

# WCS Central Africa Gender Field Guide



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# WCS Central Africa Gender Assessment Field Guide



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February-March 2015

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## WCS Gender Assessment Field Guide

The WCS Gender Assessment Field Guide<sup>1</sup> was developed in 2015 for WCS staff in Republic of Congo and the Democratic Republic of Congo. There are eleven separate resources (modules) organized around three topics: research and capacity, work plans, and reports and references.

The Field Guide has four main sections:

- **Introduction** explains why conservation needs to consider gender and describes how to use the Field Guide.
- [Section 1 – Capacity and Research](#) has five modules on gender staffing, training and conducting research.
- [Section 2 – Work Plans](#) has three modules on program assessment and work plans.
- [Section 3 – Reports and References](#) has three modules for reporting and other sources of gender tools.

### Background to the Field Guide

The WCS Gender Assessment Field Guide materials were created by Anne Gordon Williams, WCS's CAFEC Gender consultant in February-March 2015. The materials were used to conduct a gender assessment and field training for male and female WCS staff in Congo and the DRC. The WCS Gender Assessment Field Guide is intended to help WCS staff to:

1. Conduct a short, focused gender assessment
2. Integrate gender into work plans and all phases of a project life cycle
3. Provide guidance for reporting

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<sup>1</sup> Photos: Michelle Wieland, Anne G. Williams, Odette Angauko, all ©WCS



# Introduction

Incorporating gender to improve conservation



Protein like this bushmeat has varied gender roles depending on where it's at in the value chain:

Men hunting, women trading, women cooking, and men/women/boys/girls consuming

Saving wildlife and wild places requires conservationists to know the factors that threaten species and habitats and use that knowledge to develop sustainable interventions. One universal factor is how people interact with animals and use natural resources in their environment. Especially in the remote landscapes and rural villages in which conservation projects are carried out, people's behavior is often determined by socially-constructed gender roles.

Women and men use and manage natural resources in the Congo basin. Conservation strategies are more effective if they take into account the different aspirations, experiences, and opportunities of women and men. Women are neither passive bystanders nor without influence in how their communities practice agriculture, hunt, fish, harvest timber, gather non-timber forest products, extract minerals, handle water and sanitation, respect protected area boundaries and honor conservation laws.

Men hunt bushmeat, but vendors are primarily women. Men kill elephants for the tusks, but women may want the meat to feed their hungry children. Men fish and women smoke or salt the fish. Men cut trees; women plant crops and weed. Men and women have different tasks in agriculture, livestock, fruit tree orchards, or cacao plantations. Men may be customary leaders, but, according to Congolese villagers, conservation outcomes are better when men and women make decisions together.

Congolese villagers say *"Women are the most motivated and the first educators in matters of the environment"*. Sustainable conservation interventions need to understand gender roles, and use a gendered approach in order to have the support of the entire community and derive the maximum benefit from the investment.

Incorporating gender into our conservation programming to maximize impact makes sense.

## Conducting Gender Assessments

A gender assessment starts with a fundamental assumption that conservation outcomes are improved when the aspirations and knowledge of all people - men, women, boys and girls - are considered. The WCS gender assessment research helps answer three fundamental questions:

1. To what extent are men and women being integrated into WCS activities?
2. To what extent are men and women able to access the benefits of WCS activities?
3. What steps can WCS take to improve equitable access by men and women to its program?

A gender assessment can seem pointless or intimidating to some conservation practitioners. WCS works in wild places that are home to men, women, boys and girls, whose gender roles can help or hinder conservation outcomes. The practical tools in this field guide can be used by WCS staff, even those who are not "gender experts".

Three factors make the Field Guide useful beyond Congo and DRC:

- ✓ The Field Guide is a framework for assessment and action. The Field Guide materials cover assessment, implementation and building gender integration capacity of staff and local partners.
- ✓ The Field Guide materials are modular. They can be used independently from each other, or in combination.
- ✓ The Field Guide modules are adaptable. They can be used in any country and with many target groups, such as out-of-school youth or indigenous and marginalized peoples.

## How to Use the WCS Gender Assessment Field Guide

There are eleven modules in the Field Guide. The modules were used during gender trainings in Congo and DRC with WCS staff and local partners (NGOs and ministries). Several of the modules are templates. A template is a form that can be adapted to meet the needs of a landscape or country. A brief description of each module is given below. Review the description. Adapt and use the modules that are most appropriate to your country or program context. Put gender integration into action.

**Section 1-Capacity and Research:** five modules on gender staffing, training, and conducting research.

- **Gender Focal Points** outlines how WCS will incorporate focal points in each landscape to support gender integration in programming and reporting.
  - **What to use:** The **Gender Focal Point** module describes the roles and responsibilities of Gender Focal Points (GFPs). In DRC and Congo, WCS appointed landscape/regional GFPs. A Program Manager, several socio-economic researchers, and a regional coordinator were designated GFPs for their respective landscapes/region (6 male, 1 female).
  - **When to use:** Use when appointing GFPs. It helps the GFPs do their job better. They, and all other staff, understand the expectations of the position.
  - **How to use:** The module describes one approach to the GFP position. The module can be adapted to different organizational structures. For example, a program may choose to have one centrally-located Gender Specialist instead of landscape GFPs.
- **Gender Interview Guide** provides guidelines for conducting interviews in order to assess gender integration capacity and knowledge in civil society and other partners.
  - **What to use:** Use the **Interview Guide** to assess gender integration and to prompt questions.
  - **When to use:** The interview guide can be used any time during a program cycle. It can be used to evaluate potential local partners, and during overall gender assessments. It is designed to be used in personal interviews (face-to-face or by phone/skype).
  - **How to use:** Adapt to the individual situation as needed. Print out the questions and take to the interview.
- **Village Research Instructions and Questionnaire Template** gives detailed instructions on how to conduct a village focus group to learn about gender roles in four topics that directly affect conservation outcomes: village work; use of natural resources; awareness and participation in conservation projects; and women's role in conservation.

- **What to use:** The **Village Research Questionnaire Template** is used with focus groups. It is not designed for individual or household interviews.
- **When to use:** In Congo and DRC, the research template was used with 18 focus groups. The template can be used any time a project needs to understand gender roles in natural resources use. The questions can be adapted to fit project needs.
- **How to use:** In Congo and DRC, facilitators used the template to ask questions. Sometimes they amended questions in the field as translation into local languages was a challenge.
- **Gender Training Agenda** outlines the activities during the training workshop that was delivered at three sites in Congo and DRC (February and March 2015).
  - **What to use:** Use the **Agenda** to plan and conduct a gender training.
  - **When to use:** Use the agenda to plan the training, and during the training to keep on track.
  - **How to use:** In Congo and DRC, this agenda was used in a training for WCS staff and local partners to: structure the overall timing; organize topics and materials; identify resources needed; and arrange for other speakers. As with any training, make sure to know the training needs of the audience before finalizing the topics and schedule.
- **Value Chains and Gender Roles** gives step-by-step trainer instructions to conduct a value chain training with gender considerations.
  - **What to use:** The **Value Chains** module is used by trainers to deliver a training to other trainers (TOT) or to end-users (step-down training). End-users could be villagers, staff, local partners or a combination. In most rural areas, women and men use natural resources to produce income. Women and men used these resources differently. The value chain module reveals the roles of women and men (or boys and girls) in resource use, production and sale.
  - **When to use:** The module should be used for any conservation or climate mitigation project that involves people and livelihoods. It can be used in the planning stage or during implementation.
  - **How to use:** In DRC and Congo, Value Chains and Gender was used as one module in the gender training. It can be used as a stand-alone module, or as part of a longer training. Adapt the module to the local context. In Central Africa, the training developed value chains for ivory, bush meat, and wild fisheries.

## **Section 2-Work Plans:** three modules on program assessment and work plans

- **Gender Checklist** gives instructions on how to conduct a desk review of the integration of men and women, boys and girls, throughout a program. More than sixty questions prompt managers to examine seven topics in three functional program areas: Policy and Planning; Implementation; and Monitoring and Evaluation. The questions stimulate ideas for integrating gender, and identify gaps.
  - **What to use:** The **Gender Integration Checklist Template** is used to conduct the desk review.
  - **When to use:** In Congo and DRC, the Checklist was used to establish a baseline at the time of the gender assessment. The Checklist can be used to look at current programming and to design future programming. The Checklist is useful when preparing a proposal; during work planning; when designing new activities; and as a regular six-month status update. The template can be adapted.

