

# Handbook of Gender Responsive Participatory Tools for Community-Based Forest Management



Partnership of Empowered Men and Women  
for Sustainable Development

# **Handbook of Gender Responsive Participatory Tools for Community-Based Forest Management**

Partnership of Empowered Men and Women  
for Sustainable Development



Department of Environment and Natural Resources  
Canadian International Development Agency  
National Commission on the Role of Filipino Women

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# Message

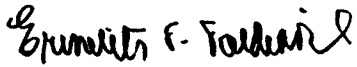
The National Commission extends its heartfelt congratulations to the Department of Environment and Natural Resources for the development and publication of the ***"Handbook of Gender Responsive Participatory Tools for Community-Based Forest Management (CBFM)."***

This handbook is a milestone in the successful implementation of the project "Development of Tools for Mainstreaming GAD in DENR Projects", a partnership between the DENR and NCRFW under the Canadian International Development Agency-Institutional Strengthening Project Phase II. The handbook intends to encourage and enhance participation of women and men in various stages of Community-Based Forest Management Strategy. Upland development workers will be able to make their approaches gender responsive and ensure meaningful participation of all stakeholders by using the tools available in this handbook. Likewise, people's organizations will be able to articulate and express their visions and aspirations as partners in sustainable resource development.

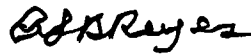
The Commission sincerely commends all the dedicated Department staff, who in one way or the other contributed to the astounding success of the project. Special mention is given to GAD Focal Point System under the leadership of Marlea P. Muñoz and the members of the National GAD Executive Committee for unceasingly honing their strategies to mainstream gender concerns in the department.

This feather added on your cap is a manifestation and assurance of your commitment to continue to meet the challenge of creating ***a gender-responsive agency, your legacy to the rest of the government bureaucracy.***

Mabuhay and more power to the Department of Environment and Natural Resources.



**ERMELITA V. VALDEAVILLA**  
Executive Director



**DR. AMELOU BENITEZ-REYES**  
Chairperson

# Foreword

The real essence of Community-Based Forest Management Strategy (CBFMS) is the partnership of local communities and the government towards sustainable forest resources management. This is anchored on the DENR's Gender and Development Vision: "Partnership of Empowered Men and Women for Sustainable Development".

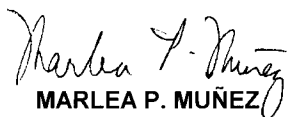
Through the CBFM Strategy, human and institutional resources are mobilized in the watersheds which serve as the management units, where we can focus on the integration of skills development and technology transfer. We believe that with gender and development as a process, and human resources as the vehicle thereof, we can make a difference in resources management. However, we lack the appropriate tools and gender-conscious warm bodies to facilitate the mainstreaming of GAD in the CBFM Strategy. Hence, we have developed this project: "Development of Tools for Mainstreaming Gender and Development in CBFM".

These tools aim to encourage and enhance the participation of men and women in the various stages of the CBFMS. Rural resources development workers will be able to make their approaches gender sensitive by using the tools available in this handbook. People's organizations will likewise be able to convey their thoughts and their vision as partners in sustainable rural development.

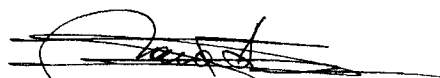
The CBFM Office express its heartfelt gratitude to the people behind the DENR-NCRFW-CIDA GAD Project for having chosen the CBFM as the pilot study project. We are optimistic that this handbook will equip rural resources development workers with the necessary skills in implementing gender responsive projects thereby

improving their chances of success and ensuring that goals are achieved and desired impacts in community-based resource management are indeed taking place.

We encourage all upland field and community workers to use these GAD tools and further improve their applicability. The DENR management will definitely have the opportunity to better implement CBFM through institutionalization of these tools in all DENR programs and projects.



**MARLEA P. MUÑOZ**  
Executive Officer  
National Gender and Development  
Executive Committee



**ROMEO T. ACOSTA**  
Program Director  
Community-Based Forest  
Management Office

# Acronyms

<b>AWF</b>	Annual Work Plan
<b>CBFM</b>	Community-Based Forest Management
<b>CIDA</b>	Canadian International Development Agency
<b>CO</b>	Community Organizing
<b>COA</b>	Commission on Audit
<b>CRMF</b>	Community Resource Management Framework
<b>DA</b>	Department of Agriculture
<b>DAO</b>	DENR Administrative Order
<b>DBM</b>	Department of Budget and Management
<b>DENR</b>	Department of Environment and Natural Resources
<b>DOLE</b>	Department of Labor and Employment
<b>DSWD</b>	Department of Social Welfare and Development
<b>DTI</b>	Department of Trade and Industry
<b>EIA</b>	Environmental Impact Assessment
<b>FASPO</b>	Foreign Assisted and Special Project Office
<b>GAD</b>	Gender and Development
<b>GADFP</b>	Gender and Development Focal Point
<b>HEA</b>	Head Executive Assistant
<b>HRDS</b>	Human Resource Development Service
<b>IEC</b>	Information-Education-Communication
<b>IFMP</b>	Industrial Forest Management Program
<b>ISF</b>	Integrated Social Forestry
<b>LGU</b>	Local Government Unit
<b>NCRFW</b>	National Commission on the Role of Filipino Women
<b>NEDA</b>	National Economic Development Authority
<b>NGADEC</b>	National GAD Executive Committee
<b>NGO</b>	Non-Government Organization
<b>NRMP</b>	Natural Resources Management Program
<b>PAMB</b>	Protected Area Management Board
<b>PAO</b>	Public Affairs Office
<b>PCM</b>	Project Cycle Management
<b>PD</b>	Presidential Decree



<b>PMG</b>	Project Management Group
<b>PO</b>	People's Organization
<b>PENRO</b>	Provincial Environment and Natural Resources Office
<b>RED</b>	Regional Executive Director
<b>RTD</b>	Regional Technical Director
<b>RUP</b>	Resource Use Plan
<b>SALT</b>	Sloping Agricultural Land Technology
<b>SAT</b>	Stakeholder's Analysis Tool
<b>SECAL</b>	Sectoral Adjustment Loan
<b>TA</b>	Technical Assistance
<b>TAG</b>	Technical Assistance Group
<b>TWCW</b>	Technical Working Committee for Women

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Handbook  
of  
Gender  
Responsive  
Participatory  
Tools  
for  
Community  
Based  
Forest  
Management

## Introduction



## What the Handbook Offers

This Handbook of tools to mainstream gender and development concerns in DENR's Community-Based Forest Management (CBFM) strategy is dedicated to the Site Coordinators, Project Managers and Project Staff on whose shoulders lie the task of revolutionizing the forest management system in the Philippines.

With the era of the "Technical Approach" to forest management over, DENR personnel now face the myriad challenges that are part and parcel of a new philosophy: "People First and Sustainable Forestry Will Follow".

The Handbook provides a repertoire of activities and guides aimed at familiarizing the Site Coordinators and Project Managers with who are the "people". What should we know about the "people" and what should the people know about themselves in order for empowerment to take place?

The recognition that empowerment is a legitimate means and end of development efforts brings with it the idea that participation is a prerequisite for development success. For there can be no empowerment if there is no genuine participation. One might even claim empowerment to be a by-product of participation. Participation is the way to stimulate perception, challenge paradigms, enrich perspectives, provide opportunities to gain insights and apply learning, and test new modes of action.

And with the question of participation, one also faces the question: who should be the legitimate participants in development efforts. Who should participate, why, and how? In this regard, the Handbook makes a particular point. Recent assessment of development efforts show that the women sector is a neglected group when it comes to participation. From a Project Management point of view, this redounds to underutilization of a potential human resource. From a Project targeting perspective, this means exclusion of a significant number of stakeholders. From the point of sustaining Project gains, continued neglect of women as a sector puts Project investments at a very high risk.

The Handbook therefore, draws attention to a balanced caring for human resources, a comprehensive understanding of both men and women in the communities, and offers tools to ensure meaningful participation of all stakeholders in order to achieve sustainable resource management objectives.



The Handbook suggests exercises and methods that can be used to explore the meaning of “people” being put “first”. What adjustments in Project strategies are implied in putting “People First”? What changes in the people’s current way of life are implied, if one expects “Sustainable Forestry Will Follow”? How could Site Coordinators and Project Managers facilitate the social processes necessary to ensure that changes in people’s practices are desired by themselves, and so will be sustained? How to turn, DENR’s revolutionary forest management philosophy into a truism that can be supported by statistics and hard evidence?

This Handbook contains tools for mainstreaming gender and development in Community-Based Forest Management. It supports the development principle that real development happens in people, and must therefore include a process of engaging the active participation of people as change agents themselves. The most basic area for meaningful participation is to have community residents define what real development means to them. The process of articulating, clarifying, defining these meanings involve very personal processes. In order for Site Coordinators and Project Managers to achieve a comprehensive understanding of the community’s perceived meaning of development, it is therefore necessary to understand people themselves, and to recognize that different people may have different meanings. Different meanings lead to different motivations and different actions, and may therefore require different strategies to be employed by Project Managers..

In community work, the first step towards differentiation is to examine the differences that exist between genders. What motivates men and what motivates women to participate in, or to oppose CBFM? What concept of a developed state would inspire men, what would inspire women? What could the Site Coordinators and Project Managers do to lead people to articulate, clarify and define jointly with men and with women, the meaning of real development?

In many cases, communities have been conditioned to define development in terms of infrastructure, physical facilities, basic services, available cash or buying power, educational opportunities, livelihood, business. This leads one to focus on providing these as a means to attain a developed state. However, worldwide experiences of government and development assistance agencies have proven that this is not sufficient. What is essential, and necessary for sustained development is a change in people: a change in perception, in paradigms, in action.



An ambitious description of the change involved, often heard from CBFM staff: the abusers must be transformed into protectors of forests. This change seems at first to be an impossible task. Abusers and Protectors seem to be at opposite ends of a scale describing how people relate to and care for the forest. The tools described help to scale down this task into manageable steps, within the CBFM framework for implementation.

## **How the Handbook is Organized**

The Handbook is divided into six (6) sections. The initial section provides an introduction, which describes What the Handbook Offers especially to the Site Coordinators and Project Managers of Community-Based Forest Management Projects. The introduction also discusses How the Handbook is Organized, and makes references to the CBFM Project Phases as the framework. Finally, the Introduction relates How the Handbook was Developed, and includes the processes and persons involved in its inception and final production.

Sections 1-4 focus on the CBFM Project Phases. For each Phase, major activities and expected outputs in the CBFM implementation strategy are described. Useful tools to mainstream gender and development concerns in specific activities, in order to facilitate the delivery of expected outputs are enumerated. Each gender tool is discussed following a gender tool activity guide format. The gender tool activity guide format includes: the Title of the gender tool, the CBFM Project Stage where the gender tool is recommended to be used, the Application Context specifying the major activity and expected output within the project stage where the gender tool can facilitate gender data gathering, gender analysis and decision making processes, the Intended Participants to the gender activity, the Objective of the gender activity, the estimated Time Required to conduct the gender activity, the Materials needed, the Method and Procedure of conducting the gender activity, and the Reference from where the gender tool was sourced, and mentions other related publications. When there are suggested formats or matrices, Sample formats are also provided.



The fifth section elaborates a post-DENR intervention outlook. This essay provides a vision of a community after a completed DENR CBFM Project intervention. This section invites the reader to take a bird's eye view of the intervention outcomes where the interplay of specified milestones that have been achieved after each CBFM Phase result in better ways of community collaboration, enhanced capacities to participatorily analyze and address problems, tighter LGU-PO cooperation, and the LGU-PO's effective management of the cycle of planning, monitoring, evaluating, re-planning of community forest resources. The fifth section ends with a presentation of the critical role of DENR as a technical support agency to the PO and the LGU, at the imaginary fifth phase of the CBFM, the post-DENR-CBFM intervention stage.

The sixth and final section of the Handbook lists a bibliography and other references. This collection includes the Title of the text, an Abstract describing the contents, the Source where the material can be availed, the Publication Date and Other Information, the Number of Pages, and Cost to purchase. The bibliography provides a reference for those who may be interested in further reading materials.

Separate Process Documentation Reports present case studies featuring three Pilot Test experiences conducted to validate some of the gender tools described in the previous sections. The process documentation reports covering three CBFM sites: Manaboc, Ilocos Sur, Taguisa, Sultan Kudarat, and Capocan, Leyte can be availed from the DENR-GAD National Office.

## **How the Handbook was Developed**

Developing the Handbook began with an intensive study of the CBFM framework and implementation strategy. This entailed a series of discussions with members of the technical advisory group and project management group to ensure a common understanding of the CBFM approach and activities. This understanding guided the collection of relevant information, and sorting out the useful references. This was followed by an extensive research effort that included library work and telephone inquiries to be able to locate the references and collect the material. Official Development Agencies, National Line Agencies and many Non-Government Organizations were contacted and approached. With the material in hand,





serious study of available tools, participatory approaches that could be adapted and brainstorming on possible gender-responsive activities was done. This first steps of research and study resulted in a rough collection of potential tools which were well received during the National Orientation Workshop in July, 1998.

“The test of the pie is in the eating.” Following the first draft of potential tools, the Pilot Tests were conducted. The invaluable inputs from the Site Coordinators, GAD Focal Points, CBFM Coordinators, Community Environment and Natural Resources Officers, Provincial Environment and Natural Resources Officers, Planning Officers, Regional Technical Directors, and Regional Executive Directors provided further modification of the tools to suit the site level conditions. With the strong regional as well as national support to the Pilot Test experiences, the adaptation of gender-responsive tools became a collective effort that yielded insightful reflection on CBFM as a national strategy, and on the DENR-LGU partnership at municipal levels.

## Brief on CBFM

Community-Based Forest Management is the Philippines' national strategy for sustainable forest management. As a program, CBFM addresses the continuing destruction of the country's remaining natural forests and responds to the issue of upland poverty considered as a root cause of deforestation.

CBFM is based on the concept of “People first and sustainable forestry will follow”. The basic belief is that when issues of poverty and inequitable access to resources in the uplands are addressed, local communities themselves join hands in protecting and managing the forests.

CBFM gives organized communities the right and responsibility to directly manage and benefit from the forest land resources. As the lead agency, DENR is also integrating the principles of CBFM on sustainable forest management in the existing administrative mechanisms in the field. These include, among others, the integration of forest land use in the land use plans of municipalities and provinces!



The CBFM Implementation Framework which follows illustrates the four project phases which have been used as the reference for developing the gender responsive participatory tools that comprise the major content of this Handbook.

Illustration A: Shows the standard CBFM Implementation Framework used in explaining the CBFM implementation activities during orientation workshops with partner stakeholders.

Illustration B: Shows a supplementary CBFM Implementation framework describing for each stage: Major Objectives, Indicators of Success, Evidence of Completion, Interventions/activities and GAD Tools that can be applied

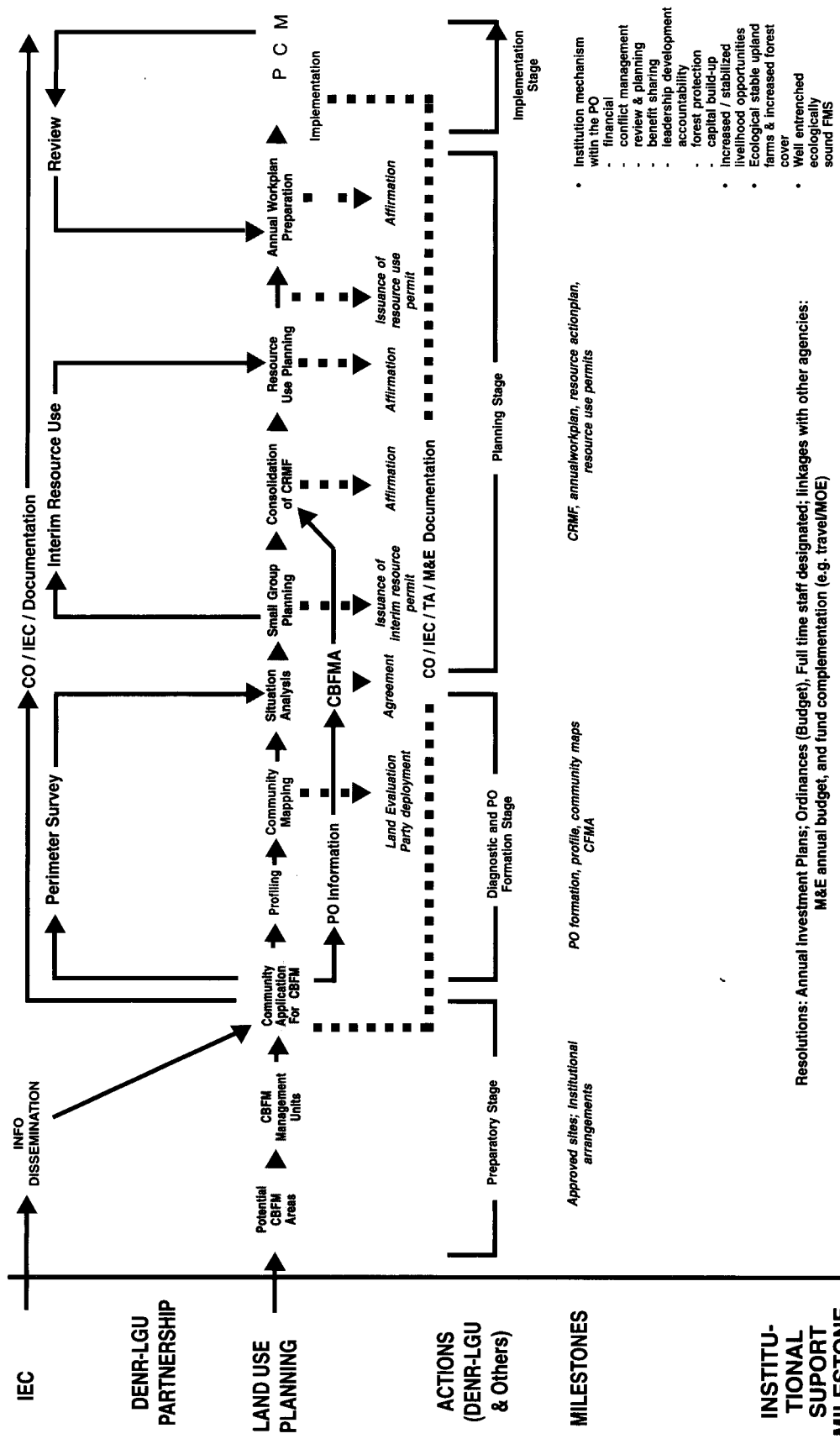
The Illustrations were developed to synthesize the remarks and observations of Pilot Test Teams as they went about presenting the orientation materials to Local Government Units.

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<sup>1</sup> From FAQs-Frequently Asked Questions- about CBFM, published by Community-Based Forest Management Office, DENR Manila.



# CBFM IMPLEMENTATION FRAMEWORK



Resolutions: Annual Investment Plans; Ordinances (Budget). Full time staff designated; linkages with other agencies; M&E annual budget, and fund complementation (e.g. travel/MOE)

# POST CBFM INTERVENTION

**CBFM Area:** Sustainably Managed/Developed  
**PO:** Living Conditions Improved  
**LGU:** Services/support Institutionalized  
**DENR:** Technical Support provided on a per request basis  
 Positive reports on the community provided

STAGES:	PREPARATORY	DIAGNOSTIC & PO FORMATION	PLANNING	IMPLEMENTATION
<b>MAJOR OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* Initial Introduction of CBFM LGUs/Community</li> <li>* DENR LGU Partnership Building</li> <li>* Initial introduction of CBFM to community in potential CBFM sites</li> </ul>	<ul style="list-style-type: none"> <li>* Deployment of full-time DENR-CENRO CBFM Team</li> <li>* Identification/mobilization of core of community-based groups</li> <li>* Training and Preparation of core groups for:               <ul style="list-style-type: none"> <li>- Participatory rural appraisal</li> <li>- Series of community level consultations</li> <li>- Training on organizational skills</li> <li>- Training on technical skills<sup>2</sup></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Organizational strengthening towards formulation of CRMF</li> <li>* Site Coordinators assist as:               <ul style="list-style-type: none"> <li>- Ecosystem Analyst providing technical advise</li> <li>- PO Organizational Capability Builders</li> <li>- Linkage builders forming resource networks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Defined needed PO committees, i.e. resource access committees</li> <li>* Committee-Assembly consultation processes in place (feedback-feedforward)</li> <li>* Transparent reporting at regular intervals: officials reporting to assembly</li> <li>* Equal/Gender fair opportunities to participate</li> <li>* Equitable sharing of benefits</li> <li>* Periodic Monitoring</li> </ul>
<b>INDICATORS OF SUCCESS</b>	<ul style="list-style-type: none"> <li>* LGU formally adopts CBFM program as resource management strategy</li> <li>* Other potential partners identified and open to CBFM</li> <li>* STAR</li> </ul>	<ul style="list-style-type: none"> <li>* PO Formalized</li> <li>* Issuance of CBFMA to formalized PO</li> <li>* STAR</li> </ul>	<ul style="list-style-type: none"> <li>* Resource Use Permit issued by DENR</li> <li>* PO workgroups/ committees delineated</li> <li>Sectoral Plans drafted, consolidated into CRMF</li> <li>STAR</li> </ul>	<ul style="list-style-type: none"> <li>* Formal turn-over from DENR-PO-LGU</li> <li>* Natural resources conditions improved</li> <li>STAR</li> </ul>

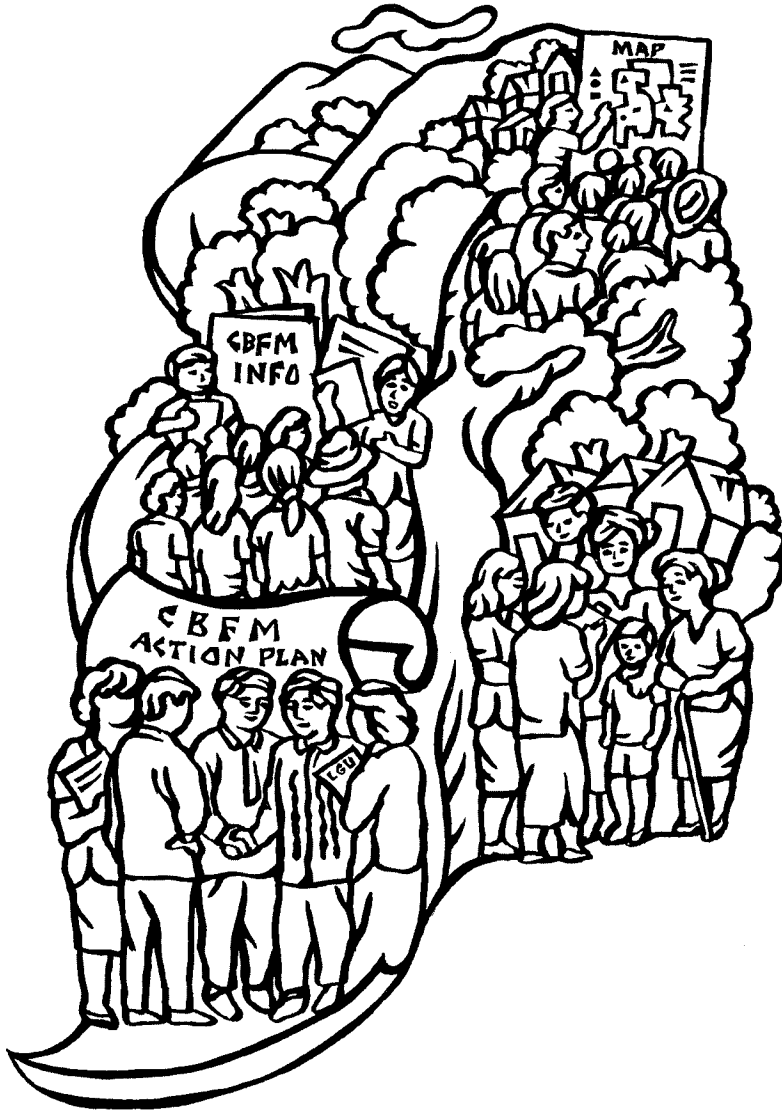
<sup>2</sup> Training should be using Adult Learning Styles, i.e. extracting past experience, stimulating sharing, organizing experience and using data to draw relevant lessons/insights

STAGES:	PREPARATORY	DIAGNOSTIC & PO FORMATION	PLANNING	IMPLEMENTATION
<p><b>EVIDENCE OF COMPLETION</b></p>	<ul style="list-style-type: none"> <li>* DENR-LGU MOA &amp; Action Plan</li> <li>* LGU designated CBFM Composite Team</li> <li>* LGU resource Allocation for CBFM activities</li> <li>* CBFM sites confirmed and formally recognized by LGU through resolution</li> </ul> <p>Land use maps, resource use maps and site profiles, STAR</p>	<ul style="list-style-type: none"> <li>* Concept of CBFMA clarified and applied to PO by community group (application) and by DENR (assignment of support team), Copies of STAR</li> </ul>	<ul style="list-style-type: none"> <li>* Stable leadership and membership</li> <li>* Healthy financial status</li> <li>* Profitable economic projects</li> <li>* Organizational systems functioning</li> <li>* Forest Resource use plans</li> <li>* Plans resulting from participatory processes</li> </ul> <p>Copies of STAR</p>	<ul style="list-style-type: none"> <li>* Progress/accomplishment reports</li> <li>* Success Stories</li> <li>* Case Studies</li> <li>* Compilation of STARs<sup>3</sup></li> </ul>
<p><b>INTERVENTIONS/ SPECIFIC ACTIVITIES AND GAD TOOLS THAT CAN BE USED</b></p>	<ul style="list-style-type: none"> <li>* Meetings with LGUs, community</li> <li>* Preparation of maps with the community</li> <li>* Visit to the community</li> </ul>	<ul style="list-style-type: none"> <li>* Stakeholders' Analysis for the community</li> <li>* Venn Diagram</li> <li>* Community Resource Access/Control Matrix</li> <li>* Time Use Chart</li> <li>* Livelihood analysis</li> </ul>	<ul style="list-style-type: none"> <li>* Problem Analysis</li> <li>* Analysis of Community Problems and potential solutions</li> <li>* PO Vision/ Mission Statement</li> <li>* Community Action Plan</li> <li>* Intervention Suitability and Potential Benefits Analysis</li> </ul>	<ul style="list-style-type: none"> <li>* Structured exercises stimulating the reflection-action cycle</li> <li>• Management cycle</li> <li>• Planning-Implementation-Review &amp; Assess</li> <li>• Replan Feedback Analysis</li> </ul>

<sup>3</sup> STARs are the documentation of the experiences and reflections of the site coordinator as he/she applies and uses the GAD tools in the various stages of CBFM.

