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On People?

Then Who Counts?

Edited by Lesley J. Squillante, Elin C. Torell, and Nancy K. Diamond

Teaching Cases:
The Population and Gender Dimensions of Coastal Management

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AKNOWLEDGEMENTS

GLOSSARY

Gender definitions

Gender Roles: Culture-specific roles assigned to men and women and their relationships with each other. These roles can pertain to household (private) or public situations. Gender roles (and responsibilities) vary between cultures and often change over time.

Gender Mainstreaming: Strategies employed by project staff and partner organizations to ensure that both women's and men's attitudes, roles, responsibilities, concerns and experiences, as well as the relations between men and women, are an integral dimension of the design, implementation, monitoring and evaluation of policies and programs. Gender differences and impediments are recognized and routinely addressed for all activities.

Gender Perspective: A framework that recognizes gender differences and gender relations and uses different methodological approaches to assess how women and men can influence, and will be or have been impacted by policies, programs, projects and activities.

Gender-Sensitive Planning: A style of planning that takes into consideration both gender-related impediments and impacts of proposed activities on women and men and relations between them.

Gender Balance: The participation of fairly similar numbers of women and men in an activity or organization.

Gender Equality: Refers to the norms, values, attitudes and perceptions required to attain equal status between women and men but acknowledging biologically based differences..

Gender Equity: Fairness in women's and men's relative access to socio-economic, natural and other resources (e.g., political resources, extension services, credit, etc.).

Gender Analysis: A set of methodologies that can be used to evaluate the related impediments and impacts on men and women, and on the economic and social relationship between them, of a project, policy or other development intervention.

Practical Gender Needs: The immediate needs of men and women related to their day-to-day living requirements and conditions.

Strategic Gender Needs: Needs that arise as a result of cultural and societal gender roles, especially divisions of labor, power and control within a society. Strategic gender needs can be addressed through structural or behavior changes, such as more equitable constitutional and legal rights, equal wages and access to and ownership of assets or societal acceptance and weak policing of domestic violence, etc.

Empowerment: Processes and actions that enable women and men in disadvantaged positions to increase their access to knowledge, resources, technology, services and decision-making power.

Participation: The inclusion and active engagement of all segments of society, particularly the marginalized, in the process and benefits of development. Participation can range from coercive and one-way communication to two-way communication and more empowering forms.

Demographic definitions[1]

Birth rate: The number of live births per 1,000 population in a given year. Not to be confused with the growth rate.

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[1] Adapted from Haupt A. and Kane T. T., 1998, The Population Reference Bureau's Population Handbook, 4th Edition, Population Reference Bureau, Washington DC. www.prb.org

Carrying capacity: The maximum sustainable size of a resident population in a given ecosystem.

Census: A canvass of a given area, resulting in an enumeration of the entire population and often the compilation of other demographic, social, and economic information pertaining to that population at a specific time.

Death rate: The number of deaths per 1,000 in a given year.

Emigration: The process of leaving one country to take up permanent or semi-permanent residence in another.

Ethnicity: The cultural practices, language, cuisine, and traditions – not biological or physical differences – used to distinguish groups of people.

General Fertility Rate: The number of live births per 1,000 women ages 15-44 or 15-49 years in a given year.

Growth Rate: The number of persons added to (or subtracted from) a population in a year due to natural increase and net migration expressed as a percentage of the population in the beginning of the time period.

Immigration: The process of entering one country from another to take up permanent or semi-permanent residence.

Infant mortality rate: The number of deaths of infants under age 1 per 1,000 live births in a given year.

Life expectancy: The average number of additional years a person could expect to live if current mortality trends were to continue for the rest of that person's life. Most commonly cited as life expectancy at birth.

Migration: The movement of people into or out of a specific geographic area. There are both pushes and pulls that drive migration. The definition of a migrant can vary. Migration can be voluntary or forced. Key aspects include migration intensity, age at migration, distance of migration, duration of migration, origin of migration, etc.

International migration: Movement of people between countries including *immigrants* (those who move into another country) and *emigrants* (those who move out of a country). Approximately 22 percent of all refugees in Africa are forced migrants (e.g., *Internationally Displaced Persons (IDPs)*.

