs, insights and generous suggestions from participants in two regional workshops held in Bangkok in November 2017, and in Manila in December 2019, carried out with the generous financial support of the Government of Sweden, and with assistance from regional partners, including the United Nations Regional Office for Asia Pacific, GIZ Philippines, and the ASEAN Centre for Biodiversity. The Secretariat wishes to thank these partners and participants sincerely. The Secretariat also acknowledges the contribution of Victor Tsang, former Gender Programme Officer with the United Nations Environment Programme in Nairobi, who provided inputs to support the first draft of the training materials. Tragically, Victor's promising career was cut short when he was killed in the Ethiopian Airlines plane crash on March 10, 2019.

Participatory Methodology for the Development and Testing of the Regional Training Materials

In November 2017, the Secretariat, with financial support from the Government of Sweden and support from UN Environment's Asia Pacific Office and GIZ Philippines, brought together participants from national governments, civil society and international organizations in the South East Asia and Pacific region for a consultative regional expert workshop on gender and biodiversity training materials, in Bangkok, Thailand. This was part of an innovative participatory approach to build capacity on integrating gender issues into biodiversity policy and implementation. The main objective of the workshop consultation process was to obtain input on training needs and on draft capacity development materials on gender and biodiversity, which could be used flexibly in different training exercises. The consultative approach aimed to ensure that the materials genuinely responded to regional needs and to provide a foundation for engagement of a network of gender and biodiversity regional experts. The workshop also aimed to catalyze the capture and analysis of regional experiences, which have not been systematically documented in one place.

As well as providing extensive feedback on materials, participants also validated the need for a regional approach, through the engagement of key institutions such as the ASEAN Centre for Biodiversity (ACB) and the Secretariat of the Pacific Regional Environment Programme (SPREP); they called for this workshop to be the beginning of a systematic process. Many participants also committed to follow-up actions, including identifying opportunities to apply the materials in different training exercises.

A follow-on regional training workshop supported by the Government of Sweden and co-organized by the Secretariat of the CBD and the ACB in Manila, in December 2019 provided the opportunity to field test these materials through a training of trainers' exercise and a roll-out of the training to staff from the ACB and associated organizations in the Philippines. This exercise yielded further feedback, training activities and case studies, which have been incorporated in these materials.



Regional Expert Workshop on Gender and Biodiversity Training Materials for South East Asia and the Pacific, 30 November 2017



Regional Training Workshop to Build Understanding and Capacity on Gender and Biodiversity Issues in South-East Asia, 10 December 2019

Acronyms

ACB	ASEAN Centre for Biodiversity
ADB	Asian Development Bank
ABS	Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization
ASEAN	Association of Southeast Asian Nations
CBD	Convention on Biological Diversity
CEDAW	UN Convention on the Elimination of All Forms of Discrimination Against Women
CIFOR	Center for International Forestry Research
ES	Endangered Species
FAO	Food and Agriculture Organization of the United Nations
GIZ	German Development Agency
IAS	Invasive Alien Species
IFAD	International Fund for Agricultural Development
IUCN	International Union for Conservation of Nature
Lao PDR	Lao People's Democratic Republic
MPA	Marine Protected Area
NBSAP	National Biodiversity Strategies and Action Plans
RECOFT	The Center for People and Forests
SDG	Sustainable Development Goal
SPREP	South Pacific Regional Environment Programme
UNCCD	United Nations Convention to Combat Desertification
UNDP	United Nations Development Programme
UNFCCC	United Nations Framework Convention on Climate Change
WWF	World Wildlife Fund

Introduction

“Gender impacts different aspects of biodiversity and thus requires integration of gender-related actions in multiple fields.”

GIZ in collaboration with ASEAN Centre for Biodiversity. 2017. Gender Assessment For Biodiversity Conservation in the ASEAN: The Case of Selected Protected Areas in Lao PDR, the Philippines, and Singapore.

WHY DO WE NEED THESE MATERIALS?

The CBD recognizes the importance of gender equality and women’s empowerment for the achievement of biodiversity objectives and has adopted many decisions in this regard. Country Parties and partners have repeatedly called for support to build understanding and capacity to address gender issues among biodiversity policymakers and other actors. Lack of capacity represents a major barrier to gender-responsive biodiversity policy and planning, as well as to equitable outcomes for women and men of all backgrounds.

While knowledge on gender-environment links continues to grow, there is also a need for gender experts that are familiar with and can communicate gender-biodiversity linkages, and a need for supportive training materials. Furthermore, gender and biodiversity issues are often highly context-specific, but there are no regional gender-biodiversity training materials available for gender trainers to adapt and use.

The CBD has therefore identified the production of a set of simple, flexible and regionally focussed training materials for face-to-face training as a strategy to promote greater gender-responsiveness in biodiversity policy and programming. The focus at the regional level is intended to provide appropriate case studies and context to articulate needs and types of action more clearly to decision makers and those responsible for implementing policy and projects.

WHAT IS THE PURPOSE OF THESE MATERIALS?

The purpose of these materials is to support increased understanding of gender and biodiversity links among government officials and practitioners responsible for developing and implementing biodiversity policy and programming.

HOW SHOULD THESE MATERIALS BE USED?

These materials are intended for use by gender trainers with some experience of working on environmental and related issues to support capacity building of government officials and associated actors in biodiversity. They are intended to help gender trainers to convey to government and other practitioners responsible for biodiversity policy and programming:

- (i) why gender-responsive approaches are important for biodiversity policy and planning;
- (ii) key policy considerations; and
- (iii) how to go about integrating gender dimensions into biodiversity policy and programming in practical terms.

The value that these training materials add is twofold. *Firstly*, they apply a “gender lens” to biodiversity issues, with relevant regional examples. Gender trainers are encouraged to further research and familiarize themselves with biodiversity issues relevant to their proposed target audience. For example, if the target audience is policymakers working on agrobiodiversity in Thailand, necessary steps for trainers include research and familiarization with agrobiodiversity issues relevant to the Thai context. *Secondly*, the materials entail a participatory training approach, which is not necessarily the norm in Asia. A participatory approach is essential when addressing an issue that is not purely technical but that also touches on peoples’ values and beliefs. Training

participants may have biases and be resistant to the gender-related concepts in these training materials, and a participatory approach, where the trainer is also a facilitator who helps to bring out participants' views and fully engage them, is more likely to bring about the behaviour change that is ultimately needed.

These materials, suggested exercises and timings are for guidance only, and gender trainers need to adapt them to their training participants, for example, based on the participant's level of exposure to gender issues.

KEY MESSAGES

The key messages articulated through these training materials are highlighted in the box below. They are further elaborated in the training materials.

The **learning outcomes** for the training activities as a whole are as follows:

- Understand key gender concepts in relation to biodiversity
- Appreciate why integrating gender issues is relevant to achieving biodiversity goals
- Recognize regional good practices and lessons in gender-responsive biodiversity policy and planning
- Understand key elements necessary for gender-responsive biodiversity policy and programming.

BOX 1: KEY MESSAGES ON GENDER AND BIODIVERSITY

Key message 1: Gender issues are central to achieving CBD objectives

Key message 2: Gender-responsive policy and programming measures can enhance both biodiversity and gender benefits, with important co-benefits for the Sustainable Development Goals, and goals related to climate change and land degradation

Key message 3: South East Asia and the Pacific hold important opportunities for gender-responsive biodiversity action and outcomes

WHY FACE-TO-FACE TRAINING?

Firstly, because biodiversity professionals may not always be aware of or able to focus on gender and biodiversity issues, or even have the time to review and fully consider available guidance materials. Secondly, direct, in-person discussion makes it easier to make abstract issues, such as gender, more concrete. Thirdly, this approach promotes networking and exchange among different stakeholders within the region, to support potential collaboration on gender and biodiversity issues and actions.

WHY A REGIONAL APPROACH?

Firstly, biodiversity and gender issues are often highly context-specific, and this region has specific environmental and gender challenges. For example, women in the Asia-Pacific region play a primary role with regard to water management for domestic use as well as on their farms. This role both renders women vulnerable to the degradation of related ecosystems and means that they have specific knowledge of them. Despite this, women's roles are often "invisible" and not considered in biodiversity planning. And while the sixth national reports provided to the CBD demonstrate how countries in Asia and the Pacific are taking action to conserve and sustainably use biodiversity, there is less information available on gender-responsive approaches and outcomes. Secondly, the use of regional examples and case studies can help to make gender and biodiversity

linkages more immediate for participants¹. Lastly, strong institutional partners in the region, such as the ACB and SPREP potentially provide excellent potential platforms for networking and sharing good practices.

WHO ARE THESE MATERIALS FOR?

The primary target audience for these materials are gender trainers working on environmental/ biodiversity issues. As noted above, it is envisaged that gender/ environment trainers will be using these training materials in order to reach primarily government officials and other practitioners responsible for developing national biodiversity policy and planning. It is assumed that gender trainers will already have their own preferred training materials and that they are familiar with key concepts and international/ national gender-related policy. These materials are designed to be complementary to gender trainers' own.

HOW SHOULD THESE MATERIALS BE USED?

These materials are designed for use as a flexible resource that can be enriched by the expertise of both the facilitator and participants. Although suggested timings and a potential programme is provided, these should not be regarded as a requirement, but should be adapted to suit the training context. Each training exercise will be different, depending on the participants, and the facilitator will need to adapt the approach and content accordingly.

WHAT IS THE LEARNING APPROACH?

The learning approach is based on adult experiential learning principles.² The training approach is based on the concept that training participants are rich sources of information and their individual backgrounds offer a substantial resource for problem solving and learning. Participants should thus be actively engaged in the process of their own learning, and the trainer should balance facilitated discussions with their own inputs, with the latter kept to a minimum. The modules are therefore organized around the following steps:

1. Participants undertake activities that help them understand concepts through a mix of tools;
2. Participants reflect on the completed activity and its practical relevance for their own situations in relation to the learning outcomes; and
3. Participants prepare personal action plans to support the application of the training by participants in their organizations and contexts.

¹ Where examples have not been identified, examples from other regions have been included.

² This article has a useful explanation <https://www.thoughtco.com/what-is-experiential-learning-31324>

HOW ARE THESE MATERIALS ORGANIZED?

These materials are organized into three “modules” as follows:

- Module 1: Gender key concepts and biodiversity linkages (quiz)
- Module 2: Key international policy commitments (case studies/ discussion questions)
- Module 3: Programming practicalities (case studies).

This Manual provides Facilitator Notes (which begin with “F”) and Participants’ handouts (“P”) for each module. The Annexes also provide additional resources; the last two containing references and regional examples, which can also be used as participants’ handouts. They are also intended to support facilitators in illustrating workshops with regional examples. They are not exhaustive, and gender trainers will also need to have their own gender training materials and resources, which can support these.

WHAT IS THE MAIN CONTENT?

The content is based on the following concepts or “keywords” in the following modules.

Module 1: Gender key concepts and biodiversity linkages	<ul style="list-style-type: none">▪ Gender (social construct) vs. sex (biology)▪ Gender roles▪ Gender stereotypes/ gender bias▪ Gender gaps/ inequalities▪ Women’s empowerment▪ Gender equality▪ Gender mainstreaming▪ Gender analysis▪ Sex-disaggregated data▪ Gender balance▪ Special measures/ positive discrimination/ affirmative action▪ Substantive equality▪ Gender, indigenous peoples and biodiversity▪ Practical and strategic gender needs▪ Gender-sensitive vs. gender-responsive, gender-transformative
Module 2: Key international policy commitments	<ul style="list-style-type: none">▪ Gender in international and regional biodiversity policy▪ Gender-responsive budgeting
Module 3: Programming practicalities (case studies)	<ul style="list-style-type: none">▪ Builds on previous concepts/keywords

F1 Facilitation note: Planning the Training Exercise

Any training exercise needs good planning. Although these materials are intended for gender trainers with some experience in biodiversity/ environmental issues, the tips below may be helpful to keep in mind as you prepare. A “training needs analysis” (TNA) is always recommended a month or so before the training exercise so that there is time to adapt the approach. A basic draft TNA that can be adapted is given in Annex 1.

WHO’S WHO

Who are the participants?

Find out as much as possible ahead of time about participants so that you have an idea of the total number of participants as well as their profiles and likely needs – as well as possible conflicts. A “training needs analysis (TNA)” is always recommended a month or so before the training exercise so that there is time to adapt the approach. A basic draft TNA that can be adapted is given in Annex 1. In order to organize a training exercise you will need to know:

- a) Total number of participants: this will influence the room size and how many groups you can organize as well as how many printed materials you may need.
- b) Are participants “nominated” by their seniors or is their participation voluntary? This may make a difference to their motivation levels and it is good to be prepared.
- c) Proportion of male/ female participants: this may also be useful in order to organize groups and activities.
- d) Professional profile: it is important to know whether they have specific expertise or responsibilities regarding biodiversity (e.g. marine protected areas or agricultural biodiversity). It is also useful to have an idea of their familiarity with gender concepts and experience in mainstreaming gender. If possible, try to target people according to whether they are mainly working on policy or on programming, as this will help to focus the workshop. If possible, try to understand whether there are very different levels of seniority amongst participants as this may affect dynamics.
- e) Will there be participants coming from different countries? Will translation be needed and is this provided for? Note that a language barrier can create significant challenges in organizing training effectively and in a participatory way. It is better to aim for a situation where participants share a common language with the gender trainer.

Who is sponsoring the training?

Keep in mind the institutional objectives and culture of the sponsor or organizing entity; it may be useful to research them beforehand and try to meet them so as to fully understand what they expect from the training exercise including who does what in preparation, delivery and follow-up.

Current Context / Enabling environment

Are there any important developments in the regional or national context, such as the development, adoption or significant steps in implementation of relevant national policies or programmes? It is important for gender trainers to be up to date on key issues in biodiversity in the country/ region in order to establish credibility and to make the training exercise as relevant as possible for each group of participants. This includes researching specific biodiversity issue that participants are working on, such as mangrove restoration. The Annexes offer suggested resources for gender trainers to increase understanding of key biodiversity issues in the region.

LOGISTICS

Before the training

The training room and facilities

These may need to be booked well in advance, and also be “gender-responsive”. If possible, the training should be organized with the following in mind:

- Room should be large enough to handle all participants seated in small groups and have enough space to allow full-group activities and breakout sessions
- Venues that provide natural light and temperature control, air conditioning etc
- (Separate) bathrooms near the training room
- Access for all participants, men and women and disabled participants
- Laptop, screen and projection facilities are helpful (but not essential)
- Flipcharts are essential; one per group together with a stand – or check if it possible to attach flipcharts/ paper on walls
- Food, if provided, should be adequate and respect different requirements (e.g. dietary, religious requirements, etc.)
- Room layout should ideally be flexible, set up in small groups
- Consider keeping a sheet of flipchart paper on a wall for issues that cannot be covered immediately and need to be “parked” until a suitable time
- Check if laptops and personal items, etc can be safely left in a room.

Timing

The timing of the training may not be fully within the control of the facilitator, but it makes sense to avoid major holidays and festivals etc. The sample programme is for a one-day training exercise, with the understanding that participants may not be able to commit more time. If more time is available the training could be extended over two days with more time being given to case studies, or to allow participants to share their experiences.

As this is designed to be a flexible set of materials, training may also be provided in shorter blocks of time, over an extended period, as availability of participants and resources permits.

Materials

Plan to have enough handouts, spares and if possible, arrange access to a printer and photocopier for last-minute changes. Avoid unnecessary printing but make sure people have enough copies for individual and group work.

Plan ahead and decide how materials can be shared after the event, whether by email or online platform, or similar.

Evaluation of training

Constructive feedback can be invaluable for even the most experienced experts and facilitators, so consider how to obtain this. An evaluation form at the end of the training is useful, and a basic sample form is given in the Annexes (4) – check with the organizers if they would like to provide input on this or manage the evaluation. As well as formal evaluations, take the opportunity to ask participants how they are finding the training during the breaks. Alternatively, you could organize obtaining feedback as a group activity.

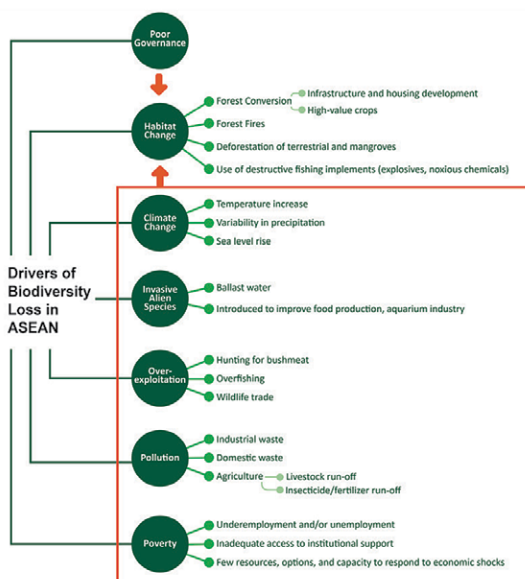
After the training

Follow-up after the training

Discuss with the organizers who will follow up with participants after the training to check on how they are doing with their personal action plans. Send as many participant handouts as possible by e-mail or share them via electronic means after the training. This not only helps avoid unnecessary printing but also offers another opportunity to interact with participants and therefore keep them motivated.

KEY BIODIVERSITY ISSUES IN THE REGION

It is important that you familiarize yourself as much as possible with biodiversity issues in the region, ideally also the particular area of biodiversity that training participants work on. The *ASEAN Biodiversity Outlook* series is a very useful resource for the ASEAN region in particular, and a third edition is due in 2021. Here is a graphic on the drivers of biodiversity loss in the region, taken from the 2017 edition.



Source: *ASEAN Biodiversity Outlook 2: 2020 and Beyond* (ACB, 2017), a key reference for gender experts in the region wishing to gain an overview of regional biodiversity issues.

LEARNING AND FACILITATION APPROACH

Role of facilitator

The facilitator needs to:

1. Understand the proposed participants' profiles
2. Understand the specific content of the training and objectives of main institutional sponsor(s)
3. Adapt the training programme and materials accordingly
4. Communicate key concepts and essential policies, wherever possible by building on participants' own experience and/ or giving examples, rather than "imparting knowledge" in a top-down way
5. Establish a comfortable atmosphere with agreed "rules" including respect (switching off mobiles, timely return from breaks, etc)

- Give an example – e.g. community consultations that include women and men can help to identify sustainable livelihoods that promote biodiversity and enhance food security and wellbeing for the entire household.
- Emphasize “power to” for both women and men, as opposed to “power over” (ex. “power to” refers to the power to make a difference, create something new, or achieve goals, it is not focused on exercising power over others)
- Suggest that the conversation is continued outside the training.

You may want to refresh your ability to deal with resistance in advance of this training, for example by consulting the many resources available on the Internet.

CONTENT

Key messages

In the Introduction, the key messages that these materials are designed to promote were presented in summary form. Below, they are articulated in more detail. Keep these messages in mind throughout the training exercise.

Key message 1: Gender issues are central to achieving CBD objectives

Biodiversity is being lost at a rate not seen in the past 65 million years and is one of several “Planetary Boundaries” to have been breached, thereby threatening the resilience of the planet as a whole. The demand for food, water, and natural resources is causing severe biodiversity loss and leading to changes in ecosystem services. The objectives of the CBD are to conserve biological diversity, to ensure the sustainable use of its components, and ensure fair and equitable sharing of the benefits arising from the use of genetic resources.

Women and men have **different roles** in using and preserving biological diversity for future generations. This means that they have **different capacities** in preserving biological diversity; indeed, the CBD in its preamble recognizes “... *the vital role that women play in the conservation and sustainable use of biological diversity*”. Women and men also have **different vulnerabilities** to shifts in biological resources and ecosystem services. Social norms and structural biases often mean that women’s roles, capacities and vulnerabilities are less “visible” compared to that of men. Women in many contexts, including indigenous women, also have less access to biological resources compared to men, as well as relatively little voice in deciding how these should be managed, from the home and community through to the national levels.

These inequalities or “**gender gaps**” mean that, despite women’s acknowledged roles in many spheres of biodiversity preservation, policy and programmes are not capitalizing on their knowledge and agency or addressing their specific vulnerabilities. Leaving women out of efforts to conserve biological diversity may mean that they are not actively engaged in achieving global biodiversity goals, and they could inadvertently hinder these efforts. Another overarching consequence is that women are left behind in the access to the benefits arising from genetic resources. With regard to ecosystems services of particular importance to local and indigenous communities, women, the poor and vulnerable³, trends appear to be moving in the wrong direction.⁴

Key message 2: Gender-responsive policy and programming measures can enhance both biodiversity and gender benefits, with important co-benefits for the Sustainable Development Goals, and goals related to climate change and land degradation

Parties to the CBD have agreed to take action on gender issues towards achieving the Convention objectives, including through the process to develop the post-2020 global biodiversity framework, which was agreed to be gender-responsive, as well as through the Aichi Biodiversity Targets (particularly Target 14) and the 2015-2020

³ Aichi Biodiversity Target 14 of the CBD Strategic Plan for Biodiversity 2011-2020.

⁴ Global Biodiversity Outlook 5. Secretariat of the CBD. 2020.

Gender Plan of Action. **Gender-responsive biodiversity policy and programming** should be based on a **gender analysis** of the different roles, capacities (such as knowledge) and vulnerabilities of women and men in relevant sectors, and relies on **sex-disaggregated data** and qualitative evidence of key issues. These vary over time and across contexts. Gender-responsive approaches also identify and **tackle gender gaps** that may be holding back the achievement of biodiversity goals and the Sustainable Development Goals, as well as goals related to climate change and land degradation. Relevant goals include equitable access to ecosystem benefits (such as food and livelihoods) and natural resources such as land, as well as to the benefits arising from genetic resources. Specifically, gender-responsive approaches include promoting women's equal voice in decision-making at all levels, or the "*the full participation of women at all levels of policy-making and implementation for biological diversity conservation*".⁵ This can often be done effectively through engaging with women's groups. Gender-responsive approaches also include ensuring women's equal access to land and biological resources and to benefits associated with biodiversity conservation and sustainable use. Gender-responsive biodiversity policy and programming reflect these key issues and commitments in gender-responsive actions, targets and indicators, as well as through specific measures supported by adequate human and financial capacity.

Key message 3: South East Asia and the Pacific hold important opportunities for gender-responsive biodiversity actions and outcomes

South East Asia and the Pacific is rich in biodiversity, but significant progress in human development in the region has come at the cost of the very biodiversity and ecosystems that support millions of lives and livelihoods. All types of ecosystems in the region are under threat, particularly forests, rivers and oceans, and the rate of species loss is almost twice the global average. Encouragingly, the countries of the Asia Pacific region are rising to the challenge by harnessing the opportunities provided by biodiversity and natural ecosystems, as catalysts for sustainable development, including for gender equality and women's empowerment.⁶ Many countries in the region now have some reference to gender and women in their national biodiversity strategies and action plans (NBSAPs), although they face challenges in implementation, as in other parts of the world.

In the region, three areas of biodiversity could offer particular opportunities to intensify progress in gender-responsive biodiversity policy and planning, bringing benefits not only to women, but also their families and, critically, for biodiversity.

Agricultural biodiversity: As in many other parts of the world, women in the region play a key role in farming including the preservation and *in situ* development of seeds. The region is also subject to food insecurity and concerning malnutrition rates in some countries; for example, over 40 per cent of children in several Asian and Pacific countries are stunted⁷. Ensuring women and men equal access to benefits arising from the use of genetic resources, as well as equal voice in decision-making structures and processes could help to stimulate the preservation of diverse crop species, including underutilized crops, often the domain of women, for future generations. Women as well as men could also be engaged to tackle invasive alien species and the threats they pose to biodiversity.

Forests: An alarming rate of deforestation is taking place across the region due to land-use change in agriculture, urbanization, mining and infrastructure development. Development that is based on the depletion of forest resources is unsustainable and measures must be taken to use, manage and protect forests in a sustainable manner. Strategies for the sustainable management of forest resources could benefit from the knowledge and capacities that women have honed through their interactions with forests.⁸

Marine and freshwater ecosystems: The Asia-Pacific region accounts for 84 per cent of people working in fisheries and aquaculture and 94 per cent of people engaged in fish farming. Of them, 66 per cent of the workers in large-scale marine fisheries and 54 per cent in small-scale inland fisheries are women.⁹ Despite women's

5 Preamble, CBD.

6 Adapted from Biodiversity for Sustainable Development: Delivering for Results in Asia and the Pacific. (UNDP, 2014).

7 Food Security in Asia and the Pacific. (ADB, 2013).

8 Gender, the Environment and Sustainable Development in Asia and the Pacific. (UNESCAP, 2016).

9 Gender, the Environment and Sustainable Development in Asia and the Pacific. (UNESCAP, 2016).

lack of access to equipment compared to men (e.g. boats) they are nevertheless active in harvesting certain species. Yet this role is often not reflected in official statistics and fish catch estimates. Women also play a primary role with regard to water management for domestic use as well as on their farms. These roles mean that they are simultaneously vulnerable to the degradation of related ecosystems, and that they have specific knowledge of them. Despite this, their roles are often “invisible”. Engaging with women as well as men in integrated water and coastal resources management could open up more sustainable and equitable livelihoods options for both.

SUGGESTED WARM-UP ACTIVITY (THE “FISHPOND”)

This activity can be adapted to take up less or more time, and even expanded to become part of the training. It requires little preparation and is easily adapted to participants’ specific areas of interest. It is useful to help you understand further the level of gender-awareness in the group.¹⁰



ACTIVITY (15 – 30 MINUTES)

- On small pieces of paper, write down different biodiversity concepts relevant to the participants and place them in a bowl.
- Ask participants to pull out one piece of paper at a time and share their thoughts of possible gender dimensions of the biodiversity concept that s/he pulls out. For example, if they pull out “agrobiodiversity”, they could mention that women often select and keep back seeds from successful local varieties and experiment with them, so they are “custodians” of agrobiodiversity.
- This is an open-ended activity designed to get biodiversity policymakers and practitioners thinking about the two concepts of “gender” and “biodiversity” together. Your task as the facilitator is to encourage participants to make linkages. Resist the temptation to “correct” people. Try “yes, and...” instead of “Yes, but”.

¹⁰ This exercise was piloted at the ASEAN Regional Training Workshop in Manila in December 2019, supported by the CBD Secretariat.

F2 Facilitation note Module 1: Gender and Biodiversity Concepts and Linkages

MODULE INTRODUCTION

The quiz aims to establish common language and joint understanding, which act as a foundation for subsequent activities. The questions are designed to build on each other. The role of the facilitator is to encourage participants to reflect on their experience, especially with regard to the region, and draw out key messages, reinforced by examples. This reflection by participants is an important part of the discussion and helps to promote ownership as well as “fix” concepts in a way that is most relevant to participants.

The quiz allows typical preconceptions and “myths” about gender equality and women’s empowerment to be aired and clarified. The quiz aims to cover the following key gender concepts; these keywords have been prioritized because they are touched upon in the CBD 2015-2020 Gender Plan of Action and are also based on feedback from regional experts. Other concepts are introduced later on. If other concepts are more relevant to the participants for a particular training exercise, these can be added.

Most quiz questions contain a few interrelated concepts, so they are grouped together. The questions below are designed to be given out together and done all at once, but they can also be phased. Questions 1-4 largely address concepts, so can be grouped together and discussed first. Questions 5-9 cover different gender mainstreaming strategies and ideas, and can also be grouped together. Question 10 focuses on gender-biodiversity linkages and could be tackled last.

LEARNING OUTCOMES

At the end of this module participants will:

- Understand key gender concepts in relation to biodiversity
- Appreciate why mainstreaming gender is relevant to promoting biodiversity
- Identify some regional good practices and lessons on gender-responsive approaches to biodiversity conservation and sustainable use

Activity: Gender Quiz

Estimated time: 1 hour 30 minutes

Explain activity: 5 minutes	Plenary feedback: 50 minutes
Group work: 30 minutes	Wrap up: 5 minutes

Preparation

Printed questions, one set per participant.

Print participant handout P2 (glossary) that they will receive at the end of the module – or send it to them later to save paper. Encourage participants to take notes on their copy.

Steps

- Divide participants into small groups of 5 to 6 participants.
- As you pass around the quiz hand-out you may consider adapting this introduction:
 - “Often, terms like “gender mainstreaming” and “gender equality” can mean different things to different people. There are a lot of myths about gender, including in relation to biodiversity. We are therefore going to start with an activity to help us clarify some of these ideas and establish a common language. You are going to work in your groups and discuss a series of questions to unpack some important gender concepts. As you work through, keep in mind that many are open questions designed to stimulate discussion, so don’t worry so much about “right” or “wrong” and consider your own experience. There are 15 questions and you have 30 minutes before we open up the discussion in plenary. We will be coming around in case anything is unclear. Please decide who will be responding back in plenary. Is everything clear?”
- Once the groups have started working, go to each of them after about 5 minutes to ensure they are clear what to do.
- At the end of the group exercise, there are different ways to obtain feedback in plenary. One way is to ask group representatives to raise their hands for each answer – this may help to save face in contexts where it is unhelpful to imply that someone is “wrong”. Alternatively, each group can share their answers for e.g. two questions. Ask representatives **why** they arrived at that answer, and whether others agree or disagree. Ask for examples, if time permits. Remember to write up/ otherwise document good practices/ lessons learned as well as what makes them so.

Question 1: Gender, gender roles

The word “gender” refers to

- (a) Biological aspects of being male or female
- (b) Socially constructed roles of women and men
- (c) Participation of women and men in an organization

Choose one answer

Answers

(a) Refers to the term “sex” rather than gender, which is based on biological aspects

(b) Correct. Gender is a socially constructed category and has more to do with the values that society associates with being “masculine” and “feminine”

(c) Refers to a specific dimension of gender equality and access to equal opportunities, rather than “gender”.

- Explain that gender norms determine what women and men are expected and allowed to do, or their typical **gender roles and relationships**. Ask participants for examples e.g. women are expected to have caring roles in the family and men may be expected to be the main breadwinner. Tell participants that gender norms tend to vary across geographical contexts, even within one country, as well as over time.
- **Gender roles:** the roles that society determines are acceptable and expected of women and men, based on their biological differences. For example, women are often expected to be caregivers, and it may not be acceptable for them to be public leaders. Men may be expected to be leaders and domestic breadwinners, and it may not be acceptable for them to appear to be weak. The point is that **men and women often have distinct roles when it comes to using biological diversity**, which leads to their developing different knowledge and expertise. **Women’s roles, knowledge and expertise is not always**

as visible, understood or valued as that of men's as men may play a greater part in public spheres and in commercial activities.

- A useful way to think of men's and women's roles is to consider their **productive** and **reproductive roles**. Productive roles include activities related to the production of goods for consumption or trade and income-generating activities. Reproductive roles involve tasks and activities relating to creating and sustaining family and the household. Both women and men perform multiple roles in their lives but in most societies, men's roles in the productive domain are prominent or primary, whereas their reproductive role is only subsidiary or secondary. Men's productive work usually takes place outside the home, allowing them to perform their different roles sequentially rather than simultaneously. Women, on the other hand, usually juggle tasks simultaneously within the reproductive and productive spheres.¹¹ In many cultures women's roles are primarily reproductive i.e. home-bound.
- Women have been described as having a 'triple role':
 - A productive role: Although women across the world do engage in paid work or income-generation activities, they tend to lose out in terms of access to, control over, and benefits from productive resources.
 - A reproductive role (or domestic role): reproduction refers to all activities necessary for the maintenance and survival of human life. Examples include bearing, looking after and educating children, cooking food, washing clothes, growing or foraging for food for home use. A distinction can also be made between mothers and non-mothers.
 - A community management role: this term is used to describe activities usually carried out by women – as an extension of their reproductive role – for the benefit of the community, for example, the provision and maintenance of scarce resources of collective consumption, such as water and education. This work is mostly unpaid and voluntary. Community management activities performed by men tend to be more visible and of higher social value (e.g. administration of local justice).¹²
- Explain that it is not always a simple question of “binary” or male/female and masculine/ feminine. Ask if participants have come across the term “gender identity” and draw them towards this definition: “*Gender identity refers to a person's innate, deeply felt internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth. It includes both the personal sense of the body, which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means, and other expressions of gender, including dress, speech, and mannerisms.*” Source: UN Women Gender Equality Glossary. The point is that not all men and women have the same roles, relationships and priorities.
- The example below is adapted from a “Gender Assessment For Biodiversity Conservation in the ASEAN Region: The Case of Selected Protected Areas in Lao PDR, the Philippines, and Singapore” by GIZ in collaboration with the ASEAN Centre for Biodiversity in 2017 - a very useful resource highlighted in the Annexes, which you can update and share with participants as a further handout. You could stop after the first paragraph if time is short, but one interesting finding is a softening of rigid gender roles, where women are able to undertake economic activities because men share in domestic tasks. The gender roles of women as well show that they are actively engaged in agrobiodiversity management e.g. in their home gardens.