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## CBFM Project Preparatory Phase



## **Major Activities and Expected Outputs during the CBFM Project Preparatory Phase**

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The CBFM Preparatory Stage includes the initial interaction and partnership building activities with the Local Government Units. The partnership may be considered successfully built when the LGU formally adopts the CBFM program as a resource management strategy through a memorandum of agreement with DENR, and a DENR-LGU action plan for CBFMP implementation is agreed upon with duly designated members to the CBFM composite team, and resource allocation for CBFM activities are in place. Other potential partners have also been identified and are open to CBFM.

The CBFM Preparatory Stage also involves initial interaction with the affected communities who are forest resource users. The identification and prioritization of potential CBFM sites is done by generating land use maps and resource use maps delineating forests and watershed areas, and indicating potential CBFM sites. Further, Site profiles are produced through a process participated in by knowledgeable men and women in the communities, so that areas are realistically identified. Eventually, these areas are endorsed by LGU resolution, and confirmed by the stakeholders, and formally recognized as CBFM Project Sites by DENR.

A major facilitating activity during the CBFM Preparatory Stage is the extensive groundworking with key influentials, house to house visits, informal group discussions, distribution of IEC materials and similar information dissemination methods. This should lead to the formulation of an application or letter of intent by community representatives stating their interest to undertake CBFM, addressed to DENR.



## Useful Tools to Mainstream Gender & Development Concerns in the CBFM Activities during the Preparatory Phase

The selection of gender tool activity guides recommended to be used during the Preparatory Stage focus on generating relevant information about major stakeholders in the potential CBFM Project. The data to be gathered include the stakeholders' "stake" in the potential CBFM Project, their perceptions and practices relevant to forest resource management, their knowledge of and familiarity with the forest resources and forest conditions, their current life situation in relation to the forest, and their past experience which has significance to them as a community.

These information should help the Project Managers and Site Coordinators to determine who are the legitimate information sources, the tentative community representatives and provide hints on who should be involved in the Project, and in what capacities. The information should also guide the formulation of an IEC strategy appropriate to the Project area.

The gender tool activity guides have been developed to capture the points of view of both men and women in the communities. It is, therefore important to adjust information gathering activities to enable both men and women to participate. In order to obtain the right information, one must ask the right questions, and ask the right persons.

Equally important, the methods and procedures described in the gender tool activity guides are biased towards ensuring maximum participation by relevant stakeholders. This level of participation goes beyond the roles of information provider and information seeker. The activity process should ensure that all participants gain from the information sharing activities. This can be done by joint analysis of the data generated, and a transparent discussion of tentative conclusions drawn from the analyses. Such a process implies that the DENR personnel assume a facilitating and assisting role, and constitutes the initial effort to lay the foundation of CBFM ownership on the shoulders of the local stakeholders.





## ***Stakeholder<sup>4</sup> Analysis<sup>5</sup>: LGU Level***

1. CBFM Project Stage : Project Preparatory Stage
2. Application Context : Clarification of the LGU's questions about CBFM. Solicitation of LGU support for CBFM Project. Identification of local level CBFM Team members. Input to deciding an effective composition of CBFM Team, and clarifying the roles of CBFM actors later on. This Tool can be used as an activity following a CBFM Orientation session for LGUs.
3. Intended Participants : All who will be affected and/or can affect the Project: ie. Municipal Development Council (MDC), Mayor, Provincial/Municipal Planning and Development Officer, Barangay / Sitio Leaders, other relevant formal bodies/ DENR Site Coordinator, CENRO/PENRO, 5 male farmer leaders in the area (not necessarily officials) 5 women leaders in the area (not necessarily officials) Environment Committee, Agriculture Committee, Education Committee, Health Committee, Non - Government Organizations, People's Organizations, other active/influential groups present in the area
4. Objectives of the Activity:
  - 4.1 To identify and analyse groups and institutions who play an important role in connection with the planned CBFM project.
  - 4.2 To brainstorm potential action areas to ensure active and positive involvement of major stakeholders in the Project

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<sup>4</sup> Stakeholder: Stakeholder: who has an interest in the Project's success or failure; who may influence the Project implementation positively or negatively. Hence, a group or institution with a "stake" in the Project.

<sup>5</sup> This gender sensitive participatory tool was tested with the LGUs of Burgos, Ilocos Sur during the LGU Consultation of a new CBFM Project for Manaboc, Burgos. As a result of this tool, the Site Coordinator was invited to be a member of the Municipal Technical Working Group so that the CBFM Project Plans could be integrated with the Municipal Development Plan of Burgos, Sept. 8, 1998. In Capooacan, Leyte, the LGU offered an office space for the CBFM Site Coordinator to improve the communication and coordination between the LGU and the DENR.



**Note:**

- ***Prior invitation and follow-up should be done to have all the above-mentioned participants available. If appropriate to the practices in the area, one could prepare and distribute an agenda for the meeting.***
- ***Usually, farmers (especially women can be available only after lunch around 1:00 pm - 4:00 pm. One should check with the participants their availability and have a common time for the meeting***
- ***While it is desirable to convene all intended participants in one meeting, this is not always possible. It is more important to obtain the views of all relevant stakeholders. It may be sometimes necessary to gather sub-groups of stakeholders, and complete the analysis piecemeal.***

5. Time Required : 1.5 - 3 hours

6. Materials needed: Attendance sheet, activity guide and example in chart, manila paper, pentel pens, colored meta-cards (in cases where it is not available, one can use any half size bond with a clean side to write on) paste/glue made of gawgaw, masking tape, prepared matrix

7. Method and Procedures :

The procedure for a Stakeholders' Analysis is open and undetermined. There are two phases revealed while conducting a Stakeholder's Analysis.

- Phase I: List the stakeholders and their descriptions
- Phase II: Analyze each individual / group identified following a prepared matrix (the matrix is used to organize the data to be analyzed)



- The degree of detail in these phases depends on the information available (based as little as possible on speculation) and the need of the project to define action areas addressing the different groups.
- 7.1 Identify all groups, organizations, persons relevant to and affected by the Project
  - 7.2 Categorize them (are they beneficiaries, functional groups, groups that support/oppose)
  - 7.3 Describe them (what are their main activities, what features are relevant to CBFM: are they policy makers, advocates, membership-based organizations; do they mainly engage in subsistence/commercial farming)
  - 7.4 Analyze their problems / needs, limitations / difficulties, expectations / interests from the point of view of the stakeholders themselves (what would they want to gain from the Project; what are their problems/needs which can be addressed by the Project; what limitations/difficulties would inhibit their active participation in the Project?)
    - Women farmers should be analysed separately from male farmers as they might have different needs and expectations
  - 7.5 Analyze their potentials and strengths from the point of view of the Project (what resources - skills, expertise, financial/legal capabilities can the Project tap?)
  - 7.6 Identify actions which the Project should do to ensure harmonious cooperation among stakeholders (specific approaches and activities required, conflict areas to be resolved, etc.)



## 7.7 See Sample Matrix: Stakeholders' Analysis

Major Stakeholders of CBFM	What are their expectations from CBFM? What benefits do they want to gain?	What strengths/potential do they have which CBFM can tap?	What weaknesses/obstacles do they have which may hinder their active involvement?	How should the project deal with these stakeholder? What actions should the project take?	Specific agreements (actions) to overcome weaknesses

### 8. Synthesis Points:

- Summarize the last column describing specific agreements derived from the plenary discussion.
- Identify next steps to be done specifying the activity, person responsible and target date.
- Reiterate the concept of CBFM as a forest /coastal resource management strategy anchored on the positive and active partnership among community members, local government officials and the DENR along with other relevant agencies.

### 9. STAR Cliniquing Guide for Facilitating Team Reflection:

9.1 What was the situation/why was this tool used ?

9.2 What was accomplished by using this tool ?

9.3 Make an assessment:

What were the helping factors ?

What were the difficulties experienced ?

How were they managed ?



9.4 Draw conclusions/recommendations:

How can helping factors be ensured ?

How can difficulties be avoided ?

How can this tool be better used next time ?

10. Recommended Next Steps to pursue CBFM:

10.1 Follow up and monitor the agreed actions.

10.2 Formulate new action plans as needed, to sustain the LGU-DENR-Community Partnership impetus

## ***Participatory Community Resource Mapping<sup>6</sup>***

1. CBFM Project Stage: Project Preparatory Stage
2. Application Context: Validate potential sites on the ground using RRA and establish rapport with community members.
3. Intended Participants: Men & women community members residing / farming in the area  
Elders
4. Objectives :
  - 4.1 To establish a dialogue between different groups of the community
  - 4.2 To draw a picture of different perceptions of the local environment
  - 4.3 To document access and control over resources

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Compiled, adapted and customized for DENR-CBFM Program by Jackie C. Bacal and Suki F. Feliciano. 1998.

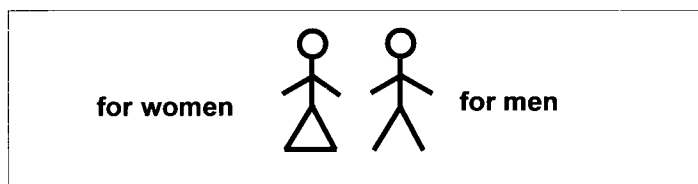
<sup>6</sup> Reference: Facilitating the Introduction of a Participatory Integrated Approach (PIDA)



- 4.4 To identify problems, resources and potential in relation to the key questions
5. Time Required : 1 to 3 hrs. depending on the community members pace (But can be done intermittently)
6. Materials : 2 Copies of the CBFM Area Map (Brgy. Map) in a cartolina or a thicker board  
Glue  
Local materials (can be agreed upon by the members to represent important issues such as present trees, rivers, roads etc.)
7. Method and Procedures :
  - 7.1 Explain the purpose and procedure of the activity, specifying the expected output in a more or less complete community resource map.
  - 7.2 Explain and validate the prepared sketch of the Community Map (where is north, south, east, west boundaries)
  - 7.3 Discuss and agree with the participants on the symbol and local materials they want to use in filling up the map.
  - 7.4 Divide the group into at least two - 1 group for men 1 group for women (other subgroups may be formed such as male youth and female youth groups) - discuss with them the importance of getting the perspective and different perceptions of male / female.
  - 7.5 Start the drawing of symbols from a specific site or building, which all the members from the community know e.g. location of health centres or school. Then let them continue.
  - 7.6 Ask each participant to locate important landmarks that bring life to their community such as school, health centre, location of houses, farm areas, forest areas where fuel is gathered, sites of herbal medicine and so on.



- 7.7 After the landmarks are symbolised / located in the map. Have each participant classify who in the community has access and then who has control over each landmark. A symbol can also be used.



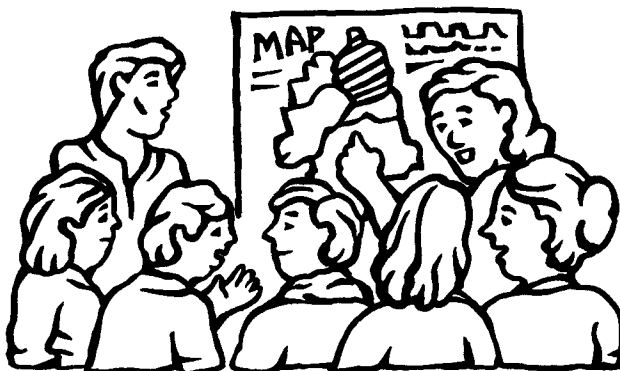
- 7.8 After the maps are completed, validate in a plenary. Ask the participants whether the locations of landmarks are more or less accurate.

## 8. Synthesis Points

- Compare : Why are some symbols not found in the resource map of the male group? Of the female group? Are there similarities / differences?
- Who have access to which resources - why so, what is the history?
- Who has control over which resources - why so, what is the history?
- Explain technical significance of the information from the perspective of DENR (as naturalist, biologist, preservationist). Relate the shared data with the ecosystem view that the male and female community members pointed out and establish the relevance of CBFM to their community life.

## 9. STAR Cliniquing Guide for Facilitating Team Reflection:

- 9.1 What was the situation/why was this tool used ?
- 9.2 What was accomplished by using this tool ?



9.3 Make an assessment:

What were the helping factors ?  
What were the difficulties experienced ?  
How were they managed ?

9.4 Draw conclusions/recommendations:

How can helping factors be ensured ?  
How can difficulties be avoided ?  
How can this tool be better used next time ?

10. Recommended next Steps to pursue CBFM:

- 10.1 What information does the community need to gain a full appreciation of the relevance of CBFM to their day to day living?
- 10.2 Draft an IEC strategy to support this effort (10.1).
- 10.3 Are there significant conflicts in information generated by the community mapping activity that should be cross-checked?
- 10.4 Identify concrete area maps (one step may be to apply the Transect Walk).



## ***Trend Analysis***<sup>7</sup>

1. CBFM Project Stage: Project Preparatory Stage
2. Application Context: Data gathering useful for Profiling and Community information. The results from this Tool can be used in identifying potential core group members who have had previous experiences in other projects and programs.
3. Intended Participants:  
Male and Female Community members
4. Objectives of the Activity :
  - 4.1 To recognize influencing factors and causes of identified problems and potentials.
  - 4.2 To help determine appropriate strategies for future project action.
5. Time Required: 1 -2 hours.
6. Materials Needed: manila paper / pentel pens, pencils, local materials as symbols
7. Methods and Procedures:
  - 7.1 Explain the objectives of the activity.
  - 7.2 Agree on a common time frame where most of the members present can recollect. 10 years ago? 20 years ago? 5 years ago?
  - 7.3 Once the group agrees on a time frame, have them recollect and write down or the significant impact or changes in the community with regards to (socio-economic activities, road constructions, bridges, school, natural disaster, introduction of new crops, waves of migration, land-use etc.) The facilitator / coordinator may opt to have a focus-changes in land use, deforestation pattern etc.

<sup>7</sup> Reference: Trend Analysis (PRA-RRA). GTZ Gender-Sensitive Participatory Approaches in Technical Cooperation Gender Training Manual for Local Experts. By Birgit Kerstan



7.4 Separate the group of men/women to get the varied perspective and to gain additional significant information, which may be neglected.

7.5 Validate with the group the significant changes they have listed. Are there differences from the male/female group? What is it? Why?

7.6 Summarize.

- What are the changes/impact you see specifically mentioned by men?
- Why?
- By women? Why?

Discuss.

- How was this significant problem overcome? Who initiated it? Why? What was the effect?
- What are some obstacles that you see would most likely happen? How do you propose to overcome it?
- Who would you mobilize to overcome these obstacles?

7.7 Record all the answers in a Manila paper visible to all participants. Make sure you get both the views of men and women.

7.8 Validate their answers.

7.9 Agree on possible next steps

- Trend Analysis can be done for various aspects e.g. Land use, productivity, erosion, available and quality of drinking water, market price, labor patterns, position of women in community etc.

## 8. Synthesis Points

- Solicit suggestions on how future projects (such as CBFM ) can lead to positive changes and avoid unintended negative changes



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- 7.6 Summarize.
- What are the changes/impact you see specifically mentioned by men?
  - Why?
  - By women? Why?
- Discuss.
- How was this significant problem overcome? Who initiated it? Why? What was the effect?
  - What are some obstacles that you see would most likely happen? How do you propose to overcome it?
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- Solicit suggestions on how future projects (such as CBFM ) can lead to positive changes and avoid unintended negative changes



## Trend Analysis

### Change of Business Opportunities after Electrification

27

TIME	Business Opportunities	
	MEN	WOMEN
Before electrification 1992	1. Trading Money lenders (50 persons) Food and drink vendors	1. Trading Food stalls Food vendors
	2. Services watch repairers Motorcycle mechanics Motorbike taxi service Driving Tailoring	2. Services Traditional midwifery Beauty salon Pearly embroidery (during day time)
	3. Crafts Building & joinery Bricklaying	3. Handicrafts Basket weaving Embroidery
	4. Handicrafts Kitchen utensil manufacture	4. Agriculture Livestock-goats/poultry Cultivation of rice, cassava, maize, vegetables Annual crops, fruits
	5. Agriculture Livestock-cattle Cultivation of rice, cassava, maize Annual crops	5. Agriculture Production of palm sugar, dried bananas, tea, crisps/chips, cassava crackers, sticky rice, sweets
	6. Food processing Production of palm sugar, rice, husking	
After electrification 1993/94	Embroidery (electrically driven machines) Battery charging Sewing (electrically driven machines) Chicken breeding Renting of parabolic antenna	Embroidery (electrically driven machines) Pearl embroidery (at night using electric lighting) Ice lollipop production Cake making (by order, for festivities)
Future electrification	Electric welding facility Air-compressor/puncture repair shop Timber sawmill	Hairdressing salon



## Evaluation of the trend analysis together with the villagers:

### Changes of economic activities as a result of electrification

#### Specifically related to men:

Motorcycle repair workshop has added a battery charging facility.

The tailoring industry has expanded its scope of work with the addition of a stitching machine.

Poultry rearing has progressed to a more intensive breeding unit with the availability of electric lighting.

Formerly only for private use, parabola antenna connections can now be obtained on a rent basis.

#### Specifically related to women:

Food vendors have expanded their range of products to include ice lollipops (electric freezer) and cake making on request (electric oven).

Pearly embroidery enterprises have improved their quality and efficiency with the application of electric sewing machines.

#### Aspirations of the villagers

The presence of electricity has stimulated the local villagers to consider exploiting the available resources for the development of small village-based enterprises such as electric welding, timber sawmill, computer services (mainly men) and beauty/hair salons (mainly women).

#### However, there are some obstacles:

- The starting capital for enterprise development is minimal.
- The technical skills required for the effective development of specific industries are limited.
- The information regarding new technologies and innovations is insufficient.
- The infrastructure requirement for the effective development of small scale industries is insufficient.
- The support activities from development agencies are insufficient.

#### Sources of capital for existing local enterprises:

- > 50 % from the People's Bank (BRI)
- 25 % from the teachers cooperative
- 10 % from the family welfare movement in the form of very small loans
- 5 % from co-operatives
- 10 % from other sources



**Local history profile**  
**Chikalong Village, Tasikmalaya District, West Java**  
**(with a focus on water supply)**

**1920**

Under Dutch colonization. The village was occupied by the Dutch army, but they could not control the outer hamlets.

**1938**

The Dutch government built a bridge linking the village with the capital of the sub-district.

**1942**

The village was occupied by the Japanese. Many villagers were recruited into the Japanese army. Cultivation of silkworms was very popular.

**1945**

Independence. Local freedom fighters were led by Pak Lilis (who later became district chief). People were given the right to harvest the forest (wood, fruits and herbs)

**1950**

The Islamic separatist movement "Darul Islam" moved into the village. Many villagers joined them and community members acted as "living fence".

**1960**

Water level of the river went down drastically.  
A spring was discovered at Gunung Pasir.

**1965**

The mosque was built

**1967**

Many villagers moved from Kujang to Cikalong Hilir because Kujang was haunted by bad spirits.

**198s**

The village appointed a water management committee.  
Water was channeled to the rice fields through bamboo pipes.  
Lack of water in the dry season.

**1989**

Not enough water to irrigate the rice fields

**1990s**

The first well was constructed by two village inhabitants.  
Fish in the river started to disappear because of poisoning by potash.

**1994**

Very long dry season (7 months). Wells dried out.



- Record all the answers in a Manila paper visible to all participants. Make sure you get both the views of men and women.
- Validate their answers
- Agree on possible next steps

9. STAR Cliniquing Guide for Facilitating Team Reflection:

9.1 What was the situation/why was this tool used ?

9.2 What was accomplished by using this tool ?

9.3 Make an assessment:

What were the helping factors ?

What were the difficulties experienced ?

How were they managed ?

9.4 Draw conclusions/recommendations:

How can helping factors be ensured ?

How can difficulties be avoided ?

How can this tool be better used next time ?

10. Recommended next Steps to pursue CBFM:

10.1 Analyze the causes of negative changes. And identify the specific factors that contributed to positive changes.

( is the leadership strong ?

were interests conflicting/harmonious ?

were objective realistic/ambitious ?)

10.2 Review the CBFM Project Strategy and identify specific activities to address the causes of failure and ensure success.

10.3 Identify specific next steps.

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Compiled, adapted and customized for DENR-CBFM Program by Jackie C. Bacal and Suki F. Feliciano. 1998.