Internal migration: Movement of people within countries including *in-migration* and *out-migration.* Statistics are uneven and inconsistent.

Net migration rate: The net effect of immigration and emigration on an area's population in a given time period, expressed as an increase or decrease.

Population Growth Rate: Percentage change in a population over unit of time.

Population Distribution & Population Density: Distribution by geographic area (e.g., 25% of the population is found on the coast) and number of people per standard (e.g., 100 people per square kilometer).

Population Composition: The social characteristics of a population based on individual member characteristics (e.g., distribution by age groups, sex, race and ethnicity, etc.).

Rate of natural increase: Birth rate minus death rate.

Sex Ratio: The number of males per 100 females in a population

Urbanization: Growth in the proportion of a population living in urban areas.

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Chapter 2
Gender Analysis and Mainstreaming For Integrated Coastal Management (ICM) Projects

Nancy K. Diamond

Introduction

It is critically important for integrated coastal management (ICM) practitioners to move beyond viewing communities as simple "black boxes" of homogeneous people with shared interests and priorities or lumping all women and all men together. A "gender lens" can provide coastal managers with better information about how men and women access and use resources differently, who has power and makes decisions, whose priorities are being addressed and who is impacted by, or benefiting from different development alternatives. Using gender analysis tools, coastal managers can also move beyond overly simplistic perspectives that assume that all women or all men in a community have shared priorities and perspectives. Seniors and youth, rich and poor,

different ethnic group members and short and long-term residents do not necessarily share priorities, even if all are female. In addition, it is overly simplistic and inaccurate to assume that specific issues are only "women's issues" and "men's issues" rather than household or community issues. What do the terms, "gender," "gender analysis" and "gender mainstreaming" mean? The term, "gender," is commonly defined as the social ideas about what it means to be a man or a woman within a particular culture. It is different than the term, "sex" which is biologically determined. *Gender analysis* refers to a set of social science methodologies, often participatory in nature, that assess differences between men and women and how the sexes interact on specific issues. These differences are often further subdivided to determine demographic-related differences among

women and among men (e.g., age, ethnicity, religion, length of residence, etc.). Typical issues examined by gender analysis include:

■ the broader social, political and historical context for relations between men and women ("gender relations"),
■ the division of work between the sexes ("gender division of labor"),
■ resource access, use and control,
■ access to other productive resources (e.g., credit, extension services, transport)
■ landscape niches,
■ knowledge base and learning styles,
■ control of household income and responsibilities for expenditures,
■ decision-making within households and communities,
■ leadership opportunities,
■ priorities, and
■ practical and strategic needs.

The central premise of *gender mainstreaming* is predicated on the assumption that gender-related activities should be part and parcel of the main project activities. Gender mainstreaming evolved as an alternative to the common practice of using only extra or set-aside funds for women's activities rather than requiring the bulk of development assistance funds to improve gender parity and women's status. It refers to a diverse set of activities that aim to balance project opportunities and benefits by sex, actively advance women's status and avoid negative impacts on both women and men.

The WILD Cases:
Gender Mainstreaming Experiences from the Field

At the start of the second phase (2002-2004) of the *Women in ICM: Leadership Development* (WILD) initiative, we had identified several priority areas for mainstreaming gender in ICM activities. These topics included:

■ improving governance and planning: who decides?
■ changing resource use and management: who uses what resources?
■ promoting innovation through diversity of leadership: whose ideas?

These three topics were an important part of the February 2003 training on gender and demographic mainstreaming. The final WILD cases in this book, including the additional African Water Association case, bring these issues to life and demonstrate the practical realities of addressing them in field settings.

Improving governance and planning: who decides?

The success of coastal planning typically depends upon good information, broad-based partnerships, transparency, expanded citizen access to information and effective coastal decision-making bodies. To understand the social landscape as clearly as the ecological landscape, coastal managers need accurate information. It is important not to stereotype men's and women's interests. As demonstrated by the Tanzania case study and the Indonesia case study, coastal planners and managers need to borrow data collection methods from gender analysis and work with both men and women as information collectors and informants. Relevant information includes gender differences in resource use; management of income and expenditures within households; access to, and mode of decision-making and community priorities. It would also be helpful to examine the gender impacts of large-scale coastal trends such as shrimp mariculture, coral mining and bomb fishing.

