

CATALYZING GENDER-FORESTS ACTIONS PATTI KRISTJANSON SEEDS OF CHANGE CONFERENCE, CANBERRA APRIL, 2019



















LESSONS FROM THE FIELD

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Addressing gender in agricultural research for development in the face of a changing climate: where are we and where should we be going?

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ABSTRACT

Agricultural development efforts that do not address persistent gender gaps miss opportunities for greater impact. This synthesis reflects on key findings from integrated quantitative and qualitative analyses at the nexus of gender, agricultural development, and climate change. Linked farm household-, intrahousehold-, community-, and institutional-level data highlight significant and nuanced gender differences in adaptive capacity of individuals and communities to respond to climate change. The gender gap is also substantial in exposure to climate change and its impacts, and uptake of new practices that lower vulnerability. Women in agriculture will remain largely neglected by information and service providers unless their differing needs, access to, and control over resources are considered at policy and project design stage. Yet clear guidelines for addressing the needs of both men and women in different environments and agricultural systems are still lacking. Participatory 'action research' approaches with a focus on co-learning, and using innovative cell phone or social media-based approaches offer exciting new opportunities. Agricultural development decision-makers and project designers need to 'design with gender in mind' Equipping them with took and knowledge of

KEYWORDS

Gender gap; agricultural development; climate change; development; adaptive capacity; resilience; vulnerability

SO WHERE ARE WE?

This research, and what we've heard over the last few days shows:

- much progress has been made in recent years at identifying gendered research questions and developing new research approaches for addressing them
- Many gaps remain; women in agriculture and forest landscapes remain neglected; guidelines in addressing these gaps are lacking

GENDER CONSTITUENCY – GLOBAL LANDSCAPES FORUM



Evidence from literature

October 2014

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GENDER-RELATED ACTIONS FOR FOREST LANDSCAPE INITIATIVES





Taking Action on Gender Gaps in Forest Landscapes

Working Paper



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including agriculture, energy, infrastructure, and water

GENDER-RELATED NEEDS EXPRESSED IN REDD+ GENDER ACTION PLANS IN 7 COUNTRIES

Trainings/capacity strengthening targeted to the needs of women (including weather forecasts, climate change info, greenhouse gases (GHG), REDD+, related policy frameworks, gender considerations, safeguards in national REDD+ strategies, forest governance, forest management, and agroforestry techniques)

Collective action—support to existing and new *inclusive* forest user groups

Rules, targets, quotas—aimed at equitable participation and benefits from forest-related programs, including women in leadership positions



GENDER-RELATED NEEDS EXPRESSED IN REDD+ GENDER ACTION PLANS IN 7 COUNTRIES, CONT'D

Joint signatures (both spouses, or women only where appropriate) on contracts or certificates (such as land/tree/forest rights certificates)

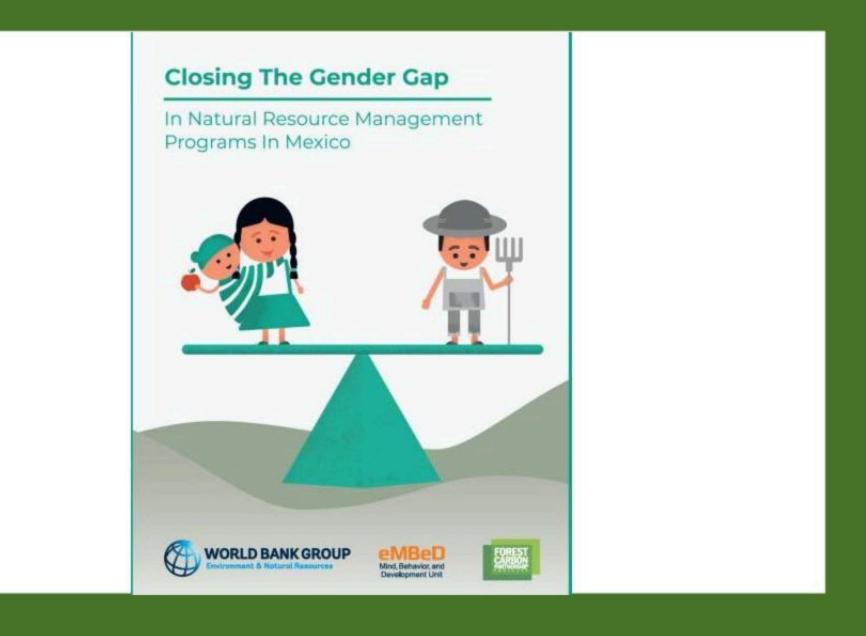
New credit and financing mechanisms targeting women's forest and agroforestry-related enterprises and groups

Earmarked budgets for project activities that explicitly target and help close gender gaps





WORLD BANK GROUP EXAMPLE OF A GENDER-TRANSFORMATIVE FOREST LANDSCAPE EFFORT



JOURNEY MAP



ACTION RESEARCH

Testing:

- whether targeted communication efforts (radio, workshops, posters, flyers) and feedback mechanisms (SMS, hotline) to potential female applicants for the forest-related (DGM) program increases active program participation
- If framing the materials based on the behavioral insights gathered from the study and sending motivational SMS messages reduces some of the identified barriers such as low aspirations