## ***Transect Walk***

1. CBFM Project Stage : Project Preparatory Stage
2. Application Context : Further familiarization with the community and its environment through different male/female community members and validation of available information about the potential CBFM areas.
3. Intended Participants :  
Male / Female members of the community  
Elders

### **NOTE**

- ***One can also include to invite the LGUs who are members of the CBFM composite team so that problems/opportunities can already be discussed with the community.***

4. Objectives of the Activity:
  - 4.1 To use local knowledge in exploring, visualising and analysing spatial features of a selected CBFM area.
  - 4.2 To cross-check secondary data gathered / first hand info gathered using previous tools (community resource map)
5. Time Required : May take days depending upon the availability of the community residents
6. Materials needed : Several sketches of a transect diagram of the area, Pens / Pencils





7. Methods and Procedures :

- 7.1 Decide with the Q♂ the approximate lines to walk - it may follow many routes, uphill, taking loops, along river beds, through the fields, forests etc. (Emphasize that it should be within the prospective CBFM Area)
- 7.2 With the people Q♂ draw and agree upon a transect diagram (see sample)
- 7.3 Agree who among them from each sitio will be willing to accompany the site coordinator. There should be equal representation of men/women/elders. Schedule participants from each sitio.
- 7.4 Inform the participants that this transect walk would be a survey through observation and information from them would be important for the community Plan in relation to CBFM?
- 7.5 Walk slowly, look carefully, discuss with community members what they see and what they identify. Integrate silent participants, specifically the women. Do not focus discussion with members who are dominating.
- 7.6 Fill up the transect diagram and validate it after each sitio has finished.

8. Synthesis Points:

- Discuss technical impressions such as the state of the ecosystem and the relevance of this to their experienced problems.
- Discuss the problems concerning each sitio and what could be done about it? Who could be approached for such problems?
- Discuss opportunities and recommendations and agree on an action plan.



- If LGUs are present, organize a panel discussion, what can they, as LGUs supporting the community, do about it?
- Record the agreed upon recommendation.

9. STAR Cliniquing Guide for Facilitating Team Reflection:

9.1 What was the situation/why was this tool used ?

9.2 What was accomplished by using this tool ?

9.3 Make an assessment:

What were the helping factors ?

What were the difficulties experienced ?

How were they managed ?

9.4 Draw conclusions/recommendations:

How can helping factors be ensured ?

How can difficulties be avoided ?

How can this tool be better used next time ?

10. Recommended next Steps to pursue CBFM:

10.1 Document the agreements and action plans that have been generated and provide copies to persons concerned.

10.2 Monitor the implementation regularly and re-plan with stakeholders as needed.

10.3 Do an in-depth analysis of the ecosystem and its dynamics to be included in the CRMF.



## **Sample Transect :**

In communities, located over widespread rural areas and sparsely populated, the transect walk has to be prepared and planned well in advance. Panocha, for example, is such a community. It is actually a sub-location with four different villages, but all belonging to the Dungicha community. The transect was planned for the morning of the second day. The previous evening, it was announced that out of every sub-group, some members should participate in the transect walk. Then the time for the starting point and the planned route were decided. The next morning, after the analysis of the first day's results, it was also clear that the transect walk would focus especially on water sources of Panocha/Sentima sub-location. The previously established line fitted with this focus. Otherwise the line would have had to be readjusted according to the focus.

The transect started at 8:30 - before any other event - with people who lived around the meeting place. Sometimes the transect walk looked like a relay race: New people from other areas of Panocha joined the group, while the others remained behind. During the day, PRA sub-team had the chance to talk with several people from different areas. Much information could be gathered by interviewing and also via direct observation. A picture of the Panocha area and its water sources could be developed. The transect walk lasted more than eight hours and unfortunately the group was not back in time for the presentation of sub-group results to the community. But in the end, the results were very useful to the whole team because things had been observed directly and these observations were useful for cross-checking information gathered by means of other tools.



TRANSECT THROUGH PANOCHA-SENTIMA SUB-LOCATION  
(SOUTH-NORTH)

	SITIO 1	SITIO 2	SITIO 3	SITIO 4	SITIO 5
<b>SOIL</b>	Clay soil and small patches of sandy soil.	Sandy soil and small patches of clay loam.	Clay shallow soils and rocky.	Sandy soil	Clay soil, small patches of sandy soil; rocky patches.
<b>WATER</b>	2 small pans poorly maintained; Roof catchment (2 houses) - poorly installed.	Roof catchment at school, poorly kept; one pan poorly kept.	Dungicha dam with salty water; broken embankment; one pan poorly kept	Shallow wells	1 pan (well maintained). Chambo dam with broken dam; 2 pans poorly maintained. River has fresh water; dry valley with saline soils
<b>VEGETATION</b>	Natural bushes, shrubs, consisting of acacia species ( <u>Acacia nilotica</u> , etc.) A few hardwood trees; miriki (indigenous)	Natural bush cleared for school and market centre. Trees wanted e.g. <u>Azadiracta indica</u> ; <u>Eucalyptus</u> <u>Theretia peravioma</u>	Natural bush and grass consisting of <u>Acacia nibtica</u> and <u>ternciada</u> species	Indigenous hardwood trees (muriki)	Natural bush and thickets consisting of acacia species
<b>SOCIO-ECONOMIC INDICATORS</b>	Majority are heasant furimas. Houses thatched with grass. Few corrugated iron roofs.	School with corrugated iron roofs and the market centre.	Mainly grass thatched houses with mud walls.	Grass thatched houses. A few corrugated iron roofs.	Grass thatched houses and isolated corrugated iron roofed houses.
<b>FOOD CROPS</b>	Maize, Pigeon peas, green gram, cow peas	Maize, cow peas, cassava	Pigeon peas, cow peas, water-melons, green grams, maize	Cow peas, Maize	Maize, Pigeon peas, green-grams, cow peas
<b>CASH CROPS</b>	Coconut cashewnut	Coconut cashewnut	Coconut cashewnut	Coconut cashewnut	Coconut cashewnut



	SITIO 1	SITIO 2	SITIO 3	SITIO 4	SITIO 5
<b>FORESTRY AGRO-FORESTRY</b>	Mongo trees citrus, minimal trees, planting e.g. <u>Azodita chita indica</u> ; <u>Theretica petutiana</u>	Fruit trees - mangoes; citrus, few cassava	Mangoes	Mainly mangoes	Agro Forestry with mangoes
<b>RESOURCE MANAGEMENT</b>	Soil conservation; Terracing; 31 terraces in 3 forms; Poorly maintained pans	Terracing at sides of road; poorly maintained pans	Limited soil conservation; poorly maintained pans.	Cash crops left in tall grass. Poorly maintained pans.	One pan well maintained; overgrazing.
<b>ACHIEVEMENT (LAST 5 YEARS)</b>	Roof catchment; terracing; tree planting	Road murmured	Road murmured	None	Established pan fund. Bought hand tools for pan maintenance
<b>PROBLEMS</b>	Inadequate water supply; lack of dip facilities; Poor ploughing practices	Inadequate water supply; inadequate school facilities; Poor transport; No health facilities	Inadequate water supply; disorganised community; Food scarcity ; Migration of people	Inadequate water supply; Leaching	Inadequate water supply; disorganised community; wild animals destroying crops; overgrazing
<b>OPPORTUNITIES</b>	Rehabilitate Sentima dam; rehabilitate cattle crush bare hole secure; tools for dam construction; Range establishment	Improve roof catchment; rehabilitate Sitio 2 pan; technical assistance; external assistance	Rehabilitate Panocha dam; Introduce sisal growing	Rehabilitate cash crops coconuts and cashew nuts	Rehabilitate 4 pans; Introduce soil conservation; rehabilitate chanibo dam siting for pan sites, sisal growing
<b>RECOMMENDATIONS Who should be approached ? What agency?</b>					

Compiled, adapted and customized for DENR-CBFM Program by Jackie C. Bacal and Suki F. Feliciano. 1998.



## ***Gender Specific Activity Calendar<sup>8</sup>***

1. CBFM Project Stage: Project Preparatory Stage
2. Application Context: Gathering relevant Information specifically the distribution of major productive and reproductive activities among the potential target groups in the community. The tool can be used as an activity following CBFM Orientation session for community residents.
3. Intended Participants:  
Male and female community members in the area
4. Objectives of the Activity:
  - 4.1 To gather data about male and female community members ' different workloads at specific times of the year.
  - 4.2 To identify the time and amount of labor arising from productive and reproductive activities for the female and male participants.
  - 4.3 To identify convenient times of meetings, training, cross-visits, etc.
  - 4.4 To help plan out additional activities.
5. Materials needed: Manila paper, Pentel pens (two different colors for women and men)
6. Time needed: 2-3 hours
7. Methods and Procedure: Group Work and Plenary discussion.
  - 7.1 Ask the participant to enumerate all the crops they are growing / the major crops they are growing, the animals they raise, off-farm activities.

<sup>8</sup> Reference: Toolbook for Gender Sensitive Participatory Extension Approaches in the Philippines and Elsewhere. By: E Engelhardt, K. Oswald and J. Bacal GTZ GmbH 1995.



***Take note either in writing or use drawing. If area and group is well known, respective drawings could already be prepared prior to the meeting. (Refer to sample chart).***

- 7.2 Ask the group to specify the activities related to the different crops/animals/off-farm. Add housework or daily household chores at this point in time and take note of the activities on the charts.
- 7.3 Ask the participants to specify where it is (men's, women's or joint work) and take note on the chart using shades of females and males (see charts). If there is children's work, indicate this as well in a gender- disaggregated way.
- 7.4 Group the participants into two gender homogenous groups in order to plot the activities according to a specific time period or cycle. The length of the line signifies how long the work takes per month. Different colors again for "female and male lines".

***Note:***

***Set up appropriate time cycle that is adapted to the area.***

- 7.5 Ask the participants then to specify for each activity they identified whether their labor input required by the activity is high, fair, or low.

This could be symbolized by dots (3 dots = high, 2 dots - fair, 1 dot = low) and different colors should be used for women and men. The dots should be placed under each respective time period, where the activity has been plotted.



### Activity Calendar Sample Chart

Activities	Time Cycle						
<b>Crop production</b>							
Plowing							
Planting							
Weeding etc.							
<b>Animal Production</b>							
Herding							
Watering							
Milking							
Vaccinating							
<b>Household Chores</b>							
Cooking							
Collecting Firewood							
Taking care of the children							
<b>Off-Farm Work etc.</b>							
Collecting vines/cleaning raw materials/ weaving Selling etc.							

Legend:                      women              men              girls              boys  
 Highwork input:        wwww              mmmm        gggg              bbbb  
 Medium work input:    www                mmm          ggg                bbb  
 Low work input:        ww                 mm              gg                 bb





7.6 Ask the participant to present their outputs to the others (1 female and 1 male reporter per group); discuss differences for women and men as occurring in the calendar and draw conclusions for further actions (refer to objectives at the beginning).

7.7 Write down conclusions/actions/learning on a separate sheet of paper.

## 8. Synthesis Points

- What does the tool reveal in terms of major activities done by the community as a whole? (Example: The community is mainly a rootcrop-growing community; major economic activities of household located in X area includes livestock raising).
- Who spends more time in which activities? Is the distribution of roles according to tradition? Is it based on conscious decision-making?
- What are the implications of these activity and time demands on the future participation in CBFM-related activities of the community members?
- What time periods of the year are men more available or are women more available for (new) CBFM activities.

### **NOTE:**

***Either the session ends at this point in time, or if there are additional concerns respective columns could be added to become aware of relationship between labor intensity and health situation, seasonal droughts, food shortages, etc.***



- Agree on a tentative schedule of more intensive, less intensive interaction among CBFM Composite team and male and female community members.

#### 9. STAR Cliniquing Guide for Facilitating Team Reflection:

9.1 What was the situation/why was this tool used ?

9.2 What was accomplished by using this tool ?

9.3 Make an assessment:

What were the helping factors ?

What were the difficulties experienced ? How are they managed ?

9.4 Draw conclusions/recommendations:

How can helping factors be ensured ?

How can difficulties be avoided ?

How could this tool be better used next time ?

#### 10. Recommended Next Steps to pursue CBFM:

10.1 What further discussion and analysis is needed to determine the distribution of major productive and reproductive activities of men and women in the community ?

10.2 Should more groups be targeted to participate in gathering gender specific information using the activity calendar?

10.3 What conclusions can be drawn about how men and women in the community use forestland and coastal natural resources?

10.4 Draw up a preliminary list of the potential participants to CBFM Project.

10.5 What concrete next steps should be done ?



Handbook  
of  
Gender  
Responsive  
Participatory  
Tools  
for  
Community  
Based  
Forest  
Management

# CBFM Project Diagnostic And Peoples's Organization (PO) Formation Phase



## Major Activities and Expected Outputs during Diagnostic & PO Formation Stage

The CBFM Diagnostic and PO Formation Stage leads to the issuance of the Community-Based Forest Management Agreement to the formalized people's organization. Major activities during this stage include the deployment of full-time DENR-CENRO CBFM workers, the identification and mobilization of a core of community based groups, the intensive training and preparation of the core groups who will perform critical roles during the Participatory Rural Appraisal, the series of community level consultations, the organization and formalization of the people's organization who will be contracted the Community-Based Forest Management Agreement.

At this stage, it is important to recognize that Project Management must be able to transform what may be individual members with little experience functioning as groups into vital core groups who can deliver major outputs of the Project. This in itself requires a quantum adjustment in thinking processes, in decision making practices and in consultative and participatory behaviors of the core group members. This implies a need for careful assessment of capabilities and potentials of the core group members, and a handle on group development process, to guide the evolution of group thinking and group action. It is also at this time that group ethics are formed, and in this regard, there have been experienced deficiencies when groups are either predominantly male or predominantly female.

During the Diagnostic and PO Formation Stage, the conscious effort to achieve gender balance is crucial for establishing a community-based organization that can represent the interest of a majority of the affected sectors, and that can tap the essential human resources in the community. This is even more significant in areas where there are many women-headed households, and where family systems put the men in mobile or nomadic roles, and women are relied upon to provide family stability.

Often, the group will naturally evolve into the core leadership of the People's Organization. Project Management will have to ensure that organizational skills are developed along with technical skills required for effective community-based forest management. As in any skills development for adults,



it is helpful to first extract related past experience by stimulating them to share their previous involvement in related activities and using these as the springboard for discussing relevant topics. This cycle of stimulating sharing and organizing experience data into relevant lessons or conclusions can be facilitated by the use of gender tools.

## Useful Tools to Mainstream Gender & Development Concerns in the CBFM Activities during the Diagnostic and People's Organization (PO) Formation Phase

The selection of gender tools recommended for the Diagnostic and PO Formation Stage focus on generating insights into the dynamics of community life. Previous and current experience in working with groups, in dealing with community concerns, in addressing livelihood needs are some of the information to be generated, jointly analyzed and used as reference for decision making.

As noted in the previous section, the gender tool activity guides are fashioned to ensure maximum participation of relevant community members. It is therefore important to ensure that the scheduled use of the tools will enable the participation of both men and women in the communities.

### ***Stakeholder Analysis with the Community<sup>6</sup>***

1. CBFM Project Stage: Diagnostic and PO Formation

2. Application Context:

Identification and formation of core groups; validation of community profile through participatory rapid appraisal; seminars and consultations on CBFMA; Pre-organizational training; preparation and submission of PO application for CBFMA

<sup>6</sup> Reference: PCM-ZOPP an Introduction to the Method for UNDP-GEF Projects COMIT Consult, 1998 Berlin, Germany



Describing in detail the different strategic groups; can be a source of hint to the field worker as to “who” would be participants to various CBFM Project activities.

3. Intended Participants :

Male and Female Members of the community including the barangay officials, other people’s organization, etc.

4. Objectives of the Activity:

4.1 To provide valuable insights on possible contributions and actual involvement of certain actors in the community for the CBFM project.

4.2 To discuss an appropriate structure of communication and information flow between and among participants/ agencies.

4.3 To validate the perceptions of the other stakeholders especially in the LGU municipal level.

5. Time Required: 3 hours

6. Materials Needed: Manila papers, pentel pens, meta cards or used bond paper where the other side blank (cut into half) glue/ paste

7. Methods and Procedures: Group work/Facilitated plenary discussion

7.1 Explain the objectives and agree on a time frame. There are two phases which can be divided into two meetings. The phase of collection of “participants” and their characterization and Phase II analysis of each individual group identified as crucial.

7.2 Group the participants according to male/female farmers/ fisherfolks, etc. Encourage participation from the different groups by emphasizing that people concerned have to have their say as they are part of the community as quite often they have different spheres of action and perception of reality e.g. In some cases, men reject new water system as they would



tender labor for construction. However, women would welcome such a project because it lessens their workload of fetching water from afar. In order not to neglect the interests of both men/women, extra effort in letting women/passive men express themselves.

- 7.3 Participants identify all groups, organizations, persons related to and affected by the CBFM project. (Male farmers, female, charcoal makers etc)
- 7.4 Categorize them (beneficiaries? officials? transients in the community? illegal loggers?)
- 7.5 Characterize each groups listed what ? who? how? are they in terms of social characteristics (size, social background, religion, cultural aspects, education etc.) Are they a formal, informal group? Do they have a structure? leader? what are their attitudes (cooperative, neutral, hostile towards other groups, what are their values?)
- 7.6 From the point of view of the different participants, what are the problems, fears, constraints of each groups? What are their specific interests (hidden, openly expressed, vested etc.) What are their motives, expectations and wishes in relation to the project?
- 7.7 Identify potentials and deficiencies (put the participants in the perspective of the project)

What are the strengths (resources, rights, skills of each group?)

What could the project do to tap them?

What are the deficiencies, restrictions, weaknesses e.g. with respect to access to resources,

What have they tried to do to overcome their constraints?

What would make it difficult for the project to help/tap them?

What could the group do to contribute or destroy/withhold from the project? etc.



- 7.8 Have each group report their analysis, validate from the plenary whether such information / perception is true, necessary or limiting etc.
- 7.9 Facilitate the plenary in identifying consequences for a potential project (e.g. What will the project do with respect to the specific groups?  
What would be the relation of the project to each group?  
Any special measures for each groups?  
Recommendations on which group to give special attention?
- 7.10 Summarize the discussions and explain to them that this instrument would always be referred back especially during planning, M & E of the project. Sometimes, it would be good to look back at these groups again to find out that there might be changes on them later on.

### Sample Stakeholders' Analysis with the Community Matrix

Stakeholders of CBFM	What are their expectations from CBFM ? What benefits do they want to gain ?	What strengths or potentials do they have which CBFM can tap ?	What weaknesses obstacles do they have which may hinder their active involvement	How should the project deal with these stakeholders? What actions should the project take ?

#### 8. Synthesis Points:

- Ask the participants their recommendations for each weaknesses identified.
- Identify concrete activities and responsible person and specify dates.
- Summarize the agreements and reiterate that this dialogue is only the beginning of knowing the different stakeholders





of the CBFM in the community. Later as they would come up with their CBFM Plan more Stakeholders would be identified.

9. STAR Cliniquing Guide for Facilitating Team
  - 9.1 What was the situation / why was this tool used?
  - 9.2 What was accomplished by using the tool?  
Were the objectives met?
  - 9.3 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?
  - 9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?
10. Recommended next Steps to pursue CBFM:
  - 10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?
  - 10.2 Follow up and monitor the agreed upon actions.
  - 10.3 Do a Venn diagram to see the relationships of stakeholders .

## ***Time Use Chart***

1. CBFM Project Stage: Diagnostic and PO Formation Stage
2. Application Context:

Awareness/information about the daily workload of potential CBFM participants as part of profiling/diagnosis. To further specify intended target group. Useful for planning activities/ meeting schedule. To discuss implications of CBFM to



changes in the household activities. Potential problems/ changes have to be discussed by the husband/wife joining the CBFM activity.

3. Intended Participants:

At least 10 male/ 10 female potential participants of the CBFM

4. Objectives of the Activity:

- 4.1 To gather information on the daily schedule of men and women in the community and plan out common activities/meeting schedules for the project.
- 4.2 To create awareness among men/women on the different use of time for each household.
- 4.3 To discuss implications of the differences of time use and the possibilities to adjust the situation especially when the CBFM project starts.

5. Time Required: 1-2 hours

6. Materials Needed: Cartolina or brown paper (1.5 x 1.5 meters) with a prepared chart of the Time use format (see sample). Crayola/ Watercolor

7. Method and Procedures:

Workshop/discussion facilitated by the site coordinator/NGO worker.

- 7.1 Discuss the objective of the activity.
- 7.2 Ask the participants what are their usual tasks/activities in the whole day, starting from the time they get up to the time they sleep. Help them recall their activities, what do they do for leisure? do they meet friends/do some drinking, fetch water.  
List down their answers in a separate sheet of brown paper.
- 7.3 Ask them to which cluster each activity belongs (according to what they think belongs together).



example of clusters:

Planting/weeding/harvesting = agricultural activities

Washing of clothes/cooking = household activities

**Note:**

***Some women have the tendency to do several activities at the same time, this should be indicated by two parallel squares (two colors if different cluster) e.g. 8:00-9:00 am washing clothes while watching the baby. red/blue parallel squares.***

- 7.4 Agree on a color code for each cluster.
- 7.5 Divide the group male altogether/ female altogether. Explain that both groups might have different activities/use of their time.
- 7.6 Ask the group to present their output in a consolidated way.
- 7.7 Compare female/male time use. Some women might include as household work the activities they do in the nearby forest e.g. charcoal making which they sell. Ask them the reason why they consider it as household work and not agricultural/ productive work. Note how women value their contribution to the household system, this might give hints on how to build their confidence during CO work.
- 7.8 Discuss the differences of the time use charts. What would be its implications? The Site coordinator could discuss the workload one has to expect when the CBFM commences. What would be the best time to call meetings? Do group activities? As women will be part of the CBFM project, who will take care of the household chores? If men will be in the forests for the patrolling activities, who will take care of the work that was left behind? List down the implications for them to realize and later decide on the implications of the CBFM project to their household system.



7.9 Facilitate the decision making by asking them what they think are possible alternatives/options. Leave them to decide and discuss. Tell them that there would be time for planning these activities later.

8. Synthesis Points:

- This exercise of knowing the husband's and wife's daily activities gives a better picture of how one divides his/her time.
- Emphasize that when one joins a project, potential problems in the household would most likely occur because of the time demanded by the project. Therefore, husband and wife should discuss how they are going to cope with the changes in their daily activity.

9. STAR Cliniquing Guide for Facilitating Team

9.1 What was the situation / why was this tool used?

9.2 What was accomplished by using the tool?  
Were the objectives met?

9.3 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?

9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

10. Recommended next Steps to pursue CBFM:

10.1 Facilitate the discussion of alternatives and options.

10.2 When doing the plans later, these information should be reflected back as these have implications to their participation in the planned activities of the project.



**FEMALE**

TIME	1	2	3	4	5	6	7	8	9	10
4 am										
5 am										
6 am										
7 am										
8 am										
9 am										
10 am										
11 am										
12 nn										
1 pm										
2 pm										
3 pm										
4 pm										
5 pm										
6 pm										
7 pm										
8 pm										
9 pm										
10 pm										
11 pm										
12 mn										

Key:  household  livestock  farming  handicraft

**SAMPLE TIME USE CHART**

**Note:**

**Sample Chart uses 4am-12mn time cycle. This can be modified to suit the time cycles or seasons familiar to the respondents**



**MALE**

TIME	1	2	3	4	5	6	7	8	9	10
4 am										
5 am										
6 am										
7 am										
8 am										
9 am										
10 am										
11 am										
12 nn										
1 pm										
2 pm										
3 pm										
4 pm										
5 pm										
6 pm										
7 pm										
8 pm										
9 pm										
10 pm										
11 pm										
12 mn										

Key:  household  livestock  farming  handicraft

**SAMPLE TIME USE CHART**

**Note:**

**Sample Chart uses 4am-12mn time cycle. This can be modified to suit the time cycles or seasons familiar to the respondents**

Compiled, adapted and customized for DENR-CBFM Program by Jackie C. Bacal and Suki F. Feliciano. 1998.