11 http://www.glopp.ch/A5/en/multimedia/A5_1_pdf1.pdf

12 http://www.glopp.ch/A5/en/multimedia/A5_1_pdf1.pdf



EXAMPLE

A Gender Assessment as part of a project on biodiversity conservation in the ASEAN region identified gender roles related to biodiversity conservation in five Asian Heritage Parks and one protected area (Lao PDR, the Philippines, and Singapore). Here are some selected findings relating to indigenous peoples and local communities (IPLCs) in Lao PDR.

Gender roles were heavily influenced by the livelihood activities in the villages. In all four villages visited in one protected area, men go to the fields early in the morning to work in their farms and/or gather rubber and non-timber forest products. While men are out in the fields, women and children stay at home and do reproductive work. Women are also able to do productive work because **reproductive responsibilities are shared by the husband and older children in the households**.

Women in the villages weave Lao cloth for their own use as well as for sale. In one village, Lao women are economically active, mostly in agriculture. Both men and women are involved in planting and harvesting, especially in Nong Soang Village, where the community produces sticky rice. Men haul the sacks of rice using motored vehicles to the area where the rice granary is located. The women are responsible for pouring the sacks of rice and evenly spreading them in the storehouse.

Traditionally, Lao women work in the fields (planting, weeding and harvesting crops) and tend smaller livestock such as pigs, poultry, and goats, while men undertake the agricultural tasks of plowing, constructing bunds, and preparing seedbeds and tending larger livestock such as cattle and buffalo. There is also a traditional gender division of labour in fishpond culture and rice-cum-fish cultivation agricultural sub-sectors. Women are especially engaged in managing fishponds and fish culture in rice fields, while men are more often catching fish from the Mekong River and its tributaries. Women also play a key role in the processing and marketing of fishery products.

Home gardens were observed in the backyards of IPLCs in the areas visited, where women plant a variety of plants which they use to enrich their food – vegetables and spices. It is normal to find different species and different varieties – chili, mint, basil, onions, bananas, fruit trees and many others. Women plant the essential food ingredients in elevated sections near the kitchen for easy access. Medicinal plants used in the treatment of diseases and other ailments are also planted in home gardens.

Question 2: Gender stereotypes, sex-disaggregated data

Look at the pictures below and guess who is a gender and environment expert, and who is a fisheries management advisor.



Answer

- The woman is Pamela Maru and works as one of four Fisheries Management Advisers with the Forum Fisheries Agency in the Solomon Islands, supporting Pacific countries at the table of the regional fisheries management body, the Western and Central Pacific Fisheries Commission (WCPFC). Pamela Maru is one of the SPREP's "Women Ocean Leaders", a campaign that aims to address **gender stereotypes**.¹³ Markus Ihalainen works on issues of gender equality and women's empowerment with the Centre for

¹³ <https://www.spc.int/sdp/70-inspiring-pacific-women/pamela-maru>

International Forestry Research. We tend to assume that women and men have certain types of roles, and this stereotyping can limit opportunities for both women and men.

- Gender stereotypes find their way into national policies. For example a review of NBSAPs received from 2010 to 2018 by the Secretariat of the CBD found that “(w)omen were predominantly characterized as a vulnerable group in NBSAPs, often in tandem with youth, with rural women identified as a particularly vulnerable or target group”.¹⁴ While it is true that women tend to be disproportionately disadvantaged by biodiversity loss, they also have unique knowledge and capacities related to biodiversity. The same CBD Secretariat review also notes that “(l)ack of involvement of women as stakeholders was identified as a challenge for biodiversity conservation, or an indirect driver of biodiversity loss, in approximately 21 per cent of NBSAPs.”
- Ask participants for one or two examples from their experience of any similar gender stereotypes they may have encountered. Ask them what stereotypes are prevalent in their country/ the region. You may find it useful to note these on a flipchart.
- Ask participants whether they can think of examples of how gender stereotyping can hamper biodiversity goals. Guide the discussion to the examples and points below.



EXAMPLE

Fisheries and coastal management are mostly associated with men although in many contexts women play key roles. These roles are often “invisible” however, as women’s participation is not picked up in official statistics – in turn because women are rarely members of formal fisher organizations. Yet we know that leaving women out of coastal management programmes means **missing out on their contributions** or “capacities”, and likely also **failing to take into account their needs** when designing conservation programmes and creating protected areas. This may translate into missed opportunities for ensuring sustainable and equitable management of fish populations, and aquatic species.

A report on mainstreaming gender in coastal resource management in the Philippines (CCEF, 2012) talks about how women’s roles as gleaners (informal collectors of small animals from the shoreline) is often overlooked as this does not count as fishing” – women therefore miss out on benefits directed via fisher organizations as they are not considered to be fishers. The report also notes that this “gender bias” is also reflected in official statistics, where the Bureau of Fisheries and Aquatic Resources shows registered fishers and fisherfolk organizations to be overwhelmingly male dominated. The same report then goes on to observe that “there are exceptions. For instance, in Barangay Saavedra, Moalboal, Cebu, the Saavedra Fisherfolk Association shows an equal number of men and women in their roster of members. Notably, this (organization) shows outstanding performance in their coastal management activities, such as coastal law enforcement and enterprise development, due to the balanced interests and participation of its male and female members.”

The point is that gender stereotypes can get in the way of distributing biodiversity benefits equitably.



EXAMPLE

UN Environment highlights that “*women and men have common but differentiated responsibilities in the fishing sector. Fishing is frequently portrayed as a male domain, but when the whole fishing cycle is taken into account, actually some 47 per cent of the workforce is female*”. (UN Environment, 2016). Similarly, failure to understand the extent of women’s involvement and a focus on men alone could mean that marine protected area/ coastal ecosystems protection is undermined if more sustainable solutions are not found for both women and men.

¹⁴ CBD. 2018. Progress in the implementation of the 2015-2020 Gender Plan of Action. CBD/SBI/2/2/Add.3. <https://www.cbd.int/doc/c/fcc3/ac3d/eba5d8364f8e8d5950fef9bf/sbi-02-02-add3-en.pdf>



EXAMPLE

A forest assessment that overlooks the different use of women and men, including for income generation and the use of non-timber forest products for subsistence, is likely to lead to interventions that do not attempt to provide alternative sustainable livelihoods for both. This is not only harmful to the livelihoods of women and their families but will probably undermine attempts to protect forests as women may continue to forage illegally. This is why the Voluntary Guidelines on National Forest Monitoring by the Food and Agriculture Organization of the United Nations (FAO) released in 2017 have a specific focus on integrating gender dimensions.

One of the recommendations is to “(i)include sex-disaggregated data on forest use and socioeconomic Information.”

- Ask participants why **sex-disaggregated data** and being careful with definitions is so important in tackling gender stereotypes. The “answer” is that it helps to identify not only gender roles but also unexpected patterns, and to make visible otherwise “invisible” gender roles that potentially impact on achieving biodiversity objectives. This means that sex-disaggregated data should not just be collected in sectors that are known to be “women’s areas”, but in all biodiversity work. Ask them whether they think that they can get this data from official sources, or whether other actions are needed. Guide them towards recognizing that official sources may not have sex-disaggregated data, or at least at the level of the project area – or it may hide women’s roles if the sector is normally associated with men. Because of this, they may need to carry out local consultations to address key questions that inform gender analyses – to identify i) who does what; ii) who knows what; iii) who decides what; and iv) who has access to which resources. In order to unpack this sex-disaggregated data, it may be necessary to carry out separate consultations with women and men, depending on the cultural context.



EXAMPLE

In 2018, the German Development Cooperation organization (GIZ) and ASEAN Centre for Biodiversity partnered with the Istituto Oikos Onlus, and the government of Myanmar for the pilot project “Strengthening the Conservation and Participatory Management of Lampi Marine National Park”.

Istituto Oikos, in collaboration with the University of Insubria, generated sex-disaggregated demographic data through a household survey in five settlements within the Park. This exercise highlighted, amongst other gender-based differences, that:

- there was almost an equal number of females and males
- the primary economic activity in the Park is fishing, mostly done by males
- women and boys are also involved in fishing but on a smaller scale and mostly for subsistence/ informally, at the foreshore/intertidal zone rather than the open water. Women, boys, and girls are also involved in trapping squid and sorting and processing of fish.

This sex-disaggregated information then helped to shape activities so as to more equally benefit women and men.

Source: GIZ, ASEAN Regional Training Workshop, Manila, Philippines, 2019.

Question 3: Gender equality, women's empowerment, gender gaps

Gender equality and women's empowerment mean more or less the same thing, and both are about accepting that women and men are the same. Fact or myth?

Answer: myth

- Explain/ confirm to participants that the terms are linked but have distinct meanings.

Gender equality refers to “the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.”¹⁵

- The key points are that gender equality actually acknowledges the differences between women and men, and is about enabling them to be **equal – but not the same**. For example, even if the objective is to ensure that women as well as men are equally competent in managing invasive alien species, it is likely to mean that different strategies will need to be used to reach them. Training for women and men may need to be at different times, in different venues if women’s mobility is limited, and there may even need to be slightly different content that takes into account the different roles of women and men in daily life.
- In contrast, **women’s empowerment** is a term that refers to the process of enabling women to address some of the inequalities they generally face compared to men or “close **gender gaps**”, as well as to realize their potential.

“The empowerment of women concerns women gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. The process of empowerment is as important as the goal. Empowerment comes from within; women empower themselves. Inputs to promote the empowerment of women should facilitate women’s articulation of their needs and priorities and a more active role in promoting these interests and needs. Empowerment of women cannot be achieved in a vacuum; men must be brought along in the process of change. Empowerment should not be seen as a zero-sum game where gains for women automatically imply losses for men.”¹⁶

- **Gender inequalities** or **gender gaps** are behind both concepts. In most societies women are disadvantaged compared to men in access to natural resources, such as land, water and in many other areas such as finance and decision-making. **Gender gaps** therefore refer to the unequal status or position of women and men in society. The sections below offer some examples of gender gaps in the context of biodiversity in the region.

¹⁵ <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

¹⁶ <https://www.un.org/womenwatch/osagi/pdf/factsheet2.pdf>

Unequal access to resources

- Invite participants to call out whether it is usually men or women who have greater access to biological resources such as land and seeds for cash crops in their national context, and who has more voice in decision-making in e.g. natural resource management groups. Explain that in comparison to men, women's lack of access to land is a global phenomenon.



EXAMPLE

In South East Asia according to UN Environment (2016) there has been progress in legal provisions for equal land access but in many countries, *“(l)egal land rights are not followed in practice: The law guarantees the same rights to own, use and control land to women and men, but there are some customary, traditional or religious practices that discriminate against women.”*

- Ask participants to share thoughts on how unequal access to land and natural resources could harm biodiversity outcomes. Guide the discussion to the fact that according to the OECD (1998),¹⁷ “evidence suggests improving women's control over land would promote more environmentally sustainable agricultural practices. Insecure land tenure rights undermine farmers' intentions and commitments to conservation. Without title to land, women are also often denied access to support services that would strengthen their capacity to work the land and promote biodiversity.”
- Remind participants also of the previous example where women's lack of presence in fisher organizations in the Philippines meant that conservation programmes were missing out on their capacities. Also, you could draw on these examples or add another depending on your participants' profile:
 - Lack of access to land is likely to mean less incentive to invest in maintaining its health, which is likely in turn to lead to degradation and loss of biodiversity
 - Implementation of the Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits can be problematic if women or men do not have clear land use rights, as this is likely to mean that women will also receive an unequal share of benefits from genetic resources
 - Women are often disproportionately affected by the depletion of forests, declining marine resources and other forms of ecosystem degradation due to their high dependence on these resources for subsistence purposes.¹⁸ Established **gender roles** often mean that women's use of these resources is informal rather than commercial, and this means that their needs may be overlooked in efforts to tackle these environmental challenges.
- The first two examples focus more on how tackling gender gaps is important for biodiversity, whereas the last example highlights the special risk that biodiversity loss presents for women.

¹⁷ <https://www.oecd.org/dac/gender-development/1849290.pdf>

¹⁸ Clabots, B.M. (2013) Gender Dimensions of Community-Based Management of Marine Protected Areas in Siquijor, Philippines [thesis]. University of Washington.

Unequal access to decision-making

- Explain that another key gender gap is in decision-making with regard to biological resources. From the home through to the community level and national biodiversity policy, women tend to be less represented and have less voice in key decisions than men.



HOME EXAMPLE

“Household”-based, environmentally relevant decisions and behaviours are negotiated, often unequally, between women and men inside households – on matters such as water use, the division of labour, energy-source choices, and financial allocations for agricultural adaptation. Intra-household dynamics are critically important in terms of the use, conservation and consumption of resources, as well as the ways women and men (may) act as agents of change. All environmentally consequential decisions made within households are filtered through gender norms and roles.” (UN Environment, 2016).

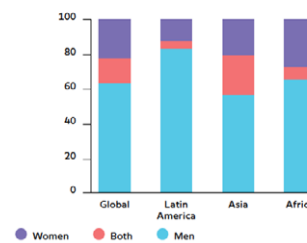


COMMUNITY EXAMPLE

Research has shown that women’s participation in community forest user groups, for example, tends to lag behind that of men. In Asia, the percentage of both women and men in community user groups is higher than the global average. In Asia, approximately 20 per cent of women participate in forest user groups, while the number of men who participate in forest user groups is much higher, representing almost 60 per cent of the population (Sunderland et al. 2014).¹⁹

Not only are women often physically underrepresented, but they may not feel free to voice their priorities or be taken seriously: *“While women’s participation remains important as ever, it is equally important to dissect the type of participation.... Agarwal (2001) showed the limits to an approach that only looks at participation without giving due attention to pre-existing inequalities of power and socioeconomic status”* (Source: UN Environment, 2016).

Percentage of men and women who participate in forest user groups, as of 2014



PROJECT EXAMPLE

If a project to promote agrobiodiversity only adopts an *ex situ* gene bank approach (i.e. not field-based), they will be losing out on women’s expertise as seed custodians, where they keep back stores of seeds that have proven to be resilient and produce good yields. These species may eventually be lost. For example, research on 60 home gardens in Thailand found 230 different species, many of which had been rescued from a neighbouring forest before it was cleared. Women’s crops and activities are often overlooked or not considered good targets for investment. Yet, women often use these gardens to try out and adapt wild plants – thus contributing to the preservation of biodiversity (OECD, 1998).



POLICY EXAMPLE

Ask participants roughly how many national biodiversity strategies and action plans (NBSAPs) they think mention gender e.g. 15 per cent, 56 per cent or 89 per cent.

Answer “just under half of the ... NBSAPs reviewed to date included some reference to gender or women’s issues, and a third ... identified gender perspectives as part of national targets or actions related to a national target. The majority of these actions focused firstly on increasing women’s awareness of biodiversity conservation issues and secondly on increasing women’s participation in biodiversity conservation.” The point is that even these keywords may mask a superficial or passing reference. (CBD, 2018).²⁰ Results are similar to a review by the International Union for Conservation of Nature (IUCN) of NBSAPs from 1993 to 2016.

¹⁹ http://www.cifor.org/publications/pdf_files/Articles/ASunderland1401.pdf

²⁰ CBD. 2018. Progress in the Implementation of the 2015-2020 Gender Plan of Action. CBD/SBI/2/2/Add.3.

Question 4: Gender equality vs. gender equity

Link the two terms with their correct definitions.

- | | |
|---------------------|--|
| (a) Gender equality | (i) Fair treatment in terms of rights, benefits, obligations and opportunities; aims at improving gender relations and gender roles. |
| (b) Gender equity | (ii) Equal rights, responsibilities, and opportunities and benefits for women and men. |

Answer: answer (a) matches with (ii) and (b) with (i).

- Explain that there is a lot of debate about these two terms, but that in general, **gender equality** is associated with the *goal* where men and women, boys and girls, have not only equal opportunities but also equal benefits that take into account their differences. In contrast, **gender equity** is perhaps more about the *process* of getting to gender equality, which involves equal access to resources, decisions and fair treatment in general. The preferred term in the UN system is **gender equality**.

Question 5: Gender balance, gender and biodiversity linkages

Equal participation of women and men in institutions can improve biodiversity outcomes. Fact or myth?

Answer: fact

- Explain to participants that the reason why it is important to pay attention to equal participation of women and men in biodiversity-related institutions and activities is not only because it is a basic human right of women, but also because of evidence demonstrates this can improve biodiversity outcomes.



EXAMPLE

In the Philippines, "... the Saavedra Fisherfolk Association shows an equal number of men and women in their roster of members. Notably, this (organization) shows outstanding performance in their coastal management activities, such as coastal law enforcement and enterprise development, due to the balanced interests and participation of its male and female members. ... There are two barangays on Siquijor where the local fishermen were not interested in establishing or managing a sanctuary, however, local women successfully took the task upon themselves. In Maite, San Juan, Siquijor, 28 women and six men established an association that continues to attract new members because of the benefits they are receiving. In Bino-ongan, Enrique Villanueva, 11 women volunteered to manage a sanctuary in collaboration with the barangay council, even though the local male-dominated fisherfolk organization has, even until the present, refused to participate" (CCEF, 2012).



EXAMPLE

In India and Nepal, "... there is strong and clear evidence of the importance of including women in forest management groups for better resource governance and conservation outcomes." (Leisher et al., 2016).²¹

²¹ <https://environmentalevidencejournal.biomedcentral.com/articles/10.1186/s13750-016-0057-8>



EXAMPLE

Research on gender aspects of social capital in groups for natural resource management (NRM) analyzed 46 men’s, mixed, and women’s groups in 33 rural programmes in 20 countries of Latin America, Africa, and Asia. Significant gender differences were found in relation to group maturity and NRM achievements and approaches as well as important differences in experiences of collaboration and capacity to manage conflict. Overall, the research found that collaboration, solidarity, and conflict resolution all increase in groups where women are present. *“In addition, norms of reciprocity are more likely to operate in women’s and mixed groups. Similarly, the capacity for self-sustaining collective action increased with women’s presence and was significantly higher in the women’s groups. The results demonstrate the importance of gender analysis for collective NRM and particularly the role of women for collaboration in and sustainability of NRM groups.”* (Westermann et al., 2005).²²

- Highlight that there are several important things to keep in mind when discussing gender balance in institutions. The first one is that a minimum **critical mass** of both sexes is important – just a few “token” women or men is unlikely to be effective as the minority may feel pressured to adapt to the majority rather than genuinely contribute. A minimum critical mass is often held to be 30 per cent: *“...Research demonstrates that if women’s participation reaches 30 to 35 per cent (generally termed a “critical mass”), there is a real impact...”* (CEDAW General Recommendation No. 2, sixth session, 1987). This is why the expression “**gender balance**” is often used.
- Another point is that **equal participation** is not just about numbers as a whole, but also specifically in **leadership and decision-making positions**. In many institutions across the world, not just in natural resource management in biodiversity, women may be present and even outnumber men – but not in leadership positions.
- Finally, research also shows that **meaningful participation** is also important, and this is influenced by the culture of an organization and the wider gender norms. Not only are women often physically underrepresented, but they may not feel free to voice their priorities or be taken seriously: *“While women’s participation remains important as ever, it is equally important to dissect the type of participation.... Agarwal (2001) showed the limits to an approach that only looks at participation without giving due attention to pre-existing inequalities of power and socioeconomic status”.* (UN Environment, 2016). In other words, attention needs to be paid to the culture of institutions so as to allow women to contribute their different perspectives and express their needs. Agarwal also distinguished between different types of participation as in the table below.

TABLE 1: TYPOLOGY OF PARTICIPATION IN GROUPS

Form of participation	Characteristic Features
Nominal participation	Membership in the group
Passive participation	Being informed of decisions <i>ex post facto</i> ; or attending meetings and listening in on decision-making, without speaking up
Consultative participation	Being asked an opinion in specific matters without guarantee of influencing decisions
Activity-specific participation	Being asked to (or volunteering to) undertake specific tasks
Active participation	Expressing opinions, whether or not solicited, or taking initiatives of other sorts
Interactive (empowering) participation	Having voice and influence in the group’s decisions; holding positions as office bearers

Source: Agarwal (2010)

You may want to present this on a flipchart – if so, consider preparing this in advance.

²² <https://www.sciencedirect.com/science/article/abs/pii/S0305750X05001439>

Question 6: Gender analysis

A “gender analysis” is about identifying gender gaps between women and men. Fact or myth?

Answer: myth

- Identifying gender gaps is certainly an important part of gender analysis, but gender analysis is also about identifying **gender differences** and their implications for biodiversity policy and planning. Invite participants to say why gender differences are important and give examples. The “answer” is that, just as private sector companies analyse their target audiences in order to come up with relevant products, so biodiversity policy and projects need to understand the different capacities, vulnerabilities and priorities of women and men if they are to be effective. Here are some examples.



EXAMPLE

Recent research by Bioversity International in Malaysia was carried out in areas with rich biodiversity in native fruit trees and traditional knowledge that can be used to guide *in situ* (on site) conservation of rare and threatened species. The research found that men and women of different ages have different knowledge about fruit trees. Younger women and men were able to name fewer varieties than older women and men. This is partly because of their gender roles, where younger women were less involved in commercial activities with fruit trees, and younger men spend more time in urban areas. Other differences were that older women obtained their knowledge from preparing mangoes for consumption or processing, whereas older men tended to get their knowledge from collecting fruit from the forest or cultivating trees in their orchards. There were also differences in women and men’s perception of mango species as threatened or not. Men tended not to see them as threatened, whereas women felt them to be a rare species.” (Bioversity International, 2016).²³



EXAMPLE

In India, “...In Uttarakhand, both men and women had a high preference for strategies of agro-biodiversity management to support sustainable ecological functions and processes. Indeed, some participants in the focus groups stated that: *“Even if we don’t have grains to eat, we don’t eat our seed, but we maintain the original material (18)”* (woman, Nainital district). Both men and women prioritized and adopted the management of specific local landraces, more suitable for responding to local environment and climatic variability. While men prioritized varieties that are able to adapt to prolonged drought and drier conditions ... , women prioritized planting taller varieties to guarantee their use for feeding both people and animals... : *“The crops and varieties have different functions and if we lost tall varieties, we cannot keep feeding both children and cows”*. (women, FGD, Bageshwar district). Ravera et al., 2016).

- Gender analysis should also try to identify women’s and men’s different **capacities** and **potential** as agents for change in biodiversity. For example,
- Ask participants to identify what the term “**gender analysis**” means. Write notes from the more relevant answers. The CBD defines it as: *“A theoretical-practical process that allows a differentiated analysis of men’s and women’s responsibilities and knowledge; access to, use of and control over resources; their problems, needs, priorities and opportunities; in order to plan development based on efficiency and equity. Gender analysis does, necessarily, involve studying the ways societies are organized and how they operate, in order to analyze social relations. This analysis should describe the subordination structures existing between genders... gender analysis should not be limited to the role of women, but should cover and compare the role of women with respect to men, and vice versa.”* (CBD, 2010²⁴). Tell participants that this is a very important resource and that it will be included as one of the references in a handout for them at the end of the course.

²³ https://www.bioversityinternational.org/fileadmin/user_upload/Creating_GSICP.pdf

²⁴ CBD Technical Series No. 49. Guidelines for Mainstreaming Gender into National Biodiversity Strategies and Action Plans.

- Ask participants for other elements in a gender analysis. Note these on a flipchart and ideally put it up on a wall or so that it remains visible to participants. Key elements include (a) **sex-disaggregated data** on biodiversity access, use and control (b) more **qualitative data** on different capacities, vulnerabilities and priorities of women and men in relation to biological resources either because of the physical differences or because of different gender roles (c) **analysis of the enabling environment** and the extent to which policy and cultural norms as well as institutions from the home through to ministries working in biodiversity are **“gender-responsive”** (i.e. take into account the different roles and capacities, vulnerabilities and priorities of women and men and work to improve the situation).
- Explain that key questions that gender analysis aims to answer could be summarized as follows:
 - Who does what? How? Where? When? Why? (labour)
 - Who uses what? How? Where? When? Why? (access)
 - Who controls what? How? Where? When? Why? (power over decision-making and control)
 - Who knows what? How? Where? When? Why? (power over information)
 - Who benefits from what? How? Where? When? Why? (benefit sharing)
 - Who is included in what? How? Where? When and Why? (participation)²⁵.

The Food and Agriculture Organization of the United Nations (FAO) suggests that once the answers to these questions are known, the following questions should be considered in a programme or project context:

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

These questions are from a guide about the forestry sector but apply across various biodiversity issues too. They can also be adapted for use in formulating biodiversity policy.

- You could also check whether gender analysis guides and toolkits are available for specific biodiversity issues/ the region. For example, IUCN, through its Mangroves for the Future programme (MFF), in collaboration with the Southeast Asian Fisheries Development Center (SEAFDEC) and Stockholm Environment Institute (SEI), launched a Gender Analysis Toolkit to improve gender integration and mainstreaming in coastal resource management programmes in South and Southeast Asia.²⁶

²⁵ FAO. 2016. How to mainstream gender in forestry. A practical field guide.

²⁶ MFF, SEI, SEAFDEC. 2018. Gender Analysis Toolkit for Coastal Management Practitioners.

- Explain that as well as gender, other factors should be considered as part of a broader socioeconomic analysis. For example, ethnicity, wealth and religion also intersect with gender e.g. poor indigenous women may have very different experiences from rich and highly educated “elite” women.
- Confirm that **gender analysis** is a critical first step in biodiversity policy development and project planning. Use **sex-disaggregated data** (where available) on biodiversity access, use and control to improve the understanding of the human pressures on different ecosystems. Such data, combined with more qualitative data, can promote measures that take into account the needs of different groups, and contribute to more sustainable and equitable outcomes. If such data is not available, consider **primary research** and making provisions to collect it during implementation.
- Ask participants what might be some important **information sources** for gender analysis in (a) biodiversity policy and (b) project planning. You can guide the discussion to include the points below and write these up on flipchart paper so that it remains visible to participants. As far as possible, make it specific to the country of the participants – this may be challenging if participants are from different countries.

TABLE 2: INFORMATION SOURCES FOR GENDER ANALYSIS

Potential sources of relevant data
<ul style="list-style-type: none"> ▪ NBSAP context analysis related to gender ▪ National Reports on CBD and Protocol implementation, may include some reflection of gender-biodiversity issues, to varying degrees ▪ Biodiversity project reports, though many do not explicitly document gender-biodiversity issues ▪ Consultations with ministries responsible for gender/ women’s groups/ research organizations working on gender and biodiversity and environment issues ▪ Sex-disaggregated data from national statistics offices ▪ National reports to the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), though most lack relevant data ▪ Beijing +25 National Reports (women and environment section) ▪ National reporting for the United Nations Framework Convention on Climate Change (UNFCCC) and the United Nations Convention to Combat Desertification (UNCCD), related to gender ▪ Sex-disaggregated data from national statistics offices

- Explain that often it is more realistic to budget for some gender expertise to not only pull together this information but to analyze it in a way that is meaningful and offers strategic options for policy/ project design. These should include targets or indicators, budget and human resources requirements as well as timelines and responsibilities, as with any plan. Any potential trade-offs or synergies between gender and biodiversity issues should be spelled out.
- A useful resource for further reading for participants is “A Guide to Gender Analysis Frameworks” by Oxfam UK (1999). Although not recent, it gives a useful overview of some key frameworks.²⁷

²⁷ Oxfam UK. 1999. A Guide to Gender-Analysis Frameworks.

Question 7: Gender mainstreaming, gender action plan

Gender mainstreaming means that gender should be integrated into biodiversity policy and programming; however, gender action plans, budgets and specific actions may also be needed. Fact or myth?

Answer: fact

- Unpack what **gender mainstreaming** means. Ask participants to guess and guide them towards this. Gender mainstreaming is defined by the UN Economic and Social Council (ECOSOC) as: “...*the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated ...* “(t)he ultimate goal of mainstreaming is to achieve gender equality”.²⁸ Gender mainstreaming is therefore a process that ideally leads to gender equality.
- The next question is what this means in practice. Tell participants that gender mainstreaming essentially applies a “gender lens” to assess the implications for women and men of gender differences and gender gaps – and taking action. Actions can be designed to narrow gender gaps, or build on the different capacities and vulnerabilities of women and men.
- Be open and say that there is difference of opinion on this, but that in general the thinking is that, depending on the context, effective gender mainstreaming may require a twin-track approach. This twin-track approach involves BOTH integrating gender into policy and project analysis, actions and evaluation AND having a separate specific **gender analysis** with **sex-disaggregated data** and a **gender action plan** or equivalent. Why is this? It is mainly to ensure that gender issues and agreed actions are documented coherently and do not get lost. The Asian Development Bank (ADB), for example, requires gender action plans for projects that are identified as being especially important from a gender perspective. And the Global Environment Facility (GEF) also requires the same for its investments under its new Policy on Gender Equality (2017).
- What does a gender action plan look like? Participants may ask you this. If there is time, highlight the example below – if there is not time you may refer them to the example, or to the ADB’s guidance on gender action plans - see Annex 6. The point is that policymakers/ programme specialists may not need to draft one, but may need to hire gender experts and know what a gender action plan should contain.

Highlight that the project also has an overall gender mainstreaming strategy as below. The approach captures many of the CBD 2015-2020 Gender Action Plan suggested actions for Parties so you could come back to this example later.

²⁸ Agreed conclusions 1997/2.



EXAMPLE

Here is the **gender action plan** for an integrated natural resource management project in the Marshall Islands. You could read out a small selection for just one activity e.g. the last one on livelihoods, and comment that a gender action plan is just like all plans in that it has a few focus areas relevant to the project, relevant actions and indicators.

Activity	Action	Target indicators	Responsibility
Increasing project awareness	<p>Ensure balanced representation of both genders in all consultation forums.</p> <p>Organize separate consultations with women prior to and during project implementation to ensure that they receive sufficient information about the project and create opportunities for them to voice their views, needs and preferences with regard to the project. Information campaigns about the project (in local language and not reliant on written materials) developed to outline the benefits for both men and women.</p>	<p>50:50 representation target</p> <p>Separate consultations completed for each project activity (per cent completed)</p> <p>Campaign developed (Y/N)</p> <p>Number of campaigns conducted</p>	<p>Project Implementation Unit, Site Coordinators, Local Resource Committees, CSO partners</p>
Promoting gender awareness	<p>Gender awareness training will be delivered by qualified CSO partner(s). Project Implementation Unit staff members, including site coordinators, will be obliged to participate in the trainings. Training will also be conducted, when required, in order to raise gender awareness among staff of the implementing agencies, contractors, community leaders, and outer island residents.</p> <p>Conduct workshops with the project staff to ensure they are able to detect, intercept, respond to, and prevent (or refer cases) of sexual harassment, gender-based violence, and other problems that may emerge during project implementation.</p> <p>Information campaigns about the project will be developed that incorporate messages outlining the benefits for both men and women.</p>	<p>Training developed (Y/N)</p> <p>Number of people / organizations trained</p> <p>All project staff trained</p> <p>Campaigns developed (Y/N)</p> <p>Number of campaigns implemented using suitable modes of delivery</p>	<p>Project Implementation Unit, Site Coordinators, Local Resource Committees, CSO partners</p>
Skills development	<p>Equal pay will be provided to men and women for work of equal type in accordance with national laws and international treaty obligations, and safe working conditions for both men and women workers will be provided. Specific provisions for the above will be included in the bidding documents and project covenants.</p> <p>The Project Implementation Unit will provide equal employment opportunity for men and women.</p> <p>The Project Implementation Unit will be responsible for monitoring and reviewing the targets set for women.</p>	<p>In all cases</p> <p>Aiming at 50:50 target for Project Implementation Unit staff, consultants, and contractors</p> <p>Annually and on completion of the project activity (review completed, Y/N)</p>	<p>Project Implementation Unit, Site Coordinators, Local Resource Committees, CSO partners</p>
Implementing livelihood activities	<p>Ensure that selection of the interventions to be funded gives preference to those that specifically bring improvement to women's livelihoods.</p> <p>Annually and on completion of the project activity (review completed, Y/N)</p>	<p>Minimum 30 per cent of approved project interventions are women's activities/ conducted by Women's Groups</p> <p>Per cent of implemented activities that include gender-specific considerations and benefit women</p> <p>Per cent of projects/ activities developed that specifically benefit women</p>	<p>Project Implementation Unit, Site Coordinators, Local Resource Committees, CSO partners</p>



EXAMPLE

The project gender mainstreaming strategy recognizes the differences between labour, knowledge, needs, and priorities of men and women, and includes but is not limited to the following:

- Consultation with women groups on needs and requirements associated with all interventions;
- Promotion of equal representation of women and men on the Local Resource Committees;
- Development of all strategic and planning documents in consultation with women and women forums, at all levels from national to the communities;
- Targeted budgeting of activities promoting resilience and adaptive capacity of women, and monitoring and evaluation of such activities;
- Participation, training and skills building of women for training activities identified and budgeted in relevant project outcomes;
- Encouragement of women participation in the recruitment of project implementation staff; and
- When applicable, equal payment of men and women.