- **How to use:** Managers in Congo and DRC worked with staff (e.g. socio-economic; agroforestry; environmental education; monitoring and evaluation) to complete their Checklists. The advantage to this approach is that it recognizes the expertise of staff members. When they suggest actions to fill gaps, the process helps create buy-in.
- **Gendered Work Plan** sheet is a resource for landscape leaders to understand how to include gender into work plan activities and targets.
  - **What to use:** Use the **Gendered Work Plan** as a guide to prepare annual work plans.
  - **When to use:** Use annually, in the work planning process. It can also be used when preparing a work plan for small projects or tasks.
  - **How to use:** Compare examples in the Gendered Work Plan to the proposed work plan. Evaluate if the proposed tasks, sub-tasks and targets describe deliberate and intentional activities for women and girls, boys and men.
- **Social Interventions** is a list prepared by the WCS Central Africa Coordinator/ Livelihoods and Gender. It shows many different types of conservation activities that WCS uses to achieve conservation results.
  - **What to use:** Use the **Social Interventions** to stimulate ideas about conservation approaches and consider gender roles in each approach.
  - **When to use:** Use annually, in the work planning process, or when considering new projects to launch.
  - **How to use:** Managers and staff (e.g. socio-economic; agroforestry; environmental education; monitoring and evaluation) consider which of these interventions are appropriate for the landscape; are achievable within the budget and timeframe, and that have the best potential to integrate gender.

**Section 3-Reports and References** has three modules for reporting and other sources of gender tools.

- **Gender Cumulative Report** helps field teams report gender achievements.
  - **What to use:** The **Gender Cumulative Report** is a template. It can be adapted to a landscape or country. Use the template to summarize gender accomplishments to date. Use bullet points; no more than one to 1 ½ pages. The focus can be on women and girls, but it is fine to report accomplishments with any marginalized or target group.
  - **When to use:** Quarterly or every six months. Update regularly. The report can be useful when preparing proposals; meeting with partners or donors; or writing annual or end-of-project reports.
  - **How to use:** Read the example in the Field Guide. Set up data collection processes so the information can be collected, stored, and analyzed on an ongoing basis. This will make it easier to update the report. The Cumulative Report is not the same as a quarterly report. A quarterly report describes activities and accomplishments for each quarter. The Cumulative Report describes accomplishments since the start of the project.
- **Gender Key words** is a guide to help staff communicate better.
  - **What to use:** In Congo and DRC, **Gender Key Word** information was conveyed during work planning sessions and trainings. The module gives examples of gender-inclusive

and gender-blind words. Gender-blind narrative makes it very difficult for a reader to know who, exactly, a project is benefiting.

- **When to use:** Use the **Key Words** module when preparing a report, work plan or proposal. Give this module to new staff members when they are hired so they understand the expectations.
  - **How to use:** The use of gender key words is considered a gender “best practice”. Gender key words should be used extensively in reports, proposals and work plans.
- **Gender References** is a very short list of resources of additional information and tools that relate to gender and conservation. (WCS is in the process of setting up an e-library of other gender resources.)
- **What to use:** Use the resources and tools to learn more about gender integration and what is available to help you be a better gender expert.
  - **When to use:** A resource or tool may be more (or less) useful at different stages of the project life cycle, or with different social interventions.
  - **How to use:** Review the resources so you know what is available and research other sources. Incorporate what is useful and appropriate to the situation.



# Section 1 – Capacity and Research

This section has modules that WCS can use with its staff and partners to build gender integration knowledge, skills and practices.



The forest has many different values to men and women, young and old

# WCS Central Africa Gender Focal Points



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WCS is committed to gender integration throughout its programming in Republic of Congo (Congo) and Democratic Republic of Congo (DRC). Improved conservation outcomes can be achieved when the perspectives of men and women, boys and girls are considered in the design, implementation, and governance of conservation projects. The goal of gender integration is to provide equitable and fair access to marginalized groups (such as women and Mbuti or Aka forest people). An effective integration strategy ensures that all community members have access to, and can benefit from, participation in conservation programs.

Gender (and ethnic) integration should be part of every staff member's job. However, the designation of one or more gender focal points (GFP) is a recommended gender integration management practice.

Gender focal points (GFP) ensure that gender integration is effectively put into action, and that gender integration actions are reported competently. GFPs become the gender "help desk" for management and colleagues; they are a resource for gender integration ideas and information. The position is responsible for advising team members on ways to incorporate men, women, boys, and girls (including ethnic minorities) into conservation activities that support WCS's objectives and commitment to gender integration.

In general, there are two simple administrative strategies to choose from for the GFP function: centralized and landscape. The centralized strategy establishes a centrally-located, dedicated Gender Specialist position within the organization. The landscape strategy, on the other hand, designates an existing position in each landscape as the GFP. The landscape GFP is not a new position and does not require additional funding. The responsibilities are assigned to an existing position. *WCS-Congo and WCS-DRC are using the landscape GFP strategy for gender integration into their programs.*

GFPs oversee all aspects of gender integration: program design and implementation; monitoring; evaluation and reporting; work planning. Their exact responsibilities will depend somewhat on their organizational level: a Program Manager obviously has more authority than a lower level staff person. A Program Manager can direct gender integration; a lower-level staff person (researcher for example) may have no direct authority, but can contribute to gender integration. Typically, GFPs review project activities to make sure that activities are designed and implemented to intentionally and actively include women (or girls) and ethnic minorities in conservation outcomes. For monitoring purposes, GFPs ensure that sex-disaggregated data is collected, stored, analyzed and reported for people and households who participate in WCS activities. They assess progress towards meeting targets, and contribute to strategies that will improve participation by women, girls and ethnic minorities in ways that support conservation outcomes. For evaluation and reporting purposes they write, or contribute to, quarterly gender reports, including USAID and other donor reports, and prepare the Gender Fact Sheet (updated quarterly). They participate in the Gender Checklist review. For work planning purposes, GFPs help develop annual work plans to ensure that appropriate gender targets are set and that tasks reflect meaningful gender integration. For proposal purposes, GFPs consider and recommend gender integration strategies and tasks that contribute to conservation outcomes.

In each of these activities, the GFP asks three fundamental questions:

- To what extent are men and women (boys and girls) included in this activity?
- To what extent are women (and girls; ethnic minorities) able to benefit from this activity?
- What steps can be taken to increase the participation of women (and girls; ethnic minorities) in this activity?

The table below identifies the GFP for each WCS-Congo and WCS-DRC landscape as of **May 2015**.

Republic of Congo					
NNNP	IYENGUET	Mr. Fortune	National Coordinator SMART (Spatial Monitoring and Reporting Tools)-WCS ROC	+242 055124448	<a href="mailto:fiyenguet@wcs.org">fiyenguet@wcs.org</a> , <a href="mailto:fortuneiyenguet@gmail.com">fortuneiyenguet@gmail.com</a> <a href="mailto:iyenguetfortune@yahoo.fr">iyenguetfortune@yahoo.fr</a> Skype: magaelle2007
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Democratic Republic of Congo					
Salonga	MUKINZI	Mr. Jacques	Site Manager, WCS-BCP/ Salonga		<a href="mailto:jacquesmukinzi@gmail.com">jacquesmukinzi@gmail.com</a>
Virunga	MUHINDO	Mr. Emmanuel	Assistant du terrain WCS Virunga National Park (PNVI)		<a href="mailto:emuhindo@wcs.org">emuhindo@wcs.org</a>
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Ituri	FOLO	Ms. Louise	Head of Socio-economic Research, WCS-Ituri		<a href="mailto:lmfolo@wcs.org">lmfolo@wcs.org</a>

# WCS Central Africa

## Interview Questions (for Staff and Association Leaders)



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This template is a set of questions to conduct gender assessment interviews with WCS or partner staff, and leaders of civil society organizations, associations, and local/regional/national NGOs. It is designed to be used in an interview with 1-3 persons, in person or by phone. The template can be adapted to conduct autochthone assessment interviews, or interviews about other marginalized groups, such as out-of-school male and female youth.