## ***Venn Diagram<sup>9</sup>***

1. CBFM Project Stage : Diagnostic and PO Formation
2. Application Context :  
Identification and formation of core groups; conduct of training; validation of community profile through participatory rapid appraisal; awareness /information on the different community relationships/dynamics are revealed. Potential opportunities/threats can be noted for future activities of the project. Part of Situation Analysis.
3. Intended Participants :  
Barangay Officials, potential CBFM male/female participants.
4. Objectives of the Activity:
  - 4.1 To identify key institutions and individuals responsible for decisions in the community.
  - 4.2 To identify and describe the importance of different types of agencies, institutions, individuals, according to local perceptions of male and female community members.
5. Time required: 1-2 hours.
6. Materials needed: Brown paper/cartolina ( depending on number of groups), Pentel pens/crayons, Paste/ glue made of gawgaw, 3 different sizes of cut-out paper circles (plate to saucer size)
7. Method and Procedures :  
Group work and plenary discussion.
  - 7.1. Discuss the objectives of the activity.
  - 7.2 Ask the participants to identify the institutions /agencies/ individuals existing in the baranggay/sitio, which they think are important to them and which ones are working in their community. Ask whether these groups are formal, informal, traditional. List down their answers in a separate sheet or in the blackboard.

<sup>9</sup> Reference: Facilitating the Introduction of a Participatory Integrated Approach (PIDA) Toolbook for Gender Sensitive Participatory Approaches



- 7.3 Group the participants (male/female group, brgy. officials, council etc.)
- 7.4 Ask the groups to write down on each circular cards the organizations, institutions, individuals who do work or are involved in community development related activities. The size of the cards would vary according to the importance of each institution, agency, individual to them, e.g., smaller circles to represent less important organizations or those who are failing in their work. Large circles to represent institutions/ organizations important to them or are effective in their community.
- 7.5 One can also use symbols for each agency or institution/ individual if the group is illiterate.
- 7.6. Ask the participants to indicate the degree of linkage/ closeness of the community to the organizations in the form of distances between the circle representing the male/female group. The most distant circle represents that an organization, institution /individual has a lesser contact/ services to the group. The same applies to the distance of the organizations from each other.
- 7.7 Let the groups indicate the degree of contact or cooperation between the community and the organizations in the form of touching or overlapping circles.

Arrange as follows:

separate circles	=	no contact/less contact in real situation
touching circles	=	contact exists but no cooperation.
small overlap	=	some cooperation exists
large overlap	=	considerable cooperation

- 7.8 Let the groups present in the plenary, have them point out differences between the two groups and ask why is this so, list down answers.





- 7.9 Ask them the reasons why such groups are close/distant to the community. During the discussions, the sizes and distances of the circles might change because of the different views of the people, validate with the others before changing the positions of the circles.
- 7.10 Ask them their recommendations on how to make the distant organizations, agencies, individuals become closer to the community, closer to the groups. What can the organizations do?  
What can the people do?  
What can the Site Coordinator do? (This might give hints on how the Site Coordinator would deal with the different groups later).
8. Synthesis Points:
- Summarize recommendations on how the organizations can be made closer to the community.
  - Identify necessary steps and responsible on how the organizations can be made closer to the community.
  - Identify necessary steps and responsible persons.
9. STAR Cliniquing Guide for Facilitating Team
- 9.1 What was the situation / why was this tool used?
- 9.2 What was accomplished by using the tool?  
Were the objectives met?
- 9.3 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?
- 9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?



10. Recommended next Steps to pursue CBFM:

10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?

10.2 Specify next steps that you may need to follow.

## ***Livelihood Analysis***<sup>10</sup>

1. CBFM Project Stage: Diagnostic and PO Formation Stage

2. Application Context:

Collection of primary data for the community profile and for planning. This technique enriches the livelihood profile gathered from secondary sources. (If details of quantity can be obtained, income and expenditures can also be calculated). This data is particularly useful to determine how responsive are specific livelihood options to the strategic needs of prospective beneficiaries. This tool needs time and the community's trust in the field worker to reveal detailed information.

A prerequisite for using the tool is to clearly identify its objectives. On one hand, the Livelihood Analysis Tool can help assess the on-going livelihood project of a community to find out what difficulties they experience in implementing the project. On the other hand, the tool can also identify potential livelihood projects the community could pursue. Drawing out their past experiences - failed efforts and successes - could be the start of livelihood project identification. In both cases, it is important that the Site Coordinator has a clear notion of the purpose for using the tool. The purpose will guide the process of applying the tool, and the utilization of data generated by the tool.

<sup>10</sup> This Gender Sensitive Participatory Tool was revised and tested specifically for the DENR-CBFM Capoocan, Leyte, Region 8 during the Pilot Testing of Gender Tools for CBFM in line with the DENR-NCRFW- CIDA Project October 19, 1998.

Reference: Facilitating the introduction of a Participatory and integrated Development Approach (PIDA)



3. Intended Participants:

Male and Female residents who are potential livelihood project beneficiaries. Include community members who are currently involved in successful livelihood activities, and some who may have experienced failed livelihood efforts.

It is desirable to gather the group together for joint analysis. This will enable a sharing of learning and insights among community members. However, practical considerations may demand sub-grouping according to categories (i.e. successful and unsuccessful experiences, types of livelihood - crop/fruit production, trading and marketing, livestock raising, food processing, etc.) Sub-groups may also be according to geographic location or accessibility, by clan or family, or by other socio-political and spatial features.

4. Objectives of the Activity:

- 4.1 To gain a deeper understanding of the livelihood experiences and activities of the community
- 4.2 To describe how families manage their own livelihood and gather insights on the impact of this on their own family system
- 4.3 To discuss socially feasible livelihood options and strategies.

**NOTE:**

***This tool should be complemented with other instruments to establish viability of livelihood options. Technical feasibility advice is recommended.***

5. Time required: 2-3 hours (for a group of 8-12 couples)
6. Materials Needed: Manila paper, pentel pens, meta cards or blank side of used bond paper, paste made of gawgaw, masking tape for posting cards and charts.



## 7. Methods and Procedures:

Household (husband/wife) group work and plenary discussion.

### 7.1 Discuss the objectives of the activity.

- Assure the participants that the information will be jointly used to attain a comprehensive understanding of their need for new livelihood activities.
- Address possible fears or suspicions such as: the information they will provide will NOT be used to set a basis for taxation.
- Present the objectives as you have defined them: assess current livelihood project or initiate the identification of potential livelihood projects

### 7.2 Group the participants according to their livelihood. (e.g. group of rice producers, group of root crop producers, etc).

### 7.3 Ask the participants to describe the following:

Who in the family is giving out labor corresponding to each source of income: Is it female labor force or male labor force, how many are involved?

Does the production require inputs from outside (e.g. fertilizer, seeds, dye for raw materials, sacks for charcoal, etc.)?

Estimate their production per harvest/per activity (in case of charcoal making, handicrafts, etc.) have a common unit/reference, per balde? Kgs.? Sacks? Bundle? etc.

Where do they bring it for marketing? Middlemen in the community? Market day? Middlemen coming in to buy produce during harvest time etc.

What is your estimated cash income for each crop harvest?

### 7.4 The following matrix can be used to summarize their answers per livelihood. ( It would be easy for the facilitator if this matrix is already put up in front)



<i>Guide questions:</i>	<i>Livelihood 1</i>	<i>Livelihood 2</i>	<i>Livelihood 3</i>
Who in the family is giving out labor corresponding to each source of income ? Male or female labor force ?			
How many men/women are involved in what phase of the activity in the livelihood?			
What production inputs is required from outside? (Seeds, planting materials, fertilizer, feeds etc.)			
What is your average production/harvest? Have a common unit of reference, per balde, Kgs, sacks etc.)			
Where do they bring it for marketing? Middlemen? Market day?			
What is their estimated cash income/harvest?			

7.5 Have each group report their outputs.

7.6 Open the plenary for questions, clarifications etc.

7.7 After the clarifications/validation in the plenary, re-group the participants according to livelihood. For each livelihood sub-group, separate the men from the women. Ask them to reflect on the following questions:

What benefits do they derive from the livelihood activities? Are they satisfied?

Which expectations/needs/aspirations are met/unmet?



Men and women may have different expectations/needs/aspirations. Let each describes the perceived benefits and their level of satisfaction in a scale of 1-5, (where 1 is lowest and 5 are highest). Why such rating?

What are some problems/difficulties they encounter in their livelihood activities?

Which specific activity?

Men/women may experience different problems. Let each describe the problems actually experienced by him/her.

- 7.8 The group consolidates the problems for each livelihood and writes it in metacards/coupon bonds. Remind them to be specific as much as possible in describing their experienced difficulty and to avoid statements that say lack of.

Example of a good problem statement: pests attack my crop during flowering stage. Rather than: Lack of pesticides.

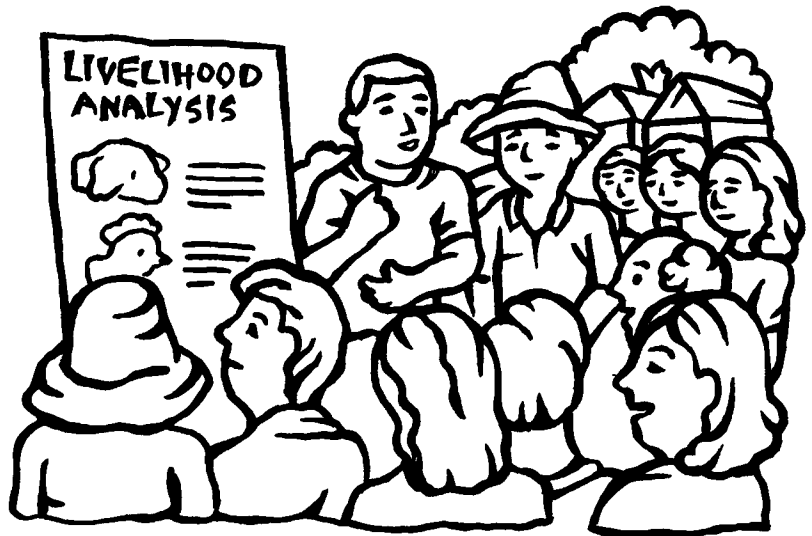
- 7.9 The responses of each group may be summarized in the following matrix:

### Livelihood

Guide questions	Male	Female
What benefits do you derive from the livelihood activities?		
Level of satisfaction (scale 1-5) 1: lowest 5: highest. Reasons why?		
Which expectations are met because of the livelihood?		
Which expectation is still unmet? Why?		
What are some problems/difficulties encountered? At which phase of the livelihood?		
How was it resolve? What strategies were done?		



- 7.10 Let the groups choose a reporter and validate with each group whether this is a common experience to all. As participants validate each problem description, change the statements to make the description clear. Always validate whether the statement was what it meant.
- 7.11 Cluster the problems according to each livelihood activity. And ask in the plenary the causes for each problem encountered and the effects of each problem. What were the strategy women/men tried out? What worked? What strategies did not work? What are they going to do about it? List all their responses according to each livelihood.
- 7.12 Ask participants what they have learned in this exercise. And that the data information discussed would be jointly studied with them as part of their planning activity in the CBFM.



#### 8. Synthesis Points :

- What are your significant learning and insights from the analysis process?

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- What are the criteria/ important factors to consider in deciding on an appropriate livelihood project?
- Which of these can we meet (based on the analyzed data)?
- What conclusions can we draw? What is the feasible livelihood options?
- Transform conclusions into agreements and identify next steps

## 9. STAR Cliniquing Guide for Facilitating Team

- 9.1 What was the situation / why was this tool used?
- 9.2 What was accomplished by using the tool?  
Were the objectives met?
- 9.3 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?
- 9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

## 10. Recommended next steps to pursue CBFM:

- 10.1 What further discussion and analysis is needed to determine viability of the potential livelihood project ?
- 10.2 What additional information should be gathered, and from whom ?
- 10.3 Who among the PO members and CBFM Composite team can take the lead in pursuing the subject of Livelihood?
- 10.4 What are the concrete steps to be done ?





## ***Community Resource Access And Control Matrix<sup>11</sup>***

1. CBFM Project Stage : Diagnostic and PO Formation Stage
2. Application Context : Validation of community profile through PRA, useful in knowing the resource users/ detect potential resource use conflicts. Helps to identify deficits which might be alleviated or counter balanced through project activities. Identifies potentials which might be used and enhanced through project activities. Identifies imbalances between men and women which needs to be considered for a gender fair project.
3. Intended Participants : Male/female potential CBFM PO members
4. Objectives of the Activity:
  - 4.1 To identify and list the resources used in carrying out a work/ activity in the community.
  - 4.2 To analyze and discuss why the situation is prevailing.
  - 4.3 To propose measures/recommendations to change the situation.
5. Time Required: 2-3 hours
6. Materials needed: Prepared Matrix, pentel pens, Manila paper (at least 10 sheets)
7. Method and Procedures: Group work discussion, plenary discussion, or focus group discussion with a facilitator (when groups are illiterate)
  - 7.1 Explain the objectives of the exercise.
  - 7.2 Explain the following terms:

**Access:** an opportunity to use resources without having an authority to decide about the produce or output and the exploitation methods. The opportunity to make use of something.

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<sup>11</sup>Reference: Two halves Make a Whole: Balancing Gender Relations in Development, Canadian Council for International Co-operation, MATCH International, Ottawa, August 1991.



**Control:** To have full authority to decide about the use and the output of resources and impose that definition on others.

7.3 Explain the matrix :

Column A: List down the different resources that are used in your work/activity, this may be natural or material resources.

Column B: Identify who usually has access or control over those listed resources, is it the men or women in the community.

Column C: List down reasons why such resources are either solely for men or for women access and control.

**Sample Community Resource Access and Control Matrix**

(A) Resources (modify according to existing conditions)	(B) Access		(C) Control		(D) Reasons why (descriptive and specific)
	Men	Women	Men	Women	
1. Natural/ Material Resources • Land • Capital • Tools • Production inputs • Vehicles					
1. Markets • Labor market • Commodity market -as buyer -as seller					
2. Socio-cultural resources • Information • Education • Training • Public services					



- 7.4 Divide the participants into two groups, men's group, women's group.
  - 7.5 Have them discuss and answer the matrix , agree on a timeframe for the plenary discussion.
  - 7.6 Discuss in the plenary the results of the two groups. Clarify vague answers. Check whether such conditions cited are true.
  - 7.7 Ask the plenary what differences could they see in the answers of each group. Note down the differences in a Manila paper.
8. Synthesis Points:
- Ask the plenary whether they are satisfied with such prevailing conditions, if not, what are their specific actionable recommendations. Take note of it and tell them they will have to make plan in order to realize their recommendations.
9. STAR Cliniquing Guide for Facilitating Team
- 9.1 What was the situation / why was this tool used?
  - 9.2 What was accomplished by using the tool?  
Were the objectives met?
  - 9.3 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?
  - 9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?
10. Recommended next Steps to pursue CBFM:
- 10.1 Do problem analysis.
  - 10.2 Refer to this data during planning.
  - 10.3 Data gathered from this exercise can be an input to who should be targeted for which training/IEC/livelihood, etc.



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# CBFM Project Implementation Phase



## Major Activities and Expected Outputs during the CBFM Project Planning Stage

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The CBFM Project Planning Stage features a formal People's Organization, armed with a Community-Based Forest Resource Management Agreement who is expected to fully function as a forest resource management organization. Committees within the organization are delineated, and sectoral plans are formulated and consolidated into a Community Resource Management Framework. During this time, Project Managers and Site Coordinators perform the major roles as technical advisers, resource network managers, and organizational capacity builders over a wide range of concerns: forestry, participatory planning, organizational development, leadership and followership development, networking, institutionalization of organizational systems, financial management, livelihood project management, among others.

During this stage, central and sectoral planning committees are organized, and sectoral opportunities and priorities are identified by target participants. The Community Resource Management Framework which describes the community's long term vision, aspirations, commitments and strategies for the protection, rehabilitation, development and utilization of the forest resources, is affirmed by DENR, and the initial resource use activities are identified so that feasibility studies are conducted and external assistance (including fund sources) can be tapped.

The CBFM Project Planning Stage is completed with the formulation and approval of the Annual Work Plan (AWP) and Resource Use Plan (RUP) by the People's Organization, and with the affirmation of the same by DENR, with the notation of the Local Government Unit. A forest resource utilization permit and other relevant enabling instruments are issued to the PO, who will then translate the approved plans into operational plans that detail how the men and women members will carry out their activities.



## Useful Tools to Mainstream Gender and Development Concerns in the CBFM Activities during the Planning Phase

The gender tool activity guides recommended to be used during the Planning Stage. Focus were selected to fill in the information most needed to make a realistic CRMF, and to detail the AWP and RUP.

Each gender tool is structured to achieve dual results: one result covers the content discussions such as the descriptions of resource maps, the conclusions based on analysis of stakeholders (on which to base IEC strategies), the agreement on sectoral priorities based on analysis of the problem situation, the statements of People's Organization's vision and mission, the analysis of livelihood experience and potential, and the action plans themselves.

The second result covers the process gains. These refer to the enrichments that accrue when men and women members of the people's organization actively experience how to analyze stakeholders, how to analyze problems and how to evaluate past livelihood experiences. The process gains are achieved by active participation in the analytical procedures specified in each gender tool. It is most important therefore, to ensure that women as well as men are provided equal opportunity to participate in these activities.

The CBFM Planning Stage is the most crucial from the point of view of building the capacities and empowering the men and women in the Project communities. This is because the opportunities for personal development and technical skills training and organizational skills development abound. This Stage is also crucial from the point of view that Project Managers and Site Coordinators are most vulnerable to commit errors. Tasked to guide the people's organization towards mature issue (not personality) oriented analysis and decision making, and towards strategic (not short range) planning and management of community resources, Project Managers have to be able to effectively manage the internal and external forces that will affect the growth of the people's organization. While doing this, Project Managers and Site Coordinators provide a model for management for the People' Organization.



Thus, in order to integrate the participatory approach and mainstreaming of gender concerns into the management style of the People's Organization, Project Managers themselves have to do so by example.

## ***Problem Analysis***<sup>12</sup>

### 1. CBFM Project Stage: Project Planning Stage

2. Application Context: Gives an opportunity for the entire CBFM Target groups or beneficiaries (men and women) to state their specific problems, analyze the causes of prevalent/priority problems that hinder them from achieving the vision they desire in the future. The results of the analysis can provide a foundation for further project planning processes. In this way groups which otherwise be forced to take a backrest such as women, the poor sector, youth etc. can have their say about their situation.

3. Intended Participants: Male and female members of the community (from the youth, housewives, elders etc.) preferably in equal numbers to get a thorough picture of the situation. \* Prior invitation and follow-up should be done to all participants. Appropriate time for this meeting should be common to both men and women. As in the Stakeholders' Analysis, while it is desirable to convene all the participants in one meeting, this may not be possible. It may therefore be necessary to gather sub-groups(women only) or (men only) or (youth only) etc. or sub-sectors (fuel gatherers only etc.) to complete the analysis by piece meal and later a complete picture of the situation may be validated.

### 4. Objectives of the Activity:

- 4.1 To analyze the existing situation surrounding a given problem situation
- 4.2 To identify the major problems of the situation.
- 4.3 To visualize the cause-effect relationship.

<sup>12</sup> Adopted from Project Cycle Management-ZOPP Manual, CoMIT, Berlin, 1998



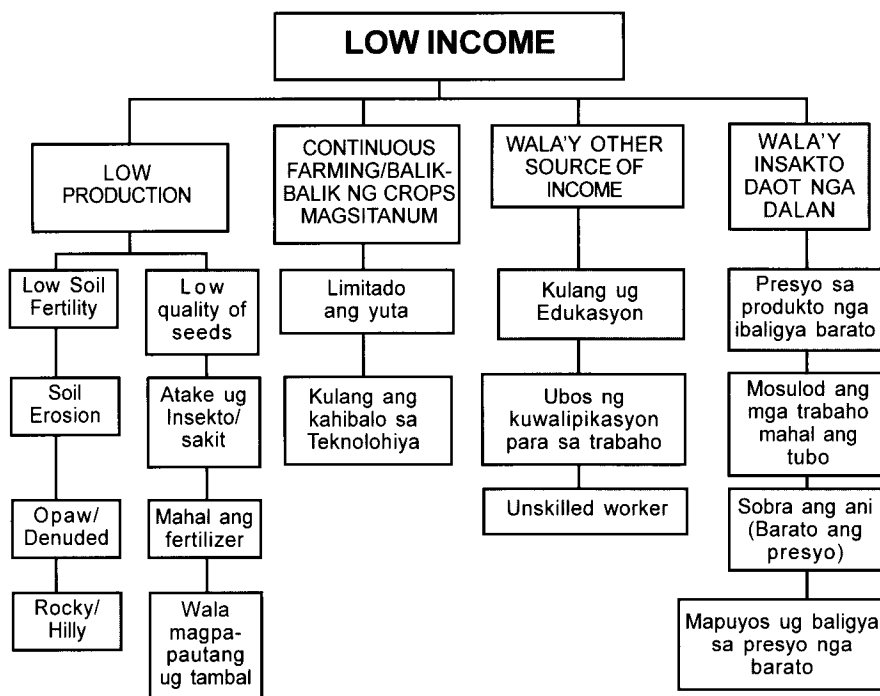
5. Time required: 1-3 hours depending on the number of participants and the situation being analyzed.
6. Materials Needed: Attendance sheet (sex disaggregated) Activity guide/ Objectives in a chart translated in the dialect, pentel pens, colored meta-cards, (if not available, use half-sized used bond paper with the clean side to write on) manila paper sheets, glue made of gawgaw, masking tape. A blackboard or a blank wall for posting the charts/manila paper is also needed.
7. Method and Procedures: Facilitated Group work discussions, brainstorming technique, facilitated plenary/community discussion.
  - 7.1 If this problem analysis is preceded by previous tools such as Stakeholder's analysis, Activity Profile, Trend Analysis etc. one can extract the mentioned problems and refine it to specify who among the groups are experiencing it. Then the group can proceed to 7.4.
  - 7.2 Set up two gender specific working group (one group for female/one group for male) in order to give those who are not used to speaking freely in a mixed group the opportunity to talk openly about their problems ( usually these are women/ poor sector/illiterates).
  - 7.3 Encourage each group to choose a Group leader and a secretary who would facilitate the discussion and who would record their answers. The rest of the members have to brainstorm and identify the major problems or negative conditions they are experiencing that hinders them from achieving their desired future situation. Each description of a problem statement should be written in the card. One problem, one card.
  - 7.4 Have the groups post their problem statements on the board.
  - 7.5 Examine each problem statement and write up what are the causes why such problem prevails ?
  - 7.6 Examine each statements, what are the effects of each problem statements?





7.7 Form a diagram showing the cause and effect relationship into a Problem Tree, (see sample diagram).

### PROBLEM TREE



7.8 In a plenary, review the diagram of each group, verify and validate for completeness. If one statement is not descriptive, let them clarify and specify it, change the card if necessary.

**Notes for the site coordinator:**

- Describe problems as negative condition (it must speak clearly for themselves and does not need any further explanation.)