The participatory planning methods used for ICM do not necessarily recognise inequalities and differences between men and women. Adding a "gender lens" and a demographic lens to ICM participatory planning can reveal:

- power imbalances within communities,
- intra-household and intra-family relations,
- different constraints to participation, and
- different abilities to participate and perceptions about the benefits of participation.

Gender-related information needs to influence project and program decisions about activities and the intended beneficiaries. It cannot be assumed that projects or livelihood activities that benefit male household members will necessarily benefit other household members. In some situations, precautions must be taken so that women are able to retain income from income-generating activities.

Gender and demographic information can and should also be used to inform communication and social marketing activities by ICM projects. Our Philippines case study shows how projects can reinforce a message of social inclusivity via posters and other materials. These approaches and materials can help coastal managers build coastal management constituencies and ICM advocacy capacity.

Coastal managers can and should partner with other groups that are working for better lives and sustainable development for all coastal residents. Although its focus has been on potable water, the African Water Association case demonstrates the positive benefits and transaction costs associated with multi-partner organisations and how gender mainstreaming can be complicated for joint planning and activities. It is important to recognise that in some situations, issues like food security, livelihood, potable water and health are stronger initial motivations than ICM for coastal constituents and these other issues can be used to engage new constituencies and partners. For example, food security has been a key "hook" for expanding coastal constituencies and has helped local government units to take action on ICM issues and better integrate these activities into their local planning processes. These alternative "hooks" and incentives appear to be particularly helpful in newly formed coastal communities with mostly recent residents and very heterogeneous communities.

Coastal managers also need to create opportunities and build civil society capacity for expanded participation in coastal governance. Gender and population issues bring new civil society partners to the table for coastal governance at local, national and international levels. However, to make effective use of these new opportunities, capacity building in leadership, public speaking, advocacy, and environmental awareness training may be necessary, particularly for women.

For example, in the Fiji project, many of the women at the sites were not yet ready to modify traditional decision-making structures but they did want to be listened to and have their needs addressed. It is important to investigate, rather than make overly broad assumptions, the reasons why women in a given village, region or country are not comfortable or interested in participating in community or coastal management decision-making bodies. Their reasons may be diverse and individual, including confidence, fear of social censure, fear of domestic violence, inconvenient meeting times or previous negative experiences with projects that solicited their input, but later ignored it.

Changing resource use and management: who uses what resources?

Pressure on coastal resources results from unsustainable consumption levels by commercial and subsistence resource users. For coastal households, gender-based strategies can help reduce poverty and influence family planning. Few policies have gender-neutral impacts. Without policy analysis and gender-related information on resource use and access, household demographics, household financial management, migration, markets, employment and decision-making, it is more likely that coastal policies will have a negative impact on women in general, and on those households headed by women.

Our cases provide a window into the gendered distribution of resources and the project-related implications of these differences. The Tanzanian case study suggests that unless more information is gathered about how husbands and wives pool income and divide responsibilities for expenditures, new livelihood activities may not necessarily benefit women. The Mexico case illustrates how women's interests in income-generating activities were not given adequate attention by a coastal project. Our Indonesia case shows how participatory census information was used to identify and address a community that greatly impacts local women (i.e., potable water supply).

Gendered knowledge about using coastal resources can help coastal managers find solutions to unsustainable coastal use. When coastal managers fully understand gendered resource use patterns, they are in a better position to predict the impacts of coastal management and development policies and plans. For example, women collect subsistence and commercial products from mangrove areas. When these areas are used for shrimp mariculture or tourism development, household food security is likely to be affected.

Female resource users often possess different knowledge about marine, coastal and estuarine biodiversity than men. Work in the fishing industry is generally thought to be gender-segregated. Studies that suggest that women tend to be more engaged in post-harvest activities, particularly for smaller-scale fisheries. As a general pattern, men are believed to be the community members who fish offshore or in major inland water bodies, whereas women tend to fish or collect mollusks closer to shore. However, most fisheries researchers are men, most of their informants are males, and they often observe fishing activities only during the hours when men are working. In addition, in mixed ethnic communities, women from one ethnic group or a particular age group may fish offshore and swim, whereas other women in the village do not do these activities. In many countries, it is mostly women who are engaged in inland fishing. For example, in Africa, women fish in rivers and ponds. In parts of India, women net prawns from backwaters. In Laos, they fish in canals. In the Philippines, they fish from canoes in coastal lagoons.

