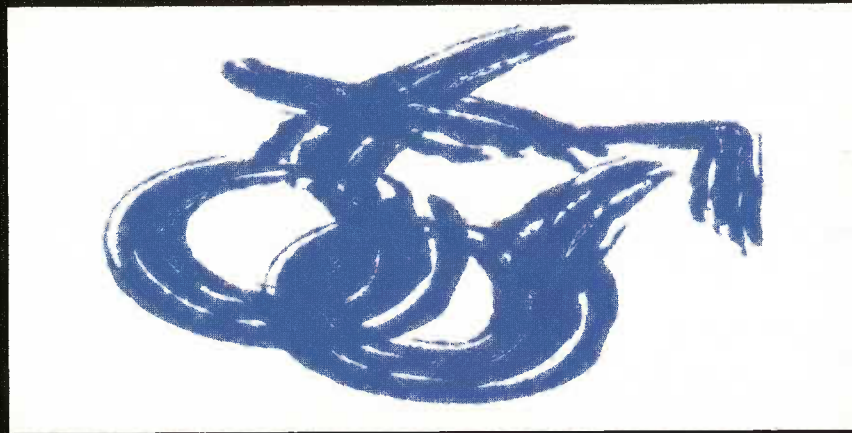


Mother, Teacher, Warrior: The Case of Josefina Campo

Trainer's Guide



A publication of the:



University of the
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**Mother, Teacher, Warrior:
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Messages

Transforming the conventional way of pursuing development agenda by the government so that it may sensitively respond to the needs and concerns of women has been an enormous challenge for the National Commission on the Role of Filipino Women (NCRFW) and its partners in gender and development. Indeed, strong policies, legal mandates, gender approaches to development, enabling mechanisms and structures are in place to shepherd the bureaucracy in making its processes responsive to the struggles of women. However, there is a constant need to translate the rich experiences of women and men involved in gender work into useful instruments, such as these training guides, that can influence the mainstream into taking concrete actions that address the distinct needs of women and men.

In our modest attempt to respond to this need, the NCRFW in partnership with the University of the Philippines Los Baños Gender Program for Rural Development came up with a compilation of narrative and video case studies grounded on local experiences of gender advocates in various parts of the country, that could serve as a resource of good practices as well as challenges vis-à-vis gender work.

It is our hope that this compilation will be optimized by those involved in gender training to make our advocacy for gender equality more meaningful and to further deepen appreciation and understanding of gender and development concepts by individuals who are in the mainstream of development.

In all these, may we also express our gratitude to the Canadian International Development Agency (CIDA) for its decade-long trust, confidence and enduring support to our cause of making government think and act gender.


AURORA JAVATE-DE DIOS
Chairperson, NCRFW


Messages

The University of the Philippines Los Baños Gender Program for Rural Development takes pride in having the opportunity to have the National Commission on the Role of Filipino Women as a partner through its Institutional Strengthening Project, Phase II. The outputs are training materials on gender and development and gender mainstreaming. These materials mirror the strengths as well as struggles of women in various parts of the country.

The task in developing the materials was not easy, but was intellectually and psychologically rewarding. The researchers interviewed, consulted the women and men in the study areas, then validated the results with them. The products are reflections of the depth and breadth of the respondents' experiences and specially the challenges of women in their desire to achieve and appropriate the benefits due them as members of the society.

The materials may also be used by gender advocates in engendering members in their workplace. While, different case studies and the accompanying video are good start up for gender sensitivity, gender analysis and gender responsive planning, the facilitators may opt to enhance the contents of these materials to suit the varying needs and degree of awareness and involvement of agencies in mainstreaming gender in their programs.

The development of these training materials would not have been possible without the assistance of the Canadian International Development Agency (CIDA), our heartfelt thanks and gratitude. To all our colleagues, may this humble contribution finds meaning in making government a true believer and advocate of gender equality.



DR. MELANDA M. HOQUE
Program Leader, UPLB-GPRD

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Overview



C ognizant of the need to address increasing demands for gender training materials using local experiences, the UPLB-Gender Program for Rural Development and the National Commission on the Role of Filipino Women developed eight video case study materials to assist government training institutes in enhancing the capacities of government workers in the area of gender mainstreaming. The Canadian International Development Agency provided support for this undertaking.