Source: Government of the Republic of Marshall Islands, UNDP. Project Document for “Reimaanlok – Looking to the Future: Strengthening natural resource management in atoll communities in the Republic of Marshall Islands employing integrated approaches”.

Question 8: Temporary special measures

If a biodiversity-related project in a sector dominated by men wants to introduce targets and incentives for women’s participation and benefits, it is a form of discrimination against men. Fact or myth?

Answer: myth

- Explain that the idea of “temporary special measures” is contained in the main global UN Convention for women’s rights (Convention on the Elimination of all Forms of Discrimination Against Women – CEDAW, 1979). The idea is that special measures should aim to close gender gaps, such as in access to natural resources and the benefits flowing from them, and that they stop when equality is achieved. These are sometimes called “affirmative action” measures or “positive discrimination”. These kinds of measures and related targets can be a way to tackle entrenched gender inequalities or gaps. They need to be supported by capacity development for women and men to ensure they are fully understood.
- The same Convention also refers to “special measures” that essentially address the practical needs of women and men e.g. measures to support maternity protection. They do not have a time limit. A video by UN Women in Asia and the Pacific gives a good explanation of the concept of special measures within the framework of State obligation.²⁹
- The concept of special measures and actions to advance gender equality and close gender gaps is also linked to that of “substantive” or “*de facto*” gender equality. This refers to when women and men enjoy the benefits of equality in practice, as opposed to *de jure* gender equality where it is provided for on paper but does not exist in practice e.g. because of a lack of supporting actions. You can show the video “CEDAW Quick & Concise: The principle of substantive equality” to participants; it gives a clear and concise explanation of these terms.³⁰

²⁹ <https://www.youtube.com/watch?v=umETapJ4b8o&t=23s>

³⁰ <https://www.youtube.com/watch?v=rI8INB-XMlk> It also exists in [Bahasa Indonesia](#), [Thai](#) and [Vietnamese](#).



EXAMPLE

Equal land rights in law need to be supported by actions to make sure this happens in practice. Traditions and customary law can mean that women often are not able to enjoy their rights according to the law. According to the OECD (2014), around 59 per cent of countries surveyed fall into this category when it comes to land ownership.

Question 9: Gender-responsive, gender-specific, gender-neutral or gender-blind, discriminatory

A biodiversity policy or programme that says women and men will have “equal access” to livelihoods opportunities can be considered to be “gender-responsive”. Fact or myth?

Answer: myth

- Explain that this kind of provision can be considered “**gender-neutral**” or “**gender-blind**”. This is because it does not take into consideration the different situation of women and men. For example, in many contexts, women have less access to land and therefore credit compared to men. Therefore, if membership in an environmentally friendly irrigation scheme has eligibility criteria of land ownership or fees, it is likely to restrict participation and associated benefits for women. Similarly, if public consultations are held to gather feedback on draft policy, women may not be able to participate as fully as men if the consultations are held at a time that conflicts with their gender-specific tasks, or if it is culturally difficult for women and men to attend public events together. If men or women have not been kept informed on key issues in the past, it is also more difficult for them to contribute effectively.
- Ask participants what they think a “**gender-responsive**” measure could look like with respect to sustainable livelihoods. You could give an example of a target for women’s/ men’s participation (whoever is disadvantaged), together with incentives that match their needs.
- A **gender-specific** intervention is one that, as its name implies, focuses on men or women. An example could be to carry out gender sensitization with only men, if that is felt to be relevant. Alternatively, this could be a campaign to target women through training in invasive alien species management, because as farmers and primary land managers they may be most exposed to these species.
- **Discriminatory** in the gender context means that women or men are treated unequally based on being born male or female. For example, according to the OECD, around 4 per cent of land policies in countries surveyed are still discriminatory (OECD 2014).

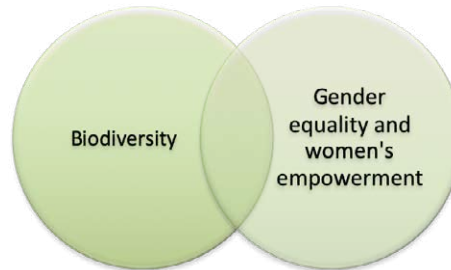


EXAMPLE

In the above example from the Marshall Islands, “development of all strategic and planning documents in consultation with women and women forums, at all levels from national to the communities” is specifically targeting women, presumably because without this measure, women’s needs would be difficult to identify.

Question 10: Gender and biodiversity linkages

Look at the Venn diagram below and especially at the section that overlaps both circles. Try to identify an example of a policy or project provision that would fit there. In other words, an example that contributes to both biodiversity and gender equality and women's empowerment goals.



Answer: There are many possible answers here, and you should try to select examples that are more relevant to participants. Some examples are given below.

- Targeting training for both women and men on mutually agreed terms (MAT) for the access to and benefits from genetic resources. This supports the delivery of the Nagoya Protocol and also over the longer-term preservation of the species that women manage.
- Giving women equal access to land is generally held to incentivize women to invest in sustainable practices.
- Cash for work or similar schemes that target women as well as men e.g. mangrove planting and maintenance.
- Support for field-based community seed banks run by women can help to preserve plant species and agrobiodiversity that could otherwise be lost.



EXAMPLE

The “Seeds for Needs” initiative of Bioversity International aims to create lasting solutions for resilience and climate change adaptation for smallholder farming communities. In Laos and Cambodia women’s role as farmers was acknowledged, and therefore women made up 57 per cent of farmers interviewed in Laos and 59 per cent in Cambodia. In both countries, Bioversity International works with local communities and women’s groups to help identify climate-ready collections of crops and match them with the areas where they will continue to produce yields under predicted climate conditions, using a participatory approach. One of the activities is empowerment of women participating in decision-making and use of local crop varieties.

Question 11: Gender and indigenous peoples

The linkages between gender, biodiversity and indigenous peoples are broadly the same as those for other women and men. Fact or myth?

Answer: myth.

- Indigenous women could be said to suffer from a “double burden” of discrimination on the basis of their ethnicity and their sex, and young indigenous women also have the challenge of age-based discrimination with which to contend. On the one hand, research indicates that Indigenous-managed lands have equal-or-higher biodiversity than protected areas.³¹ Indigenous peoples’ distinctive livelihoods and traditional ecological knowledge contribute significantly to low-carbon sustainable development, biodiversity conservation, and genetic diversity.³² However, land grabbing and mass corporate acquisitions, among other factors, have been steadily eroding their access to ancestral lands, and undermining their culture. Added to these broader challenges for indigenous peoples and biodiversity, traditional gender norms may mean that indigenous women also face the same gender gaps in access to decision-making and benefits as non-indigenous women. Despite the specific challenges facing indigenous women, there is often a reluctance to address the gender dimensions of indigenous peoples’ issues, as to do so is seen as “interfering with the culture” or “imposing western values”.³³
- “Indigenous women experience the loss of land and displacement in particular ways. For indigenous peoples, ancestral land is the material basis that provides food and health security and cultural survival. In many indigenous communities women are the main food producers, knowledge holders, healers and keepers of the culture. When lands are lost, women lose their self-reliance in food production. They lose their knowledge in natural resource management, biodiversity and medicinal plants. This means indigenous women and their communities as a whole are deprived of their medicinal resources and cannot perform their healing duties and rituals. Further, indigenous women cannot perform their role in keeping and transferring traditional knowledge to their children as this knowledge is embedded in their land and resources. Dependent on the land to fulfil their reproductive and nurturing roles, indigenous women and their families thus become vulnerable to hunger, malnutrition, ill health and cultural alienation.”³⁴



EXAMPLE

In Indonesia, “... indigenous women have knowledge and skills in the management of natural resources and other resources, as well as related spiritual and cultural values, and the importance of their economic, social and cultural interactions for future generations should be recognized. Indigenous women have historically managed forest natural resources for food security, traditional medicinal herbs and natural dyes for traditional clothes, as well as for traditional rituals. In other words, they have strategic interest in sustainable forest management that ensures their access to forest resources to maintain knowledge and skills that have been passed down through generations ... Indigenous forest women of Indonesia have traditionally been bearers and keepers of seeds that support the food security of their communities. In this sense, their overall contribution to flora biodiversity is significant... The loss of forest, which affects availability of clean water and causes water scarcity for smallholder farmers, undermines both food security and human health. Such effects hit local and indigenous women particularly hard because they have to go to greater lengths to collect forest products such as firewood, fodder, food items and other non-timber products, for which they are primarily responsible...

The privatization of forest resources involves a shift from customary tenure systems to formalized market-based private property systems... land privatization has sometimes weakened the position of women in land ownership since the name on the land certificate is usually the man’s.”³⁵

31 R. Schuster et al. Vertebrate biodiversity on indigenous-managed lands in Australia, Brazil, and Canada equals that in protected areas. Published in *Environmental Science & Policy* Volume 101, November 2019, Pages 1-6.

32 Asia Indigenous Peoples Pact Foundation. 2017. *Practical Guide for Indigenous Peoples*.

33 Secretariat of the Permanent Forum on Indigenous Issues. 2010. *Briefing Note No. 1, Gender and Indigenous Peoples*.

34 Tebtebba Foundation, Forest Peoples Programme, Asia Indigenous Women’s Network. 2014. *Realizing Indigenous Women’s Rights - A Handbook on the CEDAW*. You can suggest this as a background resource on the situation of indigenous women in Asia.

35 FAO. 2019. *Country Gender Assessment of agriculture and the rural sector in Indonesia*.

- Emphasize to participants that paying attention to gender equality as well as indigenous peoples represents a possible strategy to protect biodiversity, drawing on the unique knowledge of both indigenous women and men.



EXAMPLE

In India, The International Fund for Agricultural Development (IFAD) has been supporting indigenous peoples e.g. through the Orissa Tribal Development Project (OTDP, 1988-1997) and the Odisha Tribal Empowerment and Livelihoods Programme (OTELP, 2003-2016). Both projects focused on securing land titles of tribal households through the regularization of tribal land, revitalization of traditional tenancy systems and the implementation of laws and regulations (such as the Forest Rights Act) governing access to and control over natural resources. OTELP supported securing 74 community titles under the landmark Forest Rights Act. The project treated over 175,000 hectares of land in an ecologically fragile region by various measures to reduce soil erosion and rainwater run-off.

All projects had a strong focus on gender equality, for example the OTELP project had a gender strategy and three women-specific indicators: (a) women's representation in community-based organizations; (b) women's access to credit; and (c) drudgery reduction for women. In this way, indigenous women were able to draw on their tenure security and strengthen food security livelihoods based on sustainable forest management. (IFAD, 2016. Project completion report).

Question 12: *de facto* and *de jure* equality

The principle of women's and men's substantive equality (*de facto* or actual equality) is especially relevant to programme development, whereas the principle of *de jure* (formal) equality is relevant for policies and regulations. Fact or myth?

Answer: both fact and myth!

- Concrete measures and actions are needed to address gender gaps and inequalities in projects and programmes; simply stating that a programme will “aim to benefit equal numbers of women and men” is not likely to achieve this goal unless specific actions are planned to overcome the different barriers to participation of women and men. These actions need to be backed up by enough budget and gender expertise. However, *de jure* equality between women and men is still needed in biodiversity programmes. For example, incorporating gender equality in a programme's theory of change, objectives and targets are not, in themselves, concrete actions, but they are nevertheless important for gender-responsive programming.
- Similarly, *De jure* does mean “in law”, and therefore policies and laws could reasonably be expected to include objectives and targets for gender-responsive biodiversity outcomes. However, in order to promote the actual implementation of laws and policies, governments and other relevant actors can implement specific programmes to deliver on gender-responsive provisions.



EXAMPLE

The National Biodiversity Strategy and Action Plan for Lao PDR 2016-2025 mentions a need to “provide major support to key stakeholders and business sector, women, youth and ethnic groups”.³⁶ In addition, and in order to deliver on this commitment, in 2018, the German Development Cooperation (GIZ) and ASEAN Centre for Biodiversity partnered with UN Environment in a pilot project “Mainstreaming Gender in the National Biodiversity Strategies and Action Plan Implementation, Aligned with the SDGs”.

This pilot project aimed to strengthen gender mainstreaming efforts in NBSAP and SDGs implementation and monitoring as well as support improved capacities and institutional arrangements for NBSAP monitoring and implementation more generally. The project conducted a gender analysis on the biodiversity sector in the country, and organized a workshop entitled “Elaboration of the Gender Roadmap for Lao NBSAP”. A key result was a roadmap for gender-responsive NBSAP implementation and monitoring, which has been validated by the government’s CBD Focal Point and other stakeholders involved in the NBSAP process.³⁷

The policy provision together with the roadmap increase chances of policy implementation with regard to the gender provisions; they are an example of how the government is aiming for both *de jure* and *de facto* equality.

Question 13: Practical gender needs and strategic gender interests

Giving better access to water is an example of meeting a woman’s practical gender need, while supporting her to have decision-making influence in a water user group is an example of supporting her strategic gender interests. Fact or myth?

Answer: fact.

- Women are commonly associated with household water provision, but not with having any influence in related decision-making in the public domain.
- **Practical gender needs** can be defined as immediate necessities (water, shelter, food, income and health care) within a specific context.
- **Strategic gender interests** refer to the relative status of women and men within society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include such issues as gaining legal rights, equal wages, increased decision-making, protection from domestic violence and women’s control over their bodies. Meeting these needs assists women to achieve greater equality and change existing roles, thereby challenging women’s subordinate position.³⁸
- Men may also have strategic interests, although these are not commonly addressed in development projects. In projects it is generally easier to address practical gender needs, but efforts to address strategic gender interests can potentially prove more sustainable.
- To ensure sustainable benefits, both practical needs and strategic interests must be taken into account in the design of policies, programs and projects.

³⁶ <https://www.cbd.int/doc/world/la/la-nbsap-v2-en.pdf>

³⁷ More information is available here: https://www.iucn.org/sites/dev/files/content/documents/2018/gender_roadmap_workshop_report.pdf

³⁸ Caroline Moser’s Gender Planning Framework



EXAMPLE

In the gender analysis exercise conducted as part of the “Strengthening the Conservation and Participatory Management of Lampi Marine National Park” project with stakeholders, it was found that the primary economic activity in the Park is fishing, and mostly done by males. Women and boys are also involved in fishing but at a smaller scale, mostly for subsistence, and done at the foreshore/intertidal zone instead of the open water. Women, boys, and girls are also involved in squid trapping and sorting and processing of fish. When it comes to decision-making, Park management activities such as regular biodiversity monitoring, patrolling, and clean campaigns led by the organized local conservation group are participated in by males. Women’s participation in management activities is mainly confined to training, but there is also stereotyping in terms of the training that men and women participate in. For example, training on tour guiding, English language proficiency, food preparation, and handicraft-making is dominated by females, while training for forest guides and conservation-related activities are dominated by males.

A Gender Action Plan for Lampi Marine National Park was developed, and one achievement was the creation of the Bo Cho Discovery Leaders, a group of girls that established themselves as village guides. This is the first example of female guides operating in the Park. These girls are being trained in the English language, environmental tour guiding, and enterprise development and management. Istituto Oikos also provides a revolving fund and mentoring for women-led start up enterprises. This activity can be considered to be supporting the girls’ strategic gender interests because they are taking on previously male-dominated roles. Actions to support women’s fish processing could be considered as meeting their practical gender needs.

See also Table 4 on women’s practical gender/ strategic gender interests.

Question 14: gender equality is primarily about women or men

Gender equality is primarily about women. Fact or myth?

Answer: myth

- Gender equality is about both women and men. Where women’s OR men’s roles are invisible and undervalued, it is about recognizing and acting on them. Where women and men have different but equally important contributions to make in biodiversity protection, it is about understanding and building on them, as well as the synergies between them.
- Gender equality is about women and men having equal “power to” make and act on their own life choices, even in the face of opposition, rather than either sex having “power over”, by overriding the agency of others through, for example, the exercise of authority or the use of violence and other forms of coercion.³⁹
- You should explain/ ask why, if this is the case, is much of the discourse about women? It is partly because of women’s historical disadvantage in many contexts in terms of access to decision-making and benefits, as set out in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979). Tell participants that this will be covered in Module 2.
- “Gender (in)equality concerns both women and men and has a strong impact on their daily lives.

Historically gender equality policies have been contextualized mainly as a “women’s issue” – as women have been a driving force behind gender equality strategies and struggles. This view has contributed to the perception that women are the only ones who will benefit from a more equal society. In reality, men also benefit from gender equality as they too face gender-specific issues such as lower life expectancy, bad health, lower education levels and rigid gender norms. It is essential that both women and men are aware of the benefits that gender equality brings to them as individuals and as members of communities

³⁹ N.Kabeer. 2003. Gender equality and women’s empowerment: a critical analysis of the third Millennium Development Goal.

and societies. It is also true that we can only succeed through the participation of both women and men.”⁴⁰

- Put simply, gender-responsive biodiversity policy and planning should build on the needs and capacities of both women and men, so that they benefit equally. Encourage participants to be sure to adopt this win-win approach in their work.
- Note that this question may well bring to the fore reactions of resistance to the idea that gender equality is about both women and men. As gender trainers you will not be new to this kind of resistance, which should be dealt with constructively without allowing the discussion to derail the main training. Tips that you may have found useful in the past include:
 - Give an example e.g. community consultations that include women and men could help to identify biodiversity-compatible livelihoods that enhance food security and wellbeing for the entire household.
 - Suggest that the conversation is continued outside the training.

There are many resources on the internet on how to handle resistance and difficult situations in training.

Question 15: gender-sensitive vs. gender-responsive/transformational

What is the difference between gender-sensitive and gender-responsive?

Answer: see below.

- According to IUCN, “being gender-responsive means that rather than only identify gender issues or work under the “do not do harm” principle, a process will substantially help to overcome historical gender biases—to “do better,” so to speak—in order for women to truly engage and benefit from these actions. In addition, gender-responsive planned actions should integrate measures for promoting gender equality and women’s empowerment, foster women’s inclusion and provide equal opportunities for women and men to derive social and economic benefits. With this approach, women and men’s concerns and experiences equally become fundamental elements in the design, implementation, and monitoring and evaluation of natural resource-related projects and policies”.⁴¹
- Some development actors are now also aiming for gender “transformative” programmes. One development actor that also works in biodiversity defines gender transformative approaches as follows: “Programmes and interventions that create opportunities for individuals to actively challenge gender norms, promote women’s social and political influence in communities, and address power inequities between persons of different genders.”⁴²



EXAMPLE

Example: see the example from the “Strengthening the Conservation and Participatory Management of Lampi Marine National Park” project in Question 1.

⁴⁰ <https://eige.europa.eu/men-and-gender-equality>

⁴¹ https://www.huffpost.com/entry/stop-being-so-sensitive-t_b_7966886

⁴² IFAD. 2019. Mainstreaming Gender-transformative Approaches at IFAD – Action Plan 2019-2025.

Module Wrap-up

5 minutes

- Say that you hope this session has helped them to become familiar with some key terms and get them thinking about some gender-biodiversity linkages.
- Ask participants if they feel that have learned something new or if they came across anything surprising. If time allows, ask some volunteers to share what they learned.
- Give participants their handout P2 with the glossary.

F3 Facilitation note Module 2: Key policy considerations

MODULE INTRODUCTION

This module has a focus on international commitments, and offers participants the opportunity both to learn about some of the key ones of relevance to gender-responsive biodiversity, but also to consider what exactly is meant by “gender-responsive biodiversity policy” more broadly, and how to make the process of developing biodiversity policy more gender-responsive.

The Aichi Biodiversity Targets were adopted by the international community in 2010 as important global objectives to be met by 2020. These have been translated into national targets in the national biodiversity strategies and action plans of many countries, which will continue to shape biodiversity planning and programming at national and local levels beyond 2020. It is further expected that the themes and issues reflected in the Aichi Biodiversity Targets will be addressed in post-2020 targets for biodiversity, as these issues remain relevant. Training participants are likely to be reasonably knowledgeable about biodiversity policy goals in their country and globally, but less so about relevant gender commitments and their implications.

The content of this module means that it can be challenging to deliver in an interesting and participatory way. The approach adopted below is based on group discussions and allows people to move around.

LEARNING OUTCOMES

At the end of this module are that participants will:

- identify key components of gender-responsive biodiversity policy development and content (internationally and in the region)
- have learned the following key concepts: Gender in international and regional biodiversity policy, Gender-responsive budgeting
- be aware of gender dimensions and gender provisions in selected international frameworks, including the 2030 Agenda for Sustainable Development and the Sustainable Development Goals.

Estimated time

2 hours and 45 minutes

Activity: Gender-responsive biodiversity policy and policy development process.

Note: if the participants are not policymakers, you could leave out this activity.

Estimated timing: 1.5 hours

Explain activity: 10 minutes	Plenary feedback: 40 minutes
Group discussions: 30 minutes	Wrap up: 10 minutes

Steps

- Divide the participants into groups and give half the groups one of each the following questions to discuss and present in plenary. Refer back to some key concepts already covered to refresh their minds e.g. on gender analysis.

Question 1: name three to four actions that can be taken to make the **process** of biodiversity policy stakeholder consultation and engagement gender-responsive e.g. hire a gender and biodiversity specialist.

Question 2: identify three to four general elements that a gender-responsive biodiversity policy should **include** e.g. sex-disaggregated data

- At the end of the group work, invite each group to share their answers in plenary. Invite other participants to add additional ideas. For your reference here are some suggestions, adapted from the CBD Pocket Guide on the 2015-2020 Gender Plan of Action⁴³.

For Question 1 on the process:

Integrate gender in NBSAPs and other biodiversity-relevant policies

- Contract gender experts to carry out a desk review of gender and biodiversity issues in the country, followed by a gender analysis and capacity development in time to feed meaningfully into policy processes
- Ask gender experts to review draft policies, and to provide guidance
- Account for differences in biodiversity use between women and men through gender analysis, and consider their implications for both biodiversity and gender equality goals
- Engage women and/ or their representative organizations in all stakeholder consultation groups
- Engage indigenous and local communities' experts on gender and biodiversity.

Provide adequate support to staff on gender issues

- Provide training and raise awareness on gender and biodiversity of policymakers
- Establish a list of gender experts for staff to access – include indigenous and local communities' experts
- Consider establishing a gender review body or similar for draft policies, including representatives from the ministry responsible for gender, indigenous peoples and local communities. Do not stick to consulting with formal groups such as forest user groups, fisher associations, as women may not be represented in them; reach out to informal groups if necessary.

Ensure political will for integrating gender in implementation of the Convention and biodiversity goals in general

- Ensure awareness of decision makers of national and international gender commitments.

⁴³ See <https://www.cbd.int/gender/doc/CBD-GenderPlanofAction-EN-WEB.pdf>

For Question 2 on key components:

Integrate gender dimensions into policies

- Include sex/gender-disaggregated data in analysis and targets but don't assume that women's roles are adequately captured by official statistics. Making women's often informal but key roles visible through sex-disaggregated data is an important policy action that helps increase understanding of who is using which ecosystem service and would be impacted in what way by changes. Ensure that gender differences and gender gaps are further analyzed e.g. among indigenous peoples.
 - Include gender-responsive actions in policy objectives
 - Include gender-specific indicators for national biodiversity targets
 - Incorporate relevant provisions of national gender policies and Sustainable Development Goal 5 on gender equality (see below)
 - Build on women's and men's different traditional knowledge and customary practices, without exploiting these
 - Include adequate human and financial resources, including for gender experts, to deliver on gender-related commitments.
- If relevant to the participants, expand on the concept of gender-responsive budgeting. You may want to show some related videos from the region, which have been developed by UN Women and are in annex 6. A budget may be considered the most comprehensive statement of a government's social and economic plans and priorities. In tracking where the money comes from and where it goes, budgets determine how public funds are raised, how they are used and who benefits from them. Therefore, implementing commitments towards gender equality requires intentional measures to incorporate a gender perspective in planning and budgeting frameworks and concrete investment in addressing gender gaps. Gender-responsive budgeting is not about creating separate budgets for women, or solely increasing spending on women's programmes. Rather, gender-responsive budgeting seeks to ensure that the collection and allocation of public resources is carried out in ways that are effective and contribute to advancing gender equality and women's empowerment.⁴⁴
- Suggest to participants the idea of breaking down the idea of "gender-responsive biodiversity policy", which is a rather abstract concept, into more concrete elements using the "4 As":

BOX 2: THE 4A'S OF GENDER-RESPONSIVE BIODIVERSITY POLICY

Analysis - gender **analysis** including sex-disaggregated data and data from consultations

Actions to close gender gaps or build on women's different capacities

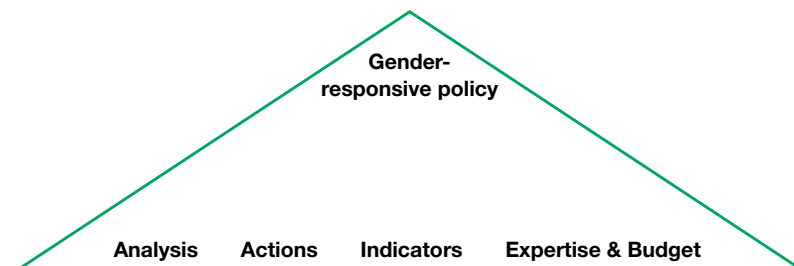
Appropriate **indicators** and **targets** to track progress against key issues identified

Adequate **budget** and **gender expertise**.

⁴⁴ <https://asiapacific.unwomen.org/en/focus-areas/women-poverty-economics/gender-responsive-budgeting>

- Another way to think of gender-responsive biodiversity policy is as a triangle, where the more abstract policy goal is at the top and the concrete elements that make up this high-level concept are like bricks that make up the foundation.

Figure 1: 4A Triangle of gender-responsive policy



Activity wrap-up and consolidation in plenary

- Thank participants and remind them that this session was designed to i) get them to reflect on what gender-responsive biodiversity policy actually means, and ii) how to get there. If there is time, you could highlight that policy is multi-faceted and that even when gender issues are reflected in an NBSAP for example, they are not necessarily integrated into sectoral strategies such as for the forest sector. Biodiversity dimensions may also be missing from gender policies. And even when policies integrate gender-biodiversity issues, they can be hard to implement in practice because of other conflicting regulations.



EXAMPLE

Research shows that in Viet Nam, although the Law on Forest Protection and Development (2004) provides equal land rights to men and women, forest lands are often not clearly demarcated, even though secure titles and access rights are crucial for women to actively use and manage forest resources. While the land-use right certificate (LURC) contains both spouses' names, women have been facing constraints in accessing their land rights. For example, if the male co-LURC holder has migrated, women cannot use the LURC as collateral to access credit because they need the co-holder's endorsement. (FAO and RECOFT, 2015).

Activity: Mapping main international policy commitments in gender and biodiversity

This activity aims to move on from encouraging participants to identify the main elements of a gender-responsive biodiversity policy process. This activity aims to familiarize participants with key selected international policy commitments related to gender and biodiversity, and map the gender-responsive elements identified above onto them. Be aware that they may also identify gaps! Indeed, you may encourage them to do so if they have time. If time is short participants can simply move from one policy to the next, and when they have visited a number of them, they can stop and provide feedback on the ones they have visited.

Estimated timing: 1 hour

Introduce & explain activity: 5 minutes	Plenary feedback: 25 minutes
Group activity: 20 minutes	Wrap up: 10 minutes

Preparation

- For each group of participants, prepare in advance of the training some “cards” with keywords building on those in Module 1 and earlier in Module 2, as suggested below. Each group should have one card per international commitment.



ACTIVITY

Identifying gender elements in main international policy commitments

Note for participants: tick the boxes as you identify the elements

- Capacity development
- Equal participation in decision-making (including consultation)
- Equal access to and benefits from biological/ natural resources
- Sex-disaggregated data
- Gender roles/gender differences in vulnerabilities and capacities
- Gender-related indicators/ Monitoring & Evaluation
- Gender-related budget/ gender expertise provisions

- Prepare printouts with large print for each of the international policy frameworks relating to gender and biodiversity as indicated below, in advance of this session. Place the printouts around the room, either on walls or alternatively on tables. Note that the CBD 2015 – 2020 Gender Plan of Action is not included in the policies below given it is valid only until 2020, but the keywords above are adapted from this.

Biodiversity commitments addressing gender issues/ gender commitments

CBD 1992

Note: text is adapted from original

Preamble: "Recognizing also the vital role that women play in the conservation and sustainable use of biological diversity and (affirms) the need for the full participation of women at all levels of policy-making and implementation for biological diversity conservation".

Article 8(j): "...respect, preserve and maintain knowledge, innovations and practices of indigenous and local communities ... relevant for the conservation and sustainable use of biological diversity and promote their wider application with the approval and involvement of the holders of such knowledge, innovations and practices and encourage the equitable sharing of the benefits arising from the utilization of such knowledge, innovations and practices"

Aichi Biodiversity Targets

Target 14: "By 2020, ecosystems that provide essential services, including services related to water, and contribute to health, livelihoods and well-being, are restored and safeguarded, taking into account the needs of women, indigenous and local communities and the poor and vulnerable."

United Nations Convention to Combat Desertification (UNCCD) gender action plan (2017)

Note: text is adapted from original

Objectives: "enhance women's role as agents of change by addressing the gender inequalities ... build the capacities of women and girls to access the resources they need to improve their livelihoods, manage land sustainably and become resilient to drought ... build the technical capacities of UNCCD stakeholders at all levels to design and implement gender-responsive plans and programmes ... monitor, report and regularly review progress in the implementation and achievement of objectives ... mobilize adequate resources to achieve these objectives."

Key principles: "Interventions do not increase women's burden. They decrease it ... Women not only contribute to, but also benefit from, the interventions."

Priorities for action:

- Participation in decisions taken during the design, planning, implementation and evaluation of initiatives
- Integrating women's economic empowerment in ... implementation ... to eradicate their extreme poverty
- Strengthening women's land rights and access to resources
- Enhancing women's access to improved knowledge and technologies that relate to effective UNCCD implementation.

United Nations Framework Convention on Climate Change (UNFCCC) gender action plan (2020)

Note: text is adapted from original

At the 25 meeting of the Conference of the Parties to the UNFCCC (Madrid, Spain, December 2019), Parties adopted an enhanced five-year Lima work programme on gender and its gender action plan (GAP). The GAP seeks to advance women's full, equal and meaningful participation and promote gender-responsive climate policy, and the mainstreaming of a gender perspective in the implementation of the Convention and the work of Parties, the secretariat, United Nations entities and all stakeholders at all levels.