Promoting innovation through diversity of leadership: whose ideas?

The profession of coastal management could benefit from greater gender, social and disciplinary diversity within its ranks. This diversity would be consistent with integrated coastal management approaches. For example, coastal managers typically seek out different science perspectives. They also use a consultative approach with local stakeholders to find innovative solutions.

To identify women's professional organisations as potential partners, it is important to understand several issues. For example, who has power, who makes decisions and who leads? What institutional, educational and cultural barriers get in the way of community and professional women being involved in coastal decision-making? In many countries, professional women network for their own professional development and to expand their capacity for leadership. Some of these organisations also advocate gender-sensitive policies, carry out programs with community women, or to mentor younger women and girls.

In addition, ICM would benefit from expanded partnerships with those non-environmental government agencies and civil society organisations with overlapping interests. In this respect, the experience of the African Water Association with 13 member organisations can serve as an alternative model for ICM projects. At the local level, leadership capacity building for women and non-elites may also help to bring new ideas to ICM. These new partners have

been occasional consultants or regular advisors to ICM projects. In most instances, both sides would benefit from an exchange of training. In Indonesia, a United States Agency for International Development-funded ICM project tapped gender specialists from the national and local universities. A similar project in Tanzania worked with a network of national gender experts on policy-related issues.

Conclusion

Gender mainstreaming helps to fulfill the biological and social goals of ICM. By using frameworks and tools from gender analysis to better understand the differences within and between communities, coastal managers are better able to expand coastal constituencies and ownership of coastal plans. With better information, strategies for improving the quality of life for both men and women are more likely to succeed. Through governance and economic strategies informed by gender analysis, coastal managers are more likely to engage both women and men and make a greater contribution to more equitable, democratic and sustainable community development.
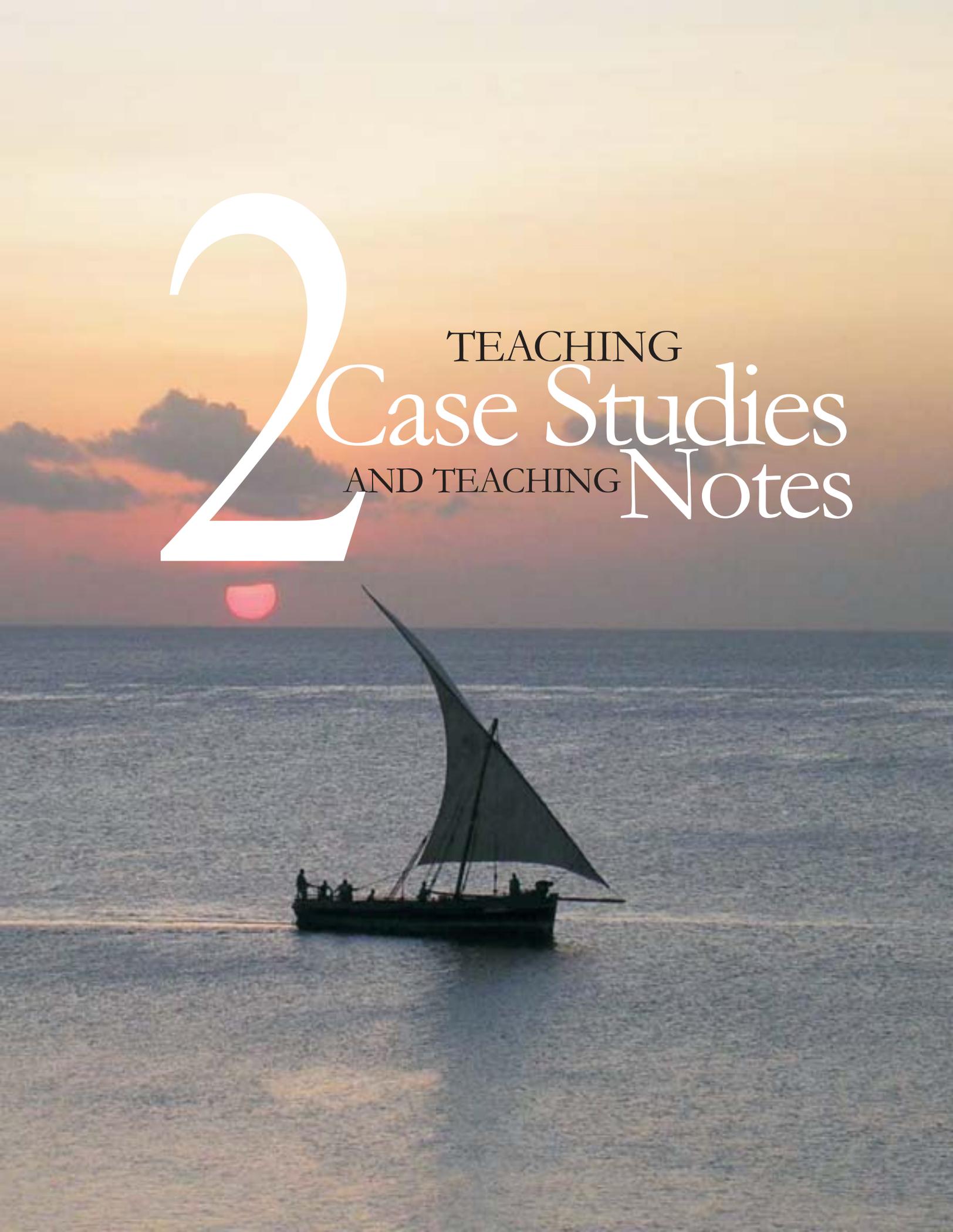
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TEACHING
Case Studies
AND TEACHING
Notes