POSTERS TARGETING BEHAVIORAL BARRIERS



Call to Action

→ Social Norms

Self Identity

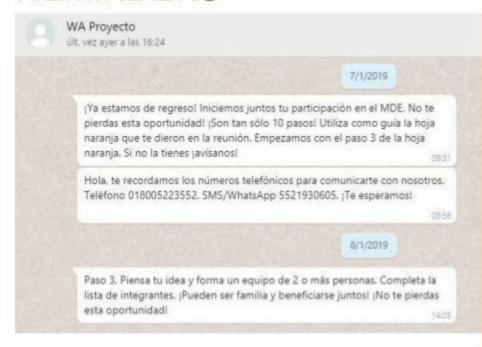
Simplification





CHECKLIST, TEXT MESSAGES AND

REMINDERS



INO TE PIERDAS ESTA OPORTUNIDADI ¡Participa y dale una mejor vida a tus hijos! Bienvenid@ al MDEI Gracios por tu interés. Sé parte de este grupa que, como tú, buscan darie una mejor vida a sus familias. La fecha limite para solicitar los recursos es el 29 de marzo de 2019. ¿Nesatres te acompañamos a completer estas sencilos pasos! Poleme a 💅 cada paso cuando lo completes y cuentonos cómo vos. Consieto Lista de actividades Addition to recusion on to comunidad a pide informação dies automissies. Obtanies formatos para llenar (formats carts pedery de salicitual para opique al MDE) custouier dude. Liama of Ot 800 522 3552/ 0 + 521 55 203 0685 / SMS 55 203 0685 Forma tu grupo de disco robs personos y completa la lista de integrantes. Secuendo que pueden ser miembros de turbandial Elign cun regresentame y trusco su identificación oficial (predencial para vetor NE, predencial NAPAM, cedula profesional...) y su CURP Si no tienes el CURP nesetros le neutorius Con tu grupo, desprisifo la tidea de tu proyecto. Escribelal Recuerdo que pueden famor nos poro picticar susidectly resolver ductors Corriences a llenar el formate de solicitud. (Requendo que puedes Bacurnos pero que te apoyentes! Llena la Ahora, Sena les secannes Cy Didel formato, ¡Fuedes Remarkes para que te apoyemos! Yo cosi la logras! Completen y firmen lo corto proteir con distos de los miambros de tuequeo y representante. Necestos una copia de identificación de todos los integrantes. Preparate para la reunión. Necestras listo de rengrantes. CURP a sterefficación del representante. formato MDE y carto poder firmada con capias de Asiste a laresinin a revisory firmor to solicitud. No uni ides los documentos que y aproparacier! Æstas liong para solctor les femilies del MDES Lo logroste Muchos feligidades per el estueros. Las resultados del MDE solen animoyo 2010

Recuendo que este esfueren es para dorle una mejor vide a fus hijos ¡Sigue al peroferite!



KEY MESSAGES

- More action research needed
- Pay attention to 'Linking K with A principles':
 - · Its all about the partnerships/collaborations
 - Innovative communication strategies
 - Thoughtful, inclusive engagement processes
 - Learning-based approaches
 - Targeted capacity strengthening efforts
 - Go out on a limb and articulate a theory of change with your implementing partners -OUTCOMES/BEHAVIORAL CHANGES (WHOSE), CONTRIBUTION NOT ATTRIBUTION



Debate versus Dialogue Source: Don Simpson and Keith Jones, Innovation Expedition www.innovationexpedition.com

Dialogue	Debate
Dialogue is collaborative: two or more sides work together toward common understanding	Debate is oppositional: two sides oppose each other and attempt to prove each other wrong
In dialogue, finding common ground is the goal	In debate, winning is the goal
In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement	In debate, one listens to the other side in order to find flaws and to counter its arguments
Dialogue enlarges and possibly changes a participant's point of view	Debate affirms a participant's own point of view
Dialogue reveals assumptions for re- evaluation	Debate defends assumptions as truth
Dialogue causes introspection on one's own position	Debate causes critique of the other position
Dialogue opens the possibility of reaching a better solution than any of the original solutions	Debate defends one's own positions as the best solution and excludes other solutions

Dialogue	Debate
Dialogue creates an open-minded attitude: openness to being wrong and an openness to change	Debate creates a closed-minded attitude, a determination to be right
In dialogue, one submits one's best thinking, knowing that other people's reflections will help improve it rather than destroy it	In debate, one submits one's best thinking and defends it against challenge to show that it is right
Dialogue calls for temporarily suspending one's beliefs	Debate calls for investing wholeheartedly in one's beliefs
In dialogue, one searches for basic agreements	In debate, one searches for glaring differences
In dialogue, one searches for strengths in the other positions	In debate, one searches for flaws and weaknesses in the other positions
Dialogue involves a real concern for the other person and seeks to not alienate or offend	Debate involves a countering of the other position without focusing on feelings or relationships and often belittles or deprecates the other person
Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution	Debate assumes that there is a right answer and that someone has it