### Questions for WCS or partner staff:

**[NAME AND TITLE OF INTERVIEWEE(S)] – [MAIN ACTIVITIES THAT ARE THE FOCUS OF THE INTERVIEW]  
[START TIME/END TIME AND DATE OF INTERVIEW] - Interview by [NAME AND TITLE OF THE INTERVIEWER(S)]**

### CONTACT INFORMATION OF INTERVIEWEE(S): EMAIL, MOBILE

1. Give a brief description of the purpose of the interview:
  - a. EXAMPLE: “WCS is conducting a gender assessment of our activities in [LANDSCAPE; LOCATION]. We are talking with many people who work here”.
2. **[YOUR ACTIVITIES]:**
  - a. Please provide a brief overview of **[MAIN ACTIVITIES THAT ARE THE FOCUS OF THE INTERVIEW]** (EXAMPLE: Ecotourism)
  - b. What role do men have in these projects? What role do women have in the projects?
    - i. For some projects, ask who does what: growing, harvesting, processing, production; transportation; wholesale; retail; consumer?
  - c. Do any of the projects work with associations?
  - d. What role do women have in the associations?
  - e. Are you satisfied with the level of participation of women in these projects?
  - f. What opportunities do you see to increase the participation of women in CBNRM projects?
  - g. What steps can be taken to make sure that men do not feel threatened if women’s participation is increased in these projects?
3. Outreach:
  - a. Does WCS work with any women’s organizations (maternal health, education, violence...)?
    - i. Can you please give me the name and contact information for these organizations?
  - b. Do you know of any well respected women’s or girls’ organizations that work in this region?
    - i. Can you please give me the name and contact information for these organizations?
  - c. Do you know of any well-respected men’s or boys’ organizations that work in this region?
    - i. Can you please give me the name and contact information for these organizations
  - d. Does WCS have an environmental education program in any schools? For girls, boys or both?
4. Gender Focal point

- a. Tell me your understanding of the role of the Gender Focal point for this landscape?
  - b. How do you think the Gender Focal Point can be most effective in your projects?
5. Do you have any questions for me/us?

**Questions for Leaders of Civil Society Organizations, Associations, NGOs:**

**[NAME AND TITLE OF INTERVIEWEE] – [NAME OF ASSOCIATION OR NGO] [START TIME/END TIME AND DATE OF INTERVIEW] - Interview by [NAME AND TITLE OF THE INTERVIEWER(S)]**

**CONTACT INFORMATION OF INTERVIEWEE: EMAIL, MOBILE**

1. Give a brief description of the purpose of the interview:
  - a. EXAMPLE: *“WCS is conducting a gender assessment of our activities in [LANDSCAPE; LOCATION]. We are talking with many people who work here”.*
2. Please provide a brief overview of the activities of YOUR ORGANIZATION
3. How does YOUR ORGANIZATION include men in its activities?
4. How does YOUR ORGANIZATION include women in its activities?
5. What are some well-respected women’s or girls’ organizations in this area?
  - a. Can you please give me the name and contact information for these organizations?
6. What are some well-respected men’s or boy’s organizations in this area?
  - a. Can you please give me the name and contact information for these organizations?
7. What opportunities do you see to increase the participation of women in conservation projects?
8. What steps can be taken (what steps does your organization take) to make sure that men do not feel threatened by women’s participation?

Do you have any questions or suggestions for WCS?

# WCS Central Africa

## Village Research Instructions and Questionnaire Template



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### Village Research Instructions and Template<sup>2</sup>

The purpose of a gender assessment is to develop a gender integration strategy in order to improve conservation outcomes. Village research is a fundamental part of a gender assessment. Village research is designed. The **Village Research TEMPLATE (questionnaire on the following pages)** is used to learn about the different roles of men and women in their villages. The template has four sets of questions. The questions concern gender roles in village work; gender-differentiated use of natural resources; awareness of conservation activities; and perceptions of women's participation in conservation and women's empowerment. The template is designed to be used in a focus group setting.

#### Instructions to Village Research Facilitators

Plan your research. Think about logistics. Read this guide before you arrive in the village. Follow the same steps for each village so that we can compare results between villages and landscapes. Respect the time. Review the WCS Social Interventions list and listen for examples as you ask the questions.

#### Planning and logistics

- Who attends?
  - Men and women get their information through different channels. Make sure that women know about the meeting.
  - Men and women have different time demands. For women-only or mixed (men and women) meetings, plan the meeting for a time when women can attend.
  - A focus group works best with a limited number of people. Ten to 15 members usually works well. The group also should represent the village profile (age, sex, education, etc.).
- Who speaks?
  - Women-only, men-only or mixed groups: which will give you the best information for that village?
  - In mixed groups, make sure that women have opportunities to ask questions and offer opinions without shame or intimidation from men or higher status women.
  - In women-only groups, make sure that less educated, lower status women have opportunities to ask questions and offer opinions without shame or intimidation from higher status women.
- Who asks the questions?
  - The sex of the facilitator will affect the answers!
  - Research can be especially useful with a team of male/female facilitators.
- What do I need?

This guide, pens or pencils, copies of templates, and really good listening skills!

<sup>2</sup> A template is a form that can be adapted to fit the needs of a landscape or country.

There is one template for each village: **Village Research TEMPLATE**. The template has a place to record information about the participants. It lists the questions you will use to guide the discussion, and a place to record the comments of the participants.

Make as many copies as you need. Make a summary of the results and report the results on the templates.

#### Step 1: Attendance

Use the **Village Research TEMPLATE** to record information for **each village visit**. The template is designed to be completed by the Facilitators.

#### Step 2: Greeting

Introduce yourself and colleagues to the group. Use the following greeting or adapt it to the situation.

We are \_\_\_\_\_ and \_\_\_\_\_ from \_\_\_\_\_ and we are working with our partners in this landscape to learn how men and women participate in natural resources management and conservation activities. We will be inviting many groups of men and women to contribute through meetings like this, or through interviews, to help us develop conservation activities that will be useful to women and men.

We are grateful for the time given to this activity and would like to thank \_\_\_\_\_ for coordinating with all of you and inviting you. This activity should last no more than 1 1/2 hours.

*NOTE: At this time you may wish to address any questions participants may have.*

#### Step 3: Setting Ground Rules

Say to the group:

One of the goals of today's meeting is to include everyone. As facilitators, our job is to ask questions, listen carefully, and record your answers. Our job is also to help all of us feel comfortable, supported and encouraged to speak. We look forward to a lively and respectful discussion.

#### Step 4: Facilitate Group Introductions

Ask participants to introduce themselves to the group. **Introduce yourself first:** My name is [NAME], I am [AGE], I live in [HOME] and I [LIKE FOOTBALL/CLIMBED VOLCAN MIKENO.....].

They should say their name, age, where they live, and one interesting thing about themselves. Use the **Village Research TEMPLATE** to record the **bio-data** as participants introduce themselves.

#### Step 5: Assessing gender roles

Say to the group:

We have four sets of questions.

*NOTE: Use the **Village Research TEMPLATE** to ask the questions and record the answers.*

#### Step 6: Summary and Thanks

Say to the group:

We are coming to the end of our discussion. Let me **briefly** summarize a **few** of the key learning points (NOTE: *Keep this short. The key learning points below are suggestions.*)

- a. Summary Q1: Men and women do different work; this has/has not changed over time.
- b. Summary Q2: Women primarily use/manage \_\_\_\_\_. Aspects of natural resource that affect gender roles include \_\_\_\_\_ and \_\_\_\_\_.

- c. Summary Q3: Some of you decided to participate in a conservation project because \_\_\_\_\_.
- d. Summary Q4: Characteristics mentioned include \_\_\_\_\_. The benefits of including men and women include\_\_\_\_\_.

Ask if they have questions. (NOTE: *Encourage short questions. You may politely decline to answer questions that are not relevant. If you don't know the answer, say you will find out.*)

**Thank you for your participation.**

## WCS Gender Assessment Village Research Template

<b>WCS Gender Assessment: Village Research Template</b>					
<b>Interviewer Name &amp; title</b>					<b>Date:</b>
<b>Contact phone</b>			<b>Email:</b>		
<b>Date</b>	<b>Start time</b>			<b>End time</b>	
<b>Village Name</b>		<b>GPS</b>			
<b>Landscape or other location information</b>					
<b>Contact name</b>			<b>Contact phone</b>		
<b>Interview location (circle)</b>	<i>School</i>	<i>Office</i>	<i>Village center</i>	<i>Other: Describe</i>	
<b>Type of meeting (circle):</b>	<i>Men-only</i>		<i>Women-only</i>	<i>Men and women</i>	
<b>A. Number of men</b>		<b>B. Number of women</b>		<b>Total Number (Must equal A+B)</b>	
<b>Bio-data</b>	<b>Record this during introductions</b>				
<b>Age</b>	<i>Under 16</i>	<i>16-25</i>	<i>26-40</i>	<i>Above 40</i>	<i>N/A</i>
<b>Marital Status</b>	<i>Single</i>	<i>Married</i>	<i>Divorced</i>	<i>Widow Widower</i>	<i>N/A</i>
<b># of children</b>	<i>None</i>	<i>1-3</i>	<i>4-8</i>	<i>More than 8</i>	
<b>Primary Occupation</b>	<i>Shopkeeper</i>	<i>Farmer</i>	<i>Logger</i>	<i>Construction</i>	<i>Hunter</i>
	<i>Nurse/Mid-wife</i>	<i>Teacher</i>	<i>Student</i>	<i>Housewife</i>	<i>Fishing</i>
	<i>Small trader</i>		<i>Range/ conservation worker</i>	<i>Other (list)</i>	
<b>Date</b>	<b>Start time</b>			<b>End time</b>	