Chapter 4
Introduction to the Teaching Case Studies

Lesley J. Squillante

TEACHING CASE STUDIES differ significantly in several ways from traditional case studies. The traditional case study tends to emphasize analysis and explanation. The teaching case provides narrative (through written dialogue that the student reads, or through role-play where students act out the dialogue), but stops short of offering analysis and explanation. Rather, the teaching case seeks to provoke discussion and critical thinking among the students as they explore possible scenarios and decisions that might face the main characters in the case. The options for addressing the challenges facing the characters are often not made clear or easy. Only after generating much independent thinking, analysis and discussion by the students themselves does the teaching case reveal the actual outcome.

These cases, as printed, have not yet been tested in the classroom. We encourage you to use them freely in your training courses and offer us your feedback on how you used the cases, how well they worked, and suggestions for improvements. Your input will be key to helping us make the cases even more useful for the classroom.

A QUICK GUIDE TO THE CASES

Fiji
Empowering Women in Community Decision-Making: Transitioning from Traditions

This case uses role-play and is designed for a four- to six-hour workshop/training. It explains the importance of understanding how culture-specific gender roles and responsibilities influence men's and women's participation in decision-making at the community level. Men's and women's participation and leadership in decision-making can be formal and informal, it may vary from community to community and it is often dependent on the topic or issue in question. The case helps workshop participants examine the value in and identify appropriate techniques for providing both males and females with opportunities for increased input and involvement in coastal management activities in a village that follows traditional ways and customs.

Indonesia
People Count: Incorporating Participatory Population Appraisal into Community-Based Coastal Management Initiatives

This case takes three to six hours and is intended for use in a training classroom or workshop setting. A combination of small group exercises, group discussions, and skills sessions is used. The case illustrates the value and utility of integrating participatory population appraisal into a community-based initiative – as a tool for understanding, predicting, and planning for demographic changes and pressures. It highlights, as well, the challenges that can be faced in the process.

Mexico
Learning-by-doing. Empowering people and their communities through early actions - Santa Maria Bay, Sinaloa, Mexico

This case requires approximately four to five hours and is intended for a workshop or classroom setting. It uses a third person narrative to tell the true story of how a local community in Bahia Santa Maria, Mexico learned to empower all its citizens – including women – to have a voice and take active part in the resource management of their community. Workshop participants/trainees explore the reasons behind the thinking and behavior of various players in the story and, in the process, discover some of the benefits and challenges to mainstreaming gender in community-based initiatives.