Priority areas:

- A. Capacity-building, knowledge management and communication
- B. Gender balance, participation and women's leadership
- C. Coherence
- D. Gender-responsive implementation and means of implementation
- E. Monitoring and reporting

2030 Agenda for Sustainable Development and the Sustainable Development Goals (2015)

Goal 5: Achieve gender equality and empower all women and girls

Note: text is adapted from original and only some targets are given in the interest of time management

- End all forms of discrimination against all women and girls everywhere. *e.g. give women and men equal access to land and water*
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate. *e.g. recognize and value women's informal/ invisible roles in food security and nutrition such as through harvesting forest products and fishing*
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life. *e.g. Promote women's equal participation in local and national institutions, especially where their participation is hampered by unequal access to land or other natural resources*
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws. *e.g. Promote women's equal access to land, and benefits from biological resources, especially plant genetic resources*
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women. *e.g. give women equal access to easily maintained, cheap and green solar irrigation for micro-plots so as to reduce water stress*
- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels. *e.g. introduce targets for gender-responsive access and benefit sharing.*

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Target 15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

Note that Goal 15 lacks any explicit gender reference, but rather refers to international agreements, which have gender commitments (e.g. on land degradation neutrality). Goal 13 (climate change) includes a focus on women in capacity building efforts for effective climate change-related planning and management in least developed countries and small island developing States.

General recommendation No. 34 on the rights of rural women (2016), CEDAW

Bold text is for emphasis, not in original.

Overarching State party obligations to respect, protect and fulfil the rights of rural women:

12. States parties should address specific threats posed to rural women by **climate change, natural disasters, land and soil degradation, water pollution, droughts, floods, desertification, pesticides and agro-chemicals, extractive industries, monocultures, bio-piracy, and loss of biodiversity, particularly agro-biodiversity.** (...)

Section G. Land and natural resources:

States parties should take all necessary measures... to achieve rural women's **substantive equality in relation to land and natural resources**, and should design and implement a comprehensive strategy to address discriminatory stereotypes, attitudes and practices which impede their rights to land and natural resources.

59. States parties should **ensure that legislation guarantees rural women's rights to land, water and other natural resources, on an equal basis with men ... They should ensure that indigenous women in rural areas have equal access as indigenous men** to ownership/ possession of and control over land, water, forestry, fisheries, aquaculture and other resources ...

Additionally, States parties should:

(b) Enhance rural women's role in **fisheries and aquaculture, as well as their knowledge on sustainable use of fishery resources, and promote their access to forests and sustainable forestry resources, including safe access to fuel wood and non-wood forestry resources;**

(c) Strengthen **customary and statutory institutions and mechanisms for defending or protecting women's rights to land, water, and other natural resources...**

62. States parties should implement **agricultural policies which support rural women farmers, recognize and protect the natural commons, promote organic farming and protect rural women from harmful pesticides and fertilizers.** They should ensure that rural women have effective **access to agricultural resources, including high quality seeds, tools,** knowledge and information, as well as equipment and resources for organic farming.

Additionally, States parties should:

- (a) Respect and protect **rural women’s traditional and eco-friendly agricultural knowledge and particularly the right of women to preserve, use, and exchange traditional and native seeds;**
- (b) **Protect and conserve native and endemic species and plant varieties of food and medicinal resources, and prevent patenting by national and transnational companies to the extent that it threatens the rights of rural women...**

66. States parties should adopt laws, policies and measures to promote and protect rural women’s diverse local agricultural methods and products, and their access to markets. They should ensure **diversity of crops and medicinal resources to improve rural women’s food security and health, as well as access to livestock.**

Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security

Endorsed by the Committee on World Food Security in 2012. One of the Principles of implementation focuses on gender equality:

States should: “Ensure the equal right of women and men to the enjoyment of all human rights, while acknowledging differences between women and men and taking specific measures aimed at accelerating de facto equality when necessary. States should ensure that women and girls have equal tenure rights and access to land, fisheries and forests independent of their civil and marital status.”

The principle on “equity and justice” is also relevant – this means:

“recognizing that equality between individuals may require acknowledging differences between individuals, and taking positive action, including empowerment, in order to promote equitable tenure rights and access to land, fisheries and forests, for all, women and men, youth and vulnerable and traditionally marginalized people, within the national context.”

Steps

- Suggested introduction to be adapted: “In the last activity, we identified the main elements of a “gender-responsive biodiversity policy” as well as the process behind it. Now we are going to take a look at some of the main international policy commitments related to gender that are relevant to biodiversity goals.”
- Show the figure below on a PowerPoint. Congratulate participants for coming up with the main elements of the CBD Gender Plan of Action for the period 2015-2020 in the previous exercise. Explain that this has been an important international policy provision for advancing gender-responsive approaches to biodiversity conservation and sustainable use. It is divided into several “spheres” of work and has specific suggestions for Parties with regard to mainstreaming gender into biodiversity policy. These suggestions relate both to the process and the content of biodiversity policy. Tell participants that the link to the document is in their handouts. Although the period of implementation goes only until 2020, it still serves as a useful reference for considering gender actions to achieve the objectives of the CBD.

Figure 2: Selected gender commitments relevant for biodiversity



- First, mention the 2030 Agenda for Sustainable Development and its **Sustainable Development Goals (SDGs)**, which serve as the main overarching development framework. SDG 5 focuses on achieving gender equality and women’s empowerment, with numerous targets relevant to gender and biodiversity issues – see Annex 5. Targets under the ‘biodiversity goals’ (SDGs 14 and 15) do not contain specific gender targets but do make reference to international agreements, which often address gender aspects.
- Secondly, highlight that the preamble text of the Convention recognizes the vital role played by women in the conservation and sustainable use of biodiversity, and affirms the need for the full participation of women at all levels of policy-making and implementation of biodiversity conservation.
- Next, reference can be made to the **Strategic Plan for Biodiversity 2011-2020** adopted by Decision X/2 at the 10th meeting of the CBD Conference of the Parties in 2010. Emphasize that this has provided an overarching framework on biodiversity, not only for the biodiversity-related conventions like the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), but for the entire United Nations system and all other partners engaged in biodiversity management and policy development.
- The Strategic Plan includes the Aichi Biodiversity Targets. Ask participants if they know whether gender is reflected in any of them and which one. Read out the “answer” i.e. Target 14: “By 2020, ecosystems that provide essential services, including services related to water, and contribute to health, livelihoods and well-being, are restored and safeguarded, taking into account the needs of women, indigenous and local communities and the poor and vulnerable.” Emphasize that gender issues nevertheless are relevant to all of the targets, and the biodiversity issues and the gender relevance will remain relevant for the post-2020 period. Refer to and encourage them to use the CBD (2019) guide “Addressing Gender Issues and Actions in Biodiversity Objectives”.⁴⁵
- Then, introduce **UNFCCC** and **UNCCD** gender plans of action, both of which were first introduced in 2017. UNFCCC has since adopted a new gender action plan for 2020 to 2025. Mention that the increasing international focus on gender equality issues including in Multilateral Environment Agreements (MEAs) reflects the increasing recognition of women as well as men as part of the solution to environmental crises. Highlight the useful manual published by UNCCD (2019) “A Manual for Gender-Responsive Land Degradation Neutrality Transformative Projects and Programmes”⁴⁶, which provides step-by-step guidance to Parties on integrating gender issues and promoting gender equality in the design of transformative land degradation neutrality projects.
- Next, highlight that the **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** is a key global commitment to equal rights for women. A General Recommendation on the rights of rural women also has some specific biodiversity-related provisions. The three main principles of CEDAW are (i) state obligations to take actions to address discrimination against women (ii) the principle of non-discrimination and (iii) the principle of substantive equality. The UN Women in Asia Pacific website has useful “CEDAW Quick & Concise” videos on all three, including in some regional languages.
- Finally, mention the **Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security (VGGT)**. The Guidelines recognize that women who are already socially and economically marginalized are particularly vulnerable when tenure governance is weak. One of the principles the Guidelines are founded on is gender equality. Improving gender equality is important as women often have fewer and weaker tenure rights to land, fisheries and forests. This inequality is due to a number of factors, including biases in formal law, in customs, and in the division of labour in society and households. The Guidelines do not have a specific section on gender. Instead, gender issues are mainstreamed and addressed throughout the Guidelines. This approach is used to encourage the requirements and situations of both women and men to be addressed in all actions to improve governance of tenure.

45 https://www.cbd.int/gender/doc/cbd-towards2020-gender_integration-en.pdf

46 <https://www.unccd.int/publications/manual-gender-responsive-land-degradation-neutrality-transformative-projects-and>

- Tell participants that instead of “PowerPoint-ing” the main provisions, that you want to use the short time available to get them to focus on some important common elements. They all build on some elements common to gender mainstreaming principles and you would like them to identify these principles.
- Give out a set of “cards” to each group and tell them to move around the room to consider each policy commitment and decide whether it contains the keywords on their cards, and why. Tell them they will have 5 minutes for each policy commitment. Explain that the CBD 2015-2020 Gender Plan of Action is not there as they have already identified some of the key elements, and that indeed, the keywords on the cards reflect concepts in the CBD Plan.
- Ask whether all is clear, then get the groups working on one policy commitment. After 5 minutes call out to the groups to move on and stop when all groups have “visited” all policy commitments.
- To save time, for the plenary feedback, ask group to respond on the policy commitment they are standing next to.

Plenary feedback

- During the plenary feedback, add any elements that have not been identified by participants by asking others to identify them as far as possible.
- Go back to the VGGT, and explain the related guidelines and information that are available, which mainstream gender concerns. In particular, highlight the following:
 - **Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries (SSF).** These call for equal participation of women and men in organizations and in decision-making processes. They confirm that policies and legislation must support equality, and that both women and men must have access to appropriate technologies and services to carry out their work. The SSF Guidelines also encourage countries to respect international human rights law and to challenge gender-discrimination in laws, policies, customs and practices – not only in fisheries, but in society as a whole. One of the goals of the SSF Guidelines is to help transform all the institutional arrangements that make up a society, to eventually root out gender inequality. Gender equity and equality are core objectives and guiding principles of the SSF Guidelines, and Chapter 8 in the SSF Guidelines is about gender equality and equity. Gender issues are also mainstreamed throughout the SSF Guidelines⁴⁷. You could show the related video⁴⁸ and highlight the many gender-responsive resources on the website, such as the related handbook⁴⁹.
 - **Governing land for women and men (e-learning course on Gender and the VGGT).** This aims to help participants gain a clear understanding of why it is important to take into account gender and social issues when dealing with land tenure, and what actions must be adopted so that women and men from different social groups can equally participate in and benefit from land tenure governance processes⁵⁰.

Wrap up

- Confirm that most of the policies have some common elements. These common elements are essentially strategies to make visible the specific roles, priorities, capacities and vulnerabilities of women as well as men (through gender analysis), to narrow gender gaps and address vulnerabilities in access to biodiversity-related benefits as well as build on different specific capacities.
- If time permits, invite participants to identify gender issues relevant to other biodiversity targets (national or global). Explain that the issues addressed in the Aichi Biodiversity Targets remain relevant, even if new global targets will be in place for the post-2020 period. Prompt participants if needed to reflect on relevant

47 See here for more: <http://www.fao.org/voluntary-guidelines-small-scale-fisheries/guidelines/gender-equality/en/>

48 https://www.youtube.com/watch?v=BolcVAayEOw&feature=emb_title

49 FAO. 2017. Towards gender-equitable small-scale fisheries governance and development. A handbook.

50 <http://www.fao.org/reduce-rural-poverty/resources/resources-detail/en/c/468466/>

targets, including the Aichi Biodiversity Targets e.g. Target 1 (include women in outreach and sensitization) and Target 6 (recognize women's often invisible roles and knowledge). You may draw on this relevant CBD publication – Addressing Gender Issues and Actions in Biodiversity Objectives (CBD, 2019)⁵¹.



EXAMPLE

Aichi Biodiversity Target 1: “ASEAN has recognized that one of the key challenges to halting biodiversity loss is the greater involvement of a broader stakeholder base beyond environment and conservation practitioners ... campaigns must target key groups such as business, media, women, local governments, and youth.” Source: ACB. 2017. *ASEAN Biodiversity Outlook 2*.



EXAMPLE

Aichi Biodiversity Target 6: In the “Assessing Vulnerability and Adaptation to Sea-level Rise” project, Lifuka Island (Tonga), separate consultations with women and men highlighted that women “did share many of the same concerns as men, and observed the same changes due to coastal erosion and sea level rise. However, they also talked about other issues such as safety, sustainability, and health issues; and recognized that many environmental issues were caused by people's unsustainable use of natural resources such as sand mining and tree cutting on the coastal zone. They also showed more willingness to find solutions where they can play a role such as stopping sand mining and replanting trees to replenish the coastal biodiversity which is important for their livelihood.” Source: Secretariat of the Pacific Community. Undated. DRAFT. Pacific Gender and Climate Change toolkit. Tools for practitioners.

Module Wrap-up

15 minutes

- Tell participants individual countries and regions such as the ASEAN region also carry forward international commitments, and present all or selected parts of the summary data below, as appropriate and depending on participants' interest, possibly as a PowerPoint. Tell them it is in their handouts so they do not need to write it all down.

Gender equality in the ASEAN

1. CEDAW Ratification Status

- Ratified: Indonesia (1984), Philippines (1981), Lao PDR (1981), Viet Nam (1982)
- Acceded: Brunei (2006), Cambodia (1992), Malaysia (1995), Myanmar (1997), Singapore (1995), Thailand (1985)

In practice, whether “ratified” or “acceded”, countries are voluntarily bound by the CEDAW obligations. At this point, if not already done, you may want to show the UN Women video on CEDAW on State Obligations to clarify/ reinforce what this entails.⁵²

51 https://www.cbd.int/gender/doc/cbd-towards2020-gender_integration-en.pdf

52 <https://www.youtube.com/watch?v=umETapJ4b8o>

2. Gender in ASEAN member states' NBSAPs

Country NBSAP	Gender integration in NBSAP				Remarks
	Background/ Rationale	Objectives/ Indicators	Targets	Activities / Strategies	
Brunei Darussalam	-	-	-	-	
Cambodia	✓	✓	✓	✓	NBSAP strategic objectives include: (1) taking into account the specific needs of women, IPLCs, and local communities; (2) strengthening capacities of women; and (3) encouraging participation of women in decision-making, implementation, M&E and policy
Indonesia	-	-	-	-	
Lao PDR	-	✓	✓	✓	Recognizes that the Lao Women's Union is a major contributor to programs on biodiversity conservation and resource use; ensures capacity development for women and takes into consideration women's traditional knowledge on biodiversity
Malaysia	-	-	-	-	
Myanmar	✓	✓	✓	✓	Promotes environmental awareness and engagement of youth and women's groups
Philippines	✓	✓	✓	✓	Has clear gender indicators, targets, and activities, highlights the importance of gender in NBSAP development and implementation
Singapore	-	-	-	-	Vulnerable groups highlighted in Aichi Target 14 are not reliant on ecosystem services for their livelihood in Singapore
Thailand	-	-	-	✓	Strategies include raising awareness on women's roles in conservation and sustainable utilization of biodiversity
Viet Nam	-	-	-	✓	Women's union identified for partnership in biodiversity conservation

Source: courtesy of GIZ presentation at gender-biodiversity workshop, the Philippines, December 2019.

- Interestingly, in general, biodiversity is not often mentioned in national gender policies, so this represents an opportunity for policy coordination within countries.

3. Regional mechanisms for gender equality and women's empowerment

Mechanism	Objectives/Tasks	Composition
ASEAN Ministerial Meeting on Women (AMMW)	Sets the strategic policy direction on ASEAN's regional cooperation on women	Ministers in charge of women and girls in all ASEAN member States (AMS)
ASEAN Committee on Women (ACW)	Supports the AMMW by recommending regional policies, developing and implementing the 5-year regional work plan and managing partnerships	Subsidiary body of the AMMW composed of senior officials in ministries in charge of women and girls/ gender equality
ACW+3	Serves as regular platform for exchanging policies and good practices on the empowerment of women and girls	ACW + China, Japan and Republic of Korea
ASEAN Commission on the Promotion and Protection of the Rights of Women and Children (ACWC)	Develops policies, programmes, and innovative strategies to complement the building of the ASEAN community	20 representatives of AMS for women's and children's rights, each AMS representative serves a term of 3 years and may be reappointed for a second term
ACW – ACWC Consultation Meeting	Serves as a platform for the ACW and the ACWC to synergies their efforts of areas of mutual interest, e.g., gender mainstreaming, gender and climate change, non-gender stereotyping, etc.	
ACW-ACWC Joint Ad-hoc Working Group on Gender Mainstreaming	Develops a comprehensive strategy to mainstream gender perspectives across all 3 ASEAN Community pillars	
ASEAN Women Entrepreneurs Network (AWEN)	Seeks to create a favorable environment for female-led enterprises and support for women entrepreneurship in the region	Network of businesswomen in the region

Source: courtesy of GIZ presentation at gender-biodiversity workshop, the Philippines, December 2019.

- The overarching point is that gender equality and women's empowerment is important for ASEAN.

4. Selected gender mainstreaming Initiatives in the ASEAN

- ASEAN Declaration on the Gender-responsive Implementation of ASEAN Community Vision 2025 and the Sustainable Development Goals (2017)⁵³
- ASEAN Guidelines in Mainstreaming Gender Issues in Climate Change and Adaptation and Mitigation
- ASEAN Approach to Gender Mainstreaming in the Food, Agriculture and Forestry Sectors (2018)⁵⁴
- Gender Assessment for Biodiversity Conservation in the ASEAN
- ASEAN Guidelines for Agroforestry Development (2018) also contain a “Principle” to support gender equity and social inclusion⁵⁵ - this principle and relevant guidelines are presented below because they are applicable across different biodiversity sectors.

53 https://asean.org/wp-content/uploads/2017/11/7.-ADOPTION_ASEAN-Declaration-on-the-GR-Implementation_CLEAN_Sept.8-2017_for-31st-Summit_CLEAN.pdf

54 <https://asean.org/storage/2012/05/AMAF-Approach-to-gender-mainstreaming.pdf>

55 <https://www.recoftc.org/sites/default/files/public/publications/resources/recoftc-0000330-0002-en.pdf>

BOX 3: GENDER IN ASEAN GUIDELINES FOR AGROFORESTRY DEVELOPMENT (2018)

Principle 9 to support gender equity and social inclusion states the following:

Social inclusion and gender equity should be taken into account when crafting policies and when planning and implementing agroforestry interventions. These must be accessible to all types of social groups, including marginalized groups, such as indigenous peoples and ethnic minorities, as well as youth. Gender differences should be considered, and gender synergies promoted in agroforestry. Implementation of the guidelines for this principle should align with the ASEAN Guidelines on Gender. Guidelines include, but are not limited to, the following.

Guideline 9.1. Acknowledge the importance of gender equity and social inclusion in decision-making, design and implementation of agroforestry interventions.

Guideline 9.2. Ensure beneficial participation in agroforestry interventions by smallholders and socially-marginalized groups, such as indigenous peoples/ customary people/ethnic groups, displaced residents.

Guideline 9.3. Ensure that socially-marginalized groups benefit from, or are not adversely affected by, large-scale or corporate agroforestry investments.

Guideline 9.4. Ensure that agroforestry interventions reinforce gender equity by understanding differences in gender roles, decision-making, constraints and opportunities, and seeking to improve women's access to agroforestry opportunities (including information, technologies, financing) and associated benefits.

Guideline 9.5. Ensure that introduced agroforestry options or technologies are gender sensitive especially when it comes to the labour required from women.

Guideline 9.6. Strengthen the capacity of national research and extension systems and non-governmental organizations to undertake socially- and gender-inclusive agroforestry interventions.

- Remind participants of Module 2 learning outcomes for participants.
- Give participants handout P3 with selected international and ASEAN policy provisions.

F4 Facilitation note Module 3: Programming Practicalities

MODULE INTRODUCTION

Now that some key gender concepts have been introduced, along with key policy considerations, this final module focuses on gender-responsive biodiversity programming. Some of the case studies below are based loosely on real cases of good practices in the region, but adapted to support the learning outcomes. They are of different lengths so can be selected according to available time. You can use these case studies in different ways, depending on time and participants. For example, you can i) have each group working on a different case study or ii) have all the groups working on a single case study.

LEARNING OUTCOMES

The learning outcomes of this module are that participants will have identified good practices in gender-responsive programming.

Activity: Case studies

Estimated time: 1 hour 30 minutes

Explain activity: 5 minutes	Plenary feedback: 40 minutes
Group work: 40 minutes	Wrap up: 5 minutes

Preparation

Prepare copies of the case studies you select – it is a good idea to have copies of an extra case study, just in case number of participants change.

Steps

- Divide participants into groups – try to ensure a different combination of participants from previous sessions. Explain the activity before giving out the paper copies of case studies. Keep in mind that more groups and more case studies need more time, so you can manage time by getting all groups to work on one or two of the most relevant case studies.
- Suggested introduction:

“This is the last module, and we will now be working in groups again on some case studies. These case studies are designed to help us apply gender-related concepts and policy provisions in programming, in other words, to think about translating ideas and commitments into practice. The instructions are given on the print-out. We will be presenting back our group reflections in plenary at the end, and again – it is not about “right” or “wrong” but thinking about how to deliver on national and international commitments. Real life can be complicated and sometimes we are faced with potential **trade-offs** between gender and biodiversity gains e.g. protecting livelihoods of women as well as men in protected areas. These case

studies are designed to get us thinking about these issues, as well as about potential synergies between gender and biodiversity.”

- Next, tell participants the learning outcomes and timing, and get them started. As ever, after 5 minutes or so, go around and facilitate the discussions.
- When facilitating the plenary, bring out some of the points set out in the facilitation notes given under each case study – these build on Modules 1 and 2 and introduce some new ideas. Be open to other inputs – you may also have other thoughts.



CASE STUDY 1

WOMEN'S PARTICIPATION

In a Pacific Ocean country, several community-based marine sanctuaries have been established and are serving as demonstration sites as part of a district-wide, community-based coastal resource management program. In the village of Bantan, the objectives of the 0.12-km² sanctuary include economic benefits for local stakeholders through sustainable fisheries production; empowerment for the rural community (including women) in managing resources; and conservation. The project — made possible through the joint efforts of national, regional, and local government entities, as well as the US Agency for International Development and the Coastal Resources Center of the University of Rhode Island — has tracked women's awareness of and participation in the village's management plan and marine protected area (MPA) development.

“The project met a target of at least 30 per cent female participation in project activities such as trainings and workshops,” said the project's field program manager, citing the results of an interim assessment. However, he notes, the percentage of community females who participated in community decision-making bodies was just two per cent, compared with 20 per cent of males. “The lack of female participation in these organizations risks the exclusion of concerns and inputs from half of the village stakeholders,” said the manager. “The project team needs to put more effort into designing appropriate strategies for increasing female participation rates, especially in formal organizations.”

Although women's attendance at formal meetings has remained lower than what project leaders would like, extension workers have held multiple informal meetings and discussions about the sanctuary with women in the community. Monitoring results have shown no differences in knowledge of sanctuary rules and perceptions of human impacts on the marine environment between male and female survey respondents in the village — indicating the importance of the informal meetings in reaching women.

Task

You are gender specialists and have arrived in the project area to advise the project on how to build on their success and put in place some practical strategies for further increasing women's participation in decision-making processes. You want to be encouraging and therefore identify some good practices in gender mainstreaming. In your presentation to the project team:

- Identify some good practices in the project so far
- Suggest 3 –5 actions that could be taken to identify and address obstacles to women's participation in leadership in formal organizations. These strategies could be aimed at addressing their “practical” gender needs - needs related to fulfilling their established gender roles in the community. Alternatively, they could also include attempts to change stereotypes about women and leadership/ change gender roles (i.e. address their “strategic gender interests”).

Facilitation notes

- Good practices include the following:
 - Gender-responsive M&E: The project had a target for women's participation
 - Gender-responsive M&E: the interim report showed the issue of greater participation in training compared to decision-making, so that it could be tackled
 - Gender-responsive management: project management has noted the gender gap and is committed to do something about it
 - Use of informal meetings to reach more women
- Possible strategies include the following

- Organize separate focus group discussions with women and men about the barriers faced by women in attending formal meetings
 - Assuming that the participation in meetings with formal institutions aim to gather views and idea on proposed actions, consider separate meetings for women in places and at timings that accommodate their gender roles (practical gender needs) so as to obtain their inputs in a more conducive environment
 - Consider whether supporting formal women’s institutions could be a viable strategy as well as increasing women’s voice in mixed institutions
 - Identify women’s gender roles, even if these are not captured in official statistics, with regard to the MPAs, including any unique knowledge or other capacities, and use these in a sensitization campaign to tackle stereotypes as marine issues being a man’s domain – and possibly as the basis to advocate for changing the membership of formal organizations
 - Address stereotypes of women not being able to lead, through awareness-raising campaigns, such as the one carried out by SPREP on “Women Ocean leaders”⁵⁶
 - Review/ change eligibility of formal organizations to ensure that they do not exclude women either through discriminatory rules or through “gender-blind rules” that end up impacting women more harshly because of local gender norms e.g. as land ownership/ minimum earnings/ minimum education levels
 - Over the longer term and depending on project mandate, consider quota/ mandate if other measures do not work – but always accompanied by capacity development for women and sensitization for men as to why women’s leadership is good for biodiversity and sustainable livelihoods (strategic gender needs)
 - Women’s empowerment requires engaging men to identify obstacles and ensure support for participation strategies.
- Acknowledge that this case study was adapted from “Women and MPAs: How Gender Affects Roles in Planning and Management”. In MPA News. Vol. 4, No. 5. November 2002. Indicate that resources are provided in their handouts.



CASE STUDY 2

GENDER-RESPONSIVE ACTIONS AND INDICATORS IN BIODIVERSITY PROJECTS

The aim of an upcoming project in Amazinglandia is to mainstream the conservation of globally important and endangered biodiversity into the management of production landscapes through improved management of critical habitats. At the national level, it will develop a legislative, regulatory and enforcement framework to guide endangered species and critical habitat conservation and management. This will be supported by capacity building within key ministries and agencies to enhance cross sector coordination in critical habitat management. These approaches will be piloted for three species in three distinct geographical locations. Within each location the project will also build the capacity of local authorities, communities, private sector groups, and NGOs to develop environmentally friendly goods and services, which can provide a sound economic basis for ongoing critical habitat management and economic development.

The project plans to pay particular attention to the potential for activities to have both positive and negative impacts on different genders. To achieve this gender issues will be mainstreamed throughout all project activities.

Task

You are the gender advisors for the project and are asked to develop gender-related indicators for project outputs in the results framework below. You may come up with some activities that meet men/ women’s different **practical gender needs** (in other words, needs for immediate necessities – water, shelter, food, income and health care), and some activities that could address men/ women’s **strategic interests** (or that refer to the relative status of women and men in society) e.g. gaining legal rights, closing wage gaps, protection from domestic violence, increased decision-making and women’s control over their bodies.

56 https://www.sprep.org/attachments/pacvoyage_un_oceans/media-tips-women-ocean-leaders.docx

Project Output	Activities
Outcome 1: Enabling framework and capacity to manage Endangered Species (ES) in productive landscapes strengthened	
1.1 Legislative framework for ES conservation strengthened through development of an ES and Critical Habitat Bill	
1.2 Land use Planning Framework in place that integrates conservation into land-use planning and allocation decision	
1.3 Cross-sectoral coordination mechanism in place leading to better planning, coordination, monitoring and enforcement capabilities for ES conservation	

Outcome 2: Critical Habitat management demonstrated for three Endangered Species

2.1 Management and zoning plans implemented of the identified critical habitats of ES	
2.2. Long-term financial sustainability strategy for three habitat sites developed	
2.3. Strengthening of extension support to help guide land users to adopt biodiversity friendly land-use practices.	

- Acknowledge that this case study was adapted from the Government of Thailand/UNDP Project Document for “Conserving Habitats for Globally Important Flora and Fauna in Production Landscapes” (undated).
- Again, it is not about “right” or “wrong” answers, but rather about getting participants to think about how to incorporate gender dimensions into project results frameworks.
- There are many possibilities, some of which are suggested below. The measures in bold are those in the actual project document, which can be offered as a good practice.

Project Output	Activities
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Outcome 1: Enabling framework and capacity to manage Endangered Species (ES) in productive landscapes strengthened

1.1 Legislative framework for ES conservation strengthened through development of an ES and Critical Habitat Bill	<p>Draft Bills reviewed to assess potential differential impacts for women and men as well as different vulnerable groups</p> <p>Ensure ES and Critical Habitat Bill builds on the different knowledge and capacities of women and men, including of indigenous peoples – and also addresses their different vulnerabilities.</p> <p>Consult women’s and indigenous groups on the two bills.</p>
1.2 Land use Planning Framework in place that integrates conservation into land-use planning and allocation decision	<p>Draft land use planning framework reviewed by multi-stakeholder panel to consider potential impacts on different livelihoods and related gender implications, as well access to decision-making structures, recourse mechanisms and the potential differential access between genders.</p> <p>Carry out gender analysis of land use.</p>
1.3 Cross-sectoral coordination mechanism in place leading to better planning, coordination, monitoring and enforcement capabilities for ES conservation	<p>Assessment of how to increase women’s participation in coordination and decision-making structures included within development process</p> <p>1-3 practical measures agreed with stakeholders to increase women’s participation in ES decision-making, including temporary special measures if needed</p>

Outcome 2: Critical Habitat management demonstrated for three Endangered Species

2.1 Management and zoning plans implemented of the identified critical habitats of ES	<p>Zoning process undertaken with participation of full range of stakeholders including women.</p> <p>Women engaged in management committees and decision-making bodies</p>
2.2. Long-term financial sustainability strategy for three habitat sites developed	<p>Assessment of men/ women engaged in different income generating activities</p> <p>Development of activities engaging both genders</p> <p>Training for both men and women</p> <p>Training for women to take up less traditional roles e.g. as patrollers, scientists (strategic gender interests)</p> <p>Introduce target of 50 per cent for women’s inclusion in sustainable livelihood activities</p>
2.3. Strengthening of extension support to help guide land users to adopt biodiversity friendly land-use practices.	<p>Gender training for extension workers</p> <p>Inclusion of gender considerations in extension training materials</p>



CASE STUDY 3

GENDER – BIODIVERSITY EXPERT TERMS OF REFERENCE

The government of Fimsea is committed to the idea of gender mainstreaming in policy and programming. It has decided to recruit a gender specialist to work in the Ministry for the Environment and is trying to put together some terms of reference. The country's most pressing biodiversity-related challenges are (i) rapidly spreading alien invasive species; (ii) deforestation; and (iii) rapid loss of many plant strains, especially those that indigenous peoples in the country's uplands are knowledgeable about.

Task

You are a team sent by the ministry responsible for gender and your task is to help draft a set of 4-8 tasks for terms of reference for the gender specialist to be appointed. Discuss in your groups and come up with these tasks.

- There are many possibilities, some of which are suggested below. Again, it is not about “right” or “wrong” answers, but rather about getting participants to acknowledge the importance of getting access to gender expertise, and to think about what a gender specialist should do in terms of policy support.
- Possible tasks for gender specialist are suggested below. The CBD's 2015-2020 Gender Plan of Action and Pocket Guide offer more ideas.
 - Identify 1-5 entry points for gender equality and women's empowerment in the NBSAP.
 - Identify 1-3 other sectoral policies that would also need to mainstream gender in line with the NBSAP, and work with relevant institutions to mainstream gender into those policies.
 - Commission research into women's roles in priority biodiversity areas.
 - Make it a requirement that all projects have data disaggregated by sex, and spell out the benefits that are expected for men/ women.
 - Promote through financial incentives women's meaningful participation in mixed forest user groups and/ or women-only groups and track biodiversity impacts.
 - Develop a campaign to promote the importance of the unique knowledge of women (including indigenous women) in agro-biodiversity with at least two case studies turned into short TV documentaries.
 - Develop and support a network of gender and biodiversity specialists including from the gender ministry, from civil society and from indigenous peoples that can be a reference group for future policy development.
 - Ensure that the ministry's delegation to the CBD COP has 50 per cent women.
 - Start a support programme to increase the per cent of senior women technical specialists in the ministry and at the local departments.
 - Develop and gain acceptance for a gender-responsive budget to deliver on the NBSAP, including support for micro-projects that may be more easily accessible by women's groups.