Each video case study comes with a trainers' guide for facilitating workshops in various government agencies. These workshops aim to enhance participants' gender awareness and skills to identify and address gender issues in their agencies' development plans, programs, and services.

To effectively aid trainers, this guide provides core messages with insights on how to establish concepts, and gender-sensitive methodologies and a "little trainer" who offers suggestions and significant ideas relative to the conduct of gender sensitivity training, gender analysis, and gender responsive planning, is also included.

Description of the Video Case Study Materials



Power of Two

The POWER of TWO video case study tells the story of the KABABAIHAN IISA ANG LAYUNING UMUNLAD ANG SAMBAYANAN or KILUS, a women's organization in Ugong, Pasig committed to cleaning and greening their Barangay. It highlights the varied roles portrayed by women in the household, and in community and decision-making processes. It also provides information on the relations of women and men pertaining to their access to, and control over resources, benefits, and political processes.

Woman, Mother, Teacher, Warrior: The Case of Josefina Campo

The case illustrates how a woman like Josefina Campo challenges the socially constructed roles of women and men in the context of environmental protection. The video case study highlights that as producers, and consumers of natural resources, women play an integral role in promoting sustainable and ecologically sound consumption and production patterns in natural resource management.

Weavers of Dreams : Vignette of Lake Sebu's T'boli Women

Cultural traditions and beliefs affect women's access to and control over productive assets, employment, education, training opportunities, information and decision-making mechanisms in the community and within the household. The video powerfully depicts the women's capacity to defy stereotype roles and conscientize other women, given their natural inclination as leaders.



Keepers of the Upland

Set against the backdrop of the Department of Environment and Natural Resources' (DENR) Community-Based Forest Management program, the video case study depicts women's capacity, to take stock of their environment as an organized force. Their concerted effort to fight for their rights earned them acknowledgment of their specific contributions to sustainable management of natural resources.

Pangangan Women : Hope of the Island

The important role of the Gender-responsive Coastal Environment Program of the DENR in promoting gender equality is highlighted in this video case study. It conveys that gender equality may be realized when gender concerns are integrated in all areas of programming; and when investments in certain initiatives are made.

Second Look at Barangay Looc, Calamba

The video case study calls attention to how industrialization in the Cavite-Laguna-Batangas-Rizal-Quezon (CALABARZON) area has displaced agriculture in the area. This has forced women and men to shift from land cultivations to factory work. The video case study also highlights how this phenomenon can further aggravate the multiple burdens of women as they are forced to take on more menial jobs, for their families' survival.

Food In Bloom: Building A New Perspective

Agriculture accounts for most land use in the Philippines. However, modern farming practices have adversely affected environmental variables such as quality of soil and water, and quantity of water as well. Thus, the women and men of Barangay Bahong, Benguet decided to shift from rice to rose production. This commodity shift heightened the women's capacity to adapt to their changing environment; and to take a more active role in searching for alternative sources of livelihood.

Weavers of Hope

The video case study demonstrates how a gender-blind technology limits women's participation in the advancement of the abaca industry in Malinao, Albay. It also illustrates how it can retard economic development.

Target Users



The video case study materials and trainers' guide are intended for trainers who have undergone training on Gender Sensitivity, Gender Analysis, and Gender Responsive Planning. Trainers need to have a profound understanding and substantial knowledge of Gender and Development. This is necessary because given that the training not only enhances skills, but can also transform behaviors and attitudes of participants and key persons involved in decision and policy making processes.

Applications



The video materials and trainers' guides are designed to assist trainers in their conduct of Gender Sensitivity Training, Gender Analysis and Gender Responsive Planning. The table below shows which video material may be used for these training.