Philippines
"Everyone Counts": Developing Targeted and Effective Communication Tools for MPA Awareness Raising

This is a four- to five-hour decision-forcing case study intended for use in a workshop or classroom setting. Through group discussion and various exercises participants/trainees explore how to develop and implement effective communication techniques for awareness raising around Marine Protected Areas that are targeted at specific segments of a population. It also explores the dangers in making generalizations about the interests, power and responsibility of different stakeholder groups.

Tanzania

"Elimu haina mwisho" (Learning never ends): Using a Gender Lens to Analyze Coastal Livelihood Options in Tanzania

This is a decision-forcing case study that requires two to four hours in a workshop or classroom setting. It aims to assist students in learning how to apply gender-related criteria to decisions about livelihood options. The case illustrates that adding a gender perspective to the analysis of economic livelihood options will lead to more socially sustainable outcomes than gender-blind analyses that are based solely on economic or environmental criteria. The case further explores the possibility that involving women in livelihood development activities leads them to a greater sense of empowerment – which may, in turn, increase their participation in community resource management activities.

Africa

Mainstreaming Gender Through a Complex Partnership: The African Water Alliance (AWA)

This is a three- to four-hour case that uses a mix of role-play, guided-discussion, narrative, and optional skills session in a workshop or classroom setting. The case explores the challenges of mainstreaming gender within a project that is managed and implemented by a complex, multi-member partnership. It also highlights the need to avoid assumptions about the level of cultural acceptance, receptivity or openness a community and stakeholders may give to a gender equity approach.

Chapter 3
Population Analysis in Coastal Management

John S. Williams

Introduction

Many coastal communities in the developing world confront deteriorating resources and rapid population growth. Population pressures on resources are reflected in collapsing local fisheries, destruction of mangroves, and destructive land use practices such as forest clearing on steep slopes. Coastal communities are growing faster than other terrestrial areas due to patterns of migration and where fertility is currently at high levels[1], the coastal population will continue to grow rapidly for decades, regardless of success of family planning programs. Demographers call this phenomenon population momentum.

For most coastal communities, population growth over the next several decades is inevitable and must be addressed. Population data and projections become highly useful in providing empirically based means of visualizing alternative futures. At the community level, projections are not only enlightening, they can be empowering. During the course of *the Women in ICM: Leadership Development* (WILD) project, community population appraisal processes were used to support community-based resource management planning. The relationships between population and coastal resource management may be looked at from global, national, provincial, or local perspectives. Each level presents quite different policy perspectives, cause-and-effect relationships, and solutions. At the **global level**, the oceans are beset with problems that are becoming more apparent with each passing decade. One of the sources of these problems, climate change, is altering the nature of specific habitats, degrading coral habitats and raising ocean levels. Population growth is only one factor that affects climate change, but where population growth is combined with increasing per capita energy consumption, it is a driving force. Energy consumption worldwide is projected to increase by 1.7 percent worldwide over the next two decades which is expected to accelerate the pace of global warming. There is much controversy over the seriousness of global warming and on the steps that need to be taken.

At the **national level**, most developing countries face rapidly growing populations. Resource scarcity and environmental degradation in many

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[1] Mexico, which has a total fertility rate of 2.8, has a rate of natural increase of 2.4 percent per year, a rate that if continued would double the population in less than 30 years. The Total Fertility Rate is the average number of children born to a woman during her lifetime.

inland areas leads to migration to coastal areas. National-level policies concerning population and family planning need to be supplemented by policies that address the conservation and maintenance of resources. National programs will need to manage forest cover, maintain fresh and clean water supplies for the nation, and intensify agriculture so as to ensure food security. Understanding the changing distribution of the population at the national level will support the development of more effective resource management policies.

As one moves to the **regional and community levels**, the linkages between population and resources become locally specific. On the one hand, the linkages become more readily seen and understood; on the other hand, the solutions may be very particular to local circumstances and best determined locally. One can observe and measure just what is happening to the local habitat. Community members may more easily determine why it is happening and even what to do about it. But what works for one place may not work for another. The analysis and the solutions must be locally determined and are best managed locally. Where national policies are supportive of local governance of resources, coastal managers are more likely to develop local and individual practices that will sustain the fisheries and other resources. But the development of locally implemented solutions in many places is difficult to orchestrate.