- Identify existing problems and not imagined future ones.
- In presenting to the plenary: Select a starter problem, and read out immediate causes which lead to the starter problem. Detail the underlying causes and read out its immediate effects.

Following are guide Questions which may help participants focus on their situation:

- What problems are women/men experiencing in relation to Tree resources and other community resources (water ? land productivity ?)
- What constraints/difficulty do women/men have in addressing these problems ?
- What hinders (men/women) from participating in the community activities ?



9. Synthesis Points:

- What can be done to further clarify/address the problem identified?
- How can we go about this?
- Lead the discussion to identify actions and agree on who will implement them.

9. STAR Cliniquing Guide for Facilitating Team

9.4 What was the situation / why was this tool used?

9.5 What was accomplished by using the tool?  
Were the objectives met?

9.6 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?

9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

10. Recommended next Steps to pursue CBFM:

10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?

10.2 Specify next steps that you may need to follow.



## ***Analysis of Community Problems and Potential Solutions<sup>13</sup>***

1. CBFM Project Stage: Project Planning Stage
2. Application Context: This is an intermediary step between situation analysis and action planning. It helps review and organize the findings of the situation analysis in a way that the most important problems and potentials can be identified.
3. Intended participants: Male and female members of the Target group/beneficiary. Prior arrangements should be done to ensure a common time for these groups.
4. Objectives of the Activity:
  - 4.1 To provide a simple method for analyzing the identified problems and potentials.
  - 4.2 To discuss possible measures to solve the problem.
5. Time Required: 1-2 hours
6. Materials Needed: Pentel pens, colored cards or used half sized bond paper where one side can still be used, manila paper, glue made of g awgaw. Prepared Matrix and activity procedures on a chart.
7. Method and Procedures: Facilitated group work discussion, plenary discussion.
  - 7.1 Set up two gender specific working groups. This is to allow those who are not used to speaking freely in mixed group the opportunity to talk openly about problems and usually these are women.
  - 7.2 Discuss with the participants the purpose/objective of this activity.

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<sup>13</sup>Adopted from Gender-sensitive Participatory Approaches in Technical Cooperation, Manual for Local Experts, Prepared by Birgit Kerstan for Pilot Program Unit 04 GTZ,GmbH



7.3 Explain that the problems and potentials can be analyzed using various methods. This tool focuses on the following aspects:

Existing negative Situation = <i>Problem</i>	Influencing factors = <i>Causes of the problem</i>	Resources available to solve the problem = <i>Potentials</i>	Measures to be taken = <i>Proposals for actions</i>

7.4 Explain how to use the Matrix:

Problems are experienced negative conditions that hinder one from achieving the desired goal or vision in life. Each problem should be written in cards and placed in the **first column of the matrix**. Problems should be described as a negative state which is directly felt/experienced and not imagined ones. E.g. Drinking water is far from the community, Corn fields are attacked by rats. Firewood is scarce ,etc.

**In the second column**, brainstorm and list the causes of each problem. For each problem more than one underlying problem can be identified. The causes of the problems can also be interrelated.

**In the third column**, list the resources available in and outside the community which can be used to solve the problem, including natural resources (river, sand, uncultivated land, etc.) human resources (manpower, skills, knowledge etc.) and material resources ( tools, machinery, funds from LGU etc.)

**In fourth column** write the measures which should be taken to solve the problem. These measures or action can be



targeted at solving the problem listed in the first column or the causes listed in the column 2, depending on the interrelation of the problems and resources available. The measures to be taken are not yet specified as concrete activities but formulated as project ideas which would later be detailed in an Action Plan. These measures should be as comprehensive as necessary to tackle the identified problems (and if necessary and appropriate, their causes) and at the same time realistic way that they make use of existing resources and lead to immediate action. If resources are needed for problem solving which is beyond the control of the community members and the supporting agency (DENR), measures should be asked to indicate ways of obtaining access to the other resources from the agency who has the mandate.

7.5 Give an example to fill up the matrix.

8. Groups come back to the plenary for reporting and discussion.

- Discuss the advantages and shortcomings which the participants felt working with the matrix. Ask them to identify why the groups found different solutions for the same problems and which factors influenced their preferences for certain measures? Are there differences in the way male group/female groups see problems/solutions?
- Summarize the critical points of working with the PAPP Matrix (Planning based on Analysis of Problems and Potentials)
- Priority problems in the first column have to be properly selected so that they reflect the real priorities of the community members who are disadvantaged.
- If the problems and causes are inter linked (clean water is scarce, nutrition and bad hygiene is identified as source of epidemics) it would not make sense to deal with only one of them in an isolated program. In this case, a package of measures might have to be formulated to address these problems in an integrated manner (together with other agencies in servicing the area).



- If resources are needed for problem solving which are beyond control of the community members and the supporting institutions, the measures should indicate ways of obtaining access to these resources.
- A thorough identification of alternative problem solving measures is needed so that one can prioritize what action to take based on available resources.

## 9. STAR Cliniquing Guide for Facilitating Team

9.7 What was the situation / why was this tool used?

9.8 What was accomplished by using the tool?  
Were the objectives met?

9.9 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?

9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

## 10. Recommended next Steps to pursue CBFM:

10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?

10.2 Specify next steps that you may need to follow.



## ***Vision/Mission Statement<sup>14</sup>***

1. CBFM Project Stage: The Planning Stage
2. Application Context: Identification of a common vision, mission of the organization in relation to CBFM.
3. Intended Participants: Male/Female Members/Officers of the People's organization.
4. Objectives of the Activity:
  - 4.1 To reflect on changes from the past, present.
  - 4.2 To discuss and visualize the desired future of oneself, the organization and the community.
5. Time Required: 2 Hours
6. Materials needed: bond papers, cartolina, pentel pens, crayons/ watercolor.
7. Method and Procedures:

Brainstorming, groupwork discussion, Plenary discussion.

- 7.1 Individually, ask the participants what they associate with the term "development"/kaunlaran? They can draw/describe what it means to them. One can also use the word progress, What do you see when there's progress ?
- 7.2 Ask the participants whether they have experienced the state they have described or is a future state that they want to be in? Why? List down the responses.
- 7.3 Group the participants according to male/female (may have

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<sup>14</sup> This Gender Sensitive Tool has been revised and tested with the potential CBFM (male/female) community members in Manaboc, Burgos, Ilocos Sur in line with the DENR-NCRFW-CIDA Pilot- Testing of GAD Tools in CBFM areas. Sept. 9, 1998.

Reference: Strategic Planning Manual, Dialog GMBH Project Management Training, GFA, 1995





different perspective of a desired future) and let them share their individual answers to their group. Ask them to consolidate their answers. Remind them to be descriptive as possible.



- 7.4 Ask the groups to identify reasons why they desire to be in that future situation. Have the groups report.
- 7.5 In the plenary, Identify differences, why is this so? What are the implications?

What would be a desirable future situation that would capture the aspirations/ desire of both male/female members of the group? Summarize their responses into a vision statement.

#### **Definition of terms: What is a vision ?**

- the positive condition we want to see in the future
- what we want to become or create
- a realistic, credible, attractive future for our community/organization
- an articulation of a destination towards which our community / organization should aim.
- recognizable conditions that will be in place years from now
- word picture of what we stand for and how we want our deepest values to be lived out
- how we want our community members (both men and women, youth etc. to be)
- how we (men/women) want to live and work with each other.

**Mission:**

- who are we and by this virtue what we can contribute to the Vision
- what we (men and women) are here for
- what we (men and women) are doing/going to do as an organization to pursue the Vision
- fundamental purpose of our existence as the CBFM members.
- a creed, statement of philosophy, statement of beliefs
- a statement of attitude, outlook, orientation
- sense of the desired direction.

**Key considerations in formulating the Mission:**

**Target Beneficiaries:** Who are our constituents ( are they men/ are they women? Youth?) For whom does this organization perform ?

**Functions:** What functions do this organization perform?  
What are our services ?  
What community needs does the organization attempt to fill ?

**Unique:** What are the distinct capabilities or major strengths of the organization?

**Competencies:** How is our organization distinct from other organizations ?

**Philosophy:** What are our fundamental beliefs, values, as-

7.6 Ask the group, what would be the role of each group/individuals to achieve their vision? Summarize responses into a mission statement.

7.7 Present and validate the vision/mission statement.

8. Synthesis Points:

- Does the vision/mission speak of the desire of everybody for the future?
- Validate whether their vision/mission statement is consistent with the CBFM Vision,



“Capable People’s Organization (with male and female members) who will manage the CBFM site even without DENR’s assistance.” And “ Capable PO with (male/female members) effectively managing forest/coastal resources with technical support of LGUs and DENR cooperation.”

- Inform the participants that this Vision/Mission statement will be their anchor in Planning the CBFM Site. Agree on a planning schedule.

## 9. STAR Cliniquing Guide for Facilitating Team

9.10 What was the situation / why was this tool used?

9.11 What was accomplished by using the tool?  
Were the objectives met?

9.12 Make an assessment:  
What were helping factors?  
What were the difficulties experienced?  
How were they managed?

9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

## 10. Recommended next Steps to pursue CBFM:

10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?

10.2 Specify next steps that you may need to follow.



## ***Intervention Suitability and Potential Benefits Analysis<sup>15</sup>***

1. CBFM Project Stage: Project Planning Stage
2. Application Context: Useful as a guide for PO members (male/female) to go through a deliberate and transparent decision-making process before a project is started. This tool is relevant to projects involving the introduction of innovation such as SALT (Sloping Agricultural Land Technology) or use of hand-held tractors, etc.
3. Intended Participants: Male/female PO members
4. Objectives of the Activity:
  - 4.1. To assess the feasibility of a certain project being planned.
  - 4.2. To discuss with the members the suitability of the project being planned.
5. Time needed: 2-3 hours
6. Materials needed: Manila papers pentel pens, half size bond papers, paste or masking tape.
7. Method and procedure: Group work, plenary discussion, or in the case of illiterate participants, do focus group discussion with group facilitators.
  - 7.1 Explain the objectives of the exercise.
  - 7.2 Explain the matrix: Give examples for each column

**Name of the Project:** \_\_\_\_\_

(A) Purpose of the Project	(B) Use of the project	(C) Benefits of the Project	(D) Effects of the project	(E) Cost of the project	(F) Maintenance of the project

<sup>15</sup> Reference: Training Manual on the Transfer of Technology among Rural Women, United Nations-ESCAP



7.3 Guide questions to help participants discuss the matrix: (One can modify it)

- Purpose:** What will the project do to help me?
- Use:** Are its features and design (e.g. size, weight, handling) suitable for the physical characteristics of Men? Of Women? Of Children?  
Does it build on existing ways of doing things? How? If I use it, will there be conflict with any of my family's values, or those of the community's?  
Is it readily available for my use?
- Benefits:** What benefits will I get by using it?  
Who else will benefit?  
Are those most in need of help the ones who benefit most?
- Effects:** What changes will take in my old ways of doing things, such as:  
a. the time it takes to complete the work  
b. the amount of energy needed to use it  
c. the location of the work  
d. the output of my work  
What other activities will I be able to do?  
In what ways will my family be affected?  
What values and skill do I need to develop because of this project?
- Cost:** Can I afford to contribute to its cost requirement?  
Are cheap, local materials available to make it?  
Are there other less costly technologies that would have the same?  
Results?
- Maintenance:** Can I maintain and repair it easily?  
Will I have to depend on outside help to use, repair, maintain it?

8. Synthesis Points:

- After the group work discussion, discuss with the participants their answers to the matrix, review the answers that are vague and re-write them clearly.



- Ask the participants to view the different answers of the group? What are the differences? Is there a difference between the answers of men/women? What adjustments do you recommend to ensure the achievement of the desired effects/benefits for both men and women users of the project?
- Agree with the participants whether further information is needed for them to decide comfortably on the acceptance and appropriateness of the proposed project.
- Jointly identify next steps towards deciding on the innovation discussed.

## 9. STAR Cliniquing Guide for Facilitating Team

9.13 What was the situation / why was this tool used?

9.14 What was accomplished by using the tool?  
Were the objectives met?

9.15 Make an assessment:  
What were helping factors?

9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

## 10. Recommended next Steps to pursue CBFM:

10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?

10.2 Specify next steps that you may need to follow.



## ***PO Community Action Plan***<sup>16</sup>

1. CBFM Project Stage: Project Planning
2. Application Context: Plan out future action of the community based on the analyzed problems.
3. Intended Participants: Male and Female CBFM Members.
4. Objectives of the Activity: Formulate an action plan based on the analyzed problems of the community. Set targets/indicators that specify the intended target group of the plan of action.
5. Time required: 2 hours depending on the prioritized actions. In some cases, the group may want to do it in a staggered basis, in filling up each column.
6. Materials needed: activity guide, matrix of the Plan of Action in manila paper, cards, or used bond paper to write on, glue, pentel pens.
7. Methods and Procedures:
  - Group discussion, plenary discussion
  - 7.1 Ask the participants which format they normally use for their operational plans and document different options on the blackboard.
  - 7.2 Give an example of an action plan like the following:

No.	Activity	Location	Indicators	Resources (Materials, funds, tools, labor etc.)	Timeframe	Responsible Implementors

<sup>16</sup> Adapted from the Gender-Sensitive Participatory Approaches in Technical Cooperation, by Birgit Kerstan, GTZ, GmBH, 1995



7.3 Explain and emphasize that the CBFM Members make an Action Plan to follow-up the problem situation analysis . The Plan defines the steps and responsibilities for future action and get closer to the Vision they would want to achieve. The plan also includes the division of tasks among parties involved, men/women taking into consideration the Stakeholder's analysis, whom to approach, who among the stakeholders would most likely oppose etc. so that a strategy in form of an activity can also be planned out.

7.4 Ask the participants to split into gender specific groups (men and women) or sectoral groups. They have to take a look at the results o f the problem analysis and the agreed upon priorities that should be given consideration. From the column, suggested steps for solution, let them come up with a detailed step by step activity to fulfill the suggested solutions. Activities should be realistic considering the timeframe and other household/farm activities of the members.

7.5 Explain how to make an indicator:

- An indicator is a quantified/qualified parameter which details the extent to which the project objective has been achieved within a given time frame and specified location.
- The indicator focuses on important characteristics if an activity to be achieved.
- It clarifies what the activity intends to achieve.
- It also shows if an activity is successfully attained.
- It provides basis for monitoring and evaluation.

How to formulate an indicator:

- Specify who will receive or have access to the activity? Who are the intended beneficiaries? (How many are women? how many are men?)





- What will be the goods and services provided to the target beneficiaries?
- How many of the goods and services will be provided to the target beneficiaries?
- What is the location smallest area that these goods and services will be available?
- When will the goods and services be available?

7.6 After finalizing the plans, the working groups present their outputs in a plenary and validated for completeness by the groups.

#### 8. Synthesis Points:

- Invite participants to ask questions and comment on the results, especially those that involve responsibility: If an activity or time use chart has been made, ask them whether this would not entail additional tasks for them (especially women) and if it does, what can they do about it. Also validate the activities of men, while they are in the field for several days, what would be the best arrangement so that their wives could still perform the assigned task ?
- Decisions and preparations have to be made on the changes of family/household daily routine, now that an action plan calls for these activities.
- Will they be ready for these changes ?
- What should they do about it ?
- Make a final validation of the feasibility of the plan by soliciting firm commitment from the responsible persons.



9. STAR Cliniquing Guide for Facilitating Team
  - 9.16 What was the situation / why was this tool used?
  - 9.17 What was accomplished by using the tool?  
Were the objectives met?
  - 9.18 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?
  - 9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?
10. Recommended next Steps to pursue CBFM:
  - 10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?
  - 10.3 Specify next steps that you may need to follow.



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## CBFM Project Planning Phase



## Major Activities & Expected Outputs during CBFM Project Implementation Stage

The CBFM Project Implementation Stage is the period in the development of the People's Organization when the membership differentiates its interests and capabilities so that small groups form to undertake specific actions.

A resource accessing committee is trained on preparing project proposals capturing the members' needs and representing the members in negotiations with potential support groups. Because of the representative nature of the resource accessing committee's mandate, a cycle of validation between members and the potential support groups is anticipated. In addition, because any commitment for repayment and responsibility for management of acquired resources is the commitment and responsibility of the whole organization, it is important that all major stakeholders (not only officials) are privy to all the information necessary to make informed decisions. Clearly specified terms of reference and formal documentation of participatory approved agreements must accompany each decision made.

Based on the priority tasks identified in the Annual Work Plans formulated during the Planning Phase, corresponding work groups are also formed. Each work group clarifies its own terms of reference and implementation approach, and organizes its members. It may be helpful to include support activities to ensure that the task group activities are well-coordinated, and that the work opportunities are spread equitably to as many members and so that more will benefit from the experience as well as from paid compensation.

The Implementation Stage is the period for capacity building through training sessions and through practical application of training inputs. This is also the Stage where periodic monitoring and assessment of progress is essential. The cycle of reflection-action-reflection is important to be practiced and institutionalized, so that the cycle can be sustained even beyond the intensive assistance from DENR. This cycle corresponds to the project management cycle: planning, implementation, review and assessment processes, and re-planning.

The CBFM Project Implementation Stage ends with a final assessment of the People's Organization-DENR Project Management relationship, to be conducted jointly. Upon mutual agreement, formal turn-over or graduation



ceremonies may be conducted. Thereafter, DENR takes on its mandated role as technical adviser and oversight agency for environment and natural resources. The People's Organization assumes its role as managers and protectors of the forest embodied in the Community-Based Forest Management Agreement. And the Local Government Unit takes on its role as fiscalizer and public service provider.

## Useful Tools to Mainstream Gender and Development Concerns in the CBFM Activities during the Implementation Phase

The selection of gender responsive participatory tool activity guides supports the reflection-action-reflection cycle. Gender tools can be used in describing past experience, drawing learning, defining and testing appropriate approaches, and assessing the experience for a new level of learning. The tools can structure feedback and facilitate the formulation of suitable recommendations. On a different track, gender tools can also be used to describe desired future situations, to analyze steps necessary to achieve these future conditions.

### *Fruits of Success*

1. CBFM Project Stage: Project Implementation Stage
2. Application Context: Enhancement of team feeling and developing self-confidence among members
3. Intended Participants : Male and Female PO Members
4. Objectives of the Activity :
  - 4.1 To help trainees see relationships between their strengths and their successes.
  - 4.2 To help trainees see that perhaps the “roots” of their achievements nourish many different “fruits.”
5. Time Required: 30 minutes



6. Materials needed: A FRUITS OF SUCCESS handout for each member or a copy of this in a flipchart paper where everyone can see. Pentel Pens.

7. Methods and Procedures:

7.1 Reproduce the diagram, THE FRUIT OF SUCCESS as a handout for each member.

7.2 Ask each participant to take a moment for self-analysis.

7.3 Suggest that they begin at the root of the tree, identifying each root as a particular strength they gained because of involving themselves in the organization.

7.4 Identify such things as talents, skills, and competencies.

7.5 Label one strength per root. Add more roots if they need them.

7.6 Then go on to the fruits on the tree.

7.7 Label each fruit as a success, that is, a life (family, self, etc.) or work success. Add more fruits if they need them.

7.8 Divide them into pairs. Have members exchange completed trees with another member and talk about each other's relationships between personal strength and success. Strive for affirmation of each member's strengths and successes.

8. Synthesis Points:

- Let discussion flow freely among the pairs. The object of the exercise is affirmation of individual personalities. At some point into the discussion, interrupt briefly by saying, "It's okay to add more roots and fruits on your tree if your listener has others to add." Use this as an open-ended exercise, one that the participants control. It's effective at the end of a day when you want to send them home with something positive to think about.
- Randomly ask for volunteers (men/women) to share their self-reflection. Record the answers separately. Ask them to



compare the answers of the men from the women. Why is this so?

- How did we go about adding more roots and fruits to each other's tree? What actions / recommendations should we take? Again record their responses.
- One can proceed to review their action plans (e.g. more training? More activities? Leadership building skills? Functional literacy?)
- End the session by reiterating the major strengths and the most significant fruits.

### **Use this exercise to help team members build self-confidence.**

#### 9. STAR Cliniquing Guide for Facilitating Team

9.19 What was the situation / why was this tool used?

9.20 What was accomplished by using the tool?  
Were the objectives met?

9.21 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?

9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

#### 10. Recommended next Steps to pursue CBFM:

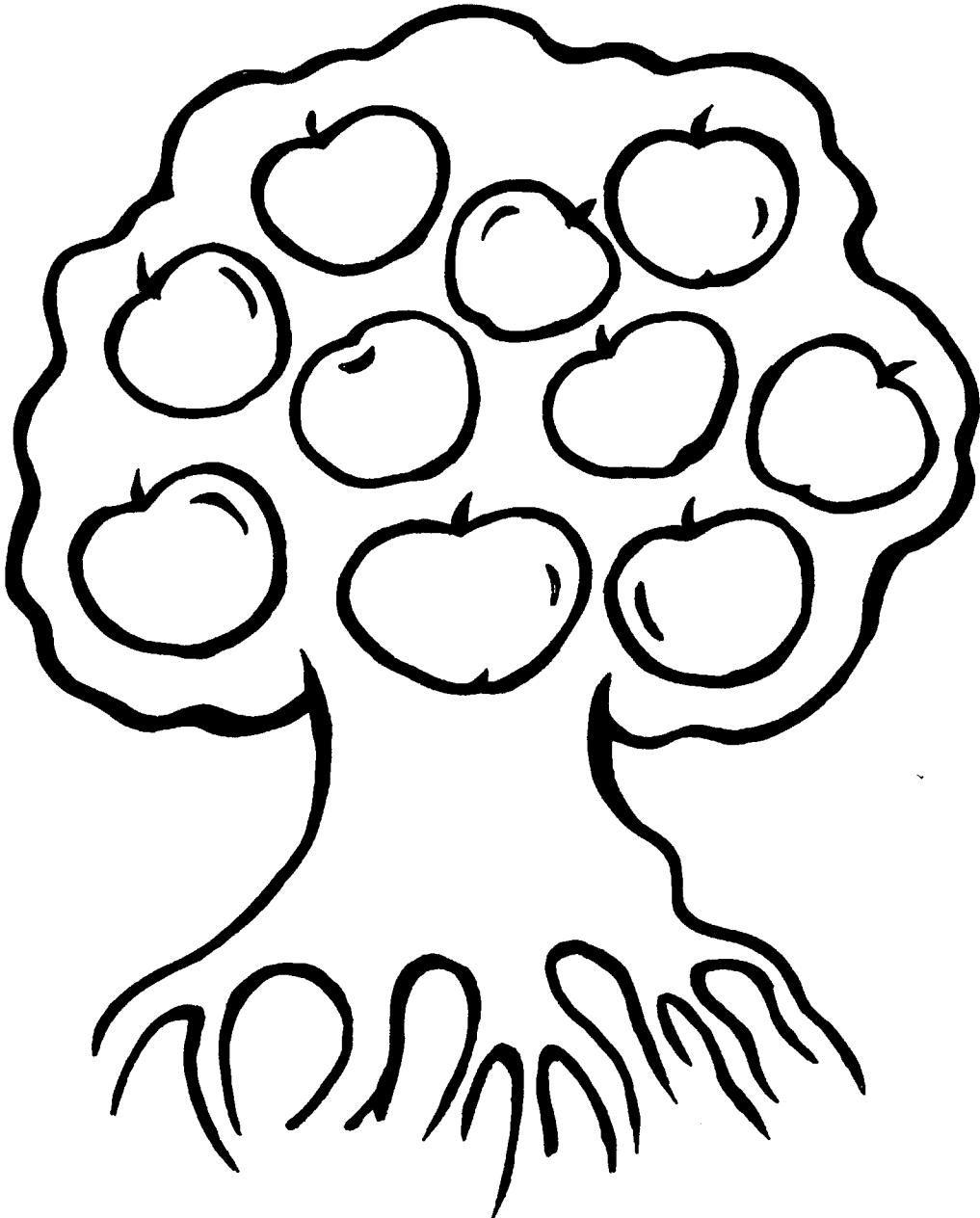
10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?