CASE STUDY 4

GENDER-RESPONSIVE BIODIVERSITY POLICY DEVELOPMENT

You have just been appointed the gender focal point for the Ministry of the Environment and the first task you are given is to build a network of organizations and groups that should be consulted on biodiversity policy and planning.

Task

Make a list of the main stakeholders at the international, national and local levels and what they can contribute.

- Some possible stakeholders are given below.

International:

Gender experts from regional biodiversity bodies e.g. ACB and SPREP and research agencies e.g. Bioversity International

Gender focal points of UN and other agencies

National:

Ministry responsible for gender (priorities and commitments, gender analysis)

Any national women's groups (their knowledge and priorities)

Gender focal points from the ministries UNFCCC and UNCCD (their knowledge and priorities to identify common issues)

Media to support advocacy messages

Indigenous peoples' groups, especially gender focal points

Sub-national:

Any local women's groups (their knowledge and priorities)



CASE STUDY 5

GENDER MAINSTREAMING IN THE UPDATING OF A NATURAL PARK MANAGEMENT PLAN

In 2018, the GIZ and ASEAN Centre for Biodiversity partnered with the Istituto Oikos Onlus, and the government of Myanmar for the pilot project “Strengthening the Conservation and Participatory Management of Lampi Marine National Park”. This pilot project aimed to: (1) promote the capacity and participation of local people, especially the Moken ethnic minority, in the conservation and management of Lampi Marine National Park; (2) promote the conservation of local wildlife species in LMNP; and (3) raise awareness on conservation among local stakeholders.

Sex Disaggregated Data Generation: Istituto Oikos generated demographic data through a household survey in five settlements within LMNP. Qualitative gender data was generated through gender analysis workshops with park stakeholders during 2018. A gender assessment utilizing both quantitative and qualitative data from LMNP was organized into four categories: (1) roles and responsibilities; (2) access and control of resources; (3) traditional knowledge and (4) participation in park management activities and decision-making. Gender gaps were then identified within these contexts. Sex-disaggregated data generated shows that there is almost an equal number of females and males in the Park.

Roles and Responsibilities: The primary economic activity in the Park is fishing, mostly done by males.

Women and boys are also involved in fishing but at a smaller scale, mostly for subsistence, and this is done at the foreshore/intertidal zone instead of the open water. Women, boys, and girls are also involved in squid trapping and sorting and processing of fish. Subsistence farming is also practiced in the park and involves both women and men.

Aside from fishing, men also work in carpentry and other forms of labour. Trade, on the other hand, is the domain of women who, most of the time, stay in their homes, while tending to their children. Although household chores are shared within the family, there are higher expectations of females in child rearing and other chores such as cooking.

Gender stereotypes in terms of roles and tasks are prevalent within the Park settlements, which is quite common across Myanmar. These stereotypes, in addition to the maternal functions of women, may limit their participation in park management activities, which are mostly outside the household.

Access and Control of Resources: The Park has rich natural resources such as coral reefs, seagrass beds, beaches, mangroves, lowland, evergreen forests, and freshwater streams and swamps, which serve as habitats for flora and fauna species of high biological and economic value. Although both women and men can in theory have equal access and control over natural resources such as land and fishing grounds, because reproductive roles are mainly expected from women, especially mothers, men are more active in the utilization of these resources, except for subsistence farming and fishing, which are female-dominated.

Traditional Knowledge: Lampi Marine National Park is originally inhabited by the Moken sea gypsies living with nomadic lifestyles. Their main ideology is the non-accumulation of goods and wealth, which is considered sustainable since they only gather the resources that they need. Skilled in the forests as they are in the sea, the Moken men excelled in hunting of mousedeer, wild boars, turtles, rays, dugong and sometimes, sharks. Due to a traditional Moken

belief that monkeys are birds are considered as “elders”, these species were spared from hunting. Women, on the other hand, gathered sand worms, mantis shrimps, sea urchins, and small shells along the beaches; and non-timber forest products such as leaves and root crops.

The Moken traditional lifestyles have changed over time with the burgeoning Burmese fishing industry and settlements. Due to the development of pearl farms and squid fishing, many Moken community members were in competition with the decreasing resources and many of them were displaced, forcing them to adapt to more sedentary lifestyles and losing their *kabangs*⁵⁷ since these were not suitable for storing squid in ice boxes.

Participation in Park management and decision-making: Park management activities such as regular biodiversity monitoring, patrolling, and clean campaigns led by the organized local conservation group are mainly undertaken by males. Women’s participation in park management activities are mainly confined to training, but there is also stereotyping in terms of training that men and women participate in. For example, training on tour guiding, English language proficiency, food preparation, and handicraft-making is dominated by females, while training for forest guides and conservation-related activities is dominated by males.

According to park stakeholders, the low involvement of women in park management and community-level decision-making is due to the fact that historically, Myanmar has been subjected to a long period of military rule, making men more aggressive, which, in turn, limits women’s participation greatly. They also mentioned that “unsafe” conditions for women, such as patrolling in open water or remote areas of the forest make it hard for women to be involved. Lack of women leader role models in the settlements is considered also a major factor in women and girls hesitating to participate in biodiversity conservation and park management initiatives, aside from their reproductive roles.

Task

1. Identify good practices in the project preparation.
2. Prepare a simple Gender Action Plan for Lampi Marine National Park with 3 to 4 actions. Consider what could be done to address women’s and men’s practical gender needs and strategic gender priorities, and gender-responsive indicators to track progress.

Case study courtesy of GIZ (Philippines) and Istituto Oikos, 2020.

- With regard to good practices in the project preparation, you may include these:
 - Sex-disaggregated data of population
 - Analysis of gender roles, access to resources, access to decision-making
 - Participatory approach i.e. not just based on desk research, which would likely not have yielded this rich analysis.
- With regard to the gender action plan, actions to address men’s practical needs could be to improve mobile cooling facilities on their traditional boats, and for women this could include fish processing equipment. An example of an action to address women’s strategic gender interests is to engage them in remunerated Park patrolling, with special measures to make it safe. For men, this could include training in handicraft making.

Module Wrap-up

- Remind participants of the learning outcomes and highlight that a gender-responsive approach needs to focus on both women and men.
- You may wish to share the framework used by the Philippine Commission on Women to develop gender-responsive actions, the Gender Equality and Women Empowerment Framework (GEWEF). The GEWEF notes five levels of empowerment (welfare, access, conscientization, participation, and control), starting with welfare as the lowest level of empowerment and control over the means of production, which is the highest. The table below provides a description of each level and corresponding actions for empowerment and how it relates to biodiversity conservation. The table is in participants’ handout P4.

⁵⁷ Moken traditional boat, which is a symbol of non-accumulation of resources and wealth.

TABLE 3: GENDER EQUALITY AND WOMEN'S EMPOWERMENT FRAMEWORK IN RELATION TO BIODIVERSITY CONSERVATION

Level of Empowerment	Description	Action for Empowerment in Biodiversity Conservation	Empowerment issues
Control	Ultimate level of equality and empowerment; balance of control between men and women so that neither side dominates	Equal representation and active roles of women and men in development, recognition of contributions in resource use and allocation; maintaining and seeking higher goals in protected area planning and management	How can we sustain our actions and aim high? How do we maximize/ harness women's strengths in such a way that these do not pose a threat to men's participation (i.e. overpowering men)?
Participation	Women have moved to a level where they take decisions alongside men	Organizing women into groups to have a stronger voice in decision-making over courses of action in biodiversity conservation, working collectively until they gain increased recognition and participation; enabling women to participate in consultations and other activities despite their reproductive functions	With what means? How do we enable women to participate actively in decision-making?
Conscientization	Recognition that the problem stems from structural institutional discrimination	Recognition of women's role in reinforcing or changing their disadvantaged situation; raising the awareness of women of their rights to sustainable use of biodiversity and natural resources and that they, too, are crucial in biodiversity conservation and environmental management	What can we do about these problems? How do we make women realize their importance and value in biodiversity conservation efforts?
Access	Involves equality in access to resources	Recognition that lack of access is a barrier to growth and well-being; enabling women to have their fair share of natural and material resources (such as information, skills trainings, financial assistance, programs and projects, etc.) by making these more accessible	Why do we have problems? What are the constraints faced by women in accessing valuable resources?
Welfare	Addresses only basic needs without attempting to solve underlying structural causes	Empowerment involves the desire to understand own problems and needs; identifying and providing the basic needs such as food, water, shelter, clothing, etc.	What are our problems? What are the basic needs that we need and how to we respond to these needs?

Source: GIZ in collaboration with ASEAN Centre for Biodiversity. 2017. Gender Assessment For Biodiversity Conservation in the ASEAN: The Case of Selected Protected Areas in Lao PDR, the Philippines, and Singapore.

- Give participants handout P4 with a checklist on gender-responsive programming among other resources.

Optional activity: ecosystems services and gender

Depending on time and interest, you may consider this activity.

Estimated time: 1 hour

Explain activity: 5 minutes	Plenary feedback: 30 minutes
Group work: 20 minutes	Wrap up: 5 minutes

Steps

- Divide participants into groups and ask them to brainstorm on examples of actions that meet men and women's practical gender needs or strategic interests in terms of ecosystems services. Depending on time, you could focus on some of the more relevant types of ecosystems service for the specific participants e.g. provisioning and supporting.
- There are four types of ecosystems services, three of which are set out in the table below. The table offers some examples of how women's needs could be addressed by different types of ecosystems services, which align with the Aichi Biodiversity Target 14. Note that the table does not include cultural services, but that this may be an important dimension in countries with indigenous populations. Encourage participants to focus on examples that are most relevant to them.

TABLE 4: ECOSYSTEMS SERVICES AND WOMEN'S NEEDS AND INTERESTS

Ecosystem service	Practical gender needs	Strategic gender interests
<i>Provisioning</i>		
Food	Ensure access to land to grow crops, gather non-timber forest products etc	Shape policy on food security and nutrition
Raw materials	Access to wood for domestic fuel	Economic empowerment based on marketing products made from Invasive Alien Species
Fresh water	Access to water for domestic and farm use	Decision-making roles in water user associations and irrigation/ wetlands policy
Medicinal resources	Access to wild plants to make medicines for domestic use	Business based on plant-based medicines
<i>Regulating</i>		
Soil and water management	Access to training relevant to current gender roles	Build on indigenous women's traditional knowledge
Biological control	Include women in integrated pest management training	Empower women as Integrated pest management trainers
<i>Supporting</i>		
Habitats for species	Ensure women's livelihoods needs are safeguarded in protected areas	Support women in non-traditional economic activities and as policymakers
Maintenance of genetic diversity	Support women's community seed banks and engage them for <i>in situ</i> innovations for climate resilience	Engage women scientists to lead <i>ex situ</i> gene banks

F5 Workshop wrap-up

INTRODUCTION

The objectives are to re-confirm learning outcomes and key messages for the region, seek feedback on the workshop, and allow participants to develop personal action plans.

LEARNING OUTCOMES

Contributes to all learning outcomes.

Estimated time: 35 minutes

Re-confirm learning outcomes and key messages: 5 minutes	Seek feedback on workshop: 10 minutes
Personal Action Plans: 15 minutes	Close: 5 minutes

Re-confirm learning outcomes and key messages

- Tell participants that you hope they feel that they have achieved the learning outcomes for the workshop as a whole, and re-confirm them.
- Re-confirm also the key messages for the region, possibly using brief versions on PowerPoint slides.

Personal Action Plans

- Participants should be invited to reflect on one or two actions that they can take to mainstream gender in their work as well as any immediate support they may need to do so. It is helpful to flipchart this so that it can be documented and inform any planned follow up to the workshop.

Seek feedback

- You can either use evaluation forms (see suggested example in annexes) or adopt a more interactive approach if time allows e.g. group discussions.
- Ensure that feedback is shared before participants leave, or it may be challenging to obtain it afterwards.
- Ensure anonymity unless participants feel comfortable in sharing their details.

P1 Participant Hand-out Module 1 Quiz

In your groups, work through the following quiz.

QUESTION 1

The word “gender” refers to (*choose one answer*):

- (a) Biological aspects of being male or female
- (b) Socially constructed roles of women and men
- (c) Participation of women and men in an organization

QUESTION 2

Look at the pictures below and guess who is a gender and environment expert and who is a fisheries management advisor.



QUESTION 3

Gender equality and women’s empowerment mean more or less the same thing, and both are about accepting that women and men are the same. Fact or myth?

QUESTION 4

- | | |
|---------------------|--|
| (a) Gender equality | (i) Fair treatment in terms of rights, benefits, obligations and opportunities; aims at improving gender relations and gender roles. |
| (b) Gender equity | (ii) Equal rights, responsibilities, and opportunities and benefits for women and men. |

QUESTION 5

Equal participation of women and men in institutions can improve biodiversity outcomes. Fact or myth?

QUESTION 6

A “gender analysis” is about identifying gender gaps between women and men. Fact or myth?

QUESTION 7

Gender mainstreaming means that gender should be integrated into biodiversity policy and programming; however, gender action plans, budgets and specific actions may also be needed. Fact or myth?

QUESTION 8

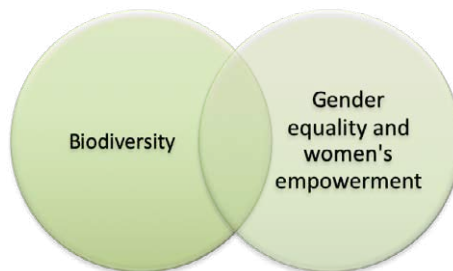
If a biodiversity-related project in a sector dominated by men wants to introduce targets and incentives for women to participate in and benefit, it is a form of discrimination against men. Fact or myth?

QUESTION 9

A biodiversity policy or programme that says women and men will have “equal access” to livelihoods opportunities can be considered to be gender-responsive. Fact or myth?

QUESTION 10

Look at the Venn diagram below and especially at the section overlaps both circles. Try to identify an example of a policy or project provision that would fit there. In other words, so that it contributes to both biodiversity and gender equality and women’s empowerment goals.



QUESTION 11

The linkages between gender, biodiversity and indigenous peoples are broadly the same as those for other women and men. Fact or myth?

QUESTION 12

The principle of women’s and men’s substantive equality (*de facto* or actual equality) is especially relevant to programme development, whereas the principle of *de jure* (formal) equality is relevant for policies and regulations. Fact or myth?

QUESTION 13

Giving better access to water is an example of meeting a woman's practical gender need, while supporting her to have decision-making influence in a water user group is an example of supporting her strategic gender interests. Fact or myth?

QUESTION 14

Gender equality is primarily about women. Fact or myth?

QUESTION 15

What is the difference between gender-sensitive and gender-responsive?

P2 Participants Hand-out Module 1 Glossary

Gender

A social construct, does not refer to biology (sex). Gender refers to the roles, behaviors, activities, and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes.⁵⁸

Gender action plan

A plan to make a policy or programme more gender-responsive. Includes responsibilities, human and financial resource implications.

Gender analysis

Gender analysis highlights the differences between and among women, men, girls and boys in terms of their relative distribution of resources, opportunities, constraints and power in a given context. Performing a gender analysis allows us to develop responses that are better suited to remedy gender-based inequalities and meet the needs of different population groups. SIDA. 2015. Gender Analysis – Principles & Elements.

Gender balance

This term refers to the numerical balance between men and women in an organization etc. It does not take into account the distribution of women and men (e.g. women are often not in leadership positions in mixed organizations) or the type of participation and influenced enjoyed by women/ men.

Gender gaps/ inequalities

Disparities between the condition or position of women and men in society, measured in various ways. For example, the “gender pay gap” refers to differences in average earnings. (UN Environment, 2016).

Gender equality

Gender refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

Gender equity

The concept of gender equity refers to “fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities” (International Labour Office [ILO], 2000). It is distinct and different from the concept of gender equality, which is the effective equality between men and women, that entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypical views, rigid gender roles, and prejudices. (Mencarini L. (2014) Gender Equity. In: Michalos A.C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht).⁵⁹

58 <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

59 https://link.springer.com/referenceworkentry/10.1007/per cent2F978-94-007-0753-5_1131

Gender mainstreaming

“...the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated ... “(t)he ultimate goal of mainstreaming is to achieve gender equality”. (ECOSOC, 1997. Agreed conclusions 1997/2).

Gender-responsive, gender-sensitive, gender-specific, gender-neutral or gender-blind, discriminatory

These terms represent different types of responsiveness to gender issues. At one end is discriminatory.

Gender-neutral or “gender-blind” means not taking into account the differences between men and women (roles, priorities, vulnerabilities) and therefore risking exacerbating existing gender inequalities.

Gender-sensitive means taking these gender dimensions into account.

Gender-responsive means building on gender dimensions to make things better.

“(B)eing gender-responsive means that rather than only identify gender issues or work under the “do not do harm” principle, a process will substantially help to overcome historical gender biases—to “do better,” so to speak—in order for women to truly engage and benefit from these actions. In addition, gender-responsive planned actions should integrate measures for promoting gender equality and women’s empowerment, foster women’s inclusion and provide equal opportunities for women and men to derive social and economic benefits. With this approach, women and men’s concerns and experiences equally become fundamental elements in the design, implementation, and monitoring and evaluation of natural resource-related projects and policies”.⁶⁰

This manual takes “gender-specific” to mean a specific focus on gender dimensions.

Gender-responsive budgeting

Simply put, this term refers to the allocation of identified financial resources to achieve gender-related goals. This involves accounting for the specific needs and interests of women and men in developing and implementing budgets.

Gender roles

Gender roles refer to social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls (see gender division of labour). Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and transformation of masculinities. (UN Women’s Gender Equality Glossary).⁶¹

Gender stereotypes/ gender bias

Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles of women and men. Stereotypical characteristics about men are that they are competitive, acquisitive, autonomous, independent, confrontational, concerned about private goods. Parallel stereotypes of women hold that they are cooperative, nurturing, caring, connecting, group-oriented, concerned about public goods. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices. Messages reinforcing gender stereotypes and the idea that women are inferior come in a variety of “packages” – from songs and advertising to traditional proverbs. (UN Women’s Gender Equality Glossary).

60 https://www.huffpost.com/entry/stop-being-so-sensitive-t_b_7966886

61 <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&fullsearch=0&page=3>

De jure and de facto and equality

De jure means “in law” and refers to formal provisions in laws and policies for equality, whereas *de facto* means “in fact” and refers to the actual equality enjoyed by women and men in their lives.

Practical gender needs and strategic interests

- **Practical gender needs** can be defined as immediate necessities (water, shelter, food, income and health care) within a specific context. .
- **Strategic gender interests** refer to the relative status of women and men within society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include such issues as gaining legal rights, equal wages, increased decision-making, protection from domestic violence, and women’s control over their bodies. Meeting these needs assists women to achieve greater equality and change existing roles, thereby challenging women’s subordinate position.⁶²

Productive, reproductive, community management roles

Women have been described as having a ‘triple role’:

- A productive role: Although women across the world do engage in paid work or income-generation activities, they tend to lose out in terms of access to, control over, and benefits from productive resources.
- A reproductive role (or domestic role): reproduction refers to all activities necessary for the maintenance and survival of human life. Examples include bearing, looking after and educating children, cooking food, washing clothes, growing or foraging for food for home use. A distinction can also be made between mothers and non-mothers.
- A community management role: this term is used to describe activities usually carried out by women – as an extension of their reproductive role – for the benefit of the community, for example, the provision and maintenance of scarce resources of collective consumption, such as water and education. This work is mostly unpaid and voluntary. Community management activities performed by men tend to be of more visible and higher social value (e.g. administration of local justice).⁶³

Sex-disaggregated data

Sex-disaggregated data is data that is cross-classified by sex, presenting information separately for men and women, boys and girls. Sex-disaggregated data reflect roles, real situations, general conditions of women and men, girls and boys in every aspect of society. For instance, the literacy rate, education levels, business ownership, employment, wage differences, dependents, house and land ownership, loans and credit, debts, etc. When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities. Sex-disaggregated data is necessary for effective gender analysis.⁶⁴

Substantive equality

See *de facto* equality.

(Temporary) special measures/ positive discrimination/ affirmative action

Temporary special measures is the term used in the Convention on the Elimination of All Forms of Discrimination against Women to describe measures aimed at accelerating the improvement of the position of women with a view to achieving substantive equality with men, and to effect the structural, social and cultural changes necessary to correct past and current forms and effects of discrimination against women, as well as to provide them with compensation for inequalities and harm suffered. This term explicitly states the ‘temporary’ nature of such special measures, while the meaning of the term ‘special’ is that the measures are designed to

62 Caroline Moser’s Gender Planning Framework

63 http://www.glopp.ch/A5/en/multimedia/A5_1_pdf1.pdf

64 <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=S&sortkey=FIRSTNAME&sortorder=desc>

serve a specific goal and not to cast women subjected to discrimination as weak, vulnerable and in need of extra or 'special' measures in order to participate or compete in society.

The use of special measures does not suggest a special favour but rather an entitlement. Special measures are essential to secure equal opportunities in participation and competition in various fields of social life, where social, health and economic burdens may be placed on women as a result of gender stereotypes or their role in maternity.⁶⁵

Women's empowerment

"The empowerment of women concerns women gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. The process of empowerment is as important as the goal. Empowerment comes from within; women empower themselves. Inputs to promote the empowerment of women should facilitate women's articulation of their needs and priorities and a more active role in promoting these interests and needs. Empowerment of women cannot be achieved in a vacuum; men must be brought along in the process of change. Empowerment should not be seen as a zero-sum game where gains for women automatically imply losses for men."⁶⁶

65 <http://eige.europa.eu/rdc/thesaurus/terms/1404>

66 <https://www.un.org/womenwatch/osagi/pdf/factsheet2.pdf>

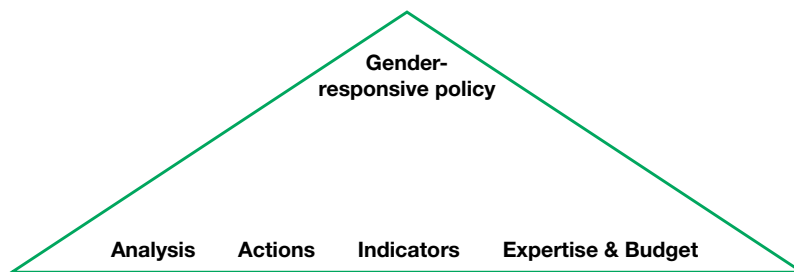
P3 Participant Hand-out Module 2

International Policies

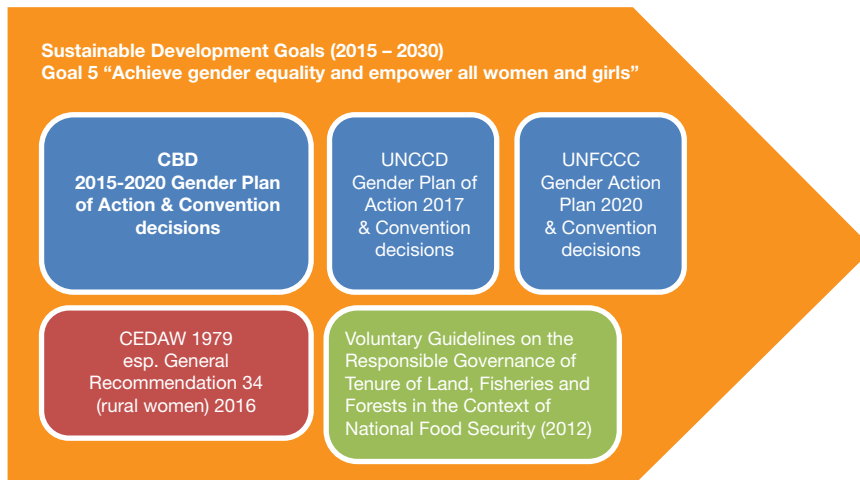
The “4 As” of gender-responsive biodiversity policy

- **Analysis** - gender **analysis** including sex-disaggregated data
- **Actions** to close gender gaps or build on women’s different capacities
- Appropriate **indicators** and **targets** that enable the tracking of progress against key issues
- Adequate **budget** and **gender expertise**.

The 4A Triangle of gender-responsive policy



Selected gender commitments relevant to biodiversity



Selected international commitments are set out below, followed by some regional ones.

International

2030 Agenda for Sustainable Development and the Sustainable Development Goals

The main global development framework.

2030 Agenda for Sustainable Development and the Sustainable Development Goals (UN, 2015)

Goal 5: Achieve gender equality and empower all women and girls

Note: text is adapted from original and only some targets are given in the interest of time management

- End all forms of discrimination against all women and girls everywhere. *e.g. give women and men equal access to land and water*
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate. *e.g. recognize and value women's informal/ invisible roles in food security and nutrition such as through harvesting forest products and fishing*
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life. *e.g. Promote women's equal participation in local and national institutions, especially where their participation is hampered by unequal access to land or other natural resources*
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws. *e.g. Promote women's equal access to land, and benefits from biological resources, especially plant genetic resources*
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women. *e.g. give women equal access to easily maintained, cheap and green solar irrigation for micro-plots so as to reduce water stress*
- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels. *e.g. introduce targets for gender-responsive access and benefit sharing.*

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Target 15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

Note that Goal 15 lacks any explicit gender reference, but rather refers to international agreements, which have gender commitments (e.g. on land degradation neutrality). Goal 13 (climate change) includes a focus on women in capacity building efforts for effective climate change-related planning and management in least developed countries and small island developing States.

CBD

CBD 1992

Note: text is adapted from original

Preamble: "Recognizing also the vital role that women play in the conservation and sustainable use of biological diversity and (affirms) the need for the full participation of women at all levels of policy-making and implementation for biological diversity conservation".

Article 8(j): "...respect, preserve and maintain knowledge, innovations and practices of indigenous and local communities ... relevant for the conservation and sustainable use of biological diversity and promote their wider application with the approval and involvement of the holders of such knowledge, innovations and practices and encourage the equitable sharing of the benefits arising from the utilization of such knowledge, innovations and practices"

CBD 2015-2020 Gender Plan of Action

This has been the main international policy provision of relevance in gender and biodiversity for the period 2015-2020. It remains relevant as a useful reference for considering gender actions to achieve the objectives of the CBD.

Policy	Organizational
<ul style="list-style-type: none"> ▪ Integrate gender in NBSAPs – development and implementation ▪ Identify potential policy obstacles to integrating gender in implementation of the Convention ▪ Ensure political will for integrating gender in implementation of the Convention <p>Example:</p> <ul style="list-style-type: none"> ▪ Myanmar's National Strategic Plan for the Advancement of Women (2013 – 2022) has provisions relating to women and natural resource management ▪ Cambodia's NBSAP integrates gender dimensions in areas beyond those relating to Aichi Biodiversity Target 14. 	<ul style="list-style-type: none"> ▪ Provide adequate support to staff on gender issues ▪ Provide adequate financial resources for integrating gender in implementation of the Convention <p>Example:</p> <ul style="list-style-type: none"> ▪ UN Environment and SPREP hosted a high-level dialogue on gender and environment as part of a training for equality-driven project development in Samoa in 2017, which touched on biodiversity-related aspects.⁶⁷ ▪ In Laos, the National Agro-Biodiversity Programme and Action Plan II (2015-2025) allocates funds to developing regulations in sustainable non-timber forest product marketing, where the national Gender and Development Association is involved.⁶⁸
Delivery	Constituency
<p>Ensure the full participation of both women and men in implementing the Convention</p> <p>Consider the different needs of women and men in designing and undertaking actions for the conservation and sustainable use of biodiversity</p> <p>Example:</p> <p>In Tonga, the “Assessing Vulnerability and Adaptation to Sea-level Rise” project for Lifuka Island carried out separate consultations with women and men as part of a gender analysis to identify differences in capacities that women and men can bring to achieve biodiversity goals.</p> <p>In Laos, women were targeted for pest management training as part of an agrobiodiversity project, in recognition of their key roles (UNDP)</p>	<p>Build partnerships; ensure consistency with related conventions</p> <p>Benefit from lessons learned and good practices</p> <p>Example:</p> <p>In the Pacific, SPREP’s “Women Ocean Leaders” campaign is an effective tool to tackle gender stereotypes.⁶⁹</p> <p>The published ACB-GIZ gender analysis for the ASEAN Heritage Parks Programme is an excellent knowledge product that advances understanding and showcases good practice in gender analysis.</p>

Aichi Biodiversity Targets

Issues addressed in the Aichi Biodiversity Targets remain relevant, even if new global targets will be in place for the post-2020 period

Target 14: “By 2020, ecosystems that provide essential services, including services related to water, and contribute to health, livelihoods and well-being, are restored and safeguarded, taking into account the needs of women, indigenous and local communities and the poor and vulnerable.”

⁶⁷ See <https://www.unenvironment.org/news-and-stories/story/empowering-equality-environmental-management-0>

⁶⁸ Government of Lao PDR. 2016. National Agricultural Biodiversity (2015-2025).

⁶⁹ See https://www.sprep.org/attachments/pacvoyage_un_oceans/media-tips-women-ocean-leaders.docx

United Nations Convention to Combat Desertification (UNCCD)

UNCCD gender action plan (2017)

Note: text is adapted from original

Objectives: “enhance women’s role as agents of change by addressing the gender inequalities ...build the capacities of women and girls to access the resources they need to improve their livelihoods, manage land sustainably and become resilient to drought ... build the technical capacities of UNCCD stakeholders at all levels to design and implement gender-responsive plans and programmes ... monitor, report and regularly review progress in the implementation and achievement of objectives ...mobilize adequate resources to achieve these objectives.”

Key principles: “Interventions do not increase women’s burden. They decrease it ... Women not only contribute to, but also benefit from, the interventions.”

Priorities for action:

- Participation in decisions taken during the design, planning, implementation and evaluation of initiatives
- Integrating women’s economic empowerment in ... implementation ... to eradicate their extreme poverty
- Strengthening women’s land rights and access to resources
- Enhancing women’s access to improved knowledge and technologies that relate to effective UNCCD implementation.

United Nations Framework Convention on Climate Change (UNFCCC)

UNFCCC gender action plan (2020)

Note: text is adapted from original

At the 25 meeting of the Conference of the Parties to UNFCCC (Madrid, Spain, December 2019), Parties adopted an enhanced five-year Lima work programme on gender and its gender action plan. The GAP seeks to advance women’s full, equal and meaningful participation and promote gender-responsive climate policy and the mainstreaming of a gender perspective in the implementation of the Convention and the work of Parties, the secretariat, United Nations entities and all stakeholders at all levels.

Priority areas:

- A. Capacity-building, knowledge management and communication
- B. Gender balance, participation and women’s leadership
- C. Coherence
- D. Gender-responsive implementation and means of implementation
- E. Monitoring and reporting

Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)

CEDAW is the key global commitment to equal rights for women, and the General Recommendation below is especially relevant.

General recommendation No. 34 on the rights of rural women (2016), CEDAW

Bold text is for emphasis, not in original.

Overarching State party obligations to respect, protect and fulfil the rights of rural women:

12. States parties should address specific threats posed to rural women by **climate change, natural disasters, land and soil degradation, water pollution, droughts, floods, desertification, pesticides and agro-chemicals, extractive industries, monocultures, bio-piracy, and loss of biodiversity, particularly agro-biodiversity. (...)**

Section G. Land and natural resources:

States parties should take all necessary measures... to achieve rural women's **substantive equality in relation to land and natural resources**, and should design and implement a comprehensive strategy to address discriminatory stereotypes, attitudes and practices which impede their rights to land and natural resources.

59. States parties should **ensure that legislation guarantees rural women's rights to land, water and other natural resources, on an equal basis with men ... They should ensure that indigenous women in rural areas have equal access as indigenous men** to ownership/ possession of and control over land, water, forestry, fisheries, aquaculture and other resources ...