## WCS Gender Assessment: Village Research Template

Village Name		GPS	
<b>1. Our first set of questions is about your village:</b>			
a. Tell me about the kinds of work in your village? ( <i>Agriculture, shop keeping, etc.</i> )			
b. What kind of work do men typically do in your village?			
c. What kind of work do women typically do in your village?			
i. Have these roles changed over time? ( <i>Ask for examples</i> )			
d. <i>For women only-</i> Are there any activities or types of work that you do to bring in income for your family? ( <i>Listen for formal and informal activities, such as selling a few chickens or making clothes</i> ).			
<b>2. Our second set of questions is about natural resources around your village.</b>			
a. Tell me about some natural resources you use or manage in this village. ( <i>NOTE: You may leave this question open-ended, or give examples of resources of special concern in the landscape, for example bush meat, fish, timber, or non-timber forest products.</i> )			
b. Which natural resources do men primarily use or manage?			
c. Which natural resources do women primarily use or manage?			
d. Who makes the decisions about harvesting or using these natural resources, men, women or both? <i>Ask for examples.</i>			
e. <i>For women:</i> Tell me about some experiences women like you have had selling natural resources to traders? Are these experiences similar to, or different from men			

### WCS Gender Assessment: Village Research Template

you know? *Ask for examples.*

f. Are there aspects of natural resource use or management that men/women are discouraged from doing? *Ask for examples.*

i. Have these roles changed over time? *Follow-up: Ask for examples.*

### 3. Our third set of questions is about conservation and WCS activities.

a. Tell us how you learned about this WCS meeting?

b. What are some examples of social interventions/conservation activities in this area that you know of? (NOTE: *try not to give examples unless they seem unsure. Use examples that are relevant to this landscape/village from the WCS Interventions Sociale in the Annex.*)

c. Do any of you participate in these activities?

i. *Yes answers? Follow-up: choose one activity-ask one or two men, one or two women: Think back to your participation – what attracted you to that activity? What benefits do you expect to receive?*

d. What are some examples of law enforcement activities in this area (conservation or natural resource management)?

e. What role can women have in protection of natural resources in villages like yours?

f. Are there aspects of conservation that men/women are discouraged from doing?

## WCS Gender Assessment: Village Research Template

*Ask for examples.*

ii. Have these changed over time? *Follow-up: Ask for examples*

### 4. Our final set of questions is about women's participation in conservation programs.

*(NOTE: These questions are for men and women, unless noted otherwise).*

a. Tell me about a conservation program that you think is very useful or successful for women like you/like your wife or other female family member.

i. What are the characteristics that make it useful?

b. When you hear the term "women's empowerment" what does that mean to you?  
*(NOTE: most men and women think "money". There are other forms of empowerment: control of assets; decision-making; voting, etc.*

*NOTE: Some men feel threatened by "women's empowerment" Be aware of the "tone" of the group. Use a different phrase or omit this question if you think it will be a problem.)*

c. In what ways do you think conservation outcomes are improved if men and women are able to participate in program activities? *(Ask for examples).*

**Facilitator Name & title**

**Date:**

**Contact phone**

**Email:**

## Gender Training Agenda

# WCS Central Africa Gender Training Agenda



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FROM THE AMERICAN PEOPLE



February-March 2015

Anne G. Williams, Gender Advisor, WCS-  
CAFEC

### Learning Objectives:

1. Understand gender in conservation.
2. Be able to use gender assessment tools.
3. Be able to contribute to the CAFEC Gender Assessment (Feb-April 2015).

Day 1			
Time	Topics	Lead	Resources
8:30	Welcome, Introduction	NAME	
8:45	Review of Agenda; Learning Objectives of the meeting and participants' Learning Objectives	Anne, translator	<b>1: Gender 101</b> Agenda Flip chart & markers
9:00	Gender 1.0.1	Anne, translator	Projector <b>2-13: Gender 101</b> <b>14-19: Gender at WCS</b> <b>20-25: USAID; Assessment framework; Gender Fables</b>
10:30	<b>Break</b>		<b>26: Break</b>
10:45	Intro to Field Guide Field Guide- Village Research	Anne, Team	<b>27-28: La Recherche</b> Village Research Template
12:00	<b>Lunch</b>		<b>29: Lunch</b>
13:00	Sample interviews.	Team	
14:15	<b>Break</b>		
14:30	Continue review and practice		
16:00	Planning tomorrow's visits Key learning points and wrap up		<b>30: 1,2,3</b>

# WCS Central Africa

## Gender and Value Chains



**USAID**  
FROM THE AMERICAN PEOPLE



March 2015

From the Trainer Guide for a 2 day USAID-funded Curriculum Design TOT (training of trainers) workshop (Republic of Georgia) for women-and youth-focused community based organizations (WILLIAMS, Anne Gordon and Sabrina DORMAN, 2011).

Session #	2.1.
Session Name	Curriculum Design Approach – Value Chains and Gender Roles
Objectives	Participants identify the parts of a value chain Participants understand the relationship between value chain actors Participants assess gender roles in value chain activities
Duration	90 min
Materials	flip chart, markers, sticky notes or index cards
Summary of Session	Participants map out the functional areas of a value chain. They see the relationship between value chain actors. They identify the respective gender roles of various activities. They understand the relationship between curriculum design and an understanding of value chains and gender roles.

**Trainer note: do not reveal the four functional areas of the value chain until after the mapping exercise.**

**Say:** In the previous session we used the example of a business skills curriculum for the agricultural sector. Who was the target audience? (Women owned businesses and farm families).

**Ask:** for 2 or 3 examples of types of businesses or business activities in agriculture. **Ask** for some examples of [COUNTRY or REGION] agricultural products.

**Ask** if any of the participants work in agriculture, and what they do.

**Say:** The objective of our business skills curriculum is to build the knowledge and skills of our target audience. (*Refer back to objective from earlier sessions*). In order to design our curriculum we need to understand the context that our target audience works in.

**Ask** participants if they know what a value chain is. Help them if they seem unsure.

**Say:** the value chain approach helps us understand the context of our target audience. We do that by making a picture of all the activities to take a product from farm (raw material) to consumer: production, distribution and consumption.

**Say:** Let's take the value chains of [local product]. (*Each group should have one value chain. If there are more than 4 groups, assign two groups the same value chain. The goal is to end up with 2-4 value chains mapped.*)

**Instruct** small groups to get flipchart paper and markers and sticky notes.

**Say:** In your small groups, brainstorm all the activities and businesses you think are involved in getting this product from farm to table. *Then, group the activities according to where they happen. Draw lines to show connections between activities. Draw arrows to show the direction of the connection. (For example: seeds are supplied to a plant nursery. Farmers may sell to a processor or wholesaler).*

*The mapping activity will take about 20 -30 minutes. Walk around the room and monitor progress as needed. When groups are finished:*

**Ask** each group present its value chain. Allow questions and answers from the other groups.

The presentation and Q& A will take about **10-15 min per group.**

**Summarize** briefly the activities by function: Input supplier Production (input supplier, grower), Processing & Storage, Wholesale, Retail. Make sure that financing, business development services and other supporting activities are identified and mapped.

**Ask:** Does this mapping exercise help you see some objectives for a business curriculum? **Look for:** Explore opportunities to improve market outcomes, raise productivity, and increase income for actors.

**Say:** There is an interesting, deeper way to examine value chains. In this training, we are going to look at gender roles.

**Ask** and discuss definition of gender (the roles of men and women, boys and girls as determined by culture, society, and tradition). Discuss that gender roles can change.

**Ask** small groups to go back to their value chain maps. **Ask** them to write and estimate the % of men and % of women who do each activity. This activity will take about **15 min.**

**Ask** each group for a few examples of gender roles. Discuss how the economic participation of women and men these value chains might be affected by their gender roles and the activities they participate in.