Experience in rural communities in environmentally sensitive areas indicates that local people are observant of their local environment, cognizant of the local impacts of their actions, and highly motivated to maintain their resources. Giving local people the tools to carry out population analysis can give shape and direction to local knowledge and motivation. To the extent that local people can control the exploitation of their local resources, they can manage and maintain them. Outside assistance may be useful in empowering local communities by providing guidance in

science; by training the community in tools of governance, measurement, and monitoring; and in sharing the best practices developed in other communities.

This chapter is primarily focused upon community-level policies about population and resources, or more specifically, on how local people manage and use their resources.

Population analysis and community planning

There is an inextricable interdependence between population, resources, the environment, and development. This recognition is integral to support effective action at the community level. Strategically, a bottom-up approach that enables local communities to analyze and plan for population change is also needed to supplement top-down approaches which bring expertise on fisheries management, agricultural innovations, and health services.

Field staffs who work for conservation programs have frequently expressed concerns that the unchecked growth of local population threatens, in the long run, to overwhelm all their accomplishments. Yet, environmental projects tend to shy away from a consideration of population issues. They should not. Population issues are key for sustainable development at the community level and concern many groups and interests, not just one narrow service agency. In fact, these guidelines are based on the belief that population issues should be the concern of local communities. This does not mean that environmental managers must promote family planning. It means that they need to understand the changes in population that are likely to occur, and to develop local policies that will cope with those population changes.

Consideration of population includes more than family planning or reproductive health. Population includes population movement, size, distribution, and growth. Population is affected by fertility,

mortality, and migration. Regardless of what happens to fertility or family planning programs, the current rate of growth of households will continue for at least two decades. That is because there is now a high proportion of children in the population, and those who will form households over the next 20 years have already been born. Analysis of population change at the local level gives coastal residents and coastal managers a window into the future. To bring economic and development benefits to a coastal community will likely require some degree of intensification of resource use. Maintaining the benefits and richness of the resource base in the face of such intensification is the challenge that faces the coastal manager.

One of the surprises of the work in communities like those in Sulawesi, Indonesia (see Indonesia case study) was the readiness of local community residents to recognize this need for careful management. The population appraisal work was followed by an energized attack by the two target communities to protect their fresh water resource, to better manage their marine resources, and to intensify agriculture. The community understood their dilemmas. They developed a 15-year resource management plan, and in the first year, they accomplished even more than was in their plan. And, they did so without further outside instigation.

Analytical approaches to community population

Census data and vital statistics data may be available for many coastal communities. These can provide an historic record of population change over the last several decades. However, even where census data are available, it is usually preferable to gather data locally. The process of gathering the data teaches skills to the community, the data is accepted and understood by village leaders, and the information collected provides additional information on changing patterns of migration and land use. The community's data is collected on a

map, which makes it useful for planning purposes. When compared, the two data sets – those collected using participatory methods and those collected using more formal census type processes – often differ. There are many reasons for the differences between the two sets. The census data may be out of date; the boundaries used for census tabulations may not match that of the village; census names for localities may be unrecognized locally; and the census data itself may have non-response, erroneous response, or error introduced by the interviewer or by the process of tabulation.

The community participatory census

It is preferable to have the community take its own census in a mapped data collection process. Each household – and its data – is noted on a village map. The mapped census is then validated and becomes "owned" by the village. The data is shown directly on the map. It is immediately accessible to the community instead of being kept in a set of difficult-to-understand tables in a census volume in the provincial capital. Villagers' belief in the validity of the data is fundamental to involving the community in a process of visualizing the future.

The mapped census of households becomes the primary building block for making population projections. Census data and vital statistics from other formal sources can supplement this locally-collected, mapped data and using readily available

Figure 1. Preparing a village map in the Blonko village, Indonesia.

software can be invaluable in helping make projections. Using demographers from a local university to assist in the process will often help improve the quality of the projections and the acceptance of the information by local leaders.

Migration and population

Census data on households are not sufficient to make reliable projections for the next 15 or 20 years, because migration may dramatically affect the growth and distribution of local populations. And although census data sometimes include migration data, these data are seldom useful in making projections at the local level. Understanding migration trends and impacts at the local level is critically important to understanding the relationships of people to resources, particularly in coastal communities.