10.4 Specify next steps that you may need to follow.



## Fruits of Success

Roots = strengths: talents, skills competencies  
Fruits = successes: accomplishments, achievements





## ***Mobilizing Internal and External Support Resources<sup>17</sup>***

1. CBFM Project Stage: Implementation Stage
2. Application Context: Useful exercise/practice for resource accessing.
3. Intended participants: Male and female members of the PO.
4. Objectives of the Activity:
  - 4.1 To identify the assistance or support needed from other resources in the community.
  - 4.2 To discuss and plan next steps
5. Materials needed: Manila papers, pentel pens, masking tape and half size bond papers for writing.
6. Time needed: 2-3 hours.
7. Methods and Procedures: Group discussion, brainstorming session, plenary session.
  - 7.1 Explain the objectives of the exercise.
  - 7.2 Form groups with not more than ten participants in each group, men's group, and women's group. (This is to get the different views of men/women and to give opportunities for timid and shy ones to discuss).
  - 7.3 Give the following instructions:
    - a. List the activities that need support from other institution. (Refer to the PO activities that they cannot do alone without help from other institutions)

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<sup>17</sup> Reference: Training Manual on the Transfer of Technology among Rural Women. United Nations-ESCAP



- b. Brainstorm about this topic:  
What kind of help or support can I ask from internal and external institutions or agencies, government or non-government to help the POs in their CBFM work?
  - c. Review the stakeholder's analysis that they had done at the LGU level. Focus on the potentials or strengths that the project can be tapped. (If this has not been done, do Stakeholders' analysis).
  - d. Specify which institution can give some kind of help. Be specific about the assistance you want. For example: The Municipal Planning and Development Office can help set up a water well. If you want training, specify the areas in which training is needed.
  - e. From the brainstorming list obtained, choose three areas, which the group feels, are most important to them and for which they need the external support urgently.
  - f. Agree on the timeframe for the group work.
- 7.4 After the group work, ask a member of each group to present their discussion in the plenary.
- 7.5 Discuss the results of their group discussion using these questions as guides: (Document their answers in the Manila paper where they can see it to make it transparent).
- a. What kind of help or support came out as most important? (Classify into financial, educational, technical etc.)
  - b. What institutions could be of most help according to the group?
  - c. Do you have any previous experience dealing with these institutions?  
  
How was this experience? Can you share it in the plenary?



7.6 From their group answers and plenary discussion, fill up the following matrix:

PO Activity needing support from other agencies/institutions	Identified institution/ agency who can provide support	What are the institution's/ agency's procedures for requesting assistance	Who are the key people in the agency or institution who can be tapped to get the support of his/her institution	Who among the PO members is responsible for tapping and talking to the key people in the identified institution?	By when will the information be ready for the POs to discuss?



8. Synthesis Points:

- Resources are everywhere, internal and external, if one makes an effort to reflect and discuss who/where are they, mobilizing would be easier because you know whom to approach.



9. STAR Cliniquing Guide for Facilitating Team
  - 9.1 What was the situation / why was this tool used?
  - 9.2 What was accomplished by using the tool?  
Were the objectives met?
  - 9.3 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?
  - 9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?
10. Recommended next Steps to pursue CBFM:
  - 10.1 Plan and role play with PO how they can approach the institution.
  - 10.2 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?
  - 10.5 Specify next steps that you may need to follow.

## ***Participatory Monitoring***<sup>18</sup>

1. CBFM Project Stage: Project Implementation Stage
2. Application Context: As a regular and systematic assessment on how the project activities are being implemented and to execute important management functions especially on corrective measures, plan adjustments, and replanning.

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Compiled, adapted and customized for DENR-CBFM Program by Jackie C. Bacal and Suki F. Feliciano. 1998.

<sup>18</sup> Reference: 1/Project Management and Monitoring and Evaluation, on behalf of GTZ by Dr. Walter Salzer, Kugelhennstrasse 18 D-61462 Königstein i.T. 2/ Gender Sensitive Participatory Approaches by Birgit Kerstan, GTZ



3. Intended Participants: Men and women CBFM members who participated in the Action Planning. A regular monitoring should be made part of the activities of the plan.
4. Objectives of the Activity:
  - 4.1 To compare and assess the planned versus actual status of project implementation considering: Outputs, activities, inputs (personnel, finances, facilities, cooperation with other parties etc. and their effects — positive and negative to women, men or the family relation as a whole as basis for plan adjustments, corrective measures and re-planning).
5. Time required: 2-3 hrs. Depending upon the number of indicators in the Action Plan.
6. Materials needed: attendance sheets (sex disaggregated), activity guide in charts, translated in the dialect and a sample format of the Monitoring Tool, Meta cards or used half size bond paper to write on, pentel pens, glue etc.
7. Method and Procedures: Facilitated group discussion, Plenary discussion.
  - 7.1 Encourage each responsible person/s or group assigned for each planned activity to review their plan in terms of the following matrix:

Activity	Milestones	Accomplishments	What facilitated the accomplishment	Deviation	Reasons for Deviation	Insights on the activity (positive or negative effects on women, men etc.	Recommendations for the next planning

- 7.2 Have each group report on their Accomplishment Report and invite clarification/ additional recommendations, note down the answers and recommendations on the chart so you could refer back to it during the replanning.



- 7.3 From Column 7: Insights on the positive and negative effects of the activity to Men and Women, etc. Cull out their answers to this column and discuss further in the plenary. One could use the following matrix ( this could be a reflection on the activities and input to planning):

Project Activities	Effects					
	Workload		Health/Nutrition		Family Relations	
	Male	Female	Male	Female	Male	Female

- 7.4 Re-plan using the Action Planning Matrix, considering the Monitoring Results.

8. Synthesis Points:

- Recall facilitating factors and highlight these as strengths to be capitalized on.
- Encourage participants to regularly use this kind of discussion.

9. STAR Cliniquing Guide for Facilitating Team

9.1 What was the situation / why was this tool used?

9.2 What was accomplished by using the tool?  
Were the objectives met?

9.3 Make an assessment:  
What were helping factors?  
What were difficulties experienced?  
How were they managed?



- 9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

10. Recommended next Steps to pursue CBFM:

- 10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?
- 10.2 Specify next steps that you may need to follow.

## ***Monitoring and Evaluation Using Gender Analysis<sup>19</sup>***

1. CBFM Project Stage: Project Implementation
2. Application Context: To know the different impacts of projects on Men and Women. It would help the Project Manager/Site Coordinator adjust and add suitable methods so that the projects will bring about the best results for both men and women.
3. Intended Participants: More or less equal number of male and female members of CBFM projects. Prior arrangements should be made so that women members could attend.
4. Objectives of the Activity:
  - 4.1 To keep track of the specific inputs, outcomes and impact of the project for/on men and women; and
  - 4.2 To ensure that women and other disadvantaged groups are not negatively affected.
5. Time Required: 1-3 Hrs.

Compiled, adapted and customized for DENR-CBFM Program by Jackie C. Bacal and Suki F. Feliciano. 1998.

<sup>19</sup>Reference: Adapted from the Gender Analysis Training Kit by Viet Nam Women's Union and the UNICEF-UNDP, Ly Thoung Kiet, Hanoi, Vietnam.



6. Materials Needed: meta-cards, Manila paper, activity guideline in charts, pentel pens, glue, attendance sheet (sex disaggregated).
7. Method and Procedures: Group discussion, Plenary discussion
  - 7.1 Present to the participants the Objectives of the activity.
  - 7.2 Explain the following terms:  
Access and Control of Resources:  
Access: The opportunity to make use of something.  
Control: The ability to define its use and impose on others.

The resources which a project can provide to improve on the Target Groups' ability to access and control include:

- Land ( land certificates)
  - Credit ( income generation projects)
  - Income
  - Labor (job creation projects)
  - Technology
  - Machinery and equipment
  - Roads and means of transport
  - Market
  - Education and Training
  - Information
  - Time
  - Health Service/Extension Service
- 7.3 Set up two working groups separating the women from the men, in order to give those who are not used to speaking in a mixed group an opportunity to talk openly about their ideas, observation and problems.
  - 7.4 Let the groups discuss and answer the following questions:  
  
What is the name of the project or program ?  
What is the timing and location of the project or program?  
What are the main objectives of the project ?





List the target groups or beneficiaries of the project. Why were they selected ?

What are the main activities of the project ?

Which group (men/women) and which target group do these activities aim to benefit ?

What are the resources provided by the project ? List down under Resources column of the Matrix

For each resource identify who has access and who has control over the resources of the project. It would be better if they have data on how many.

After filling up the matrix, invite each group to report and validate their report.

#### 8. Synthesis Points:

- Ask the plenary whether the situation that they are in now concerning the access and control over the project's resources is what they would want to continue.
- If not what should be done about it ?
- Transform their ideas into action steps and identify who will implement them.

### Sample Gender Analysis Matrix

<b>Resources</b>	<b>Control</b>	<b>Access</b>
Loans for livelihood	13 Male Officers	20 Male and 5 female members
Training on Pig Raising	1 Male Project Leader and 3 Male Committee Leaders	20 Male and 5 female members
Information on Family Planning	1 Male Project Leader and 3 Male Committee Leaders	20 female members



9. STAR Cliniquing Guide for Facilitating Team

9.22 What was the situation / why was this tool used?

9.23 What was accomplished by using the tool?  
Were the objectives met?

9.24 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?

9.25 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

10. Recommended next Steps to pursue CBFM:

10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?

10.2 Specify next steps that you may need to follow.

## ***Participatory Feedback Analysis<sup>20</sup>***

1. CBFM Project Stage: Implementation Stage
2. Application Context: General feedback/monitoring tool for training or other interventions previously conducted. This tool is helpful after sometime has lapsed since the conduct of the activity.

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Compiled, adapted and customized for DENR-CBFM Program by Jackie C. Bacal and Suki F. Feliciano. 1998.

<sup>20</sup> This Gender Sensitive Participatory Tool was formulated and tested specifically for the DENR-NCRFW-CIDA Project during the DENR Region 12 Pilot - Testing of Gender Tools, September 18, 1998 by Suki F. Feliciano and Jackie C. Bacal. The Activity Discussed was the Gender Sensitivity Training which participants attended about 6-12 months previously.



3. Intended participants: Community members (male/female) or previous participants who had participated in the intervention being analyzed.
4. Objectives of the Activity:
  - 4.1 To gather feedback on how participants experience a training intervention
  - 4.2 To identify areas for improving the conduct of similar intervention in the future.
5. Time Required: 1-3 Hrs.
6. Materials Needed: Flipchart paper/Manila paper, pentel pens, prepared matrix, half sheet bond papers for writing, and masking tape.
7. Method and Procedures: Group work discussion (or in case of non-literate, focus group discussion, requiring group facilitators) Plenary discussion and synthesis.
  - 7.1 Explain the objectives of the activity.
  - 7.2 Explain the matrix by going through each column; give examples for each column. (This matrix when used with the community must be translated in the dialect.

**Participatory Feedback Analysis:**

(1) Activity	(2) Milestones (indicator/ Output)	(3) Accom- plish- ments	(4) Participants' insights from the Activity			
			(4a) Positive effects of the activity for (Men/ Women)	(4b) Factors that contributed to the positive effect	(4c) Negative effects of the activity for (Men/ Women)	(4d) Factors that contributed to the negative effect



### 7.3 Guide for explaining the matrix:

7.3.1 For column one (1) guide the participants to recall their experiences on the particular intervention analyzed. Make sure that the activity referred as the basis of sharing feedback has been clearly identified by all.

7.3.2 Column two (2) What was the intended output of the activity? What was the objective of the activity? The objective and intended output should be predetermined. However, it is sometimes helpful to solicit the perceived outputs from the point of view of the participants.

7.3.3 Column three (3) What was achieved? Take note that the men may have different answers from the women.

**Note:**

***Make a brief summary of the first 3 columns, to firmly establish what activity and experience is being studied.***

7.3.4 Column four (4) What insights did the participants gain from participating in the activity?

- Column 4A what were the positive effects you had experienced?
- Column 4B what factors contributed to the positive effect?
- In the case of training: focus on the content, resource person and topic, participants, support from management, etc.
- Column 4C what were the negative effects experienced?



- Column 4D What factors contributed to the negative effects? As in 4B, guide the reflection by specifying possible areas where to look for negative factors.

- 7.4 After giving examples on how to fill up the matrix, divide the participants into groups according to male/female (to give each group a chance to discuss among themselves their experiences on the activity or intervention).
  - 7.5 Agree on a time frame for plenary discussion.
  - 7.6 Bring back the whole group to a plenary after the agreed time is up.
  - 7.7 In the plenary, have the participants post all their answers in the Manila paper. Go through each answer. Clarify answers, which are quite vague, agree on a statement which is specific and understood by all. Surface vague statements by asking specific examples. Clarify whether the statements which are quite vague are fears, perceptions/imagined rather than experienced? Agree with the participants on how to re-word each statement, write the corrected statements on the matrix.
  - 7.8 After going through the clarification discussion, bring back the participants to the Negative effects Column, the factors contributing to it and the Positive effects column and the factors contributing to it. Formulate with the participants' specific actionable recommendations for similar interventions in the future.
  - 7.9 Review and agree on the next steps and recommendations.
8. Synthesis Points:
- What are the differing views of men and women?
  - Why do you think this is so?



- What personal significance or learning did you get from this exercise? Point out that the recommendations will guide the group on the next steps in order to avoid the negative effects.

## 9. STAR Cliniquing Guide for Facilitating Team

- 9.1 What was the situation / why was this tool used?
- 9.2 What was accomplished by using the tool?  
Were the objectives met?
- 9.3 Make an assessment:  
What were helping factors?  
What were difficulties experienced? How were they managed?
- 9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

## 10. Recommended next Steps to pursue CBFM:

- 10.1 Write reflection notes on the learning and insights revealed by the participants. What are the implications to future conduct of similar activities? What design have to be made?
- 10.2 Specify next steps that you may need to follow.

## ***Participatory Project Impact Analysis<sup>21</sup>***

1. CBFM Project Stage: Project Implementation Stage
2. Application Context: Useful for a periodic review and assessment of PO work progress. Identifies the next steps necessary for PO strengthening

Compiled, adapted and customized for DENR-CBFM Program by Jackie C. Bacal and Suki F. Feliciano. 1998.

<sup>21</sup> This Gender Sensitive Participatory Tool was revised and tested specifically for the DENR-CEP Taguisa, Region 12 during the Pilot Testing of Gender Tools for CBFM in line with the DENR-NCRFW-CIDA Project Sept. 22, 1998.

Reference: *Toolbook for Gender Sensitive Participatory Extension Approaches for GTZ Projects in Philippines and elsewhere* by Engelhardt, Oswald and Bacal, 1995



3. Intended Participants: Male/Female PO Members
4. Objectives of the Activity:
  - 4.1 To describe the changes experienced by the (Male/Female) community after participating in the (CEP) CBFM Project.
  - 4.2 To identify possible next steps to pursue PO strengthening in the project.
5. Time required: 2-4 hours (depending on the participants' pace)
6. Materials Needed: Manila paper, prepared matrix in a Manila paper, pentel pens
7. Methods and Procedures: Group work, plenary or in cases where participants are illiterate, one can opt for a focused group discussion with facilitators.
  - 7.2 Present the objectives of the activity.
  - 7.3 Ask the group to describe the activities they are involved in, related to the group's project. Note the activities according to the household members carrying out respective tasks.
  - 7.4 Describe the matrix and the expected output of the group work.

Name of Activity/Project: \_\_\_\_\_

(A) Target Group	(B) Type of Involvement in the PO Activity	(C) Hours contributed	(D) Changes experienced		(E) Degree of Satisfaction with the project (1-5) WHY?	(F) Recommen- dations for future project activities
			(positive)	(negative)		



**Guide Questions for the matrix:**

- 7.3.1 Column A: Who worked /participated in the activity? Are they Male members? Female members? Hired planters but not PO members? Children?
- 7.3.2 Column B: For each target group identified, indicate what work or activity/phase of the project did they participate in. (e.g. in gathering of mangrove propagules, in guarding the planted propagules etc.)
- 7.3.3 Column C: In each specific activity involvement, specify estimate of hours rendered.
- 7.3.4 Column D: In participating or being involved in the PO activity, what positive changes occurred in yourself? (In your family? with your spouse? workload/ your household chores?) What negative changes did you experience (within the family, workload, self, spouse) because of your involvement in the project activity.
- 7.3.5 Column E: Rank their satisfaction with the activity they were involved in, (5) being the highest and (1) as lowest. Give reasons why they gave out such degree of satisfaction.
- 7.5 Discuss the changes that occurred through the Project's assistance (e.g. gender specific added work load and ask the group to make recommendations)
- What can the group do to further improve/change its own project?
  - What assistance does the group expect from the Project?
  - What assistance is still possible? (From whom?)
- 7.6 Ask the group to make recommendations. Pointing specifically to the negative experiences they want changed. Note down their recommendations in the Manila paper; let them assess whether it is feasible and what priorities they should focus.





7.7 Do a re-planning exercise.

8. Synthesis Points:

- Was the exercise meaningful for the participants?
- What resolutions do they want to make?
- Did they find the process easy or difficult?
- Encourage them to do this type of analysis on their own, on this same project after a certain period (6 mos or 1 year). They can also use this on their own with other projects.

9. STAR Cliniquing Guide for Facilitating Team

9.3 What was the situation / why was this tool used?

9.4 What was accomplished by using the tool?  
Were the objectives met?

9.3 Make an assessment:  
What were helping factors?

9.4 Draw conclusions/ recommendations:  
How can helping factors be ensured?  
How can difficulties be avoided?  
How could this tool be better used next time?

10. Recommended next Steps to pursue CBFM:

10.1 Reflect on the expressed impact of the Project on the men and women in the CBFM site. Is this the desired/expected impact? Is there a derivation?

10.2 Formulate a specific action plan to complement the PO's planning.

10.3 Propose Project workplan adjustments based on the findings.



Handbook  
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Based  
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## Post-DENR Intervention Outlook



## What is life after a completed DENR CBFM Project Intervention?

Many have described life as living, doing, laughing, crying even dying.

Which is to say that life is not a state, rather life is a state of being - not a journey's end, rather a journeying towards.

What is community life after a completed DENR CBFM Project Intervention?

A community defining their own vision of their journey's end, their destination.

A community deciding their own path, mustering their own energies, undertaking their own journeying towards.

A community creating their own solutions, using means that are compatible with the sustainable management of the national patrimony and which are harmonious with the ideals of national life.

One of the features of managing a project like the CBFM - which supports the redirection of DENR from a regulatory to a developmental agency is that the expected outcome is not a finished product.

The success of CBFM as one model of a development approach to forest management is a formalized People's Organization that is in the process of self-management much as of natural resource management. The success of CBFM is a community living and acting interdependently and in partnership with DENR and other relevant stakeholders towards a collective vision of sustainable development.

DENR as the CBFM lead agency and major intervenor may look forward to witnessing better ways of community collaboration, enhanced capacities to participatorily analyze and address problems, tighter LGU-PO cooperation, and the LGU-PO's effective management of the cycle of planning, implementing, monitoring, evaluating, re-planning of community forest resources. DENR may look forward to performing its critical role as technical support agency to the PO and the LGU, at the imaginary fifth phase of the CBFM framework - the post DENR-CBFM Intervention Stage.



The People's Organization as the empowered target group can look forward to its functioning as a genuine people's organization with capabilities to deliver services to its members, and performing project management roles for its various socio-economic undertaking.

The Local Government Units, as the permanent political structure look forward to a real partnership in local governance, in order to preserve and sustain the life-force within the forests for future generations.



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## **Bibliography and other References**

# Gender Training Tools and Guidelines

## Liberating Co-ops

*A Guide to Creating Women-Friendly and Gender-Responsive Co-ops in the Philippines*

As companion material for the book, **Liberating Co-ops. Stories of Women-Friendly and Gender Responsive Co-ops in the Philippines**, this guide provides practical steps and strategies on how to effectively address gender issues.

Chapter 1 explains why gender issues exist in co-operatives, (in particular, why women are at a disadvantage), and why it is beneficial for co-ops to address these issues. Chapter 2 outlines the general strategies needed in order to begin to translate gender-awareness into concrete actions. Chapter 3 describes the concrete actions and specific steps needed for both women-specific and gender-integrated approaches to gender issues. The experiences of the co-ops described in the companion group are used to further illustrate how the actions can be implemented. In Chapter 4, more ideas are presented which have not yet been tried by the co-ops interviewed for the handbook, but have been tried by other co-ops, self-help groups, or NGOs.

US\$ 5.00 or P175.00 per copy. Available for sale at AWCf.

1998. AWCf, NATTCO. 94 pages.

AWCF: Asian Women in Co-operative Development Forum  
227 J.P. Rizal St., Project 4  
Quezon City, 1109 Philippines  
Fax/Tel: 437-4420  
e-mail: awcfmnl@wtouch.net

NATTCO: National Confederation of Co-operatives  
227 J.P. Rizal Street  
Project 4, 1109 Quezon City  
Philippines

## Women in Development

*A Manual for Leadership Training*

This manual presents a leadership training model in a format suitable for those with skills in adult learning techniques. The model can serve as a guide for training women in any setting. While some of the examples are from Kenya, Africa, the techniques are not culture bound. At the request of the Kenyan women, stories from the Bible have been incorporated in some of the activities. However, the models can be adjusted to suit the needs and cultural backgrounds of the participants. The models worked in six very different settings with women of many different levels of skills and knowledge about leadership and development, and with various levels of literacy.

Available at the AWCf Library.

1985, Dee Hahn-Rollins and Jane Trent Surles. 59 pages.  
Overseas Development Office, The Episcopal Church in the U.S.A., 815 Second Ave.,  
New York, New York 10017, U.S.A.



## **Guidelines for Integrating Gender Concerns in the Development Process**

*A Manual for the Philippine Development Plan for Women (PDPW) Implementation in Northern Mindanao*

In 1993, the NCRFW in cooperation with the NEDA and the German Agency for Technical Cooperation (GTZ) launched the project Pilot Testing of the Required Processes and Mechanisms for PDPW Implementation at the Subnational Levels. The purpose of the project was to test the suitability of using GAD mainstreaming processes for local government agencies. The Department of Agriculture and NEDA Regional Offices I, VIII, and X were tapped as the project cooperators. Each cooperator prepared a manual of guidelines based on its gender mainstreaming experiences. This is the manual prepared by the Northern Mindanao (Region X) group.

This manual provides tools to aid policy makers and planners in integrating Gender and Development (GAD) framework into the development process in order to bring about equitable participation of men and women. GAD analysis looks beyond the functions of women and men in society. It involves examining the relations between them, and the forces that perpetuate and change these relations. The guidelines presented are not meant to replace, but rather, enhance the effectiveness of existing development guidelines at the regional and local levels. Since each chapter is independent of the others, planners can use the manual in any phase of the development process.