1. <i>Power of Two</i>	Gender Analysis
2. <i>Woman, Mother, Teacher, Warrior: The Case of Josefina Campo</i>	Gender Responsive Planning
3. <i>Weavers of Dreams : Vignette of Lake Sebu's T'boli Women</i>	Gender Sensitivity Training
4. <i>Weavers of Hope</i>	Gender Analysis
5. <i>Pangangan Women : Hope of the Island</i>	Gender Responsive Planning
6. <i>Second Look at Barangay Looc, Calamba</i>	Gender Analysis/ Gender Responsive Planning
7. <i>Food In Bloom: Building A New Perspective</i>	Gender Analysis
8. <i>Keepers of the Upland: Samahang Pangkaunlaran ng Kababaihan Kabalik ng Kapit Bisig</i>	Gender Analysis/ Gender Responsive Planning

The Prerequisites



Remember



GENDER TRAINING

- ☞ is not a war of the sexes;
- ☞ is not anti-male;
- ☞ both women and men are victims of gender inequality, although women are more often victim than men; and
- ☞ both have a stake in the struggle for gender equality.

Barriers, HOW TO BREAK THEM?



1

Effective learning depends on how you respond to the needs, attitudes, and cultures of your participants. It is your role to encourage them to participate in all the discussions. To make this possible, it is always advisable to use the participatory approach in discussing gender and development concepts. It is also a “must” to conduct a TRAINING NEEDS ANALYSIS (TNA) to know your participants’ personal characteristics such as sex, age, religion, and occupation. It is also important to know their strengths and limitations in terms of GAD knowledge. If participants do not have previous exposure to gender workshops, introduce sessions or exercises that will create a positive attitude towards the workshop.

2

Promote an environment where everybody cooperate with one another. Encourage participants to avoid being judgmental. When a trustful environment is created, participants are more likely to voice out their fears, ideas and experiences. Be sure that before viewing the video, all concerns of the participants are constructively addressed so as not to serve as distractions during the learning process.

Learn how to learn. Resistance to the topic or idea and other physical or psychological barriers to learning may affect effective handling of the session. Always explore ways and methodologies to address these hindrances. Avoid creating a divide between men and women. A WORKSHOP ON EMPOWERMENT MUST IN ITSELF BE EMPOWERING

3

4

Ensure that the members of your facilitating team are experienced in handling training programs; and are equipped with GAD knowledge. It is important that facilitators understand the cultural backgrounds of the participants.

Preview the video case study material before the training. This will give you sufficient time to familiarize yourself with the material and identify possible responses to the reactions and comments of the participants during the workshop.

5

6

Ensure that necessary equipment such as the VHS player, television, overhead projector (if necessary) and workshop materials such as transparencies, pens etc., are all properly set up.

Do not stop or pause the video when it is being played. This will distract the attention of the participants and may affect their understanding of what they are viewing.

7

Facilitator, WHAT TO DO?



KEEP THE GROUP ON TRACK BY:

- Managing the discussion rather than getting emotionally involved.
- Encouraging the participants to move ahead with the discussion when they spend more time on minor points.
- Never taking sides.
- Giving practical examples.
- Asking for facts.
- Always referring back to the group's aims and goals when you notice that the topic of discussion is veering away from the objectives.

ENCOURAGE PARTICIPATION BY:

- Creating a sense of fun, especially in the beginning, through the use of an exercise, or an unfreezer.
- Drawing out personal experiences.
- Building trust during the trust game.
- Clearly identifying and stating the rules to be followed during the discussion.

- . Giving clear and specific feedback.
- . Making everyone feel valued.
- . Making sure everyone has a chance to express one's viewpoint.

MAINTAIN A SPIRIT OF LEARNING IN THE GROUP BY:

- . Supporting, recognizing contributions and building on suggestions made by others.
- . Helping people in conflict to understand another's views. Help search for harmonizing elements.
- . Promoting communication by asking further questions. For example, "Could you say more about that?"
- . Allowing participants to express their feelings and reactions to how the group is working.

*(modified version, sourced from the original)
Training on GAD Planning and Budgeting for the GAD
Resource Centers, UCWS-NCRFW-CIDA project*



Objectives Setting



As a trainer, it is your role to set clear behavioral or competency based objectives. The objectives must not only touch the theoretical and conceptual aspect. It should also touch the affective level of learning to remove the prejudices that the participants have.