**Ask:** Did anything surprise you in this gender role exercise?

**Summarize**

- Gender mapping of value chains explores the differences between men and women's access to productive activities,
- Considers gender-based division of activities
- Looks at access to value-added activities, labor and capital

**Say:** Let's relate these mapping exercises to curriculum design. Remember that we are designing business skills curriculum for women business owners in agriculture to improve their income.

In groups, **Ask** participants to take 10 minutes discuss the structure, the pedagogy and content of a curriculum, now that they know a bit more about activities and gender roles in a chain.

**Ask** them for a few examples of structure, the pedagogy and content. **Look for:** they understand that value chain mapping identifies access points for increased participation.

**Ask:** as curriculum designers, are there other population groups you could use this mapping exercise for? **Look for:** Youth, minorities, other vulnerable groups. What are some other chains you could map for curriculum design (education, non-agricultural)?

**Structured Feedback:**

**Ask:** in this session, What is some useful knowledge that you learned? What new skills did you develop in this session? Any questions about what we discussed in this session?

**Say:** There is still a lot we don't know – information which comes from the value chain actors themselves. In the next session we will examine focus group methods and plan for our focus group session tomorrow morning.

This session is followed by a **60 Min** lunch break. **ASK** for a volunteer timekeeper. **SAY:** "the Time is \_\_\_\_\_, The break is 60 min. Please be back in your seats by \_\_\_\_\_"

Trainer notes:

## Section 2 – Work Plans

This section has modules that WCS staff can use to assess gender integration throughout conservation programs, and incorporate gender aspects into work planning.



Keep in mind women's work schedules and consider employing women staff when conducting interviews

# WCS Central Africa

## Gender Integration Checklist

March 2015



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### How to use the Gender Integration Checklist

The Gender Integration checklist can help the men and women of WCS quickly assess gender-integration progress in all phases of the program. Gender Integration is intended to ensure that men and women (boys and girls) have equitable and fair access to our activities and program benefits. Review the gender factors in each topic. Place a **✓** if you agree with the statement. Program topics that do not get a **✓** may need an explanation, or may need more work to make sure that women are integrated. Use the checklist regularly (quarterly or every six months).

This checklist can be adapted to assess integration of **any marginalized group**.

WCS Gender Integration Checklist		
TOPICS	Use the <b>✓</b> to apply the gender lens!	<b>✓</b>
<b>POLICY AND PLANNING</b>	<b>GENDER FACTORS TO CONSIDER</b>	
<b>Policy</b>	<ul style="list-style-type: none"> <li>Does WCS have a gender policy?</li> <li>Does WCS-CARPE (CAFEC) have a gender policy?</li> <li>Does the WCS country program have a gender policy that is supported by country directors and landscape leaders; widely communicated, and clearly understood by all staff and local partners?</li> <li>Does the program actively participate in (or encourage the formation of) a Gender Working Group at the country level and/or landscape level?</li> </ul>	
<b>General</b>	<ul style="list-style-type: none"> <li>Do program documents use gender-specific key words (women; men; boys; girls; gender; male; female)?                             <ul style="list-style-type: none"> <li>Hint (<i>allusion</i>): Count the number of times key words are used in project documents. "Zero" is not an option!</li> </ul> </li> <li>Do program documents avoid – to the extent possible – gender-blind words (community members; stakeholders; students; people; ranger; team leaders; entrepreneurs)?</li> <li>Hint (<i>allusion</i>):                             <ul style="list-style-type: none"> <li>Gender-blind words ("ranger") can be made gender-specific ("male ranger" or "students (female)", "team leaders (1 male, 1 female)").</li> </ul> </li> <li>Do "people" photos show men and women; show women in leadership positions and/or non-traditional occupations?</li> </ul>	
<b>Proposals and Work planning</b>	<ul style="list-style-type: none"> <li>Is the proposal or work plan based on a gender assessment?</li> <li>Does the narrative describe gender-related factors and program activities?</li> <li>Does the narrative describe the social and cultural context?</li> <li>Does the narrative show an understanding of the link between conservation</li> </ul>	

WCS Gender Integration Checklist		
TOPICS	Use the ✓ to apply the gender lens!	✓
	<p>outcomes and the active participation of women and men, boys and girls?</p> <ul style="list-style-type: none"> <li>Do the proposed tasks show an understanding of the different needs and priorities of women and men in the NRM and conservation context?</li> <li>Do the proposed activities: <ul style="list-style-type: none"> <li>Provide equitable opportunities for women?</li> <li>Deliberately and intentionally include women- in culturally appropriate ways- in typically “men-only” activities (i.e. farmer field schools, park ranger jobs, business skills training)?</li> <li>Describe the expected benefits to women, men and conservation outcomes?</li> </ul> </li> </ul>	
<b>Goals &amp; Objectives</b>	<ul style="list-style-type: none"> <li>Do project goals and objectives include gender integration?</li> <li>Do the goals and objectives show a clear connection between gender integration and conservation outcomes?</li> <li>Do the goals contribute to correcting gender imbalances through addressing the practical needs of men and women?</li> </ul>	
<b>Target groups</b>	<ul style="list-style-type: none"> <li>What is the appropriate balance between men and women in target groups?</li> <li>What steps can be taken to improve the male/female balance in target groups, or to set up women-only target groups that get the same program activities and benefits as men-only target groups?</li> </ul>	
<b>Implementation</b>	<b>GENDER FACTORS TO CONSIDER</b>	
<b>Activities</b>	<ul style="list-style-type: none"> <li>How are women currently involved in programs? <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific activities are targeted at women</li> <li><input type="checkbox"/> Women are often involved opportunistically</li> <li><input type="checkbox"/> Some activities attract women's interest or participation</li> <li><input type="checkbox"/> Most activities do not attract women's interest or participation</li> <li><input type="checkbox"/> Women are not involved in any activities</li> <li><input type="checkbox"/> Don't know</li> </ul> </li> <li>What steps can be taken to increase women’s meaningful participation?</li> </ul>	
<b>Budget</b>	<ul style="list-style-type: none"> <li>Does the project have budget dedicated to meaningful women-only activities?</li> <li>Does the project have adequate budget to support the costs, such as child care or transportation, which may be required to enable women’s participation in women-only or mixed-gender activities?</li> <li>Does the project have budget to help build the gender integration knowledge and skills of staff and partner organizations?</li> </ul>	
<b>Admin</b>	<ul style="list-style-type: none"> <li>Do HR documents reflect program gender policy?</li> <li>Do job descriptions include reference to program gender policy?</li> <li>Are job announcements posted where women as well as men are likely to see them?</li> <li>Are hiring practices, including interviews, conducted on merit?</li> <li>Do interviews include questions about the candidate’s knowledge, skills and attitudes with regard to gender-inclusive programming?</li> <li>Are inexperienced young women, and young men, given support and guidance in their jobs?</li> <li>Does the program have a list of qualified women-owned businesses from whom it can purchase goods and services?</li> <li>Does the program dedicate a portion of its purchasing budget to women-owned businesses?</li> </ul>	
<b>Capacity</b>	<ul style="list-style-type: none"> <li>Do staff members (male and female) have gender integration knowledge and skills?</li> <li>Do partner organizations have gender knowledge and skills?</li> <li>Do partner organizations actively encourage and support women’s membership and leadership within the organization?</li> </ul>	