1993. NCRFW, NEDA (Region 10). 105 pages.

NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208

NEDA (Region 10)  
Regional Development Council Bldg.  
Capistrano-Echem Streets.  
9000 Cagayan de Oro City  
Philippines  
Tel: (08822) 726161, 722168  
Telefax: (08822) 723436

## **Gender Mainstreaming**

*A Handbook for Local Development Workers*

This handbook is a synthesis of the mainstreaming experiences of each of the cooperators involved in the Pilot Testing of the Required Processes and Mechanisms for PDPW Implementation described above. Unlike the manuals prepared by each cooperator, which are agency- or area- specific, this handbook serves as a general reference on local gender mainstreaming. It combines the mainstreaming experiences of the project cooperators and highlights those strategies that proved useful and effective in all four agencies. This is a "how-to" document, and serves as a springboard to help local agencies get started with gender mainstreaming.

Who would benefit most from this handbook are local development workers with some exposure to gender concepts and issues, and are convinced that gender issues must be integrated in their agency's programs and projects but have difficulty pursuing their GAD activities. Those with no background on gender and development may find this limited. It does not explain GAD in depth.

1997. NCRFW and GDC, Canadian International Development Agency, NEDA (Regions I, VIII, and X), DA. 74 pages.



NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208

GDC: German Development Cooperation  
(formerly known as GTZ: Deutsche Gesellschaft für Technische Zusammenarbeit)

Philippines: 9/F PDCP Building  
Alfaro corner Herrera Streets  
Salcedo Village, Makati  
Tel. 812-3165 or 819-0778  
Fax. 815-3164

German Headquarters: P.O. Box 51 80, D-65726  
Eschborn, Germany

NEDA: National Economic and Development Authority  
NEDA Building  
Amorsolo St., Legaspi Village  
Makati, Metro Manila  
Philippines

DA: Department of Agriculture  
Elliptical Rd., Quezon City  
Philippines

### **Gender Seminar For Men**

*The HASIK Experience*

A step-by-step guide on conducting gender sensitivity seminar for men. The seminar was designed specifically for men under the premise that our society has created distinct experiential realities and produce different psychologies of learning between men and women.

The module has been used successfully for a number of years now across a wide range of participants: development workers, urban poor, members of cooperatives, professionals, government personnel, students, persons with disabilities, labor groups, etc. Trainors' training seminars have also been held. This manual comes with a video tape of the lecture-concert and creative techniques used. It also contains useful tips based on the experience of the GSM team.

The seminar has a minimum amount of lecture (about five hours in three days). It is highly interactive and based largely on creative education techniques: music, song, games, and a variety of visual aids.

1995, Karina Constantino-David. HASIK. 174 pages.

HASIK: Harnessing Self-Reliant Initiatives and Knowledge, Inc.  
Quezon City, Philippines

### **Gender Analysis and Planning**

*The 1990 IPC-CIDA Workshops*

These workshops, which were a joint project of the Institute of Philippine Culture and the Canadian International Development Agency, were intended to help ongoing CIDA-funded





projects integrate women's issues and women-in-development (WID) activities. The goals of the workshop were to sensitize the participants to the situation of women and men in the Philippines, particularly with regards to the gender issues in rural development; introduce them to a simplified framework for analyzing situations with an eye on gender; give them an opportunity to apply this framework to a specific case; and encourage them to prepare an organizational strategy and an action plan to address gender issues in their project or program.

The workshop consists of three parts: the Situationer, an analysis of the plight of women and men in the Philippines and a critique of the various approaches used to address women's issues; the Case Analysis; and Strategizing and Action Planning.

Each section in the manual corresponds to a part in the workshop. The first section contains four papers used as the briefing materials in the 1990 IPC-CIDA workshops. The second section presents the four cases used. The last section provides a summary of workshop results and a critical assessment of the training program.

1991, Edited by: Jeanne Frances I. Illo. IPC, ADMU. 154 pages.

IPC: Institute of Philippine Culture  
Ateneo de Manila University  
Quezon City, Philippines

Ateneo de Manila University Press  
Loyola Heights, Quezon City  
P.O. Box 154, 1099 Manila  
Philippines

### **Gender-Sensitivity Training for Cooperators**

#### *Trainer's Manual*

Designed for advocates of gender equality, this manual assumes that the user possesses basic trainer's skills and a firm grasp of the basic gender concepts. The manual consists of an Introductory module and two main modules.

The introductory module, Preliminaries and Warm-ups, provides an introduction to Gender-Sensitivity Training (GST). The framework and methodology are explained and guidelines and tips are given for the trainers. In Module 1, Gender and Me, the focus is on creating awareness of gender issues at the participants' personal level. Module 2, Gender and Cooperatives, aims at making participants conscious of gender issues in their cooperatives and communities. The ultimate goal is for the participants to become change agents who will pursue a vision of gender-responsive cooperatives.

1995. NATTCO. 240 pages.

NATTCO: National Confederation of Co-operatives  
227 J.P. Rizal Street  
Project 4, 1109 Quezon City  
Philippines

### **Toolbook for Gender Sensitive Participatory Extension Approaches**

In TC-Projects in the Philippines and Elsewhere

A collection of 60 different tools for incorporating a gender-specific perspective into participatory approaches. The different needs and priorities which derive from the different gender-specific roles are addressed so that the potentials and constraints of silent or underprivileged members are considered.



The aim is to provide methods for initiating communication processes so that not only the official-male-representatives talk, but every participant gets a chance to speak up and be included in decision-making. This will enable the extension worker and the participants to reach conclusions that will satisfy the different interests of the group without creating unnecessary conflicts between participant sub-groups.

(A table at the end of the book indicates in which part of the project cycle each tool can be used.)

Also available at GDC.

January 1995, Eva Engelhardt, Karin Oswald and Jacqueline Bacal. WIDAP. 92 pages.

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WIDAP: Women in Development Advisory Project  
c/o Dr. Paulenz, Ms. Magbitang  
GDC-Project Administration Service (PAS)  
9/F PDCP Bank Center Building  
corner Herrera and Alfaro Streets, Salcedo Village  
Makati, Metro Manila  
Philippines  
Tel: 819-0778, 815-3164 Telefax: 815-3164

GDC: German Development Cooperation  
(formerly known as GTZ: Deutsche Gesellschaft für Technische Zusammenarbeit)

Philippines: 9/F PDCP Building  
Alfaro corner Herrera Streets  
Salcedo Village, Makati  
Tel. 812-3165 or 819-0778  
Fax. 815-3164

German Headquarters: P.O. Box 51 80, D-65726  
Eschborn, Germany

## **Two Halves Make A Whole**

### *Balancing Gender Relations in Development*

Although designed for use by Canadian NGO's, this handbook can also be adapted for use by other groups. It provides practical analytical tools to help organizations increase gender equity in their development work, thereby increasing their effectiveness. Those who are active in the training and education of NGO workers but are less involved in GAD issues would find it very useful.

A brief history of gender and development theories is provided. The GAD approach is introduced. Guidelines for executing GAD training programs are presented along with case studies.

August 1991. CCIC, MATCH, Comité Québécois Femmes et Développement of the Association québécoise des organismes de coopération internationale. 110 pages.

CCIC: Canadian Council for International Co-operation  
1 Nicholas St., Suite 300  
Ottawa, Ont. K1N7B7  
Canada

MATCH International Centre  
1102-200 Elgin St.  
Ottawa, Ont. K2P 1L5



Comite Quebecois Femmes et Developpement of the Association quebecoise des organismes de cooperation internationale.  
801 rue Sherbrooke Est, Suite 400  
Montreal, Que. H2L 1K7

### **Trainer's Training on Gender Sensitivity**

*Trainer's Manual*

Trainer's manual used by AWCF trainers when conducting the 4-day GST. The training program is targeted towards training specialists and trainers who have undergone the Basic Gender Sensitivity Training Seminar. The objective is to enable the participants to conduct GST seminars or Gender Orientation sessions to target groups.

Available at the AWCF library.

AWCF: Asian Women in Co-operative Development Forum  
227 J.P. Rizal St., Project 4  
Quezon City, 1109 Philippines  
Fax/Tel: 437-4420  
e-mail: awcfmnl@wtouch.net

### **Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management**

Presents an overview of gender considerations in development and suggests analytical tools to help project coordinators increase the effectiveness and sustainability of development programs and resource management projects. Simple and inexpensive tools are provided which will enable project specialists to incorporate gender concerns directly into development action. Based on research conducted between 1990 and 1993 in Kenya, Honduras, the Philippines, the Dominican Republic, and Nepal.

July 1993, Barbara Thomas-Slyter, Andrea Lee Esser, M. Dale Shields. ECOGEN.

ECOGEN: Ecology, Community, Organization, and Gender Research Project  
International Development Program  
Clark University

### **Gender and Development: Making the Bureaucracy Gender-Responsive\***

*A sourcebook for advocates, planners, and implementors*

This sourcebook embodies the results of the original assessments undertaken in six government departments. It is no longer merely a manual to identify key organizational and program factors which have an impact on gender and development. It elaborates a theory and methodology for identifying gender concerns, including the use of gender analysis. It places importance on the human dimension of the planning process, which necessitates the use of participatory strategies. This sourcebook is for use of anyone in the line agencies concerned with developing strategies for mainstreaming gender, be it in the internal organization, in programs and projects at the level of the central agency or in the localities they serve, or for the development of gender-responsive policies and departmental objectives.

1994, Amaryllis T. Torres, Professor Rosario S. Del Rosario, Rosalinda Pineda-Ofreneo. UNIFEM, NCRFW. 162 pages.



UNIFEM  
304 East 45th Street  
6th floor, New York, NY 10017  
U.S.A.

NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208

HRSpecialists  
3-A Potsdam Street, Cubao  
1101 Quezon City  
Philippines

### **Interregional Workshop on Testing of Training Modules on Women, Water Supply and Sanitation\***

Promotes the integration of women's needs with participation in sustainable water supply and sanitation programs, paying particular attention to training activities and to management of water resources. The workshop is composed of different modules regarding the role of women in issues concerning water supply, sanitation, hygiene and waste disposal. An evaluation of the effectiveness and usefulness of these training modules is also included.

1991. UN Department of Technical Cooperation for Development, INSTRAW. 82 pages.

### **Gender Analysis and Planning Tools and their Applications: A Compilation\***

A compilation of the session materials on gender analysis and planning tools and their applications. It presents in a matrix the different gender tools, their applications and the sources of the materials, to guide in the analysis and application of data gathered on women's concerns. The tools included in the paper are: The Typical 24-hour Day; Harvard Gender Analytical Framework; Variations of the Harvard Analytical Framework; Participatory Rural Appraisal - Based Gender Tools; Gender Planning; GAD-Analytical Tools; Social/Gender Analysis; Contextual Gender Analysis of Gender and Social and Economic Issues; Gender Lens, Policy Analyst Version; Women's Empowerment Framework; Gender Analysis Tool Kit; and the Guidelines for Gender-Responsive Development.

1994, Fatima S. Versosa, Annie Serrano, Focus on Gender and Development (Philippines). 46 pages.

### **Women in Project Management: A Course Manual\***

Outlines a practical two-week course called "Women in Project Development". The course is designed to benefit women project managers by increasing their motivation, confidence and skills which they can share with their client communities. Offered are skills and tools for the design, planning and implementation of projects. Gender analysis is likewise applied to enhance women's and men's effective participation in development projects and to give them equitable access to resources and benefits. Also included are negotiation techniques because gender-responsive development involves a realignment of power and influence. The course is built on participants' experiences, needs and goals. A key feature of the training methodology is the use of theater arts activities. This helps create a strong team spirit among participants and encourages them to have fun while learning.

1996, Rosanita A. Serrano, Pennie Azarcon-Dela Cruz. Australian Agency for International Development (AusAID), NCRFW. 98 pages.



NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208

### **Practical Strategies for Involving Women as Well as Men in Water and Sanitation Activities\***

A review which focuses on water provision for domestic consumption at the household and community level. Much of the literature relates specifically to rural water supply and sanitation and this is reflected here. There is less material on low income urban areas. Some discussion of sanitation provision and health education activities is included. Large scale water for production purposes - e.g. irrigation projects - are not discussed here, although some reference is made to productive uses of improved water supply.

1993, Sally Baden. Gender Office, SIDA Bureau, Institute of Development Studies - University of Sussex. 28 pages.

### **A Handbook for Social/Gender Analysis\***

In view of CIDA's new strategy and the pragmatic experience on development assistance, CIDA increasingly supports a concept of development which is people centered, and which attempts to address the needs, limitations, and interests of the poorest peoples in the Third World. This strategy requires that CIDA staff have the relevant knowledge, attitudes, and skills to implement such policies through the aid process and through the project cycle of operations. The purpose of this handbook is to provide CIDA staff with an introductory orientation and some basic skills relevant to this policy direction. The handbook is divided into two parts. The first two chapters deal with orientation and conceptual material. The third and fourth chapters focus on application to the project cycle.

Coady International Institute for Social and Human Resource Development Division (CIISHRDD). 90 pages.

### **Training Handbook on Gender Planning and Analysis for Program Managers and Implementors\***

A gender and development training manual. This paper is a compilation of different modules on conducting training assessments. It is a training package that was produced based on concepts of women's empowerment framework, which is designed to meet the specific needs of UNICEF's program staff and the UNICEF program cycle.

University Center for Women's Studies (UCWS), UNICEF, DSWD. 107 pages.

UNIC Library  
G/F NEDA Building  
Amorsolo St., Legaspi Village  
Makati, Metro Manila  
Philippines

DSWD: Department of Social Welfare and Development  
San Rafael Street  
Quiapo, Manila  
Philippines



## Gender and Sustainable Development: A Training Manual\*

Provides detailed guidelines for conducting a 3-day workshop on integrating gender analysis into project planning in the United States Agency for International Development's (USAID) key areas of program concentration - population and health, broad-based economic growth, environment, and democracy. The manual has been designed primarily for use by USAID program and project management staff and counterparts (e.g. contractors, PVO/NGOs, and host country officials).

1994, USAID. 126 pages.

## Some Guidelines for the Integration of Women in National Development Plans\*

Provided are some suggested guidelines for women's integration in three major areas of national development plans where consideration of women's concerns appears most urgent. These areas include: the economic sector of national plans, the social services sector, and the infrastructural support sector.

Virginia A. Miralao, Kuala Lumpur: Asian and Pacific Development Center.

## Empowering Women

*Experiences in East Asia and the Pacific*

An overview on strategies for empowering women, with a focus on facilitating an enabling environment for the girl child as well as for adult women. Introduces WEEF, or "The Women Equality and Empowerment Framework" as a tool for the empowerment of women for sustainable development. WEEF argues that women's development can be viewed in terms of five levels of equality of which empowerment is an essential element at each level. The levels are: welfare, access, conscientization (awareness-raising), participation, and control. WEEF has been identified by UNICEF as a dynamic and creative tool to mainstream and integrate gender concerns throughout the UNICEF programming process. The book also contains case studies on women empowerment initiatives in different countries in the region.

UNICEF East Asian Regional Office, Bangkok, Thailand.

## Gender Differentiation Throughout the Project Cycle

*Pointers for Planning, Monitoring and Evaluation*

Guidelines to help ensure target-group-oriented and target-group-differentiated project planning, monitoring, and evaluation. In particular, this document provides pointers to ensure the participation of women throughout the project cycle since, in most cases, it is this target group that is given inadequate opportunity for involvement.

1995, Juliane Osterhaus, Walter Salzer. GDC. 95 pages.

GDC: German Development Cooperation

(formerly known as GTZ: Deutsche Gesellschaft für Technische Zusammenarbeit)

Philippines: 9/F PDCP Building

Alfaro corner Herrera Streets

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Fax. 815-3164

German Headquarters: P.O. Box 51 80, D-65726

Eschborn, Germany



## Gender Planning and Development: Theory, Practice and Training\*

This book describes the development of gender planning as a legitimate planning tradition in its own right. The goal of gender planning is the emancipation of women from their subordination, and their achievement of equality, equity and empowerment. This will vary widely in different contexts depending on the extent to which women as a category are subordinated in status to men as a category. The knowledge base explored in recent feminist and development debates provides the conceptual rationale for several key principles. These in turn translate into tools and techniques for a gender planning process. The analytical principles relate to gender roles and gender needs, and to control over resources and decision-making in the household, civil society and state.

1993, Caroline O.N. Moser, London and New York: Routledge. 285 pages.

## Gender Awareness Manual

*For Training of Trainers, Project Planners, and Implementors in the Cooperative Sector*

The program described in this manual was designed for decision-makers, planners, and implementors active in the cooperative sector. The overall objective of the training is to raise the acceptance of decision-makers and implementors towards an equal participation of men and women in cooperatives, and to enable the participants to design cooperative activities based on a gender-specific analysis of potentials and needs.

The manual provides a suggested format for each session of the six- to seven- day workshop. A variety of training methods are used, including games and other participatory methods. The six topics or parts of the workshop are: 1) Introduction to the Workshop; 2) Gender Awareness in the Co-operative Sector (aimed at creating a general gender awareness); 3) Gender Awareness (provides the tools for a gender-specific situation analysis); 4) How to Put the Gender Awareness Approach Into Practice; 5) Adapting Gender Awareness Training Materials for Further Training (a guide for designing a gender awareness training program); and 6) Workshop Evaluation.

1993, Birgit Kerstan, Sulikanti Agusni, Yuliani Paris. ILO Co-operative Project, Jakarta, Indonesia. 144 pages.

## Toolkit on Gender in Water and Sanitation

*Gender Toolkit Series No. 2*

This is one of a series of toolkits designed to aid World Bank task managers in improving project performance by incorporating gender in their work. This toolkit is specifically for task managers working in the water and sanitation sector. It explains why gender issues are important in water and sanitation and lists ten lessons learned from project and sector experiences around the world. Concrete examples are given on problems encountered and solutions found. It also provides country case studies of Bank projects where gender strategies were utilized effectively.

The manual comes with a Power Point slide presentation on a diskette which can be used by task managers to generate support for gender issues in water and sanitation.

August 1996, Monica S. Fong, Wendy Wakeman and Anjana Bhushan. The World Bank. 107 pages.

The World Bank  
1818 H Street, NW  
Washington, DC 20433  
U.S.A.



## **An Action-Learning Approach to Gender and Organizational Change**

*BRAC Technical Manual*

A resource book which presents some of the instruments developed by BRAC, a large development NGO in Bangladesh, to increase gender equity in their organization and programs. This manual would serve as a useful reference for senior managers, consultants, and teams in charge of planning and implementing gender and organizational change programs.

The tools presented were developed for BRAC's use at various stages of the change process. Included are guidelines for a needs assessment process, a training program for gender quality action/learning, and monitoring/evaluation designs.

August 1996, Rieky Stuart, Aruna Rao, David Lelleher, Sheepa Hafiza, Naheed Sultana, Habibur Rahman, Sadequr Rahman. BRAC. 175 pages.

BRAC 66

Mohakhali

Dhaka 1212, Bangladesh

Tel. PABX 884180-7, 600161-4, 600106-7

Fax. 880-2-883542, 883614

## **Gender-Sensitive Participatory Approaches in Technical Co-operation**

*Trainers' Manual for Local Experts*

One of a series of publications to document the results and findings of the Pilot Programme for Gender Issues, a supraregional project based at GDC headquarters in Eschborn. The objective of the program was to design implementation-oriented concepts and strategies for institutionalizing the gender approach.

This manual reports on the programs and results achieved in the development of personnel and the design of training modules and instruments. The purpose of the training outlined is to enhance the capabilities of local personnel working in cooperation with technical assistance projects in applying a gender-sensitive participatory approach to development activities. This manual is directed towards GDC staff, consulting firms, people and institutions from partner countries. Organizations involved in the field of development cooperation may also find it useful.

December 1995, Birgit Kerstan. GDC Bandung, Eschborn

GDC: German Development Cooperation

(formerly known as GTZ: Deutsche Gesellschaft für Technische Zusammenarbeit)

Philippines: 9/F PDCP Building

Alfaro corner Herrera Streets

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Fax. 815-3164

German Headquarters: P.O. Box 51 80, D-65726

Eschborn, Germany

## **Self-Assessment and Career Development Pack**

A useful tool for those who are considering returning to work, changing careers, or have a desire to improve their career development. The first part consists of questionnaires which





will help the user assess his or her interests, skills, values, and personal qualities. The second part of the pack leads the reader through the different career options available in order to find a suitable match. The last section is concerned with helping the reader put her ideas into action. It provides information on writing a curriculum vitae and on interviewing skills.

1991. Career Development Counsellors. 73 pages.

Tel. (0932) 352050

## **Participatory Approach/Group Development Training Materials**

### **Step by Step Group Development**

*A Trainer's Handbook*

Written in easy-to-understand language, this handbook provides suitable and easy-to-apply training materials on group development and community participation. The training described responds to the groups' needs in various development stages. It enables them to make and carry out their own decisions and monitor their performance. Technical and commercial aspects of managing a group business are given. Group members learn to foster satisfactory group relations, build up self-consciousness, and develop their identity as groups and individuals.

The manual is very helpful for all kinds of trainers on the grassroots level, especially those in developing countries. It will help those who are or will become group leaders or trainers to assist their groups and members in developing and becoming self-reliant. Background information, exercises, and games which are ready for use in daily group work are provided.

December 1994, Christine Grieshaber, 215 pages.

Published by: Deutsche Stiftung für internationale Entwicklung,  
Zentralstelle für Ernährung und Landwirtschaft (DSE/ZEL)

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Christine Grieshaber

Windeck 4

D-79856 Hinterzarten/Germany

### **Team Games for Trainers**

A collection of 100 high-involvement games and training aids for developing team skills such as information sharing, conflict resolution, cultural assessment, role fulfillment, task/process evaluation, and group/individual empowerment. The games are divided into three sections corresponding to the three aspects of team development: team building, team function, and team maintenance.

1993, Carolyn Nilson. Mc-Graw Hill, Inc. 322 pages.



## **Group Process and the Inductive Method**

*Theory and Practice in the Philippines*

One of the first books written in the Philippines on the theory and practice of group process with the inductive method as an alternative method of learning. This is a resource book for all types of group facilitators. It is aimed at guiding the facilitator or group leader to motivate and encourage people to actively involve themselves in issues affecting their personal, professional, community, and organizational lives. It helps leaders and organizations attain their objectives through the increased participation and contribution of members.

This book has three parts: training components for "becoming a facilitator", an extensive range of learning methods and experiences, and a collection of relevant essays.

1990, Carmela D. Ortigas. Ateneo de Manila University Press. 183 pages.  
Ateneo de Manila University Press  
Loyola Heights, Quezon City  
P.O. Box 154, 1099 Manila  
Philippines

## **VIPP: Visualization in Participatory Programmes**

*A Manual for Facilitators and Trainers Involved in Participatory Group Events*

This synthesis of methods for improving group interaction in international development programs is for the trained facilitator. It is designed to reinforce concepts and techniques learned in training facilitators and trainers in participatory group processes.

VIPP, or "Visualization in Participatory Programs", is a people-centered approach to planning, training, and other group events. It is based on a philosophy of trusting in the capacities and creativity of human beings. Techniques of visualization are combined with methods for interactive learning. Multi-colored paper cards of different shapes and sizes are used by the participants to express their ideas. The use of the cards helps ensure equal participation of each group member and reduces repetition and circularity in argument.

The manual begins with a history of VIPP and the philosophy behind it. It discusses the appropriateness of VIPP for various types of events and participants and describes in detail the different VIPP techniques and processes. The manual also includes examples of applications and case studies.

1993. UNICEF. 158 pages.

UNICEF Programme Communication and Information Section  
P.O. Box 58  
Dhaka 1000, Bangladesh  
UNICEF Training and Staff Development Section  
Three United Nation's Plaza  
New York, NY 10017  
U.S.A.