In setting the objectives, keep in mind what you want the participants to feel, know, understand, and be able to do after the workshop. It is also good to review and modify the objectives from time to time, in consultation with the participants. As a further guide on the formulation of objectives, ask yourself the following:

- 1** Do the objectives match the needs of the participants in terms of skills and knowledge?
- 2** Are the objectives realistic in terms of time and activity to be conducted?
- 3** Is there a logical flow from one objective to the next?
- 4** Are the objectives measurable? If yes, how?
- 5** Do the objectives address what you want the participants to know, feel, understand, and be able to do?

Deciding on Methods



Methods are the heart of a workshop. They are the tools that will guide you in facilitating whether participants could have a creative learning experience, both at the theoretical and affective level. Use methods that will unlock the creativity, and at the same time, hone the analytical skills of the participants. As a trainer, choose a method that is creative, informative, and analytic.

Methods should enhance the participants' creativity to look at situations in new ways. It should also equip them with tools that will enable them to analyze a particular situation based on their own experiences. Lastly, methods used should develop skills in planning for gender responsive development initiatives.

Here are some of the methods that you may consider as you conduct a training:

Creative Methods

Each individual has talents that remain undiscovered and untapped. Some trainers do not recognize and capitalize on such talents. The openness and innovativeness of participants will help a lot in the realization of training goals. Some examples of creative methods include posters, short plays, and games.

Investigative Methods

Investigative methods enable participants to assess a particular situation. Team work and participation are very important in these methods to help participants gain a wholistic view and in-depth understanding of their problems.

Analytic Methods

Analytic methods help participants to examine problems in depth and to identify realistic solutions to their problems. These methods help participants identify the most logical and efficient procedures to arrive at solutions to their problems. Some activities under the analytic methods include case analysis, open-ended problem drama, and visioning.

Planning Methods

Participants should have the minimum ability to plan. Trainers need to equip participants with basic knowledge and skills on planning tools. Participants should be able to plan for specific, measurable, attainable, realistic and time bound (SMART) development plans. Examples of planning methods include the use of story with a gap, and analysis of resources and constraints related to the achievement of project goals.

Informative Methods

Didactic teaching materials are appropriate for these methods because participants will always feel the need for information, new skills and knowledge on a certain topic. Participants should be involved in the learning along the way. Informative methods include demonstrations, lecture-discussion, brainstorming and informative games.

Session Flow in a NUTSHELL



The training on Gender Responsive Planning using this video case study may run from three to four hours depending on the background of the participants. The description below gives an ideal set up or session flow to safeguard quality of learning and training process. But keep in mind that as a trainer, you can make necessary adjustments based on the needs of the participants.

TIME	ACTIVITY	RELEVANCE
20 Minutes	Acquaintance game	It is important that participants get to know each other as well as their trainer in a rather informal set-up to evoke some degree of openness and spontaneity.
10 Minutes	Priming	This portion serves as a teaser to the participants. By giving a brief introduction about the module, the trainer is able to arouse the participant's interest about the video case study. Other pre-workshop inputs may also be given at this point.
30 Minutes	Workshop Orientation	Discussing the workshop objectives and expected outputs is critical in order to impart a sense of direction to the participants. Participants always want to know where activities are leading them. They tend to feel insecure when they are not properly informed.
90 Minutes	Workshop	This covers viewing time, group sharing and reporting.
90 Minutes	Processing of Workshop results, Wrap-up and Evaluation	The processing portion gives the trainer a sense of fulfillment. It is also here where she/he gets to assess her/his weak spots and how she/he can redeem these before the training is finally concluded. It is here that the trainer is able to gauge how much difference she/he has made in the perspective of the participants (keeping in mind that gender training have a lot to do with transforming ways of thinking and behaving). At best, this portion will allow participants to surface their learnings, reactions and perceptions about women relative to men; and bringing all of these to their individual contexts.

Workshop Proper

Introduction



Women and men play various roles in the community; thus they have different needs that must be considered in the planning process. To support this effort, a training on Gender Responsive Planning is necessary to equip participants with skills and knowledge on how to integrate and mainstream gender concerns into the development process

Gender responsive planning entails the integration of gender concerns into the planning, implementation, monitoring and evaluation of programs and projects. It involves more than just inclusion of women's concerns in programs and projects. It requires women's participation in all aspects of development planning.