WCS Gender Integration Checklist		
TOPICS	Use the ✓ to apply the gender lens!	✓
	<ul style="list-style-type: none"> <li>Are conservation organizations being educated on the link between gender and conservation?</li> <li>Are organizations that focus on typically “female” topics (education, public health, GBV, law, policies, and nutrition) being educated on conservation topics?</li> </ul>	
<b>Logistics and Learning</b>	<ul style="list-style-type: none"> <li>Are trainings, meetings, etc., held at times and locations that are safe and convenient for women?</li> <li>Do learning methods and materials take into account lower literacy among women?</li> <li>Are trainers or facilitators (male and female) skilled in creating a comfortable, safe learning environment for everyone; an environment in which women are encouraged to participate, and harassment or intimidation is not tolerated?</li> <li>Are exposure tours organized so that women and men can participate?</li> <li>Do exposure tour itineraries include opportunities to meet women leaders; visit women-owned businesses; and learn about women’s roles in the country being visited?</li> <li>Do communications take into account the different ways that men and women may get their information?</li> <li>Are notifications, communications, and invitations transmitted through channels typically used by women, as well as those used by men?</li> </ul>	
<b>Managing Risks</b>	<ul style="list-style-type: none"> <li>Have steps been taken to reduce the potential negative impact of project activities on women and girls that may affect project results (time burden; taking girls out of school to care for younger children while Mom is in a training; resentment by male family members or higher-status women; violence on the way to or from an activity; social isolation due to changes in traditional gender roles)?</li> <li>Have steps been taken to reduce the potential negative impact of project activities (especially those that are women-only) on men that may affect project results (social isolation; feeling disempowered; loss of status; resentment that female family members may be getting a benefit not available to men; fear of changes in traditional gender roles)?</li> </ul>	
<b>Monitoring and Evaluation</b>	<b>GENDER FACTORS TO CONSIDER</b>	
<b>Monitoring and reporting</b>	<ul style="list-style-type: none"> <li>Does the M&amp;E strategy have a gender perspective?</li> <li>Does the M&amp;E team have the capacity to design, collect, store, retrieve, analyze and report gender-disaggregated data?</li> <li>Have gender focal points (male and female) been appointed for each functional area of the program?</li> <li>Do gender focal points have a clear understanding of their responsibilities and accountability?</li> <li>Are surveys and assessments conducted by single-sex (either male, or female) interviewers? Is the project able to assess the impact of the surveyor’s sex on results?</li> <li>Does every survey instrument have Male/Female boxes to check?</li> <li>Are women and men (boys and girls) consulted during assessments?</li> <li>Do evaluations consider the challenges and opportunities for women in NRM and conservation?</li> <li>Do reports accurately reflect the participation of women, men, boys and girls in all relevant program activities?</li> <li>Do reports describe gaps and solutions with regard to participation by women and impacts on conservation results?</li> <li>Does the landscape have a bullet-point Gender Summary, updated quarterly, showing gender accomplishments to date?</li> </ul>	
<b>Indicators</b>	<ul style="list-style-type: none"> <li>Are all “people” data collected, stored, retrieved, analyzed and reported using a gender-disaggregated format?</li> </ul>	

WCS Gender Integration Checklist		
TOPICS	Use the ✓ to apply the gender lens!	✓
	<ul style="list-style-type: none"> <li>Does all household data – to the extent possible – disaggregate female-headed households?</li> <li>Have practical, useful gender indicators been adopted? Are they formal (required by WCS or donor) or informal (not required, but reported)?</li> <li>Has consideration been given to women’s input to the data collection process for all indicators?</li> </ul>	
Sources:	<ul style="list-style-type: none"> <li><i>A Gender Perspective on Securing Livelihoods and Nutrition in Fish-dependent Coastal Communities</i>, Elizabeth Matthews, PhD, et al, Wildlife Conservation Society, New York under funding from Rockefeller Foundation (December 2012)</li> <li><i>Guidelines for Integrating Gender into Conservation</i>, Kame Westerman, Conservation International, Washington, DC (November 2013)</li> <li><i>Technical Briefs: Applying the Gender Lens to Conservation Learning; Monitoring and Evaluation: A Gender Perspective; and Gender Focal Points</i>, Anne G. Williams, Wildlife Conservation Society, Afghanistan (2013)</li> </ul>	
Key word count	<u>Gender:49; Women:46; Men:37;Boys:6; Girls:8; Male:11 ; Female:12</u>	

# WCS Central Africa

## “Gendered” Work Plan and Targets



Effective gender integration rests on attention to detail in annual work planning. Work plans describe the tasks, time, resources, and expected outputs of a project. It is good practice, but it is not sufficient, to have one cross-cutting gender task (e.g. “Integrate gender into all program activities”) in an annual work plan. (Likewise, it is not sufficient to have one cross-cutting task to integrate autochthone peoples or other marginalized groups, such as out-of-school young men and women. To effectively integrate gender, **every task** on a work plan needs to reflect gender considerations, and use, to the extent possible, gender-specific words (i.e. men, women, boys, girls, male, female, male- or female-headed households). Some tasks will not have a gender aspect (“*Use satellite imagery to determine baseline on forest degradation and deforestation due to agriculture practices.*”), and that is okay. However, any task that involves people should reflect gender integration.

In order to help WCS’s landscape managers understand how they can incorporate gender into work plans, the example below has been developed using an excerpt from the WCS Sangha Trinational (TNS) Landscape FY14 CAFEC work plan. Gender adaptations are shown IN CAPS. The example shows a work plan that deliberately integrates gender. It may seem boring and repetitive to apply a detailed “gender lens” to a work plan. However, work plans are a consistent reference point throughout the year to guide managers and staff in their daily work. Gender-specific language in a current work plans remind staff that tasks and subtasks are not only for men and that “community members” are male and female. When preparing future work plans, gender specific language encourages the staff to design activities that deliberately and explicitly include men, women, boys and girls as appropriate. It also helps show outsiders how exactly WCS is incorporating gender considerations into activities.

Many work plan tasks include a target number of people who are expected to benefit from an activity. It can be very helpful to set a target (minimum) number or percent of women (girls; or other marginalized groups) for specific tasks. For example, the task “Recruit and provide training, equipment and infrastructures for effective operation and discipline of **MALE AND FEMALE** écouards” might consider setting a target of “5 écouards” or “5%”. The task “Provide capacity building for **MALE AND FEMALE** Congolese University students” might set a target of “60% male, 40% female students”. The challenge in setting gender targets is to make the target number (or percent) realistic and achievable within the life of the project, yet also aspirational. If targets are set, the number (or percent) should be set on a task-by-task basis. Examples of targets are shown in the table below.

Gendered Work Plan Example

<b>Intermediate Result 1: Targeted forest landscapes sustainably managed.</b>	<b>ALL</b>	TEAM reports; reports on interpretation of satellite map; reports on carbon emissions	Use satellite imagery to determine Base line on forest degradation and deforestation due to agriculture practices Determine approximate carbon emissions from land use change using deforestation measurements
		Nouabale-Ndoki NP /5030001/ ROC	Conduct climate research, including climate station, phenology and vertebrate camera trapping, <b>USING MALE AND FEMALE RESEARCHERS TO THE EXTENT POSSIBLE.</b>
	Bomassa Triangle -	Meeting minutes, Classification proposal; Classification laws; internal regulation and status of hunting comite and resource management comite <b>(INCLUDING PARTICIPATION BY WOMEN)</b>	Work towards annex of Djéké Triangle to NNNP  Establish one community reserve in the Bomassa Triangle including an operational hunting protocol, <b>WITH INPUT FROM MALE AND FEMALE COMMUNITY MEMBERS, ENSURING THAT WOMEN HAVE MEANINGFUL PARTICIPATION (AT LEAST 30%) IN COMMITTEES.</b>
		Autotochtone peoples, or other marginalized groups can also be included here.	
<b>Intermediate Result 2: Biodiversity threats in targeted forest landscapes mitigated.</b>	<b>ALL</b>	Data from SMART analysis; PVs; mission reports, strategy document  This is an example of a target.	Elaborate an adaptive anti-poaching strategy, including operations manual, law enforcement monitoring, <b>male and female</b> informer network, application of wildlife laws and follow up after arrest
			Recruit and provide training, equipment and infrastructures for effective operation and discipline of <b>MALE AND FEMALE</b> écogardes <b>(5% FEMALE)</b>
			Conduct fixed and mobile post anti-poaching missions
			Continued implementation of and training in the law enforcement monitoring system, SMART (Spatial Monitoring and Reporting Tool), for improved ranger-based data analysis, accountability, transparency, and patrol design <b>FOR MALE AND FEMALE ECOGUARDS AND ANALYSTS.</b>
	Assure that wildlife law sentences are applied to arrested poachers in collaboration with PALF		
	Maintain permanent protection presence (researchers and/or ecoguard) at key sites (forest clearings) that are vulnerable and frequented by elephants and great apes as a poaching deterrent, <b>USING MALE AND FEMALE PERSONNEL TO THE EXTENT POSSIBLE.</b>		
	Build support <b>among male and female community members</b> for law enforcement activities through knowledge increase via our education team and law enforcement officers		
	Inventory reports, health monitoring reports; PhD thesis on human-Elephant conflict	Conduct regular large mammal survey in and around NNNP Conduct monitoring at and around forest clearings Conduct great ape monitoring at Mbeli, Goualougo and Mondika	
This is an example of a target.			