## **Options for Educators**

*A Monograph for Decision-Makers on Alternative Participatory Strategies*

This publication addresses the need to involve people at the local level in order for development projects to become meaningful and effective. The poor must be allowed to take part in decision-making in order for poverty eradication to occur. A comparison is made of three major approaches to reaching and involving people: the growth-centered approach, didactic teaching, and conscientization. Concrete suggestions are given for building



participatory methods into the training of staff, volunteers, animators and technical specialists.

Lyra Srinivasan. PACT/CDS (Communications Development Service). 156 pages.

## **ZOPP**

*An Introduction to the Method*

ZOPP is the acronym for the German expression which means "objective-oriented project planning". It is a technique used by GDC and other European agencies. It helps groups formulate problems and objectives through a logical framework approach, originally borrowed from military planning. ZOPP consists of a set of instruments and procedures for addressing the planning function in the process of managing a development project through its life cycle.

This manual provides an overview of ZOPP methodology. It discusses the different elements and steps of ZOPP and explains how it can be used in project planning.

May 1998. Berlin: COMIT. 89 pages.

## **Facilitating the Introduction of a Participatory and Integrated Development Approach**

*A Manual for Trainers and Users of PIDA*

This is the second volume of a report documenting the results of the KIWASAP-CATAD project in Kenya. This project grew out of a need for an increase in the effectiveness and sustainability of the development efforts in Kilifi District, Kenya. A new development approach was implemented. The new approach, called the Participatory and Integrated Development Approach (PIDA) called for : 1) greater involvement of the community in project planning and implementation; and 2) increased cooperation between different sectoral development agencies at the community level.

The first volume of the report contains the details of the project. This manual serves as a guidebook for agencies and communities who are considering adapting the methods used in the Kilifi. It is a compilation of the information needed and the different activities involved in implementing the 18 steps of PIDA. Each activity is indexed for easy retrieval.

November 1994, KIWASAP/CATAD. 225 pages.

KIWASAP: Kilifi Water and Sanitation Project  
Kilifi, POB 666, Kenya  
Tel. 0125-22383  
Fax. 22285

CATAD: Center for Advanced Training in Agricultural Development  
Podbielskiallee 66  
D-14195 Berlin, Germany  
Tel. +49-30-31471334  
Fax. +49-30-31471409



## People First

*A Guide to Self-Reliant, Participatory Rural Development*

Concerned with poverty and its causes at the immediate level of the rural people. The manual is divided into three parts. Part I provides an analysis of poverty, development concepts, and the rationale for self-reliant participatory development. Part II looks at the methodology of the self-reliant participatory approach to development. This includes a discussion of the role of change agents, planning and getting started, monitoring, forming and working with groups and other essential components such as savings, credit, and new technologies. Part III sums up the general objectives and the basic principles of self-reliant participatory development and analyzes obstacles and limitations which may be encountered.

1993, Stan Burkey, Zed Books Ltd. 244 pages.

Zed Books Ltd.  
165 First Ave.  
Atlantic Highlands  
New Jersey 07716, U.S.A.

## Cases and Sourcebooks

### Liberating Co-ops

*Stories of Women-Friendly and Gender-Responsive Co-operatives in the Philippines*

Nine stories of women co-operators — board members, co-op managers, organizers, and trainers - and how they responded to gender issues and women's needs in order to create gender-responsive organizations. The stories also tell of male gender advocates who realized that the improvement of women's situations is interlinked with the growth of organizations and businesses such as co-ops.

Book: P200.00 per copy. Video: P385.00. Available for sale at AWCF.  
1998. AWCF, NATTCO.

AWCF: Asian Women in Co-operative Development Forum  
227 J.P. Rizal St., Project 4  
Quezon City, 1109 Philippines  
Fax/Tel: 437-4420  
e-mail: awcfmnl@wtouch.net

NATTCO: National Confederation of Co-operatives  
227 J.P. Rizal Street  
Project 4, 1109 Quezon City  
Philippines

### Gender, Poverty, and Employment: Turning Capabilities Into Entitlements

This brochure presents a critical evaluation of major strategies developed over the past 30 years to address the problem of poverty. It focuses in particular on the issue of gender and poverty, in recognition of the fact that women are disproportionately represented among the poor. Pages 22 to 31 are devoted to issues pertaining to women's access to land and forest resources.

Available at the AWCF Library.



International Labour Office, Geneva.

AWCF: Asian Women in Co-operative Development Forum  
227 J.P. Rizal St., Project 4  
Quezon City, 1109 Philippines  
Fax/Tel: 437-4420  
e-mail: awcfmnl@wtouch.net

### **Engendering Development in Asia and the Near East: A Sourcebook**

A gender sourcebook that examines trends in women's participation and contribution to the public life and economic activities of Asia/Near East. Gender issues and the potential for expanding women's opportunities and choices are discussed. Pages 65 to 77 focus on the importance of natural resources to women and how women can play an important role in preserving and improving the environment. Protecting our resources is necessary for sustainable development.

Available at the AWCF Library.  
1992, Rekha Mehre, David Bruns, Paul Carlson, Geeta Rao Gupta, and Margaret Lyette.  
ICRW.

AWCF: Asian Women in Co-operative Development Forum  
227 J.P. Rizal St., Project 4  
Quezon City, 1109 Philippines  
Fax/Tel: 437-4420  
e-mail: awcfmnl@wtouch.net

ICRW: International Center for Research on Women  
1717 Massachusetts Ave., N.W., Suite 302  
Washington, D.C. 20036  
U.S.A.

### **Implementing Rules and Regulations: Republic Act 7192\***

*Women in Development and Nation Building Act*

This pamphlet contains Republic Act No. 7192 also known as "An Act Promoting the Integration of Women as Full and Equal Partners of Men in Development and Nation Building and for other Purposes: as well as detailed instructions on its implementation. It also includes the NEDA Board Resolution No. 35 - Approving the Implementing Rules and Regulations of R.A. 7192 and a copy of the Social Development Committee Resolution No. 5 (series 1992). It ends with a glossary of terms.

1994. NCRFW. 27 pages.

NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208

### **More Alike than Different\***

*Women, Men and Gender as Social Construction*

The paper aims to clarify the distinction and implications of sex and gender, both for the present situation and for social and personal change. It defines sex and gender and explores



the connection between the two. This exploration includes how gender is manifest in contemporary Philippine Society, how it is commonly explained, and how it is explained by contemporary social theory. The paper discusses implications of gender on equality between men and women, traces the development of gender to present Philippine context and examines social institutions that maintain gender.

1993, Eleanor R. Dionisio. NCRFW. 38 pages.

NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208

### **Philippine Plan for Gender-Responsive Development (1995-2025)\***

The latest in a series of government initiatives meant to give Filipino women a more active and participatory role in the development process. The PPGD takes over where the Philippine Development Plan for Women left off after its mandate expired in 1992. The idea is to look at women in a new light - as partners for development and as untapped resources, in addition to their being beneficiaries.

The PPGD gives government a crucial nudge when it comes to women's gender concerns, laying out development goals and strategies that will make gender-equity innate in public programs and policies. The plan's 30-year framework also ensures that women-friendly policies can take root and flourish despite the barriers posed by traditional attitudes and stereotyping. From now to 2025, there is enough time to wear down resistance, redefine policies and carve out a culture where gender issues become mainstream issues.

1995. NCRFW. 488 pages.  
NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208

### **Project Planning for Women in Development: Philippines\***

A compilation of papers written during the Project Planning for Women in Development Course, 1993. The course was designed to assist women involved in the management of projects to: analyze the roles of women in the process of development; and to develop skills to manage projects which will enhance the involvement of women as key determinants of the outcomes of such processes. The course requires that each participant identify projects that they will complete at the end of the course. The project could be the planning of a project to be implemented, the design of a training program, and/or the writing of a background paper.

1993, Carolyn Marsh. Canberra: AIDAB. Pagination varies.

### **Women in Agriculture: The Philippine Case\***

This report serves two needs. It formed part of the FAO's assistance to rural women in preparation for the Fourth World Conference on Women, by focusing on women in agriculture and in rural areas.

The IPC coordinated with the NCRFW; incorporated the data supplied by the statistical consultant; and consulted the document submitted by the agriculture committee that was formed in connection with the preparation of the national situation report. In a series of



interviews conducted by the IPC research group of women in rural areas, representatives of GOs and NGOs working with women in agriculture contributed to this report.

1994, Jeanne Frances I. Illo. IPC, ADMU. 94 pages.

IPC: Institute of Philippine Culture  
Ateneo de Manila University  
Quezon City, Philippines  
Ateneo de Manila University Press  
Loyola Heights, Quezon City  
P.O. Box 154, 1099 Manila, Philippines

## **Integration of Women in Development**

*Why When How*

This primer on women in development issues discusses the changing roles of women, the importance of women's participation in development, and how their integration in development planning will, in the end, benefit society as a whole. In order for there to be significant progress in the area of women in development, this book cites the need for large scale effort, legislative support, research to collect comprehensive data, coordinated long-term programs, small-scale business development, and communication and mass media to influence thinking and help shape opinion. Although many of the proposals presented in this publication have been put into action in the more than 20 years since it was written, many of the issues and situations discussed remain today.

Available at the UNIC Library.

May 1975, Ester Boserup, Christina Liljencrantz. UNDP.

UNIC Library  
G/F NEDA Building  
Amorsolo St., Legaspi Village  
Makati, Metro Manila  
Philippines

## **Conference Reports**

### **A Declaration and Platform of Action for the Enhancement of Women's Participation in Leadership and Decision-Making in Co-operatives**

The Declaration and Platform of Action are two important results of several stages of consultation and brainstorming among co-operative leaders and gender advocates in several countries in Asia. They are the output of the regional conference on "Women in Decision-Making in Co-operatives" held in May, 1997 in the Philippines. The Declaration is a statement of concern from co-operative leaders and staff on the issue of women's low participation in leadership and decision-making in co-operatives at the primary, national, regional, and international levels. It is a call to action for all cooperatives to confront, analyze, and, more importantly, to address gender issues. The Platform of Action is a guideline and a commitment to enhance women's participation in leadership and decision-making of co-ops at all levels. It is a plan to achieve this goal in a span of eight years, from 1997 to 2005.

Available at the AWCF Library.



September 1997. AWCF, ICAROAP. 80 pages.  
AWCF: Asian Women in Co-operative Development Forum  
227 J.P. Rizal St., Project 4  
Quezon City, 1109 Philippines  
Fax/Tel: 437-4420  
e-mail: awcfmnl@wtouch.net

ICAROAP: International Co-operative Alliance Regional Office for Asia and Pacific  
'Bonow House'  
43 Friends Colony (East)  
New Delhi 110065, India

## **A Showcase of Gender-Responsive Co-operatives in Asia**

*A Report on the Regional Conference/Workshop*

A detailed report on the regional conference held in Bangkok, Thailand in April, 1995. The conference was attended by representatives of co-ops from 11 countries. The 4-day workshop was organized by Asian Women in Cooperative Development Forum (AWCF) and Association of Asian Confederation of Credit Unions (ACCU). The main goal of the conference was to provide an opportunity for co-operative organizations, including credit unions, to learn from those that have successfully addressed gender issues and concerns. Four gender-responsive co-operatives were showcased.

Recognizing that many women in co-ops engage in economic activities, sessions included Entrepreneurship Development for Women in Co-operatives. Participants were guided through the process of developing national and regional plans of action to strengthen gender programs and incorporate a gender-agenda in co-operatives. It also discussed the role of Women in the Co-operatives Sector in the Fourth World Conference on Women in Beijing, China in September, 1995

1995. AWCF.

AWCF: Asian Women in Co-operative Development Forum  
227 J.P. Rizal St., Project 4  
Quezon City, 1109 Philippines  
Fax/Tel: 437-4420  
e-mail: awcfmnl@wtouch.net

## **First Partners' Congress in Gender Mainstreaming**

*CIDA-NCRFW Institutional Strengthening Project (ISP) Phase II, April 28-30, 1998  
Bayview Park Hotel, Manila*

A complete report on the First Partners' Congress (FPC) organized by the NCRFW for the purpose of getting together and interacting with its partner government agencies to discuss experiences in gender mainstreaming. The FPC also served as a venue to showcase and share evolving tools and models developed by the NCRFW and its partners.

The report also includes a Directory of GAD Experts and a list of Annotated Tools, some of which are included in this bibliography and marked with an asterisk (\*).

1998. NCRFW.

NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208





## **Philippine Implementation of the Fourth World Conference on Women (FWCW) Platform for Action: One Year After Beijing\***

Presents the actions taken by the Philippine government in its efforts to carry out the commitments made by the country during the Fourth World Conference on Women in Beijing.

1996. NCRFW. 40 pages.

NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208

## **Statistics**

### **Facts and Figures\***

Six factsheets (population, families and households, employment, public life, education and health) inserted in a folder kit and intended as a handy reference for a wide range of users.

1997, NCRFW. 16 pages.

NCRFW: National Commission on the Role of Filipino Women  
1145 J.P. Laurel St., San Miguel  
Metro Manila, Philippines  
Tel: 741-7314, 741-5093, 741-7208

### **Human Development Report 1995**

Contains detailed tables and analyses on the status of development. The main question the report addresses is: Is there a growing equality of opportunity between people and among nations? The central message is that there is continuing discrimination against women in most societies. There has been considerable progress, but the door to economic and political opportunities have only slightly opened for women. There remains a greater need for the empowerment and integration of women. Human development must be engendered in order for sustainable economic growth and overall development to occur.

Available at the UNIC Library.  
1995, UNDP.  
Oxford University Press, New York/Oxford

UNIC Library  
G/F NEDA Building  
Amorsolo St., Legaspi Village  
Makati, Metro Manila  
Philippines



## **Forestry/Agriculture**

### **Participatory Planning Handbook**

*For People-Oriented Forestry*

A handbook to provide implementors and farmer leaders with the basic steps in the preparation of agroforestry farm and community plans. The underlying belief of this book is that the planning process must be participatory. One must consider the conditions and potentials of the natural resources of a given area and the community's resources and capabilities for managing these resources.

This handbook was initially conceived as an aid for the implementation of the Integrated Social Forestry Program of the DENR. It is also useful to People's Organizations (POs) wanting to conduct their own community planning or to individual farming households eager to undertake farm planning. NGOs involved in projects dealing with upland communities may also find sections of the handbook useful.

1994. UDP-DENR. 112 pages.  
Department of Environment and Natural Resources  
Visayas Avenue, Diliman, Quezon City, Philippines

UDP: Upland Development Program, Forest Management Bureau  
Department of Environment and Natural Resources  
Visayas Avenue, Diliman  
Quezon City, Philippines  
Tel: 987278, 976626 to 31 loc. 2126

### **A Manual for Agrarian Reform Beneficiaries**

This manual serves as a primer for Agrarian Reform Beneficiaries (ARBs). It contains information on the rights and responsibilities of the beneficiaries of the Comprehensive Agrarian Reform Program (CARP). Pages 39 to 40 provides information on how women ARBs and wives of ARBs can avail of support from the Women Agrarian Reform Beneficiaries - Livelihood Assistance Program (WARB-LAP) which can enable them to generate additional income at the shortest possible time.

DAR.  
DAR: Department of Agrarian Reform  
Elliptical Road, Diliman  
Quezon City, Philippines.

### **ARC Level of Development Assessment (ALDA)**

*Revised Guidelines and Procedures (MC No. 01 s.1998)*

Guidelines and procedures used in assessing the level of development of the agrarian reform communities (ARCs). ALDA is aimed at determining the growth of the ARCs and the extent by which interventions of key ARC players are translated concretely towards the socio-economic and political empowerment of agrarian reform beneficiaries. On pages 27 to 28 of Annex 2 (Guidelines on the Interpretation of ALDA Indicators) are indicators used in assessing the status of the ARCs in the area of gender and development.

Bureau of Agrarian Reform Beneficiaries Development (BARBD)  
Sustainable ARC-Technical Support for Agrarian Reform and Rural Development (SARC-TSARRD)



### **Focus on People and Trees**

*A guide to designing and conducting community baseline studies for community forestry*

Baseline studies are conducted for the purpose of collecting relevant socio-economic and cultural information necessary for sustainable community forestry projects. The quantitative and qualitative data gathered are used in the design, management, and evaluation of community forestry projects. In general, these studies are most effective when there is already a general project outline. They can provide the information and generate the energy needed to initiate and implement specific activities and projects.

This guidebook is a comprehensive "how to" book for conducting baseline studies. Designed for use by social anthropologists or sociologists, it can be modified and applied to many types of programs. The first chapter is an introduction to community forestry and baseline studies. It is followed by a chapter describing the 14-step procedure used to design, conduct, and present the community baseline study. The third chapter provides questions to be asked in collecting the necessary data. In the last chapter, a repertoire of tools and methods are given which are used to conduct the study. A number of charts, tables, and diagrams are included to help the baseline team organize, analyze, and present the data.

June 1991, Solveig Freudenthal, Judith Narowe. Development Studies Unit, Department of Social Anthropology, Stockholm University. 65 pages.

Publisher: Swedish University of Agricultural Sciences  
International Rural Development Centre Box 7005  
S-750 07 UPPSALA, Sweden  
Tel: 18-67 10 00 Telefax: 18-67 34 2C Telex: 769 42 AGRUNI S

### **Restoring the Balance**

*Women and Forest Resources*

A publication by FAO and SIDA on the importance of protecting our forest resources and the implications for development projects. The focus is on why forest products are particularly important to women, what problems women now have in obtaining access to forest resources, and what can be done to improve the situation. Case histories are given for 10 different countries.

The booklet also contains a collection of articles and working papers related to women in forestry and includes operational guidelines for incorporating gender in forestry projects.

Available at the AWCF library.

FAO, SIDA.

FAO: Food and Agriculture Organization of the United Nations  
Philippine Representative - 4/F NEDA Building  
Amorsolo St., Legaspi Village  
Makati, Metro Manila  
Philippines

SIDA: Swedish International Development Authority  
Philippines: Platinum 2000 Unit 1605  
7 Annapolis St, Greenhills  
San Juan, Metro Manila, Philippines  
Tel. 723-8498 Tel/Fax. 723-9659  
e-mail: scphil@mn.sequel.net



Switzerland: Doltschiweg 39, Postfach  
CH-8055 Zurich  
Tel. (411) 463-9411 Fax. (411) 462-3365

### **Towards Effective Participation: A Guide for Working with Women in Forestry\***

The guide begins with a brief introduction to community forestry and the position of women as users of forests. The history of women's participation in development is traced to provide a background for understanding the concept of women in forestry. The Strategy of Focused Integration considers women's participation to be part of regular work, not additional to it. All male and female staff work towards integrating women in mainstream forestry activities. Trust and credibility are important factors in all development initiatives. The guide believes that a regular monitoring and assessment system is essential to women's participation in forestry. Planning and assessment workshops are programming exercises to work out plans of action and assess progress in achieving set objectives. These are described in terms of the participants, method, contents, time-frame, and outcome.

May 1989, Najma Siddiqi. Kathmandu: Nepal - Australian Forestry Project. 38 pages.

### **Assessing Forestry Project Impacts: Issues and Strategies**

Provides a broad framework for carrying out the assessment of forestry projects, particularly with regards to the impact these have on the welfare of the people concerned. This publication discusses the importance of integrating assessment activities throughout the different stages in forestry project development and implementation, the impact on the sustainability and security of livelihood, their distribution among different target groups, and economic efficiency in the allocation of resources.

1993. FAO, EPAT/MUCIA Research and Training, World Bank, United Nations Environment Programme. 72 pages.

FAO: Food and Agriculture Organization of the United Nations  
Philippine Representative - 4/F NEDA Building  
Amorsolo St., Legaspi Village  
Makati, Metro Manila  
Philippines

The World Bank  
1818 H Street, NW  
Washington, DC 20433  
U.S.A.

### **Training Manual on the Transfer of Technology Among Rural Women**

This guidebook deals with the issues encountered by agricultural extension workers in the transfer of farm technology to rural women. The focus is on how to achieve maximum participation of farm women in identifying their needs and how they want to fill these needs. A discussion on adult learning principles and techniques is followed by a training program for developing rural women's capability for improved farm technology. The goal is to enable rural women to determine their own path towards new modes of agricultural participation in order to achieve self-reliance.

UN-ESCAP (Economic and Social Commission for Asia and the Pacific). 200 pages.



## **People and Trees: The Role of Social Forestry in Sustainable Development**

Brings together in a systematic and consolidated form information to improve education and training programs for social forestry. It highlights fundamental issues and suggests ways to resolve them in order to accelerate successful implementation of sustainable programs for the development of communities, trees, and the environment.

Designed for those involved with social forestry policy and planning issues, this manual serves as a reference for training people who formulate policies and design or implement programs that recognize the importance of integrating trees into farming and ecological system. It is aimed at people concerned with training for policy decision making, project formulation, and project implementation.

This book presents experiences and data in an informative manner, giving the background and rationale for actions taken, delineating problems, and offering examples of how to solve them. Recent projects and experiences of developing countries are presented throughout the text. Part I explains the rationale for increased support for social forestry. In Part II, a basic planning framework is presented and issues related to social forestry project planning and implementation are discussed.

August 1989, Hans Gregersen, Sydney Draper, Dieter Elz. Economic Development Institute, The World Bank. 273 pages.

The World Bank  
1818 H Street, NW  
Washington, DC 20433  
U.S.A.

## **Other Resource Materials**

### **United Nations Development Fund for Women (UNIFEM) Project Manual**

UNIFEM is a source of financial and technical support for activities to ensure the fullest participation of women in all stages of the development process in developing countries. This manual provides guidelines to potential applicants interested in availing of UNIFEM resources. It has been designed to be used as a ready reference as well as an organizer to store copies of project reports once the project has been approved for funding. Part I of the manual describes the origin and evolution of the Fund, its methods of operation, the types of technical cooperation activities it can support, and its procedures. Part II gives instructions and the necessary documents for submitting project proposals and for reporting on ongoing activities. Part III provides guidelines for specific activities referred to in the text.

UNIFEM  
304 East 45th St. — FF1120  
New York, NY 10017  
U.S.A.

\* The synopses for these materials were copied from the NCRFW Annotated Tools List included in the report on the First Partners' Congress in Gender Mainstreaming (see Conference Reports section).



# **Handbook of Gender Responsive Participatory Tools for Community-Based Forest Management**

## **Credits**

Chairperson, GAD Focal Point System

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Assistant Director, Special Concerns Office, DENR

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Ms. Dolores Chioco and Mr. Marcel Goño

## **Project Management Group**

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Mr. Ali M. Bari, Regional Technical Director  
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Mr. Genaro Tabbu, Chief Planning and Development Office  
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Gender Sensitive Participatory Tools  
Coaching Interventions

Amor L. Dimalanta  
Process Documentation  
STAR Approach

Pebbles Marie F. Salazar  
Research and Compilation of References

Peggy F. Salazar  
Encoding Support



## **Brief on Community-Based Forest Management**

Community-Based Forest Management is the Philippines' national strategy for sustainable forest management. As a program, CBFM addresses the continuing destruction of the country's remaining natural forests and responds to the issue of upland poverty considered as a root cause of deforestation.

CBFM is based on the concept of "People first and sustainable forestry will follow". The basic belief is that when issues of poverty and inequitable access to resources in the uplands are addressed, local communities themselves join hands in protecting and managing the forests.

CBFM gives organized communities the right and responsibility to directly manage and benefit from the forest land resources. As the lead agency, DENR is also integrating the principles of CBFM on sustainable forest management in the existing administrative mechanisms in the field. These include, among others, the integration of forest land use in the land use plans of municipalities and provinces!