The gender responsive planning conceptual framework will be the base or foundation of the introduction to the workshop discussion. This part is very crucial in setting the tone of the training. However, it is deemed more effective and less threatening to the participants; if the trainer establishes the bias gradually. It is important that participants should be helped to come to a conclusion, on their own, that women have less entitlements because they are assigned minor roles.



Gender Analysis is an integral part of gender responsive planning. Thus, it is pertinent to study and gather information on gender analysis when discussing gender responsive planning.

Gender analysis is an indispensable tool which will aid planners to understand the local context and plan development initiatives with gender considered as a cross-cutting factor. Only when gender issues and concerns are integrated into each stage of the development planning cycle can it be considered gender responsive.



Guiding Principles



Gender responsive planning is important because:

- Women and men have different gender roles, needs, and interests
- Women and men have unequal decision making powers
- Resources are limited and allowing market forces to dictate priorities can increase inequalities
- Women-specific issues, which are often overlooked, have to be addressed
- Affirmative action programs have to be developed and implemented to address gender inequalities

Diagnostic tools for gender responsive planning consider the following:

- . Gender roles
- . Practical needs and strategic needs
- . Differential access to and control over resources and benefits
- . Gender relations
- . Constraints and opportunities
- . Levels of empowerment of interventions and strategies (welfare, access, conscientization, participation and control)

Objectives

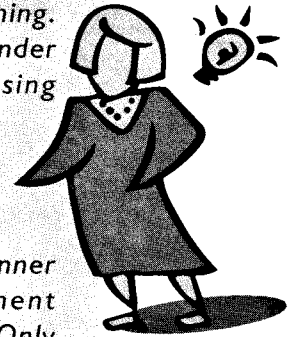


The Training on Gender Responsive Planning aims to guide trainers in integrating gender concerns in the planning, budgeting, implementation, monitoring and evaluation processes.

Applying the knowledge gained from this training, participants should be able to examine a program or project and perform the following:

1. establish the mode of relations between women and men in terms of their access to, and control over resources, benefits and decision-making processes;
2. approximate the potential differential impact of program or project interventions on women and men, girls and boys;
3. find out the social and cultural constraints, opportunities, and entry points for reducing gender inequalities; and promoting more equal relations between women and men;
4. determine the most effective strategies in a particular context and identify results that support gender equality;
5. design plans that take into account both practical needs and strategic needs of women taking into consideration the issue of sustainability; and
6. identify the government's critical role in the plan.

Gender analysis is an integral part of gender-responsive planning. Thus, it is pertinent to study and gather information on gender analysis using the case of Josefina Campo when discussing gender-responsive planning.



Gender analysis is an indispensable tool which will aid the planner to understand the local context and to plan development initiatives with gender considered as a cross-cutting factor. Only when gender issues and concerns are integrated into each stage of the development planning cycle can it be considered gender-responsive.

Methodology



The theater approach may also be used to deduce the participants' analyses of the case. This may be effective because of its non-intimidating and impersonal style. The following steps may be taken:

1

Divide participants into small groups of 4 to 5 members.

2

Each group is then asked to brainstorm on the case of Josefina Campo by answering the following guide questions.

A What is the relationship between Josefina Campo and the women; the women and their husbands in terms of protecting the environment and access to and control over decision making processes? Identify the social and cultural constraints to equal relations between women and men.

B What is the impact of ENH's intervention on women and men, girls and boys vis-a-vis environmental protection and promoting gender equality?

C Identify which gender needs have been addressed by the project. What other gender needs and gender issues were not addressed by the project?

What are the remaining problems that must be addressed? What can you suggest to address these problems? What measures or steps should be taken to address these problems (i.e. strategies to ensure that the strategies identified at the local level would be integrated and addressed at the national level)?

Processing



- 1** The group is then asked to present the results of their brainstorming in a creative way (play, song, games).
- 2** The facilitator initiates the discussions by identifying major issues, strategies, and other commonalities identified by the groups.
- 3** A follow up activity may be conducted to emphasize the importance of translating the plans into concrete actions. Participants may be asked to come up with an individual action plan identifying the next steps she/he will personally do to ensure that the actions identified will be integrated in their own plans or recognized by her/his own agency. The following may guide the participants as they develop their action plan.