<p>This is an example of a target</p> <p>This wording is repeated for all reports, meeting minutes, etc.</p> <p>This is an example of a target, <b>ALL people data disaggregated by sex.</b></p> <p><b>Nouabale-Ndoki NP /5030001/ ROC</b></p>		<p>Conduct a human-elephant conflict study in selected villages around NNNP, <b>CONSULTING MALE AND FEMALE VILLAGERS (Target: 30% women)</b></p>
		<p>Implement health monitoring of great apes</p>
	<p>NNNP and UFA MPs and BP documents; FSC audit reports; TNS meeting minutes <b>(REPORTS INCLUDE GENDER INTEGRATION NARRATIVE AND SUMMARY OF GENDER ACTIVITIES AS RELEVANT)</b></p>	<p>Revision of NNNP management and business plan, <b>WITH INPUT FROM MALE AND FEMALE LEADERS.</b></p>
		<p>Implement wildlife management plans in logging concessions adjoining NNNP, <b>WITH INPUT FROM MALE AND FEMALE LEADERS.</b></p>
		<p>Participate in tri-national activities under World heritage site status including revision of TNS land use plan, <b>WITH INPUT MEN AND WOMEN AS APPROPRIATE.</b></p>
	<p>Status of comities; education mission reports; annual reports</p>	<p>Establish effective (multi-actor) communication platforms amongst all key stakeholders (including gender issues,...) <b>THAT ENCOURAGE AND SUPPORT ACTIVE PARTICIPATION AND INPUT OF WOMEN AND MEN.</b></p>
		<p>Conduct education and sensitization <b>WITH BOYS AND GIRLS</b> at local schools and <b>WITH MEN AND WOMEN</b> in targeted communities promote awareness and care towards nature conservation and its significance and To promote the conservation and research activities undertaken within the NNNP and the Sangha Trinational</p>
	<p>Number of people trained; students supervised <b>(DISAGGREGATED BY SEX)</b></p>	<p>Implementation of training component for all relevant <b>MALE AND FEMALE</b> staff</p>
		<p>Provide capacity building for <b>MALE AND FEMALE</b> Congolese University students <b>(TARGET: 40% FEMALE)</b></p>
		<p>Continue to organize ecotourism until the establishment of professional tour operators, including effective training of ecotourism staff to improve hosting capacity and visitor satisfaction</p>
	<p>Continue to maintain ecotourism activities at Mondika and Mbeli</p>	
	<p>Elaborate tourism strategy and professional business plan of ecotourism development, in order to establish strong collaboration with potential professional tour operators</p>	
	<p>Establish official mechanism to share revenue <b>TO MEN AND WOMEN, BOYS AND GIRLS</b> in existing and additional local communities through the elaboration of village development fund protocol, <b>ENSURING THAT WOMEN ARE ADEQUATELY REPRESENTED IN DECISION MAKING AND LEADERSHIP ROLES.</b></p>	
	<p>Promote ecotourism in NNNP along with the other TNS tourism destinations</p>	
	<p>PPP implementation reports</p>	<p>Improve management of NNNP under new PPP, <b>AND ADOPT A GENDER/AUTOTOCHTONE INTEGRATION POLICY</b></p>

<p style="text-align: center;"> <b>Kabo FMU/</b>  <b>5030007/</b>  <b>ROC -</b>  <b>Loundougou</b>  <b>-Toukoulaka</b>  <b>FMU/</b>  <b>5030009 +</b>  <b>50300010/</b>  <b>ROC -</b>  <b>Pokola FMU/</b>  <b>5030008/</b>  <b>ROC -</b>  <b>Mokabi -</b>  <b>Dzanga FMU</b>  <b>/ ROC</b> </p>	<p>FSC audits, field mission reports; hunting control reports; report of workers vaccination et publication on effect of logging</p>	<p>Reinforcing and monitoring the legal obligations of logging concession management plans, including respect of zoning, hunting operation, and reduced impact logging, <b>AND INCLUSION OF WOMEN INTO COMMUNITY DEVELOPMENT ACTIVITIES.</b></p>
		<p>Evaluation of <b>GENDERED</b> land use and agricultural expansion</p>
		<p>Monitoring safari hunting operation and ensure low ecological impact</p>
		<p>Monitoring mining operations and ensure low ecological impact</p>
		<p>Conduct research to understand the impact of logging on great apes and elephants</p>
		<p>Apply IUCN best practice guidelines in selected areas, including health protocol application</p>
		<p>Improve supply of alternative protein and other food at economat through contribution to <b>MEN'S AND WOMEN'S ASSOCIATIONS, AND MALE AND FEMALE PROMISING FARMERS IN</b> local communities</p>
		<p>Implement fishery association of Sangha river and create another fishery association of Ndoki river to ensure sustainable fish resources among communities and CIB labors as alternative protein as well as cash revenue <b>TO MEN AND WOMEN OF</b> local communities, <b>ENSURING THAT WOMEN HAVE MEANINGFUL ACCESS TO ASSOCIATION LEADERSHIP, DECISION MAKING AND BENEFITS.</b></p>
		<p>Development partners are contacted to implement large scale fish farming and other projects that substantially reduce the demand on bushmeat, <b>AND THAT MEANINGFULLY INCLUDE WOMEN IN DESIGN, IMPLEMENTATION, DECISION MAKING, LEADERSHIP AND BENEFITS.</b></p>
		<p>Improve operation of local natural resource management committees, <b>AND STRENGTHEN MEANINGFUL PARTICIPATION BY WOMEN IN ALL ASPECTS.</b></p>
		<p>Conduct studies to understand the <b>GENDERED</b> socio-economic factors influencing wildlife offtake and consumption</p>
		<p>Continue to provide direct aid (school, hospital, ...) for <b>MEN, WOMEN, BOYS AND GIRLS IN</b> selected local communities</p>
		<p>Mobilize financial resources to realize development projects <b>TO BENEFIT MEN AND WOMEN</b> following adoption of community development plan</p>
		<p>Continue with ongoing systematic <b>GENDERED</b> socio-economic data collection to know basic necessities of <b>MALE AND FEMALE-HEADED</b> households, and understand impact of conservation project on <b>MEN'S AND WOMEN'S</b> livelihoods</p>
		<p>Continue and expand employment schemes of local hunters in conservation project, establish cultural tourism and other cash revenue activities <b>FOR MEN AND WOMEN</b>, to reduce the bushmeat offtake</p>
	<p>Report of economic activity, fishing comity creation and activity report; international regulation and meeting minutes of resource management unit;</p>	
	<p>Number of <b>BOYS AND GIRLS</b> supported in school, report of hospital and all <b>SEX-DISAGGREGATED</b> socio-economic data; number of grants/microprojects obtained <b>BY MEN AND WOMEN</b></p>	

## WCS Social Interventions DRC and ROC

### **Agriculture**

Agriculture micro-enterprise

Agriculture training

### **Agroforestry**

Tree planting

Cocoa

Bamboo domestication

Community forestry

### **Business**

Bread project

Carpentry

Microcredit

Apiculture

### **Proteins**

Animal husbandry

Aquaculture

Veterinary care

Fisheries

Butcheries

### **Conservation**

Tourism support

Education and outreach

Boundary demarcation

CBNRM capacity building

Community Bio-monitoring

Community reserves

Land use planning support

Conflict resolution

### **Other**

Transport support

Literacy

Human health-malnutrition

Social infrastructure projects

### **Socio-economic monitoring**

Bushmeat

BNS

Governance



## Section 3 – Reports and References

This section has modules that WCS staff can use to improve reporting about the participation of men, women, boys and girls in conservation.



Numeracy is important if beneficiaries are to fully reap rewards from economic projects

# WCS Central Africa: Gender Cumulative Report



**USAID**  
FROM THE AMERICAN PEOPLE



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Reporting Period: October 1, 2013 - [END DATE<sup>3</sup>]

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## Introduction

This template can be used to prepare a short summary of gender accomplishments (highlights) over the life of a project. It is a useful reference for work planning, for preparing proposals, and for current and prospective donors. The first report shows highlights from the start of the project to date. Subsequent reports add and update the highlights. Read the endnotes for additional instructions to prepare and update the Cumulative Report.

WCS has a Gender Fact Sheet (similar to WCS Fact Sheets on other topics). Highlights from the Cumulative Report can be added to the Gender Fact Sheet as needed.

The example below is used for illustrative purposes **ONLY**. The numbers and bullet points **DO NOT** represent actual gender accomplishments in a landscape.

The Wildlife Conservation Society CAFEC (WCS) program has impacted the lives of more than [NUMBER<sup>4</sup>] women and girls in the [NAME] Landscape since Sept 30, 2013. Female-headed households, girl students, female community members and professional staff from [PROVIDE THE NAMES OF GOVERNMENT DEPARTMENTS, PARTNERS, AND LOCAL NGOS] have participated in a variety of project activities, delivered in single- and mixed-gender forums.