Additionally, States parties should:

(b) Enhance rural women's role in **fisheries and aquaculture, as well as their knowledge on sustainable use of fishery resources, and promote their access to forests and sustainable forestry resources, including safe access to fuel wood and non-wood forestry resources;**

(c) Strengthen **customary and statutory institutions and mechanisms for defending or protecting women's rights to land, water, and other natural resources...**

62. States parties should implement **agricultural policies which support rural women farmers, recognize and protect the natural commons, promote organic farming and protect rural women from harmful pesticides and fertilizers**. They should ensure that rural women have effective **access to agricultural resources, including high quality seeds, tools**, knowledge and information, as well as equipment and resources for organic farming.

Additionally, States parties should:

(a) Respect and protect **rural women's traditional and eco-friendly agricultural knowledge and particularly the right of women to preserve, use, and exchange traditional and native seeds;**

(b) **Protect and conserve native and endemic species and plant varieties of food and medicinal resources, and prevent patenting by national and transnational companies to the extent that it threatens the rights of rural women...**

66. States parties should adopt laws, policies and measures to promote and protect rural women's diverse local agricultural methods and products, and their access to markets. They should ensure **diversity of crops and medicinal resources to improve rural women's food security and health, as well as access to livestock**.

Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security

Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries and Forests in the Context of National Food Security

Endorsed by the Committee on World Food Security in 2012. One of the Principles of implementation focuses on gender equality:

States should: “Ensure the equal right of women and men to the enjoyment of all human rights, while acknowledging differences between women and men and taking specific measures aimed at accelerating de facto equality when necessary. States should ensure that women and girls have equal tenure rights and access to land, fisheries and forests independent of their civil and marital status.”

The principle on “equity and justice” is also relevant – this means:

“recognizing that equality between individuals may require acknowledging differences between individuals, and taking positive action, including empowerment, in order to promote equitable tenure rights and access to land, fisheries and forests, for all, women and men, youth and vulnerable and traditionally marginalized people, within the national context.”

The VGGT recognize that women who are already socially and economically marginalized are particularly vulnerable when tenure governance is weak. One of the principles the Guidelines are founded on is gender equality. Improving gender equality is important as women often have fewer and weaker tenure rights to land, fisheries and forests. This inequality is due to a number of factors, including biases in formal law, in customs, and in the division of labour in society and households. The Guidelines do not have a specific section on gender. Instead, gender issues are mainstreamed and addressed throughout the Guidelines. This approach is used to encourage the requirements and situations of both women and men to be addressed in all actions to improve governance of tenure.

Specialized versions are available, which mainstream gender concerns. In particular, the **Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries (SSF)**. These call for equal participation of women and men in organizations and in decision-making processes. They confirm that policies and legislation must support equality, and that both women and men must have access to appropriate technologies and services to carry out their work. The SSF Guidelines also encourage countries to respect international human rights law and to challenge gender-discrimination in laws, policies, customs and practices – not only in fisheries, but in society as a whole. One of the goals of the SSF Guidelines is to help transform all the institutional arrangements that make up a society, to eventually root out gender inequality. Gender equity and equality are core objectives and guiding principles of the SSF Guidelines, and Chapter 8 in the SSF Guidelines is about gender equality and equity. Gender issues are also mainstreamed throughout the SSF Guidelines.⁷⁰ You could show the related video⁷¹ and highlight the many gender-responsive resources on the website, such as the related handbook.⁷²

⁷⁰ See here for more: <http://www.fao.org/voluntary-guidelines-small-scale-fisheries/guidelines/gender-equality/en/>

⁷¹ https://www.youtube.com/watch?v=BolcVAAyEOw&feature=emb_title

⁷² FAO. 2017. Towards gender-equitable small-scale fisheries governance and development. A handbook.

Ecosystem services and women's practical gender needs and strategic interests

Ecosystem service	Practical gender needs	Strategic gender interests
<i>Provisioning</i>		
Food	Ensure access to land to grow crops, gather non-timber forest products, etc	Shape policy on food security and nutrition
Raw materials	Access to wood for domestic fuel	Economic empowerment from income-generating activities based on marketing products made from Invasive Alien Species
Fresh water	Access to water for domestic and farm use	Decision-making roles in water user associations and irrigation/ wetlands policy
Medicinal resources	Access to wild plants to make medicines for domestic use	Business based on plant-based medicines
<i>Regulating</i>		
Soil and water management	Access to training relevant to current gender roles	Build on indigenous women's traditional knowledge
Biological control	Include women in integrated pest management training	Empower women as integrated pest management trainers
<i>Supporting</i>		
Habitats for species	Ensure women's livelihoods needs are safeguarded in protected areas	Support women in non-traditional economic activities and as policymakers
Maintenance of genetic diversity	Support women's community seed banks and engage them for <i>in situ</i> innovations for climate resilience	Engage women scientists to lead <i>ex situ</i> gene banks

This is a useful resource with regard to integrating gender into biodiversity objectives: **“Addressing Gender Issues and Actions in Biodiversity Objectives”** (CBD 2019)⁷³.

Regional ASEAN commitments

Selected regional commitments are set out below.

CEDAW Ratification Status

- Ratified: Indonesia (1984), Philippines (1981), Lao PDR (1981), Viet Nam (1982)
- Acceded: Brunei (2006), Cambodia (1992), Malaysia (1995), Myanmar (1997), Singapore (1995), Thailand (1985)

In practice, whether “ratified” or “acceded”, countries are voluntarily bound by the CEDAW obligations. At this point, if not already done, you may want to show the UN Women video on CEDAW on State Obligations to clarify/ reinforce what this entails.⁷⁴

73 https://www.cbd.int/gender/doc/cbd-towards2020-gender_integration-en.pdf

74 <https://www.youtube.com/watch?v=umETapJ4b8o>

Gender in ASEAN member States' NBSAPs

Country NBSAP	Gender integration in NBSAP				Remarks
	Background/ Rationale	Objectives/ Indicators	Targets	Activities / Strategies	
Brunei Darussalam	-	-	-	-	
Cambodia	✓	✓	✓	✓	NBSAP strategic objectives include: (1) taking into account the specific needs of women, IPLCs, and local communities; (2) strengthening capacities of women; and (3) encouraging participation of women in decision-making, implementation, M&E and policy
Indonesia	-	-	-	-	
Lao PDR	-	✓	✓	✓	Recognizes that the Lao Women's Union is a major contributor to programs on biodiversity conservation and resource use; ensures capacity development for women and takes into consideration women's traditional knowledge on biodiversity
Malaysia	-	-	-	-	
Myanmar	✓	✓	✓	✓	Promotes environmental awareness and engagement of youth and women's groups
Philippines	✓	✓	✓	✓	Has clear gender indicators, targets, and activities, highlights the importance of gender in NBSAP development and implementation
Singapore	-	-	-	-	Vulnerable groups highlighted in Aichi Target 14 are not reliant on ecosystem services for their livelihood in Singapore
Thailand	-	-	-	✓	Strategies include raising awareness on women's roles in conservation and sustainable utilization of biodiversity
Viet Nam	-	-	-	✓	Women's union identified for partnership in biodiversity conservation

Source: courtesy of GIZ presentation at ASEAN Regional Training Workshop, Manila, Philippines, 2019.

- Interestingly, in general, biodiversity is not often mentioned in national gender policies, so this represents an opportunity for policy coordination within countries.

Regional mechanisms for gender equality and women's empowerment – ASEAN

Mechanism	Objectives/Tasks	Composition
ASEAN Ministerial Meeting on Women (AMMW)	Sets the strategic policy direction on ASEAN's regional cooperation on women	Ministers in charge of women and girls in all ASEAN member States (AMS)
ASEAN Committee on Women (ACW)	Supports the AMMW by recommending regional policies, developing and implementing the 5-year regional work plan and managing partnerships	Subsidiary body of the AMMW composed of senior officials in ministries in charge of women and girls/ gender equality
ACW+3	Serves as regular platform for exchanging policies and good practices on the empowerment of women and girls	ACW + China, Japan and Republic of Korea
ASEAN Commission on the Promotion and Protection of the Rights of Women and Children (ACWC)	Develops policies, programmes, and innovative strategies to complement the building of the ASEAN community	20 representatives of AMS for women's and children's rights, each AMS representative serves a term of 3 years and may be reappointed for a second term
ACW – ACWC Consultation Meeting	Serves as a platform for the ACW and the ACWC to synergies their efforts of areas of mutual interest, e.g., gender mainstreaming, gender and climate change, non-gender stereotyping, etc.	
ACW-ACWC Joint Ad-hoc Working Group on Gender Mainstreaming	Develops a comprehensive strategy to mainstream gender perspectives across all 3 ASEAN Community pillars	
ASEAN Women Entrepreneurs Network (AWEN)	Seeks to create a favorable environment for female-led enterprises and support for women entrepreneurship in the region	Network of businesswomen in the region

Source: courtesy of GIZ presentation at ASEAN Regional Training Workshop, Manila, Philippines, 2019.

Selected gender mainstreaming Initiatives in the ASEAN

- ASEAN Declaration on the Gender-responsive Implementation of ASEAN Community Vision 2025 and the Sustainable Development Goals (2017)⁷⁵
- ASEAN Guidelines in Mainstreaming Gender Issues in Climate Change and Adaptation and Mitigation
- ASEAN Approach to Gender Mainstreaming in the Food, Agriculture and Forestry Sectors (2018)⁷⁶
- Gender Assessment for Biodiversity Conservation in the ASEAN
- ASEAN Guidelines for Agroforestry Development (2018) also contain a “Principle” to support gender equity and social inclusion⁷⁷ - this principle and relevant guidelines are presented below because they are applicable across different biodiversity sectors.

⁷⁵ https://asean.org/wp-content/uploads/2017/11/7.-ADOPTION_ASEAN-Declaration-on-the-GR-Implementation_CLEAN_Sept.8-2017_for-31st-Summit_CLEAN.pdf

⁷⁶ <https://asean.org/storage/2012/05/AMAF-Approach-to-gender-mainstreaming.pdf>

⁷⁷ <https://www.recoftc.org/sites/default/files/public/publications/resources/recoftc-0000330-0002-en.pdf>

Gender in ASEAN Guidelines for Agroforestry Development (2018)

Principle 9 to support gender equity and social inclusion states the following:

Social inclusion and gender equity should be taken into account when crafting policies and when planning and implementing agroforestry interventions. These must be accessible to all types of social groups, including marginalized groups, such as indigenous peoples and ethnic minorities, as well as youth. Gender differences should be considered and gender synergies promoted in agroforestry. Implementation of the guidelines to this principle should align with the ASEAN Guidelines on Gender. Guidelines include, but are not limited to, the following.

Guideline 9.1. Acknowledge the importance of gender equity and social inclusion in decision-making, design and implementation of agroforestry interventions.

Guideline 9.2. Ensure beneficial participation in agroforestry interventions by smallholders and socially-marginalized groups, such as indigenous peoples/ customary people/ethnic groups, displaced residents.

Guideline 9.3. Ensure that socially-marginalized groups benefit from, or are not adversely affected by, large-scale or corporate agroforestry investments.

Guideline 9.4. Ensure that agroforestry interventions reinforce gender equity by understanding differences in gender roles, decision-making, constraints and opportunities, and seeking to improve women's access to agroforestry opportunities (including information, technologies, financing) and associated benefits.

Guideline 9.5. Ensure that introduced agroforestry options or technologies are gender sensitive especially when it comes to the labour required from women.

Guideline 9.6. Strengthen the capacity of national research and extension systems and non-governmental organizations to undertake socially- and gender-inclusive agroforestry interventions.

P4 Participant Hand-out Module 3: Programming checklists

4AS

The “4As” introduced for gender-responsive policy also apply to programming:

- **Analysis** - gender **analysis** including sex-disaggregated data
- **Actions** to close gender gaps or build on women’s different capacities
- Appropriate **indicators** and **targets** that enable the tracking of progress against key issues
- Adequate **budget** and **gender expertise**.

CHECKLIST

Here is a non-exhaustive checklist of issues to consider in gender-responsive biodiversity project planning – this is likely more useful for programme specialists and gender focal points than for policymakers. There are many resources on gender-responsive programming online, and more are coming out all the time. For example, the Philippines Government also have a checklist to help integrate gender into natural resources management interventions.⁷⁸

Process

- Have women’s groups, including indigenous women, been engaged?
 - Have they been offered capacity-building to enable their effective participation? (e.g. regarding CBD in ways which are accessible to both women and men)
 - Has outreach to these groups taken into account their constraints e.g. separate sessions for women and men to ensure both can speak freely?
- Has the gender focal point in the relevant ministry (e.g. for environment) contributed to project development?
- If delivered with international partners, have their gender experts been engaged?
- Has a gender consultant reviewed project documentation and made inputs?

Content

- Has a gender analysis been carried out?
- Have sector-specific issues been reflected in the gender analysis (e.g. for marine and coastal resources)
- Is the data used throughout the project documentation disaggregated by sex?
- Is the gender analysis confined to one section on gender or are gender dimensions mainstreamed throughout different analyses as relevant?
- Does the gender analysis review the enabling environment and identify provisions, opportunities and barriers?
 - Women’s and men’s relative participation and voice in natural resources user groups, forest user groups and similar
 - Biodiversity policies and gender policies

⁷⁸ https://region7.ntc.gov.ph/images/GenderAndDevelopment/harmonized-gad-guidelines-2nd_ed_0.pdf

- Does the gender analysis contain **primary data** from the project area i.e. consultations with women and men target beneficiaries, especially where sex-disaggregated data is not available?
- Does the gender analysis refer to relevant **secondary** data, such as:
 - Experience of similar projects
 - Relevant analysis in NBSAPs and National Reports to the CBD
 - Examples and experience from the CBD, IUCN and others
- Does the gender analysis or other analysis analyse **gender roles** i.e. different roles of women and men with regard to use of biological resources?
- Have women’s and men’s different **capacities** been analysed in relation to the project? (e.g. traditional knowledge, willingness to engage)
- Have women’s and men’s different **vulnerabilities** been identified? (e.g. to poverty or ill-health arising from lack of access to ecosystems services, lack of access to finance to maintain plant genetic resources, lack of access to capacity development)
- Have project-relevant **gender gaps** been identified?

M&E

- Are all numbers and indicators disaggregated by sex? *This is could be considered a “minimum standard”; without it, gender roles and issues continue to be invisible and therefore marginalized.*
- If sex-disaggregated data collection has been difficult, does the project make provisions to address this gap?
- If gender-specific lessons learned and good practices have been hard to locate, does the project make provisions to address this gap?
- Have the priority relevant gender-related capacities, vulnerabilities and gaps been reflected in the **results framework**? Specifically:
 - Gender-responsive or gender-specific indicators⁷⁹
 - Gender-responsive or gender-specific targets
 - Gender-responsive or gender-specific actions
- If women’s roles are closely associated with specific sub-sectors (e.g. forests, coastal/ marine ecosystems, agriculture), is this reflected in the targeting approach? *For example, if the project is addressing agrobiodiversity, are women at least 50 per cent of those targeted?*
- Have project actions been assessed to identify potential negative impacts on gender equality? *For example, if eligibility to participate in benefits depends on land access, women are likely to lose out. Another example is to organize capacity development in ways that make it effectively difficult for women to participate – such as by holding it far from home. For example, if benefits are targeted via groups (coastal management groups, fisher organizations, water/ forest user groups, women’s membership and actual voice may be negligible).*
- If potential negative impacts are identified, have actions been included to mitigate them? *For example, reviewing targeting and eligibility criteria for benefits so that implicit gender bias is eliminated.*

⁷⁹ Gender-responsive is more than about disaggregating targets/ indicators. An example would be “Introducing alternative sustainable livelihoods options for communities, of whom at least 50 per cent beneficiaries are women”. Gender-specific options are especially useful to tackle gender gaps or realize specific opportunities e.g. “promote women’s equal membership and voice in forest user groups” or “priority targeting of women’s seed groups with credit and capacity development for *in situ* genetic plant diversity”.

Project management

- Does the project have a **concise gender action plan** or similar? There are many possible formats – the Asian Development Bank and the Green Climate Fund are possible examples.
- Does the project plan/budget for appropriate gender **expertise**? *This could be full-time or intermittent depending on need.*
- Is responsibility for gender issues reflected in the **terms of reference** for all staff?
- Is gender training needed/ foreseen? *Note that this should target men as well as women.*
- Does the project allocate adequate budget for planned gender-related **actions**? *Note that there may be costs associated with making actions genuinely accessible to both women and men. For example, in order to make capacity development accessible, it may be necessary to separate men and women, modify the venue if women face mobility constraints, change timing to take into account women's workloads and gender roles etc. In outreach and sensitization, women's and men's relative literacy should also be considered.*
- Does the project allow for an **adaptive management** approach, where gender lessons learned can be incorporated and the project adjusted? *This is especially important if there is little knowledge of gender implications in an area/ sector etc. A mid-term gender assessment or similar could be helpful.*

Gender Equality and Women Empowerment Framework, used by the Philippine Commission on Women

The Gender Equality and Women Empowerment Framework notes five levels of empowerment (welfare, access, conscientization, participation, and control), starting with welfare as the lowest level of empowerment and control over the means of production, which is the highest. The table below provides a description of each level and corresponding actions for empowerment and how it relates to biodiversity conservation.

Gender Equality and Women's Empowerment Framework in Relation to Biodiversity Conservation

Level of Empowerment	Description	Action for Empowerment in Biodiversity Conservation	Empowerment issues
Control	Ultimate level of equality and empowerment; balance of control between men and women so that neither side dominates	Equal representation and active roles of women and men in development, recognition of contributions in resource use and allocation; maintaining and seeking higher goals in protected area planning and management	How can we sustain our actions and aim high? How do we maximize/ harness women's strengths in such a way that these do not pose a threat to men's participation (i.e. overpowering men)?
Participation	Women have moved to a level where they take decisions alongside men	Organizing women into groups to have a stronger voice in decision-making over courses of action in biodiversity conservation, working collectively until they gain increased recognition and participation; enabling women to participate in consultations and other activities despite their reproductive functions	With what means? How do we enable women to participate actively in decision-making?
Conscientization	Recognition that the problem stems from structural institutional discrimination	Recognition of women's role in reinforcing or changing their disadvantaged situation; raising the awareness of women of their rights to sustainable use of biodiversity and natural resources and that they, too, are crucial in biodiversity conservation and environmental management	What can we do about these problems? How do we make women realize their importance and value in biodiversity conservation efforts?
Access	Involves equality in access to resources	Recognition that lack of access is a barrier to growth and well-being; enabling women to have their fair share of natural and material resources (such as information, skills trainings, financial assistance, programs and projects, etc.) by making these more accessible	Why do we have problems? What are the constraints faced by women in accessing valuable resources?
Welfare	Addresses only basic needs without attempting to solve underlying structural causes	Empowerment involves the desire to understand own problems and needs; identifying and providing the basic needs such as food, water, shelter, clothing, etc.	What are our problems? What are the basic needs that we need and how to we respond to these needs?

Source: GIZ in collaboration with ASEAN Centre for Biodiversity. 2017. Gender Assessment For Biodiversity Conservation in the ASEAN: The Case of Selected Protected Areas in Lao PDR, the Philippines, and Singapore.

Annex 1: Sample Training Needs Analysis

PRE-WORKSHOP QUESTIONNAIRE

Dear participant, we are looking to welcoming you at the upcoming workshop for national actors responsible for policy and programming in biodiversity. In order to make the most of the time together, we ask you to kindly fill in this brief questionnaire by **XXX**, and send all replies to **(insert email)**

Thank you, and we look forward to receiving your completed needs analysis!

* * *

Name: _____

Sex: _____

Organization: _____

Country: _____

1. Please tick the box(es) that best reflect your role:

- Biodiversity policy formulation
- Biodiversity project development/ management/evaluation
- Working in government
- Working in development organization
- Working in non-governmental organization (NGO)
- Working in private sector
- Working in other sector (please specify)

2. Experience of integrating gender dimensions into biodiversity policy or programming (*please check the box that best captures your experience*).

- None
- Some experience
- Considerable experience

Note that if you have considerable experience, this workshop may not be appropriate for you.

3. In which area of biodiversity are you most interested? (please tick as relevant)

- Access and benefit sharing to genetic biodiversity
- Agro-biodiversity
- Biosafety
- Protected areas
- Forest conservation and restoration
- Marine and coastal ecosystems including sustainable fisheries

- Endangered species
- Wetlands
- Other (please specify)

4. Have you been on gender-related training before? Yes/ No *(delete as appropriate and give brief details)*

Finally: please share any other information or need that you think may be relevant. Thank you for your time, and we look forward to meeting you soon.

Annex 2: Checklist to help prepare for workshop

Content and learning approach

- Am I familiar with all materials?
- Have I adapted them as relevant to meet participants' needs?
- Are there any new developments in biodiversity/ gender?
- Am I familiar with national biodiversity policies and whether they reflect gender issues?
- Am I familiar with national gender policies and whether they reflect biodiversity issues?
- Is there enough time to do what I plan, and have I decided what I can drop/ shorten if not?
- Do I need to adapt the learning approach in any way? e.g. look for examples in any specific sector that is of special relevance to the participants

Logistics

- Are arrangements for the room and facilities in place?
- Have I prepared relevant handouts, evaluation and the right number of copies?
- Is the timing and venue appropriate and accessible to all participants?

Participants

- Do I have a good idea of participant profiles, as well as their likely needs?
- Are they likely to have similar needs or will I need to plan for different needs? e.g. participants working on policy as well as participants working on programming
- Are there participants with experience of mainstreaming gender or who have been on gender training courses etc? How will I draw on their expertise?
- Are there likely to be any potential conflicts and do I have a plan to handle them?

Stakeholders

- Does the workshop reflect the priorities of those organizing the workshop?
- Do I understand the main stakeholders and their priorities, as well as potential synergies and tensions?

Annex 3: Sample one-day Gender and Biodiversity Workshop Programme

8.30 a.m.	Registration
9 a.m.	Welcome, introductions and warm up
9.30 a.m.	Module 1: Gender and Biodiversity Concepts and Linkages
11 a.m.	Break
11.15 a.m.	Module 2: Key Policy Considerations
1 p.m.	Lunch break
2 p.m.	Module 2: Key Policy Considerations continued
3 p.m.	Module 3: Programming Practicalities
4 p.m.	Break
4.15 p.m.	Module 3: Programming Practicalities continued
4.45 p.m.	Personal Action Plans, Evaluations
5 p.m.	Wrap-up and close

Annex 4: Sample participant evaluation form

Evaluation form for participants on “Gender mainstreaming and biodiversity for national policy and programming” course

Thank you for your participation! We hope it has been useful and would like to learn what worked and what could be done differently. Please take a moment to share your valuable feedback, which we take to heart and will use to improve the course.

Module 1

1. Do you understand some key gender concepts such as gender equality, gender roles, gender analysis, gender-responsive?

Definitely! Not sure No

Comments: _____

Module 2

2. Do you have a better understanding how gender and biodiversity are related?

Definitely! Not sure No

Comments: _____

3. Are the main international commitments and instruments with regard to biodiversity, gender and equality and women’s empowerment clear to you?

Very clear Clear Not sure Not really

Comments: _____

Module 3

4. Are you able to identify some practical measures for integrating gender into biodiversity policy and programming?

Yes Not sure No

Comments: _____

General

5. Have you identified any regional good practices and lessons in the area of gender-responsive biodiversity policy and programming?

Yes Not sure No

Comments: _____

6. The course was:

too long about right too short

Comments: _____

7. The venue was:

appropriate OK not appropriate

Comments: _____

8. The training approach was:

great OK not appropriate

Comments: _____

Do you need any follow up? Please share your priorities: _____

Thank you, and we wish you every success in promoting gender-responsive biodiversity policy and planning!

Annex 5: Key SDG Targets Relevant to Gender Equality, the Empowerment of Women and Women's Enjoyment of Human Rights, and Contributing to a Gender-responsive Approach towards Biodiversity Conservation

1.4: By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.

1.b: Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions.

2.3: By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.

4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

5.5: Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

5.a: Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

5.b: Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

5.c: Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

8.5: By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

10.2: By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

13.b: Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

15.6: Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

16.7: Ensure responsive, inclusive, participatory and representative decision-making at all levels

17.18: By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts.

Annex 6: Annotated References

This section has suggested reading and short notes for each reference for facilitators and participants. It can be adapted for use as a participants' hand-out. Facilitators should add to these resources over time.

GENERAL

ASEAN Biodiversity Outlook 2

An essential resource on biodiversity in the region.

http://chm.aseanbiodiversity.org/abo2/abo2_web.php

CBD. 2019. Addressing Gender Issues and Actions in Biodiversity Objectives

Explains gender dimensions of key biodiversity issues, suggests practical actions and gives examples.

https://www.cbd.int/gender/doc/cbd-towards2020-gender_integration-en.pdf

CBD. 2020. Global Biodiversity Outlook 5

A global summary of progress towards the Aichi Biodiversity Targets. This provides an important background resource on global biodiversity issues.

<https://www.cbd.int/gbo/gbo5/publication/gbo-5-en.pdf>

CBD. 2010. Guidelines for Mainstreaming Gender into National Biodiversity Strategies and Action Plans

A core resource for policymakers, still largely relevant today.

https://www.cbd.int/programmes/cross-cutting/gender/cbd_ts49_gender_guidelines.pdf

FAO. Country gender assessments in agriculture and the rural sector in Asia and Pacific region

Not specific to biodiversity but these have extensive updated data on gender roles.

<http://www.fao.org/asiapacific/programmes-and-projects/gender/en/>

GISP. 2010. Gender and Invasive Species

One of few studies specifically on integrating gender in tackling invasive alien species – in Ethiopia but still relevant lessons about the complexity of the issue.

https://www.gisp.org/whatsnew/docs/GISP_GenderIASA4.PDF

Government of Bangladesh. 2017. Bangladesh Country Investment Plan for Environment, Forestry and Climate Change (2016 – 2021)

Of relevance as the world's first country investment plan for the environment, this represents a serious attempt to apply a gender lens based on gender analysis and consultations with gender experts. It also has a gender action plan.

http://www.fao.org/fileadmin/user_upload/FAO-countries/Bangladesh/News/CIP_FINAL_PRINTED_VERSION.pdf

Government of Myanmar. Myanmar National Committee for Women's Affairs, Ministry for Social Welfare, Relief and Resettlement. National Strategic Plan for the Advancement of Women. 2013 – 2022.

Has a section on women and the environment.

<https://data.opendevlopmentmekong.net/dataset/0fceef66-fc32-499f-ab04-14ec1657cac1/resource/9d324ac1-27aa-4ba9-9795-f69ee0c45eae/download/national-strategic-plan-for-advancement-of-women-2013-20220.pdf>

Government of Philippines. Harmonized Gender and Development Guidelines

Has a checklist for natural resource management projects.

https://region7.ntc.gov.ph/images/GenderAndDevelopment/harmonized-gad-guidelines-2nd_ed_0.pdf

A. Hughes. 2017. Understanding the drivers of Southeast Asian biodiversity loss

Useful summary of key biodiversity threats in this region.

<http://onlinelibrary.wiley.com/doi/10.1002/ecs2.1624/full>

IFAD. Undated. Enhancing the Role of Indigenous Women in Sustainable Development IFAD Experience with Indigenous Women in Latin America and Asia

Although written some time ago and not all examples are on biodiversity management or from the region, it is a useful read to get ideas on how to address indigenous women's issues.

<https://www.yumpu.com/en/document/read/7587724/enhancing-the-role-of-indigenous-women-in-sustainable->

IUCN. 2018. Workshop Report "Elaboration of the gender roadmap for Laos NBSAP"

An extremely helpful practical example for policymakers on how to integrate gender into biodiversity policy.

https://www.iucn.org/sites/dev/files/content/documents/2018/gender_roadmap_workshop_report.pdf

IUCN. 2016. Factsheet on Inclusion and characterization of women and gender equality considerations in National Biodiversity Strategies and Action Plans (NBSAPs)

An analysis of references to gender and women in NBSAPs received by the Secretariat from 1993 to mid-2016. It is important to note that including references to gender/women does not mean that gender has been integrated in a meaningful way.

<https://portals.iucn.org/union/sites/union/files/doc/egi-fs-nbsaps-web.pdf>

OECD. 1998. Biodiversity and Equality between women and men

Still relevant today.

<https://www.oecd.org/dac/gender-development/1849290.pdf>

Philippines Commission on Women. 2011. Environment and Natural Resource Management Guidelines

Has a national mapping of laws and policies. Although they do not refer to the CBD several relevant areas are covered e.g. protected areas, endangered species and their habitats.

https://library.pcw.gov.ph/sites/default/files/PCW%20Environment%20and%20Social%20Management%20Guidelines_Nov2013.pdf

Ravera et al. The diversity of gendered adaptation strategies to climate change of Indian farmers: A feminist intersectional approach

Highlights gender differences in climate adaption strategies with regard to which crops are planted. Useful to understand the idea of gender differences.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5120025/>

Tebtebba Foundation, Forest Peoples Programme, Asia Indigenous Women's Network. 2014. Realizing Indigenous Women's Rights - A Handbook on the CEDAW

A background resource on the situation of indigenous women in Asia.

<https://www.forestpeoples.org/en/topics/gender-issues/publication/2014/realizing-indigenous-women-s-rights-cedaw-and-indigenous-women>

UNCCD. 2019. A Manual for Gender-Responsive Land Degradation Neutrality Transformative Projects and Programmes

This manual provides step-by-step guidance to Parties on integrating gender issues and promoting gender equality in the design of transformative land degradation neutrality projects. It builds on work launched by UN Women, the Global Mechanism of the UNCCD and the IUCN in advising governments on integrating gender perspectives in the development of land degradation neutrality initiatives.

http://catalogue.unccd.int/1223_Gender_Manual.pdf

UNDP. 2015. Gender Mainstreaming in Environment and Sustainable Development Projects. A perspective from the Asia-Pacific Region

These guidelines are designed to facilitate robust integration of gender equality perspectives in the entire project cycle, from design to implementation to monitoring, evaluation and reporting in UNDP's environment and sustainable development projects in Asia and the Pacific. They contain specific questions that can be asked and sample terms of reference for a gender specialist.

<https://www.asia-pacific.undp.org/content/rbap/en/home/library/climate-and-disaster-resilience/gender-mainstreaming-in-environment-sustainable-development-projects.html>

UNDP. 2014. Biodiversity for Sustainable Development: Delivering Results for Asia and The Pacific

Has some good examples of empowering women and improving biodiversity outcomes.

http://www.undp.org/content/undp/en/home/librarypage/environment-energy/ecosystems_and_biodiversity/biodiversity-for-sustainable-development-Asia-Pacific.html

UN Environment. 2016. Global Gender and Environment Outlook

A good general resource on key issues in gender and the environment.

<https://wedocs.unep.org/bitstream/handle/20.500.11822/14764/GLOBAL%20GENDER%20AND%20ENVIRONMENT%20OUTLOOK.pdf?sequence=1&isAllowed=y>

UNEP-WCMC. 2016. The State of Biodiversity in Asia and the Pacific: A mid-term review of progress towards the Aichi Biodiversity Targets

This review notes that most Parties do not mention how Aichi Biodiversity Target 14 will meet the specific needs of women in terms of ecosystems services.

<https://www.cbd.int/gbo/gbo4/outlook-asiapacific-en.pdf>

UNESCAP. 2016. Gender, the Environment and Sustainable Development in Asia and the Pacific

A core resource.

<http://www.unescap.org/sites/default/files/publications/SDD-Gender-Environment-report.pdf>

UN Women CEDAW Quick & Concise video series

The three short videos in this series explain the three main principles of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW): substantive equality, non-discrimination and state obligation. The last is especially useful for policymakers, although these videos are all relevant to both policymakers and practitioners. They are also available in some regional languages, such as Bahasa Indonesia, Thai and Vietnamese.

<https://www.youtube.com/watch?v=rI8INB-XMIk>

https://www.youtube.com/watch?v=bsIMn_MM5xk

<https://www.youtube.com/watch?v=umETapJ4b8o>

USAID Adapt Asia-Pacific - Asia-Pacific Adaptation Network (APAN). 2014. An Online Sourcebook: Integrating Gender In Climate Change Adaptation Proposals

Section 7 has sectoral modules of relevance e.g. on forest and watershed management, biodiversity conservation and coastal water resources/fisheries. The specific link with climate adaptation is very useful, as are the case studies. It can also be downloaded.