- a. Based on the problems which surfaced during the gender diagnosis, identify key working objectives that will start the process of making the intervention more gender-responsive (what to do).
- b. Identify major constraints you expect these working objectives to encounter, (as locally and nationally appropriate).
- c. Develop 'entry strategies' to achieve the working objectives, identify steps necessary to overcome the constraints, and utilize the assets.

4

Always refer to the workshop objectives during the discussion. After the follow up activity, synthesize and put together the major points so that generalizations can be made about the relevance of the activity to the life of an individual, outside the training session. The conclusion may come interspersed with lessons and insights.

Understanding the Case through Core Messages



Core Messages

The family is in a crucial position to transform gender roles to fully nurture the potentials and aspirations of its members. It must promote relationships guided by respect for **fundamental** and **equal rights**.

You say

The case highlights the importance of family in transforming the traditional roles ascribed to women and men. Note the initial reactions of the daughter of Josefina Campo to the roles being played by her mother as protector of the environment. This daughter believes that protecting the environment is a man's job; but later on appreciates her mother's strengths and capacity to undertake roles that are socially and culturally ascribed to men.

The case also featured one of the women "forest warriors" who experienced difficulties in convincing her husband to allow her take a more active role in protecting the environment. Later, that husband even joined her in protecting the environment. Respect and recognition of the potentials of women will eliminate the notion that a woman's place is in her home.

Core Messages

It is not enough to integrate gender considerations when addressing women's issues. The interplay between gender and other factors such as class, race, ethnicity, religions, education, even when they live in urban or rural areas, must also be taken into account. This way, gender issues become social issues that must be addressed by public action, with government as a leading actor in the effort.

Gender responsive planning must be consultative, participatory, and intersectoral; when applied to programs, projects, and activities.

You say

The video shows the significant roles of women in maintaining a balanced ecosystem. However, in the video, the government did not involve the women in the overall identification of strategies for sustainable development. Government projects (as recounted by Josefina Campo), do not impact on the quality of life of the people, especially women. Women have been active partners of government, in protecting the environment, to ensure that the present needs may be met without jeopardizing the needs of the future. Government programs should address these needs.

Here are additional core messages to guide you:

Development issues are addressed by policies, laws, programs, and projects. They should be formulated through the use of the gender lens; and its relation to the class, age, religion, ethnicity, race, sexual orientation, and education of those affected by the issues.

Government's goal for gender equality should be translated into plans which are guaranteed for implementation through a budget allocation. It is however possible that programs, projects, or policies in-tended to help women still lack of gender perspective. This points to the need to actively ensure women's participation in all stages of development planning and in gender analysis. Aside from being an empowering experience, it minimizes the risk of overlooking critical women's needs; and corrects structures that deny women the right to make decisions for themselves.

GENDER ROLES are culturally defined attitudes, behaviors, and social positions that are based on sex.

GENDER STEREOTYPING is the tendency to assign fixed, unquestioned and unexamined beliefs and perceptions about women and men that are assumed to be true for both at all times.

MARGINALIZATION is when women's participation in development is limited to traditional programs and projects. It fails to recognize women's concerns in other areas, particularly within the economic sectors. Hence, women are unable to achieve their full development potentials.

SEX is a natural distinguishing variable based on biological characteristics of being a man or a woman. It refers to physical attributes pertaining to a person's body contour, features, genitals, hormones, genes, chromosomes, and reproductive organs.

SUBORDINATION, or the secondary status of women in society. Because of this, they have less access to and control over resources for development and its benefits.

Sources

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Basic GAD Concepts



DISCRIMINATION, which is any practice, policy, or procedure that denies equal treatment and status to women on the basis of their being females.

GENDER refers to the socially learned and culturally-determined roles, characteristics, behaviors, and expectations associated with the two sexes.

GENDER AND DEVELOPMENT, an approach to or a paradigm of development focusing on social, economic, political, and cultural forces that determines how differently women and men participate in, benefit from, and control resources and activities. It shifts the focus from women as a group, to the socially determined relations between women and men.

GENDER EQUALITY means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social, and cultural development, and to benefit from the results. It is the equal valuing by society of both the similarities and differences between women and men; and the varying roles that they play in society.

GENDER EQUITY is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.

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