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<sup>3</sup> The start date is the start date of CAFEC. The **END DATE** is the end of the current quarter. For example, an Ituri Landscape Gender Fact Sheet from Q1FY 2016 (Oct 1-Dec 31, 2015) would show “REPORTING PERIOD: Sept 30, 2013 – Dec 31, 2015”. Remember to update the **DATE** in the footer!

<sup>4</sup> The **NUMBER** in the 1<sup>st</sup> paragraph should agree with the total number of women, girls and female-headed households reported quarterly on the PIRS or similar monitoring document. It is a cumulative total and shows the total number of women and girls has WCS impacted since the start of CAFEC. It is updated quarterly. For example, a Salonga Landscape PIRS might report a total of 1700 women, female-headed households, and girls received USG assistance, environmental education and livelihoods (IR #1,2) between Sept 30, 2013 and December 31, 2015. The number “1700” would be entered in the first paragraph. The number would increase quarterly (assuming more women, female-headed households and girls were involved in program activities).

WCS-[LANDSCAPE] has accomplished the following gender/Marginalized groups' activities:

- [BULLET POINTS<sup>5</sup>]
- *Four female eco-guards patrol the forests.*
- *The CoCoSi adopted a Gender (Men, women, boys, and girls) Integration policy.*
- *Held meetings in 13 villages with Conservation Committees (45 male, 35 female) to advise them of CoCoSi gender policy, and discuss ways to increase women's representation.*
- *Interviewed 50 men (3 pygmy) and 35 women (2 pygmy) during forest studies to identify animals. Conducted 13 village sensitization sessions about women and climate change (85 men, 45 women).*
- *Provided GPS training to students (14 boys, 14 girls) at the Agricultural Secondary School in Bandisende.*
- *Assisted 10 associations (150 men, 200 women) to plant 20 hectares of gardens. One Pygmy association (10 men, 3 women) were also assisted.*
- *Assisted 14 female-headed households to plant 4000 cacao seeds. Identified three women's associations (60 female members) for future development of butcheries and support (tools, infrastructure and sanitary training), a livelihood alternative to the sale of bushmeat.*
- *Presented information about WCS and Gender to 100 community members, government officials and local chiefs (50 men, 50 women) at the MONUSCO Gender Center.*
- *Provided capacity building in finance to five women's associations (representing 100 female members) identified through the Governance survey.*

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<sup>5</sup> The **BULLET POINTS** are also cumulative from reporting period to reporting period. Add new bullet points for new activities. Increase the numbers for activities that were the same. For example, see the 2<sup>nd</sup> bullet point- "held meeting in 10 villages". If WCS held meetings in five additional villages, for the same purpose, during the next reporting period, the bullet point would be changed to "held meeting in 15 villages" in the next report.

# WCS Central Africa

## Gender Key Words



### How to write a gender-integrated narrative

A gender-integrated narrative is a project document (report, work plan, manual, guide, policies, procedures, handbook, educational materials, etc.) that uses gender-specific words to accurately and completely describe the gender characteristics of activities and “tell the story”. Gender-specific words include: *men, male, women, female, boys, girls, gender*. A gender key word count is an easy method to use to assess a narrative.

Why is a gender-integrated narrative important? A narrative that uses gender-neutral or gender-blind words tell the reader (and the writer) nothing about the gender composition of the activities being described. Unfortunately, many readers often assume that gender-neutral language refers primarily, or only, to men. For example, upon reading the phrase “*Farmers received 400 kg of cabbage seeds*”, many readers assume that “farmers” are male. The reader does not know how many farmers or the sex of the farmers who received the seeds.

A narrative that uses gender-specific words forces **the writer** to be explicit about who is included in project activities. This approach often highlights gaps, or opportunities to improve integration of women, girls and other marginalized groups. A gender-integrated narrative tells **the reader** specific details about the gender composition of the activities being described. When reading the phrase “*Male and female farmers (men=50; women=150) received 400 kg of cabbage seeds*” the reader does not make incorrect assumptions about (or have to guess) who received the seeds.

Narratives that include information only about people can use either “male/female” or “men/women”. A gender key word count will accurately find gender-specific words that apply to people.

It can be more difficult to do a gender key word count in narratives that include information about people and flora/fauna. Gender-specific word counts of “male/female” may include male and female flora or fauna (e.g. “32 female okapi”). Use “men/women” instead of “male/female”, and review the “male/female” word count carefully for accuracy.

The table below gives examples of narratives that are gender neutral/gender blind, and narratives that are gender-specific. The table shows the number of gender key words for each narrative example.

Gender-neutral/Gender-blind Narrative	Gender-Specific Narrative
<p><b>Community</b></p> <p>“WCS held four meetings with the community.”</p> <p>“WCS will hold meetings in Ituri communities”</p>	<p>Men and women in the community; male and female community members;</p> <p>Community (male=##; female=##)</p> <p>Community (men=##; women=##)</p> <p><i>“WCS held four meetings with the community (male=##; female=##).”</i></p> <p><i>“WCS will hold meetings in Ituri with men and women of the community.”</i></p> <p><i>“WCS will hold gender-inclusive meetings in Ituri.”</i></p>
<p><b>Participants, Trainees, Farmers, Leaders,</b></p> <p>“Forty participants attended the WCS community meeting.”</p> <p>“WCS will conduct alphabetization training for 40 Pygmies.”</p> <p>“Customary leaders met with WCS.”</p>	<p>male and female participants, men and women trainees</p> <p>Participants (male=##; female=##)</p> <p>Participants (men=##; women=##)</p> <p><i>“Forty participants (men=27; women=13) attended the WCS community meeting.”</i></p> <p><i>“WCS will conduct alphabetization training for 40 Pygmy women.”</i></p> <p><i>“Customary leaders (men=25) met with WCS.”</i></p>
<p><b>Students</b></p> <p>“Four hundred students attended WCS Club Ebobo activities in Q1”</p> <p>“WCS will give GIS training to students at Brazzaville University.”</p>	<p>boys and girls</p> <p>male and female students</p> <p><i>“Four hundred students (boys=110; girls=290) attend Club Ebobo activities in Q1”</i></p> <p><i>“WCS will give GIS training to male and female students at Brazzaville University.”</i></p>
<p><b>Teachers</b></p> <p>“Environmental education lesson plans will be developed for teachers in Bomassa and Makao”</p> <p>“WCS trained 14 teachers on math and science using environmental education lesson plans.”</p>	<p>Male and female teachers</p> <p><i>“Environmental education lesson plans will be developed for male and female teachers in Bomassa and Makao”</i></p> <p><i>“WCS trained 14 teachers (men=7; women=7) on math and science using environmental education lesson plans.”</i></p>
<p><b>Eco-guards</b></p> <p>“WCS will recruit 50 eco-guards in FY2016”</p> <p>“WCS employs 50 eco-guards.”</p>	<p>Male and female eco-guards</p> <p><i>“WCS will recruit 50 male and female eco-guards in FY2016”</i></p> <p><i>“WCS employs 50 (men=44; women=6) eco-guards.”</i></p>
<p><b>Gender key words: 0</b></p>	<p><b>Gender key words: male=12, female=12; men=12; women=10; boys=3; girls=3; gender=1</b></p>

## Gender References

### **ACDI VOCA Gender Analysis Manual**

[http://www.acdivoca.org/site/Lookup/ACDI-VOCA-Gender-Analysis-Manual/\\$file/ACDI-VOCA-Gender-Analysis-Manual.pdf](http://www.acdivoca.org/site/Lookup/ACDI-VOCA-Gender-Analysis-Manual/$file/ACDI-VOCA-Gender-Analysis-Manual.pdf)

### **Gender Analysis for CARPE (Russell & Vabi, 2013)**

[http://carpe.umd.edu/Documents/2013/Gender\\_Analysis\\_for\\_CARPE\\_3\\_3May2013.pdf](http://carpe.umd.edu/Documents/2013/Gender_Analysis_for_CARPE_3_3May2013.pdf)

### **The Gender Box: A Framework for Analyzing Gender Roles In Forest Management (Colfer)**

[http://www.cifor.org/publications/pdf\\_files/OccPapers/OP-82.pdf](http://www.cifor.org/publications/pdf_files/OccPapers/OP-82.pdf)

### **Integrating gender into forestry research: A guide for CIFOR scientists and programme administrators (Mafre & Rubin)**

<http://www.cifor.org/library/3892/integrating-gender-into-forestry-research-a-guide-for-cifor-scientists-and-programme-administrators/>

### **IUCN- Gender Programme**

<http://www.iucn.org/about/work/programmes/gender/>