<http://asiapacificadapt.net/gender-sourcebook/>

World Bank. Gender in Agriculture Sourcebook. Module 10: Natural Resource Management

General but has some content on biodiversity. Benefits from gender-responsive actions, according to this, include the following:

- “Understanding rural women’s and men’s roles and traditional knowledge of local biodiversity management, practices, and uses results in the development of innovations that meet farmer’s real needs and priorities.
- Development interventions that recognize property rights of rural women and men over their knowledge systems and practices, lead to the equal sharing of project benefits as well as increased biodiversity conservation.
- More effective biodiversity conservation interventions result from attention to gender-differentiated opportunities and constraints in agrobiodiversity management.
- Biodiversity conservation increases through recognizing the intellectual property rights of rural women and men.”

<https://openknowledge.worldbank.org/handle/10986/6603>

Westermann et al., 2005. Gender and Social Capital: the Importance of Gender Differences for the Maturity and Effectiveness of Natural Resource Management Groups

Research findings showing that collaboration, solidarity, and conflict resolution all increase in groups where women are present.

https://www.researchgate.net/publication/4808218_Gender_and_Social_Capital_the_Importance_of_Gender_Differences_for_the_Maturity_and_Effectiveness_of_Natural_Resource_Management_Groups

WWF. 2005. Cross-Cutting Tool: Stakeholder Analysis

Starting with a definition, this tool can be used by gender and biodiversity trainers to prepare for the workshop, and also by workshop participants as part of gender analysis to understand their institutional context.

https://awsassets.panda.org/downloads/1_1_stakeholder_analysis_11_01_05.pdf

AGROBIODIVERSITY

Biodiversity International. 2017. Mainstreaming Agrobiodiversity in Sustainable Food Systems: Scientific Foundations for an Agrobiodiversity Index

The section on “Considerations of gender in food biodiversity and nutrition” confirms the central role of women in maintaining agricultural biodiversity and food biodiversity.

https://www.biodiversityinternational.org/fileadmin/user_upload/online_library/Mainstreaming_Agrobiodiversity/Mainstreaming_Agrobiodiversity_Sustainable_Food_Systems_WEB.pdf

Biodiversity International. 2015. Seeds for Needs: Climate-smart agriculture for poor rural communities in Laos and Cambodia

Describes some measures taken to include women in this initiative.

<https://www.biodiversityinternational.org/e-library/publications/detail/seeds-for-needs-climate-smart-agriculture-for-poor-rural-communities-in-laos-and-cambodia/>

Biodiversity International. 2016. Why a gender approach is important for conservation: a case study in Sarawak, Malaysia

A case study focused on agrobiodiversity and fruit trees.

<https://www.biodiversityinternational.org/news/detail/why-a-gender-approach-is-important-for-conservation-a-case-study-in-sarawak-malaysia/>

Biodiversity International. 2011. Teaching agrobiodiversity: a curriculum guide for higher education

Useful resource for gender specialists wanting a quick guide to agrobiodiversity essentials.

https://www.biodiversityinternational.org/uploads/tx_news/Teaching_agrobiodiversity_a_curriculum_guide_for_higher_education_1495.pdf

Biodiversity website on “Seeds for Needs”

A good example of how women’s role as farmers means that they are often seed custodians, and can help to maintain agrobiodiversity through participatory and on-site (*in situ*) approaches to innovate for climate-resilient varieties:

“In 2013, Biodiversity International introduced a Seeds for Needs programme in Cambodia focusing on areas that were affected by climate change. Very few improved varieties of **rice** were available to farmers at the time, but through the programme, ten local varieties of rice that would perform better on project sites were identified and distributed for farmers to test. **Sweet potato** is also a very important crop in Cambodia for income and home consumption. From seven varieties, more than twenty new varieties were released.

The project was also a tool of women empowerment as nearly 59 per cent of representatives from households were women who were seeking improvement in farming practices. A long-term, sustainable use of these seeds emerged as a community seedbank was established for seed safeguarding and future use.”

<https://www.biodiversityinternational.org/innovations/seeds-for-needs/seed-system-diversity/>

FAO. 1999. Building on Gender, Agro biodiversity and Indigenous Knowledge

This training manual is not recent, and most of the examples relate to Africa, but it is nevertheless interesting background reading to round out your knowledge as a facilitator, and makes the link with food security.

<http://www.fao.org/docrep/009/y5956e/Y5956E00.htm>

Pesticide Action Network Asia and the Pacific. 2013. Women Reclaim our seeds

The case study on women and rice seeds in Viet Nam is very relevant to reducing pollution (reflected in Aichi Biodiversity Target 8).

<http://files.panap.net/resources/women-reclaim-our-seeds.pdf>

CONSERVATION

Conservation International. 2015. Gender Survey Report. Kwaraiwa and Dawson Island Communities, Papua New Guinea

The results from this survey were intended to inform current and future community outreach strategies to better incorporate women and broaden the scope of community outreach activities. Findings included the realization that messages targeting women needed to include “close to home” issues such as destructive fishing, rather than bigger issues such as climate change. Women also understood the urgency of the situation with regard to degradation, even though they had not been targeted in outreach.

<https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydMf0aW9uLm9yZ3xyaWdodHMTYmFzZWQtYXBwcm9hY2h8Z3g6MTc2NzJmZGNIYzgyN2U5MQ>

Conservation International. Undated. Guidelines for Integrating Gender into Conservation Programming

These are especially helpful to integrate gender aspects into community-based conservation programming and include sample questions. They also exist in Bahasa Indonesia English

<https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydMf0aW9uLm9yZ3xyaWdodHMTYmFzZWQtYXBwcm9hY2h8Z3g6MzdmMDg5ZDZiY2ZzZTdiYw>

Bahasa Indonesia

<https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydMf0aW9uLm9yZ3xyaWdodHMTYmFzZWQtYXBwcm9hY2h8Z3g6NGQ4ZDY3YmZmN2ZhdDdlZQ>

Conservation International. 2015. Gender in Conservation and Development in the Solomon Islands

Useful background information for policymakers and programmers alike and a good example of how women can help to promote conflict/ avoid conflict: "There is widespread recognition of the need for more input from and involvement of women in resource management/use and conservation. The perspectives of women... are essential for maintaining the sustainability of the environment and natural resources. Kristina Fidali of the UNDP recounted that women have played very important roles in bridging dialogue between coastal and upland communities. Through their understanding of ecosystems through traditional knowledge and acknowledgement the connectivity of the land and sea, they are helping their communities to negotiate and work together to manage their respective resources. As Elmah Panisi of Live and Learn commented, "women make good decisions in the community... men really appreciate this, they can see the logic of why they need to include women in the decision-making." With the support of some communities, and public and private sector, women are beginning to be brought into the fold on resource management/use and conservation projects and programs."

<https://docs.google.com/viewer?a=v&pid=sites&srcid=Y29uc2VydMf0aW9uLm9yZ3xyaWdodHMTYmFzZWQtYXBwcm9hY2h8Z3g6NDUwZGVkYjJkMDc4MDU0ZA>

UNDP Thailand. Undated. "Conserving Habitats for Globally Important Flora and Fauna in Production Landscapes" Project Document

This is the basis for one of the Module 3 case studies, and has a gender plan.

https://info.undp.org/docs/pdc/Documents/THA/00083158_signed_Floraper cent20andper cent20Faunaper cent20projectper cent20document.pdf

FORESTS

Bina Agarwal. 2009. Gender and forest conservation: the impact of women's participation in community forest governance

A seminal work, often cited as it is one the earliest studies indicating that increased participation and influence in community forest groups does in fact lead to positive forest outcomes.

"It is found that groups with a high proportion of women in their executive committee (EC)—the principal decision-making body—show significantly greater improvements in forest condition in both regions. Moreover, groups with all-women ECs in the Nepal sample have better forest regeneration and canopy growth than other groups, despite receiving much smaller and more degraded forests. Older EC members, especially older women, also make a particular difference, as does employing a guard. The beneficial impact of women's presence on conservation outcomes is attributable especially to women's contributions to improved forest protection and rule compliance. More opportunity for women to use their knowledge of plant species and methods of product extraction, as well as greater cooperation among women, are also likely contributory factors."

https://www.sciencedirect.com/science/article/pii/S0921800909001852?casa_token=J7nRs1LBT7gAAAAA:MKVEO3sEtnfj7FSXwnP8OboWna2qe5tCo-b4dGzDjwSSzHbyP_XeorqXd5ja1E4Fj8lWf_LhiTA

Bina Agarwal. 2010. Does Women's Proportional Strength Affect their Participation? Governing Local Forests in South Asia

This paper draws on primary data for community forestry institutions in India and Nepal, showing that a critical mass of one-quarter to one-third of women can enhance women's effective participation, noting also that women's economic class matters, as do some factors other than women's numbers. The paper includes a typology of participation, updated from Agarwal 2001.

<http://www.binaagarwal.com/downloads/apapers/Does%20Women%20Proportional%20Strength%20Affect%20their%20Participation.pdf>

CIFOR. 2017. Gender matters in Forest Landscape Restoration (FLR). A framework for design and evaluation

This brief provides a framework and set of recommendations for enhancing gender equality and women's rights in and through FLR initiatives. It presents considerations for gender-responsive FLR, drawing on lessons from the wider gender and natural resource management literature, ongoing and past restoration, and relevant initiatives to alter local land uses for global conservation and development goals. The brief suggests that gender-equitable and socially inclusive engagement must take into account at least three types of decisions: land use and control; FLR priorities and approaches; and the distribution of costs and benefits.
http://www.cifor.org/publications/pdf_files/brief/6685-brief.pdf

CIFOR. 2012. The gender box: A framework for analysing gender roles in forest management

Recognizing widespread uncertainty about how to address gender within the forestry world (from researchers, as well as natural resource, development and conservation practitioners), this paper strives to provide targeted guidance. CIFOR divides gender methods into three main approaches, based on the availability of resources. In the first section, the publication provides a brief discussion of theory and method. Then, after discussing some all-purpose methods, it classifies methods loosely into categories of: quick and [more or less] dirty; systematic academic studies; and collaborative studies. CIFOR argues that although there is legitimate space for all three approaches, the last is the most likely to result in long-term and meaningful improvements in forests and human wellbeing.
<https://www.cifor.org/library/4026/the-gender-box-a-framework-for-analysing-gender-roles-in-forest-management/>

FAO. 2017. Voluntary Guidelines on National Forest Monitoring

This includes specific guidance on gender issues and stakeholder engagement as well as integrating socioeconomic aspects as well as purely biological aspects.
<http://www.fao.org/3/a-l6767e.pdf>

FAO. 2016. How to mainstream gender in forestry. A practical field guide.

Not specific to the South East Asian and Pacific region, but useful toolkit.
<http://www.fao.org/3/a-i6610e.pdf>

FAO and RECOFTC. 2015. Mainstreaming gender into forest policies in Asia and the Pacific

This report shows how, at the time of writing, gender is largely absent from regional policy and even when it is included, there can be a gap between policy and practice.
http://www.fao.org/fileadmin/templates/rap/files/meetings/2015/150212_final_report.pdf

Indonesia UN REDD Programme. FAO. UNDP. UNEP. 2012. Integrating Gender into REDD+ Safeguards implementation in Indonesia

This report provides a country-level situation analysis of gender in the forestry sector and an analysis of the extent to which gender had been integrated in REDD+ policies in Indonesia in 2012. It is a good example of the challenges of integrating biodiversity and gender in other relevant strategies. It is also a good example of how the integration of gender is often fragmented, and most countries have a mix of good practices and lessons learned.
<http://www.wocan.org/sites/default/files/Integrating%20Gender%20Into%20REDD%2B%20Safeguards%20Implementation%20in%20Indonesia.pdf>

Leisher et al., 2016. Does the gender composition of forest and fishery management groups affect resource governance and conservation outcomes? A systematic map

Research indicating that gender composition of natural resource management groups is linked to improved environmental outcomes.
<https://environmentalevidencejournal.biomedcentral.com/articles/10.1186/s13750-016-0057-8>

Mangroves for the Future (MFF)

Strategic Framework and Action Plan for Gender Integration.
<https://www.mangrovesforthefuture.org/assets/Repository/Documents/The-MFF-Strategic-Framework-and-Action-Plan-for-Gender-Integration-2015-06-30.pdf>

Mangroves For the Future (MFF), Stockholm Environment Institute (SEI), Southeast Asian Fisheries Development Center (SEAFDEC) (2018). Gender in coastal and marine resource management: A regional synthesis report

Examines gender dimensions in coastal resources and fisheries management in order to improve understanding about the state of men and women in environmental decision-making and the structural challenges preventing equitable opportunities for men and women in relation to coastal and marine resources in South and Southeast Asia.
<http://www.mangrovesforthefuture.org/assets/Repository/Documents/Regional-Synthesis-Report-Gender-in-coastal-and-fisheries-resource-management.pdf>

Mangroves For the Future (MFF). Gender Analysis Guide /Toolkit for Coastal Resource Dependent Communities

The [MFF] Gender Analysis Guide/ Toolkit is a practical guide for coastal and fisheries management practitioners seeking to understand how gender can impact coastal ecosystems resource use and management (Coastal Resilience). The guide is designed to develop baseline knowledge, to examine gender dimensions related to coastal and natural resources use, livelihoods development and ecosystems management in order to understand gender gaps and to promote and advance gender integrated/ gender responsive planning for improved resilience of coastal ecosystems and the communities that depend on them.
<http://www.mangrovesforthefuture.org/assets/Repository/Documents/Gender-Analysis-Toolkit-2018.pdf>

Mangroves For the Future (MFF). 2017. Gender brochure

<https://www.mangrovesforthefuture.org/assets/Repository/Documents/MFF-Gender-brochure-final-final-2.pdf>

Mangroves For the Future (MFF). 2017. Gender Integration in Mangroves For the Future

<https://www.mangrovesforthefuture.org/assets/Repository/Documents/Session-1-WP1.3-RSC-14-Gender-MFF-2017-09-27.pdf>

COASTAL ECOSYSTEMS

Coastal Conservation and Education Foundation (CCEF). 2012. A Sourcebook on Mainstreaming Gender into Coastal Resources Management in the Philippines

Project-based experiences of integrating both marine conservation and gender issues.
<https://www.coast.ph/wp-content/uploads/2019/02/Sourcebook-Mainstreaming-Genderonline.pdf>

FAO. 1999. Maldivian Gender Roles in Bio-resource Management

The study is an interesting gender analysis. It draws attention to the shared and independent roles of men and women in the use and conservation of terrestrial and marine bio-resources. The study documents the gender roles in the management of the bio-resources of the Maldives. The analysis of landscape and roles of men and women leads to recommendations including a framework to develop and sustain People's Biodiversity Registers by local communities. These proposals for community involvement in biodiversity management could facilitate the process of mainstreaming both gender and biodiversity in all development activities.
<http://www.fao.org/docrep/005/ac792e/ac792e00.htm>

GTZ and AusAID. 2010. Climate Change and Coastal Ecosystems Programme: Gender Analysis

Interesting in-depth gender analysis and an example of how land degradation and protected areas can both impact negatively on women in particular. The table on proposed gender indicators is very useful.
<https://www.dfat.gov.au/sites/default/files/cccep-gender-analysis-report.pdf>

Government of the Marshall Islands and UNDP. 2018. Project Document for “Reimaanlok – Looking to the Future: Strengthening natural resource management in atoll communities in the Republic of Marshall Islands employing integrated approaches”

This has a host of good practices, from gender analysis and a gender action plan to a gender-sensitive objective and gender integration in the logical framework and the terms of reference of the project director.
<https://info.undp.org/docs/pdc/Documents/FJI/PIMS%205685%20RMI%20R2R%20Prodoc%209Aug2017.doc>

Secretariat of the Pacific Community. Undated. DRAFT. Pacific Gender and Climate Change toolkit. Tools for practitioners

There are a number of interesting examples, which are useful in bringing climate and coastal ecosystems together with a gender lens in the Pacific.
<https://genderinsite.net/sites/default/files/pacificgenderclimatechange.pdf>

PROTECTED AREAS

GIZ in collaboration with ASEAN Centre for Biodiversity. 2017. Gender Assessment For Biodiversity Conservation in the ASEAN: The Case of Selected Protected Areas in Lao PDR, the Philippines, and Singapore

This is a comprehensive example of good practice in gender analysis in protected areas, together with planned actions.

M.Bergen. 2016. “On remote Philippine island, female forest rangers are a force to be reckoned with”

A blog about a women forest ranger - shows how women can also be agents of change in protecting landscapes, and that it is not only a case of balancing livelihoods and conservation trade-offs.

<https://blog.conservation.org/2016/03/on-remote-philippine-island-female-forest-rangers-are-a-force-to-be-reckoned-with/>

Conservation International. 2017. Gender integration within the Mt. Mantalingahan protected landscape

While the Mt. Mantalingahan Protected Landscape was designed with input and consent from the indigenous communities living within and adjacent to the area, primarily indigenous leaders (all male) were consulted. CI conducted an analysis through documents, interviews and surveys to identify how, and to what extent, both men and women were (and are) involved in management. CI used these results to inform development of the new management plan, which now reflects a better degree of gender integration.

<https://panorama.solutions/en/solution/gender-integration-within-mt-mantalingahan-protected-landscape>

SPREP. 2013. A comparative analysis of ecosystem-based adaptation and engineering options for climate change adaptation in Lami town, Republic of the Fiji Islands: technical report

Some references to gender in the analysis.

http://www.sprep.org/attachments/Publications/Lami_Town_EbA_Technical.pdf

J.Tabangay and K.Westerman. undated. Towards Just And Effective Conservation For Indigenous Men And Women In The Mt. Mantalingahan Protected Landscape, Palawan Philippines

Indigenous women's priorities are a key focus.

http://panorama.solutions/sites/default/files/tabangay_westerman_-_policy_matters-issue_20.pdf

POLICY

CEDAW. 1979.

General recommendation No. 34 on the rights of rural women (2016) in particular has a number of directly relevant provisions.

http://tbinternet.ohchr.org/Treaties/CEDAW/Sharedper cent20Documents/1_Global/INT_CEDAW_GEC_7933_E.pdf

CBD. 2017. Integrating Gender Considerations in National Biodiversity Strategies and Action Plans

This note provides an overview of a pilot project undertaken in 2016 to build the capacity of developing country Parties to integrate gender into their revised national biodiversity strategies and action plans. Experience from three pilot country initiatives (Mexico, Uganda and Brazil) is presented, outlining the approach undertaken, initial outcomes and considerations of relevance for developing country Parties.

www.cbd.int/gender/doc/pilot-project-integ-gender-nbsaps.pdf

Annex 7: Regional Examples

This section provides short examples from different countries in the region aligned with the thematic areas addressed under the Aichi Biodiversity Targets in the following table, and compiled as a separate list of examples by country, for ease of reference.

In the table below, the numbers of relevant Aichi Targets are provided for reference. The table can be adapted for use as a participants' hand-out. Facilitators should add to these resources over time.

Aichi Target	Thematic case example
<p>1</p> <p>Awareness of Biodiversity Increased</p>	<p>A good example of good practice in Cambodia comes from the ‘Promoting Climate Resilient Water Resource Management and Agricultural Practices in Rural Cambodia’ project, which ensured that women have better access to water resources for household use. Gender-specific actions include training of women and men on water use and recycling. A new project target that “50 per cent of women in farmer water user groups receive trainings on irrigation system’s maintenance, management and utilization” was set and new technical measures for drinking water were introduced (wind, solar and wind pumps). Farmer user groups (women and men) for drinking water resources worked on community ponds, community wells and rainwater harvesting tanks.</p> <p>Source: UNDP. 2015. Gender Mainstreaming in Environment and Sustainable Development Projects.</p>
<p>2</p> <p>Biodiversity Values Integrated</p>	<p>In Myanmar, the National Strategic Plan for the Advancement of Women (2013 – 2022) is an example of a <i>gender equality policy</i> that touches on natural resources management, encourages gender analysis and collection of sex-disaggregated data, as well as provides for various actions in line with other international commitments e.g. access to technology in line with SDG 5. In the section on “Women and the Environment” it states that:</p> <p>“The key objective is to strengthen systems, structures and practices to ensure women’s meaningful participation in the management and safeguarding of natural resources, the environment and in adapting to climate change” and further that:</p> <p>“Practical initiatives supported by designated focal Ministries that focus on capacity building, training, providing access to suitable technology and information.</p> <ul style="list-style-type: none"> ▪ Programmes to ensure that women become competent in technologies related to natural resource management, environmental conservation, and adaption and response to climate change. ▪ Equal participation of women and men in designated focal Ministries and organizations that are responsible for natural resources management, environmental conservation, adaptation to and response to climate change.” <p>Source: Government of Myanmar. National Strategic Plan for the Advancement of Women (2013 – 2022).</p>
<p>3</p> <p>Incentives Reformed</p>	<p>In Thailand, a project has an outcome to demonstrate Critical Habitat management for three Endangered Species, and its gender plan provides for ensuring that sustainable income generating activities in endangered species habitats that are to be developed are relevant to both women and men, and that both receive related capacity development.</p> <p>Source: UNDP. Undated. “Conserving Habitats for Globally Important Flora and Fauna in Production Landscapes” Project Document.</p>

4 Sustainable Production and Consumption

Fiji's Korolevuwai district is home to Biausevu village with approximately two hundred residents. Since the mid-1980s, the village has been offering tourists a short walking tour to a nearby waterfall. Over time, this initiative began showing signs of becoming a classic case of natural capital being “loved to death”. The area is an important forest and water ecosystem environment for the island, but the track that crosses the creek nine times has caused vegetation loss and major erosion around flood-prone areas. The riverbanks were being trodden by increasing foot traffic from eco-tourists, furthering erosion already begun by the loss of tree species along the path and more trees being cleared in the vicinity, ironically for eco-tourism development. The landscape was becoming increasingly stressed, barren and degraded.

The Global Environment Facility's Small Grants Programme (known as GEF SGP), implemented by UNDP, awards small grants to prevent small problems from growing bigger. In this case, a small grant helped the Biausevu Tourism Committee improve the environmental management of the Biausevu Waterfall Tour and develop a more sustainable approach to managing tourism in sensitive areas. Key activities included helping the community to identify the effects of logging on waterfall and creek water quality, raising their awareness of the biodiversity in the area, and developing a strategy to manage and minimize future damage on the ecosystem.

The project also started a series of activities to promote sustainable alternative livelihoods to alleviate pressure on the area from tourism, including the production of handicrafts and food for sale by local women and training of community members as tour guides. To date, the project has generated over 100 jobs including forest tour guides, waterfall attendants, nursery attendants, storytellers, caterers, tour coordinators and handicraft sellers.

Source: UNDP. 2014. Biodiversity for Sustainable Development: Delivering Results for Asia and the Pacific.

5 Habitat Loss Halved or Reduced

Indonesia's “Strengthening Community-Based Forest and Watershed Management” project engaged women-led community-based organizations and other groups of women to take the lead in a number of core project interventions, such as forest and nurseries to rehabilitate forest and land degradation; collection and marketing of non-timber forest products; agricultural products processing; and animal husbandry.

Source: UNDP. 2015. Gender Mainstreaming in Environment and Sustainable Development Projects.

6 Sustainable Management of Aquatic Living Resources

In **Tonga's** “Assessing Vulnerability and Adaptation to Sea-level Rise” project, separate consultations with women and men on Lifuka Island highlighted that women “did share many of the same concerns as men, and observed the same changes due to coastal erosion and sea level rise. However, they also talked about other issues such as safety, sustainability, and health issues; and recognized that many environmental issues were caused by people's unsustainable use of natural resources such as sand mining and tree cutting on the coastal zone. They also showed more willingness to find solutions where they can play a role such as stopping sand mining and replanting trees to replenish the coastal biodiversity which is important for their livelihood.”

Source: Secretariat of the Pacific Community. Undated. DRAFT. Pacific Gender and Climate Change toolkit. Tools for practitioners.

8 Pollution Reduced

Rural women are playing a leading role in the campaign against highly hazardous pesticides and in the promotion of ecological agriculture as a viable alternative. The Pesticides Action Network in Asia Pacific (PAN AP) has been working closely with rural communities to further strengthen the role that such women can play. Pesticide production and its use have commonly prioritized profits over the health of communities and the environment. As such, food sources and the environment of many rural communities have been adversely impacted. Farmers and agricultural workers that are heavily exposed to pesticides suffer a range of acute and chronic health effects. But the health impact has been especially harmful for rural women and children, who are at risk of endocrine disruption, among other concerns.

PAN AP thus challenges the dependency of small farmers on pesticides and helps empower communities to work towards the reduction and elimination of pesticide use. It focuses on women workers and farmers in Asia since their problems and issues are often not addressed due to marginalisation by cultural and social norms.

Among the approaches that PAN AP has been using is participatory action research through Community-based Pesticide Action Monitoring (CPAM). CPAM helps communities document the adverse impacts of pesticides, raises awareness and motivates them to adopt ecologically sound and sustainable agricultural practices. It also prompts them to influence governments and campaign for better pesticide regulation and implementation of international conventions on pesticides. Importantly, CPAM also provides leadership training for rural women. One participant from Vietnam was among those who pioneered training on Integrated Pest Management and Systems of Rice Intensification through farmer field schools. In these field schools, gender and environmental issues are discussed together. As President of the Women's Union, the participant also organized the "No Pesticides Use Week" in Hai Van, which involved many women. This initiative highlighted women's demand for accessible and affordable agricultural inputs and less use of highly toxic pesticides.

Source: Basel, Rotterdam, Stockholm Conventions website.

9 Invasive Alien Species Prevented and Controlled

In **Nepal**, local communities have worked with the 'Conservation and Sustainable Use of Wetlands Communities' project to remove invasive plants to restore critical wetland areas in the Ghodaghodi Lake Area. Importantly, the project also piloted ways for local communities to turn the invasive plants collected to good use; the pests if properly processed yield fuel, rich compost and fibre for making mats and other local handicrafts to sell.

In this instance, the project supported skills training of women's groups, and facilitated their access to markets, in collaboration with private companies, Organic Village and Knot Craft. Several trained women's groups have formed a cooperative of their own and established a small workshop and factory. Female members of the cooperative harvest water hyacinth, processing them for fibres and dyes, and produce various items in their workshop.

As a result, the income of women and men at the project site has significantly increased. The project has also piloted the use of water hyacinth to prepare compost and mulch and as raw feed material for a biogas plant. In addition, the project has developed guidelines for management of invasive alien species at wetland sites.

Source: UNDP. 2014. Biodiversity for Sustainable Development: Delivering Results for Asia and the Pacific.

10 Ecosystems Vulnerable to Climate Change

In the **Philippines**, "... the Saavedra Fisherfolk Association shows an equal number of men and women in their roster of members. Notably, this FO (association) shows outstanding performance in their coastal management activities, such as coastal law enforcement and enterprise development, due to the balanced interests and participation of its male and female members. ... There are two barangays on Siquijor where the local fishermen were not interested in establishing or managing a sanctuary, however, local women successfully took the task upon themselves. In Maite, San Juan, Siquijor, 28 women and six men established an association that continues to attract new members because of the benefits they are receiving. In Bino-ongan, Enrique Villanueva, 11 women volunteered to manage a sanctuary in collaboration with the barangay council, even though the local male-dominated fisherfolk organization has, even until the present, refused to participate" (CCEF, 2012).

Aichi
Target

Thematic case example

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Protected Areas (Awareness of Biodiversity Increased; Incentives Reformed; and Sustainable Agriculture, Aquaculture and Forestry)

In **Cambodia**, Tonle Sap Lake covers between 250,000 hectares in the dry season and more than one million hectares during the annual flood, this is the largest freshwater lake in Southeast Asia. It supports an incredible array of animals and plants and is an important nursery for hundreds of migratory fish species that swim here to spawn. The people here live in stilt houses and make their living from the lake's waters and floating forests. The lake and a significant part of the flood plain has been declared a UNESCO Biosphere Reserve, but it faces multiple human pressures from slash-and-burn agriculture, encroachment of farming into habitats in the flooded forest areas, unsustainable firewood collection, poaching and overfishing.

A UNDP supported initiative "Sustainable Livelihoods Support to the Core Areas of the Tonle Sap Biosphere Reserve" has worked with local people to help reduce their impact on this complex ecosystem. Working through UN Volunteers, the programme helped residents to establish self-help groups. The self-help groups were given access to savings and loan schemes that enabled them to adopt alternative sustainable livelihoods, such as household fish farming, livestock rearing, and making handicrafts from weeds growing naturally in the lake.

Some of the groups increased their initial investment funds four-fold and at least 15 have become totally self-sustaining. Total group savings increased to over Rial 400 million (US\$ 50,000+) and almost half of all group members increased their incomes by US\$ 40 to US\$ 150 per month. The majority of members were women.

Source: UNDP. 2014. Biodiversity for Sustainable Development: Delivering Results for Asia and the Pacific.

13
(and 18)

Safeguarding Genetic Diversity (and Traditional Knowledge)

Spread across 2,500 kilometres of the north-western Pacific Ocean, just above the Equator, the **Federated States of Micronesia** consist of the four states of Chuuk, Kosrae, Pohnpei and Yap and their more than 600 widespread islands—only 65 of which are currently inhabited. In recent years, as these isolated communities have faced the modern pressures of globalization, they have experienced dramatic changes in consumption, which have led to a range of nutritional disorders. In 2005, the GEF SGP awarded a grant of US\$50,000 to the Island Food Community of **Pohnpei** (IFCP) to undertake activities in the village of Mand. Working initially in Madolenihmw Municipality at the Mand Community Project for Agricultural Biodiversity Conservation in the north east of the island, a series of small demonstration projects set out to improve traditional food production and consumption and build awareness of healthy local foods, while improving community livelihoods. Through ground-breaking scientific analysis of the nutritional value of local traditional foods, ICFP has shown that the cultivation and consumption of local agro-biodiversity can improve public health. This in turn has led to increased household biodiversity and greater dietary diversity in local communities. It has also stimulated demand for market availability of ready-made local foods in place of imported processed products. The project has also catalysed the development of a small food processing industry using locally designed, affordable energy efficient equipment, such as smokeless charcoal ovens and solar dryers to support sustainable livelihoods. Only climate resilient local foods are processed to decrease the reliance on imported foods on the small islands and prevent the loss of indigenous knowledge of biodiversity.

"By supporting local food growth and value-added production, such as taro flour and banana chips, we are building healthy and resilient communities that are self-sufficient and less vulnerable to global social pressures," explained Dr. Lois Engleberger, Executive Director of IFCP. "We are working directly with the Pohnpei Women's Council and their member groups to improve women's health and livelihoods by training them in the energy-efficient food preparation of biodiverse food crops."

In **Viet Nam**, in 2008, the Ministry of Agriculture and Rural Development issued a decision (no. 35/2008/QĐ – Bnn) on managing households plant seed production. The decision encourages farmers, especially women, to participate in maintaining, developing and managing their own rice seed resources.

Source: Pesticide Action Network Asia and the Pacific. 2013. Women Reclaim our seeds.

14 Ecosystem Services

In **China**, a concise *gender action plan* for a wetlands conservation project has focussed on capacity development, economic empowerment and gender balance to support women's equal access to key ecosystems services from wetlands.

Source: ADB. 2011. Jiangsu Yancheng Wetlands Protection Project Gender Action Plan.

15 Ecosystem Restoration and Resilience

In **Indonesia**, the design document for the Kalimantan Forests And Climate Partnership contained a gender analysis and gender-responsive strategies such as sex-disaggregated data, additional gender analysis engaging a gender specialist to integrate gender into payment mechanisms and design livelihood alternatives to meet the needs of women and socially marginalized groups to ensure that they receive equitable benefits.

Source: Australia Indonesia Partnership. 2009. Kalimantan Forests and Climate Partnership design document.

16 Access to and Sharing of Benefits from Genetic Resources

In **Nepal**, the "Strengthening Capacities for Implementation of the Nagoya Protocol" project aims to build capacity of key stakeholders at national, subnational and local levels to mainstream and implement access and benefit-sharing in Nepal. This includes building gender equity among farmer groups and other community institutions in order to support the conservation and use of diverse local genetic resources, and promoting an enabling environment for access and benefit-sharing. This includes partnering with a women's group and leadership training for community women. Training is also to be provided for community members in the kinds of negotiation skills that they will need to secure mutually agreed terms in an access and benefit-sharing agreement; 50 per cent of participants are expected to be women and Dalits (an underprivileged ethnic group).

Source: GEF website <https://www.thegef.org/project/strengthening-capacities-implementation-nagoya-protocol-nepal>

17 Biodiversity Strategies and Action Plans

Cambodia's NBSAP has integrated gender dimensions in both the analysis as well as in plans for implementation.

Source: Government of Cambodia. 2016. NBSAP.

18 Traditional Knowledge

In 2003 in the **Philippines**, through a grant to the International Centre for Research in Agroforestry (ICRAF), cultural practices for traditional rice varieties and the ethnobotanical knowledge of the Subanen indigenous communities, especially women, were documented in Lakewood, Western Mindanao. The objectives of this initiative were to: (i) facilitate local, participatory natural resource management planning over their ancestral domains; (ii) assist indigenous organizations in observing their customary laws in the conduct of the documentation process; (iii) establish the property rights of local communities over their knowledge systems and practices; and (iv) ensure that no biological specimens or genetic resources leave the area without the free and prior informed consent (FPIC) of the concerned communities. As a result of this documentation, over 500 plants and their uses (food source, medicinal, etc.) were identified and catalogued, and 60 rice germplasms were identified. Twenty-six of the latter were identified as endangered.

During a Farmers' Congress, it was decided that indigenous women, the seed keepers and seed carers, would be assisted for in-situ propagation of these endangered rice species. A Memorandum of Understanding was signed with Government authorities to secure, on behalf of the communities and based on their specific requests and directions, intellectual property rights and options for obtaining benefits from any future commercial or beneficial use of their knowledge and to ensure the FPIC of the community before any results are shared with a third party. This ongoing initiative is expected to produce a community register of all ethnobotanical knowledge documented and generate culturally sensitive learning materials for extension agents and Subanen students leading to greater appreciation of beneficial agroforestry practices and ethnobotanical knowledge.

Source: Vel J. Suminguit, 2004. Documenting Ethnobotanical Knowledge and Protecting Community Intellectual Property Rights of the Subanen, 2004 in IFAD

19 Sharing Information and Knowledge

In Bangkok, **Thailand**, women made up more than half of the 29 winners of the coveted Young Rice Scientist awards, announced at the Fourth International Rice Congress in Bangkok, Thailand (27 October to 1 November 2014). At least 75 per cent of the female winners aged 35 and under were Asian. Such initiatives are an excellent example of women's capacities in maintaining diversity and developing climate resilience of one of South East Asia's most important crops.

Source: SciDevNet. 2014. Women dominate rice scientist awards.⁸⁰

The "Healers of Our Ocean" project in the **Pacific** is a joint initiative from UN Environment, SPREP, WWF and other partners to give visibility to the diverse roles and contributions of women – including women marine scientists like Cherie Whippy-Morris, Marine Researcher - to ocean use and management.

Source: SPREP website <https://womeninfisheriesfiji.org/healers-of-our-ocean-features-cherie-whippy-morris-sangeeta-mangubhai/>

20 Mobilizing Resources from all Sources

In **Laos**, the National Agro-Biodiversity Programme and Action Plan II (2015-2025) includes some gender analysis, and allocates finances to actions that build on women's needs and areas where gender organizations are active.

Source: Government of Lao PDR. 2016. National Agro-Biodiversity Programme and Action Plan II (2015-2025). https://www.la.undp.org/content/laopdr/en/home/library/environment_energy/laopdr-national-agro-biodiversity-programme-and-action-plan-ii.html

80 <https://www.scidev.net/asia-pacific/gender/news/women-dominate-rice-scientist-awards.html>

Regional Examples listed by Country

Cambodia

Gender-responsive NBSAP

This NBSAP is an example of how NBSAPs often have both good practices and missed opportunities that can nevertheless be addressed in implementation or in other biodiversity plans. Good practices include the following:

- Ministry of Women’s Affairs named as implementation partner in most actions under most Strategic Objectives (SOs) – this is a potentially powerful strategy to ensure that gender dimensions are taken into account in the meeting biodiversity objectives. e.g. Action 1.2 under SO A “Establish a list of the priority components of biodiversity and ecosystem services including their ecological/ environmental and socioeconomic values...” is an example of how the gender analysis in Action 1 (essentially, a stocktaking) is translated into a list that reflects the priorities of women as well as men.
- Examples of specific gender-responsive actions related to specific Aichi Biodiversity Targets are given below.

Aichi Biodiversity Targets	Cambodia NBSAP actions
1 – Awareness of Biodiversity Increased	“Enhance biodiversity awareness at all levels of society including through facilitated access to relevant information; also strengthen existing channels and create new ones that will facilitate targeted awareness programmes aimed at key audiences such as ... women”. Strategic objective 1 and Action 1.3, Theme 20.
14 – Ecosystem Services (the only target that explicitly mentions “women”)	<p>Target: Target 6 on Cambodia’s NBSAP reflects Aichi Biodiversity Target 14 closely including mention of women.</p> <p>Action: “Identify and demarcate 10 per cent of these areas that can be considered as priority areas for reasons such as urgency: they can be lost forever or they are having the most significantly adverse impact on women, elders and children of the local and indigenous communities ...” Target 6.</p> <p>Action: “Put in place mechanisms for monitoring the improvement of ecosystem services and their impact particularly on women, elders and children from local communities and indigenous ethnic minority groups”. Target 6.</p> <p>Indicator: “Number of demarcated areas under the responsibility / management of local communities (assuming that management being sustainable and of contributing to the needs of local communities, women, elders, children and indigenous peoples.” Target 6.</p> <p>Indicator: “Indicators can be expressed based on the services provided by the ecosystems e.g. crop yields in agro-ecosystem, amount of medicinal products harvested sustainably; number of projects focusing on sustainable use of biological resources, women, elders, children, indigenous peoples and local communities.” Target 6.</p>
16 – Access to and sharing benefits from genetic resources and 18 – Traditional knowledge	“Strengthen the capacities of indigenous ethnic minorities and local communities, in particular women within those communities, and relevant stakeholders ... to handle access and benefit-sharing issues including for negotiating mutually agreed terms (MAT).” Action 3.4. Theme 15.

Other relevant areas that are not addressed in the NBSAP include explicit mention of gender dimensions related to Aichi Biodiversity Targets 3 and 20 (incentives and financing).

Keywords: Aichi Biodiversity Targets 1/ 14/ 16/ 18, policy.

Source: Government of Cambodia. 2016. NBSAP.

Gender in national policy goals

The goal shows an awareness that men and women are differently impacted: “...foster sustainability of economic growth by enhancing sustainable consumption and production, by greening markets and businesses, by creating a favorable climate for the establishment of sustainable infrastructure that, in turn, can enable the population to enjoy increased access to crucial goods and services and to ensure equal access to resources for both women and men.”

Source: Government of Cambodia. 2009. National Green Growth Roadmap.

Gender in Sustainable Forest Management Project

The project was able to incorporate gender aspects in the Terms of Reference for service providers, which subsequently led all project activities: “in Cambodia, women were traditionally involved in shifting cultivation and in traditional cookstoves. The ... Sustainable Forest Management ...Cambodia project... saw these as opportunities and worked towards strengthening these roles, providing inputs on technology, improved practices, knowledge and leadership skills. However, care must be taken to avoid reinforcing gender stereotypes, which may in turn adversely influence women’s or men’s access to opportunities.”

Source: UNDP. 2015. Gender Mainstreaming in Environment and Sustainable Development Projects.

Strengthening sustainable forest management and the development of bio-energy markets to promote environmental sustainability and reduce rural poverty and CO₂ emissions in Cambodia

A good example of reporting can be found in the 2014 project implementation report. This project aims to: “... assist in removing the main barriers of land and forest degradation by integrating and mainstreaming community-based forest and protected area management into policy, planning and investment frameworks, participatory land-use planning (accompanied by forest land demarcation), speeding up the legal recognition and registration of community forests and protected areas managed by communities, enhancing benefits that can be derived from timber and non-timber forest products and creating markets for efficient bioenergy technologies that reduce the use of fuel wood”.

The project includes an indicator to measure women’s income with the target of an increase of 20 per cent. It is reported that women collecting and marketing ‘Slek Prich’ boosted their income from US\$6 to US\$8 /day. Women benefitting from the sale of mushrooms were experiencing a boost in their income from US\$8 to US\$10 and the collection of bamboo was generating about US\$10 to US\$12.5 for women engaged in the activity. This is made more meaningful by deeper reporting and the inclusion of anecdotes such as: “I do not need to travel farther outside of my village to earn income and I have more time to take care of my children”, said Mrs. Yim Dim, Community Forest member, Chhrous Dambang Community Forest, Kampong Speu province. Mrs. Yim Dim, aged 43 years and a mother of 4 children, lived in Chhoam Sangke village, Phnom Srouch district, Kampong Speu province. She has been engaged in the collection of bamboo in the community forest when the community forest committee has been recently allowed to collect bamboo within the community forest as part of piloting their business plan implementation.

Source: UNDP. 2015. Gender Mainstreaming in Environment and Sustainable Development Projects.

Promoting Climate Resilient Water Resource Management and Agricultural Practices in Rural Cambodia project

The project supported women to have better access to water resources for household use, and gender-specific actions include training of women and men on water use and recycling. A new project target that “50 percent of women in farmer water user groups receive trainings on irrigation system’s maintenance, management and utilization” was set and new technical measures for drinking water were introduced (wind, solar and wind pumps). Farmer user groups (women and men) for drinking water resources worked on community ponds, community wells and rainwater harvesting tanks.

Source: UNDP. 2015. Gender Mainstreaming in Environment and Sustainable Development Projects.

China

Jiangsu Yancheng Wetlands Protection Project Gender Action Plan

A concise example of a gender action plan for a wetlands conservation project, focussing on capacity development, economic empowerment and gender balance.

Source: ADB. 2011. <https://www.adb.org/sites/default/files/project-document/60417/40685-013-prc-gap.pdf>

Fiji

UNEP Ecosystem-based Adaptation Flagship Program and UN-HABITAT Cities and Climate Change Initiative

An example of a gender-responsive gender analysis that also intersects with climate change issues.

“Within the larger Suva area, seagrass beds are widespread in the reef flats, back reef regions and mud flats, often in a mosaic of patchy meadows along Laucala and Suva Bay. ... These areas are exposed to various impacts such as waste runoff from industries and residents, coastal erosion, siltation from rivers, storm surges, litter and coastal development that affect the distribution and growth of seagrass meadows. This habitat type, however, also provides wave attenuation and sediment stabilization, helping to maintain water quality, and providing habitat for species of important economic and subsistence value. Seagrass meadows are efficient recyclers of nutrients and help support a large biomass of consumers, especially those of fisheries importance. Additionally, they provide nursery and breeding grounds for many juvenile and adult fish species. For example, green turtles and many predatory fish use seagrass meadows as a feeding habitat.

These areas are often used by local fishermen and women who glean the shallow inshore mudflats, seagrass beds and reef tops for shellfish and other marine organisms. Therefore, the loss of seagrass meadows can affect the food availability for many coastal communities.”

Source: SPREP. 2013. A comparative analysis of ecosystem-based adaptation and engineering options for climate change adaptation in Lami town, Republic of the Fiji Islands: technical report.

Indonesia

Strengthening Community-Based Forest and Watershed Management project

“The project engaged women-led community-based organizations (CBOs) and other groups of women to take the lead in a number of core project interventions, such as forest and nurseries to rehabilitate forest and land degradation; collection and marketing of non-timber forest products); agricultural products processing; and animal husbandry. This undoubtedly benefitted the women and also provided a viable vehicle for community level implementation.”

The project also includes a clear outcome level indicator ... supported by targets: “In six critical watersheds, the proportion of (a) women and (b) the landless involved in community groups has increased from 8 percent and 4 percent, respectively, to at least 30 percent and 25 percent, respectively”. On this indicator, the 2013 (project implementation report) reported progress on both gender and social inclusion: “The project involved 14 women’s groups and the proportion of women in CBOs increased from 17 percent in 2012 to 22 percent in 2013. This group also participates actively in project activities, such as trainings, meetings and accessing small grants for piloting ... model at sites. Their participation is about 30 percent of the total participants. Furthermore, the project involved 498 farm workers who do not have land (15 percent of CBO members are landless)”.

Source: UNDP. 2015. Gender Mainstreaming in Environment and Sustainable Development Projects.

Indonesian young women advocates for change

A good example of how young women can be agents of change. Adeline Suwana founded Sahabat Alam, an internationally known youth environmental organization with thousands of members all over Indonesia. Adeline and Sahabat Alam generate awareness of biodiversity conservation through school seminars, events, talk shows, films, and various activities to encourage young people to do something for the environment. In a span of five years, Adeline has grown from a 12-year-old girl who organized a small mangrove planting trip with her classmates to a 17-year-old advocate who is recognized as a credible voice of the youth in Indonesia's environmental movement.

Source: ACB. 2017. ASEAN Biodiversity Outlook 2.

Lao PDR

UNDP. 2015. Gender Mainstreaming in Environment and Sustainable Development Projects.

Based on own analysis, a UNDP project to strengthen the resilience of the agriculture sector in Lao PDR acknowledged from its inception stage that women were not participating in decision-making despite their role in marketing of agricultural products and livestock production as well as ensuring their families' food security. The project subsequently acted on the identified need for specific measures to increase the engagement of women in decision-making related to agriculture production and productivity, as well as in equitable benefit-sharing from such decisions. Collection of sex-disaggregated data, inclusion of gender-specific targets and indicators in the Results & Resources Framework, tracking gender balance in activities as well as general gender equality awareness raising and gender mainstreaming skills development for project staff and beneficiaries were prioritized and vigorously pursued. One concrete result of those actions was the provision of water harvesting weirs to 214 households in the two target provinces. This intervention followed the recognition of women's role to fetch water and the fact that they had to travel long hours for water, as pointed out by women themselves.

Source: UNDP. 2015. Gender Mainstreaming in Environment and Sustainable Development Projects.

Mainstreaming Biodiversity in Lao PDR's Agricultural and Land Management

The UNDP-GEF project supports women's economic empowerment, in particular in the project's work with farmers in the local communities in the Phonxay and Phoukout pilot districts. There is consideration of and support for the role of women. For example, in the proposal for the activity on mushroom cultivation, the proposal document states, "After November upland rice harvest especially the women have little to do – thus the most obvious target group for mushroom cultivation. Women will take responsibility for cultivation and sales, whereas the men will be responsible for transport of materials and construction of simple growing houses. The project results framework also includes some gender disaggregated indicators, such as the following: Indicator: "Number of male and female farmers graduated from FFS" Target: "1,000 persons 50 per cent of women targeted".

Sources: UNDP. 2016. Nature Counts SDG 2 <http://www.asia-pacific.undp.org/content/dam/rbap/docs/sd/Nature-Counts-SDG-2.pdf> and Mid-Term Review Report (2014)

Government of Lao PDR. 2016. National Agro-Biodiversity Programme and Action Plan II (2015-2025).

This national action plan has some gender analysis, and allocates finances to actions that build on women's needs and where gender organizations are active.

Source: Government of Lao PDR. 2016. National Agro-Biodiversity Programme and Action Plan II (2015-2025). http://www.nafri.org.la/wp-content/uploads/2017/03/NABP-II_ENGLISH.pdf

IUCN. 2018. Workshop "Elaboration of the gender roadmap for Laos NBSAP.

An extremely helpful practical example for policymakers on how to integrate gender into biodiversity policy.

https://www.iucn.org/sites/dev/files/content/documents/2018/gender_roadmap_workshop_report.pdf

GIZ in collaboration with ASEAN Centre for Biodiversity. 2017. Gender Assessment For Biodiversity Conservation in the ASEAN: The Case of Selected Protected Areas in Lao PDR, the Philippines, and Singapore.

A useful example of a detailed gender assessment.

Malaysia

Biodiversity International. 2016. Why a gender approach is important for conservation: a case study in Sarawak, Malaysia.

A case study focused on agrobiodiversity and fruit trees.

<https://www.biodiversityinternational.org/news/detail/why-a-gender-approach-is-important-for-conservation-a-case-study-in-sarawak-malaysia/>

Maldives

FAO. 1999. Maldivian Gender Roles in Bio-resource Management.

An interesting analysis of “bio-resource” management.

<http://www.fao.org/3/a-ac792e.pdf>

Marshall Islands

Government of the Marshall Islands and UNDP. 2018. Project Document for “Reimaanlok – Looking to the Future: Strengthening natural resource management in atoll communities in the Republic of Marshall Islands employing integrated approaches”.

This has a host of good practices, from gender analysis and a gender action plan to a gender-responsive objective and gender integration in the logical framework and the TOR of the project director.

<https://info.undp.org/docs/pdc/Documents/FJI/PIMS%205685%20RMI%20R2R%20Prodoc%209Aug2017.doc>

Myanmar

Myanmar National Committee for Women’s Affairs, Ministry for Social Welfare, Relief and Resettlement. National Strategic Plan for the Advancement of Women. 2013 – 2022.

This is an example of a gender equality policy that does not directly mention biodiversity but does touch on natural resources management, encourage gender analysis and sex-disaggregated data, as well as provide for various actions in line with other international commitments e.g. access to technology in line with SDG 5.

Women and the Environment

17. The key objective is to strengthen systems, structures and practices to ensure women’s meaningful participation in the management and safeguarding of natural resources, the environment and in adapting to climate change.

a. Research and Surveys

1. Integration of the importance of gender issues in designated focal Ministries on the management of natural resources, environmental conservation, and adaptation and responding to climate change.

2. Women’s participation in Departments, agencies, and committees related to the management of natural resources, environmental conservation, and adaptation and responding to climate change.

3. Impact of climate and environmental changes on women.

4. Development of the living standards of women in urban and rural areas including adequate living conditions, sanitation, electricity and water supply according to Article 14.2g of CEDAW.

Remark: When carrying out research and surveys, it is necessary to collect data disaggregated by sex, age, ethnicity and location.

b. Awareness Raising

- Implement awareness raising activities for male and female staff in designated focal Ministries and with duty bearers at national, regional and local levels in order to increase understanding about the different impacts on women and men.
- To provide training and raise awareness on community-based natural resource management, environmental conservation, and adaptation and response to climate change, where equal numbers of women and men are included.

c. Implementation

Practical initiatives supported by designated focal Ministries that focus on capacity building, training, providing access to suitable technology and information.

- Programmes to ensure that women become competent in technologies related to natural resource management, environmental conservation, and adaptation and response to climate change.
- Equal participation of women and men in designated focal Ministries and organizations that are responsible for natural resources management, environmental conservation, adaptation to and response to climate change.

Source: Myanmar National Committee for Women's Affairs, Ministry for Social Welfare, Relief and Resettlement. National Strategic Plan for the Advancement of Women. 2013 – 2022.

Philippines

Clabots, B.M. (2013) Gender Dimensions of Community-Based Management of Marine Protected Areas in Siquijor, Philippines [thesis]. University of Washington.

An example of gender analysis in marine protected areas.

https://digital.lib.washington.edu/researchworks/bitstream/handle/1773/23502/Clabots_washington_0250O_11904.pdf?sequence=1&isAllowed=y

Coastal Conservation and Education Foundation (CCEF). 2012. A Sourcebook On Mainstreaming Gender Into Coastal Resources Management In The Philippines.

Project-based experiences of integrating both marine conservation and gender issues.

Very useful example of identifying and tackling gender issues in the fisheries sector and coastal resources management.

<https://www.coast.ph/wp-content/uploads/2019/02/Sourcebook-Mainstreaming-Genderonline.pdf>

GIZ in collaboration with ASEAN Centre for Biodiversity. 2017. Gender Assessment For Biodiversity Conservation in the ASEAN: The Case of Selected Protected Areas in Lao PDR, the Philippines, and Singapore.

A useful example of a detailed gender assessment.

Samoa

Gender minister as key partner

The Ministry of Women, Community and Social Development is cited as an implementation partner for Aichi Biodiversity Target 14.

Source: Government of Samoa. NBSAP 2015 – 2020.

Singapore

GIZ in collaboration with ASEAN Centre for Biodiversity. 2017. Gender Assessment For Biodiversity Conservation in the ASEAN: The Case of Selected Protected Areas in Lao PDR, the Philippines, and Singapore.

A useful example of a detailed gender assessment.

Solomon Islands

Gender minister as key partner

This NBSAP highlights an example of where a ministry responsible for biodiversity is mandated by law to collaborate with the ministry for gender equality:

“As mandated by the Environment Act, the MECDM works with the ... Ministry of Women Youth and Children’s Affair (MWYCA), in various environment related issues.” On the other hand “(a)t the subnational level, the “devolution order” has authorized provincial governments to formulate their own regulations to devolve functions to help address environmental issues” so that this policy may inadvertently hamper gender-responsive implementation on the ground.

Source: Government of Solomon Islands. NBSAP 2016 – 2020.

Timor Leste

Gender-responsive NBSAP

A number of provisions pay attention to gender:

Aichi Biodiversity Targets	NBSAP provisions
1 – Awareness of Biodiversity Increased, 2 – Biodiversity values integrated	<p>Priority Strategy 1: “Mainstreaming Biodiversity into sectoral plans and programs to address the underlying causes of biodiversity loss”.</p> <p>Target: “By 2015, public awareness on biodiversity has increased and participation in conservation activities through sustainable tourism and sustainable agriculture by private sector, media, and local communities, including women and youth has been enhanced.”</p> <p>Action: “Raise awareness on the values of biodiversity and engage various sectors including the media, business sector, youth and women groups and local communities in conservation activities”.</p>
7 – Sustainable Agriculture, Aquaculture and Forestry, 14 – Ecosystem Services, 18 – Traditional Knowledge	<p>Priority Strategy 2: “Protecting Biodiversity and Promoting Sustainable Use”.</p> <p>Action: “Implement sustainable livelihood activities for local communities, promote traditional conservation knowledge and practices, and enhance the role of women and youth in biodiversity conservation”.</p>

Source: Government of Timor Leste. NBSAP 2011 – 2020.

Thailand

Equitable access to agricultural resources and inputs can support biodiversity

“Access to land is just one resource female farmers require. Both women and men working with plants and animals need credit, technical support, and extension services. Women’s crops and activities are often overlooked or not considered good targets for investment. For example, women’s small-scale home gardens are often considered deserving of technical assistance. Yet, women often use these gardens to try out and adapt wild plants – thus contributing to the preservation of biodiversity. For example, research on 60 home gardens in Thailand found 230 different species, many of which had been rescued from a neighbouring forest before it was cleared.”

Source: OECD. 1998. Biodiversity and Equality between women and men. <https://www.oecd.org/dac/gender-development/1849290.pdf>

Role of women in the conservation of traditional fruit trees in Thailand

“Garcinia cowa Roxb., locally known as Cha Muang, is a tropical fruit tree that grows in the forests of Thailand. Generally grown from seed, no other type or variety is known for this species. It regularly produces young leaves, which are utilized as a food ingredient, and its bark and latex as medicine. Farmers in Chantaburi have been growing this tree in home gardens and orchards but only in limited numbers.

Farmers planning this tree increased after the Klong Narai women's group of Chantaburi province decided to market their very own special recipe of Moo Cha Muang, a spicy pork curry seasoned with crushed leaves of G. cowa. They initially sold Moo Cha Muang in plastic packs in community markets. Eventually, the group managed to obtain food quality certification from Thailand's Food and Drug Administration and produced canned versions of Moo Cha Muang for local and external sale. The success of this venture resulted in an increased awareness of the value of G. cowa trees as more farmers planted G. cowa in their home gardens and orchards, intercropped mostly with durian and mangosteen. Other women's groups in the neighboring area were also encouraged to produce Moo Cha Muang."

Source: Somsri S., C. Noppornphan and M. Yoovatana (eds.) (2015). Good Practices for Diversity, Thailand. In ASEAN Biodiversity Outlook (ACB and GiZ, 2017).

Government of Thailand. Master Plan for Integrated Biodiversity Management. 2015 – 2021.

This is an example of a policy measure to include women as well as men in sensitization actions: *"Raise awareness of importance and roles of local communities and traditional knowledge, especially women's roles in conservation and sustainable utilization of biodiversity."*

Source: Government of Thailand. Master Plan for Integrated Biodiversity Management. 2015 – 2021.

UNDP. Undated. "Conserving Habitats for Globally Important Flora and Fauna in Production Landscapes" Project Document.

This is the basis for one of the Module 3 case studies, and has a gender plan.

Source: UNDP. Undated. "Conserving Habitats for Globally Important Flora and Fauna in Production Landscapes" Project Document.

Togo

Traditional culture and practices

A key action under the strategic theme of Traditional Culture and Practices is gender-responsive: *"Strengthen the curriculum in elementary and high schools by bringing in older men and women to pass on traditional knowledge about resource management and traditional use of biodiversity. These elders should be provided with training in classroom methods"*. This is from the 2002 NBSAP.

Source: Government of the Marshall Islands. 2002. NBSAP.

Tonga

Separate consultations in "Assessing Vulnerability and Adaptation to Sea-level Rise" project, Lifuka Island (Tonga)

This is a useful example of how separate consultations with women and men as part of a gender analysis can show not only gender differences but also the different capacities that women and men can bring to biodiversity goals.

"Traditionally in Lifuka, men tend to dominate community consultations. The project ... used a participatory approach to conduct a social assessment in Lifuka. To ensure women's genuine participation, separate focus group discussions were held with women and with men, each group discussions using the same tools and questions. This provided a space where women felt safe to freely discuss issues related to coastal erosion and what they think should be done. In the past, when women were invited to participate in community meetings, few attended, and those that did come to the meeting rarely participated or said anything.

Women did share many of the same concerns as men, and observed the same changes due to coastal erosion and sea level rise. However, they also talked about other issues such as safety, sustainability, and health issues; and recognized that many environmental issues were caused by people's unsustainable use of natural resources such as sand mining and tree cutting on the coastal zone. They also showed more

willingness to find solutions where they can play a role such as stopping sand mining and replanting trees to replenish the coastal biodiversity which is important for their livelihood.”

Source: Secretariat of the Pacific Community. Undated. DRAFT. Pacific Gender and Climate Change toolkit. Tools for practitioners.

Vanuatu

Indigenous women's land rights protected

The CEDAW Concluding Observations in 2016 welcomed the government's adoption of the Customary Land Management Act No. 33, in 2013, ensuring that women's rights to customary land are not alienated.

Source: CEDAW. 2016. Concluding observations on the combined fourth and fifth periodic reports of Vanuatu.

Viet Nam

Climate Change and Coastal Ecosystems Programme: Gender Analysis

A good example of a project level gender analysis.

“A factor that affects women's access to natural resources is the reduction in paddy field biodiversity as a result of high chemical inputs, according to farmers in An Giang. This biodiversity, meanwhile, is lost when a paddy is converted to shrimp farming. Fresh water fish, mud crabs, reptiles etc are all important as daily subsistence products. Their reduction or elimination severely affects the ability of poor women to ensure nutrition for their family. This problem was mentioned by a number of women in most other provinces, including in areas where combined shrimp and rice farming are practised:

‘In the past when we just planted rice, there were plenty of fish of all sorts in the rice field. And we had the rice. Nowadays, shrimps fail and rice also fail and there is nothing.’ (Women group discussion in Kien Giang)”

Protected areas also impact women: “...forest protection and conservation measures make it more difficult for poor women to collect fuel-wood and non-timber forest products for daily subsistence. Women in Ca Mau for instance mentioned that it is much harder nowadays to collect crabs or k^{eo} fish (Goby fry) since it is now forbidden. In fact, the mudflat areas in Ca Mau are now protected, perhaps as a result of Ca Mau becoming World Biodiversity Conservation site. Notwithstanding, local people still collect the resources for their daily survival, but this has become challenging: ‘Everywhere is now restricted. They are forbidden to go to the forest, and they are forbidden to go to the sea (to collect natural resources).’ (District discussions in Ca Mau)”. Women's time and physical burden in fuelwood collection was also exacerbated as a result of protected areas.

The report found that it was especially key to get women engaged as participants (rather than only beneficiaries) in project actions to development biodiversity conservation management plans. The report also found it important that women were both participants and beneficiaries in the reestablishment of flora and fauna species and in biodiversity capacity development. Two activities to do with coastal ecosystem management were found to be critical in terms of engaging with women: the introduction of new management mechanisms and of a financing mechanism.

Source: GTZ and AusAID. 2010. Climate Change and Coastal Ecosystems Programme: Gender Analysis.

Rural women in Pesticides Action Network, Asia and the Pacific

Rural women are playing a leading role in the campaign against highly hazardous pesticides and in the promotion of ecological agriculture as a viable alternative. The Pesticides Action Network in Asia Pacific (PAN AP) has been working closely with rural communities to further strengthen the role that such women can play. One training participant from Vietnam was among those who pioneered training on Integrated Pest Management and Systems of Rice Intensification through farmer field schools. In these field schools, gender and environmental issues are discussed together. As President of the Women's Union, the participant also organized the “No Pesticides Use

Week” in Hai Van, which involved many women. This initiative highlighted the women’s demand for accessible and affordable agricultural inputs and less use of highly toxic pesticides.

Source: BRS website “Gender Heroes of the Asia-Pacific” <http://www.brsmeas.org/Gender/GenderHeroes/GenderHeroesintheAsiaPacific/tabid/4760/language/en-US/Default.aspx>

Challenges in gender-responsive policy implementation

Research shows that in Viet Nam, although the Law on Forest Protection and Development (2004) provides equal land rights to men and women, forest lands are often not clearly demarcated even though secure titles and access rights are crucial for women to actively use and manage forest resources. While the land-use right certificate (LURC) contains both spouses’ names, women have been facing constraints in accessing their land rights. For example, if the male co-LURC holder has migrated, women cannot use the LURC as collateral to access credit because they need the co-holder’s endorsement.

Source: FAO and RECOFT. 2015. Mainstreaming gender into forest policies in Asia and the Pacific. http://www.fao.org/fileadmin/templates/rap/files/meetings/2015/150212_final_report.pdf

Multiple country

Urbanization, biodiversity and women

UN Environment is executing two regional urban Ecosystem-based Adaptation projects, funded by the Least Developed Countries Fund and the Special Climate Change Fund under the Global Environment Facility. One in Asia is working with the cities of Thimphu (Bhutan), Kep (Cambodia), Phongsaly and Oudomxay (Lao PDR) and Mandalay (Myanmar), delivering on-the-ground urban Ecosystem-based Adaptation activities centred on reforestation, urban agriculture and restoration of wetlands in urban areas.

“Rapid urbanization in the Asia Pacific region has negative consequences on urban and peri-urban ecosystems and is further compounded by inadequate considerations of all factors in urban planning. Among these consequences are socioeconomic challenges. Within UNEP’s initiatives on Building climate resilience of urban systems through Ecosystem-based Adaptation (EbA) in the Asia-Pacific region, a gender perspective is now included at the initial stages of project planning so as to fully encompass the socioeconomic dimensions. By incorporating specific gender activities as well as indicators for monitoring and evaluation from the onset, gender responsiveness is integrated into project implementation to appropriately inform planners and decision makers on urban planning.”

Source: UNFCCC Building Climate Resilience of Urban Systems through Ecosystem-based Adaptation (EbA) in the Asia-Pacific region. <https://www4.unfccc.int/sites/NWPStaging/Pages/item.aspx?ListItemId=28758&ListUrl=/sites/NWPStaging/Lists/MainDB>

Greater Mekong Subregion Biodiversity Conservation Corridors Project: Gender Action Plan

This multi-country gender action plan ensures (a) equal opportunities to access project benefits; (b) active consultation and participation of women and minority ethnic groups; (c) collection of gender-disaggregated data including benefit monitoring and evaluation; and (d) increased representation of women in decision-making bodies at all levels. The gender-responsive design elements are in response to constraints faced by women as presented in the social and gender analysis and prepared in consultation with stakeholders, particularly local women. The project focuses on improving equal access to ecosystems services especially provisioning.

Source: ADB.2010. Greater Mekong Subregion Biodiversity Conservation Corridors Project. Gender Action Plan.

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