To better understand migration, information must be collected on the patterns by which individuals move into or out of a community. These patterns can be extremely complex. Immigrants come from different locations in response to different conditions. In-migrants may arrive in response to difficulties in the sending community. Motivations for the movement may be determined through interviews and focus groups conducted with the in-migrants in the destination communities. As it is infeasible to interview those that have moved away from a community, information on how many people left and why they left must be gathered in the community from those that stayed behind but knew those that left. Focus groups have proved useful in gathering such information.

In addition, in many communities there are temporary patterns of migration by which a number of community members leave the community for short-term work opportunities in other locations. There may be patterns by which some residents even leave for years at a time. For example, a young man may leave the village for the city as he enters adulthood, but years later become disenchanted with urban life, and move back to the village.

All these variety of migration patterns need to be documented in order to best estimate likely migration over the next few years. A participatory population appraisal has proven to be effective in gathering and analyzing such information.

It is also important to note that changes in migration have immediate impacts on population size and distribution. In one of the project communities in Sulawesi, the population doubled in one year, largely a result of in-migration. A reduction of in-migration or an increase in out-migration will actually have greater short-term effects than will reduction in fertility. There are varied and multiple reasons for migrating patterns. As illustrated in the Indonesia case study, even such factors as the presence or absence of good educational resources in a coastal village can lead to in-migration or out-migration respectively. For example, those communities lacking good schools and other amenities may result in young people leaving that community – temporarily or permanently – to attend a university or move later to an urban center. Worldwide, there is a movement of people from more rural areas to more urban areas. Increasing the ties (both economic and cultural) between a local community and urban areas is likely to stimulate increased out-migration.

Fertility, reproductive health, and the environment

In the initial planning with a community, the topic of family planning often arises quite naturally within the discussions. When village leaders start to discuss how local population growth has changed land use, forest cover, access to firewood, water and other local resources, the discussion often turns to family planning.

Patterns of land use and resource extraction may have considerable effect on acceptance of family planning. Where individual families perceive the disadvantages to their children in having large

families, fertility has reduced quickly. In communities in southern Sri Lanka that are dependent upon rice culture and have little possibility of increasing the area under cultivation, young adults cannot marry unless they have sufficient land to support a family. Young adults with many siblings have great difficulty in marrying. In response, most families have no more than two children.

It must be remembered that reducing fertility is a long-term answer to the problems faced by the pressure of population on local resources. Interim steps must be taken in the short run to cover the transition period during which fertility declines but population continues to grow. This period typically lasts for four or five decades. Twenty-five years after China imposed its one child policy in 1978, its population is still growing. Reducing fertility has, of course, many short-run benefits for the health and welfare of women and children, but only long-term benefits for the environment.

Working with communities in population appraisal

One approach to mainstreaming population in coastal resource management programs is to include population analysis as part of a broader participatory rural appraisal of a local community. This approach may be labeled a "Participatory Population Appraisal" (PPA). The steps in this approach are to:

- Train coastal management practitioners in participatory techniques, participatory census techniques, analysis of migration, and population projections
- Train the community to collect census-type data, map and utilize it in planning
- Have the community conduct its own census using participatory and mapping techniques
- Provide the community with 15-20 year projections of population and households based on the community's own data
- Develop an extensive and in-depth planning process that involves all groups in the community in analyzing how local people use resources
- Determine how the resource base has changed over recent decades in response to population change and local resource extraction practice
- Consider what must be done to maintain the resource base and improve local living conditions even while the local population increases
- Help the community use those insights to develop a 15-year resource management plan, prioritized by steps that are a priority for the first year
- Have community members present their plan to a forum of outsiders
- Present that same plan at the community level and start implementation
- Monitor how the plan is put into practice

Figure 2. Conducting a community based census in the Blonko village, Indonesia

This population planning process does not focus upon reproductive health. However the communities themselves have become more attuned to the local impacts of population growth. The two communities in Sulawesi were worried about how future population growth would result in a loss of their resources, particularly their fisher and water supply. One village, Blongko, put into their plan a high priority to develop a high school, with the stated objective of increasing economic opportunities for village young people to attend university and have opportunities in the future outside the village – a step seen to reduce the rate of population growth. Further, a local concern about the growth of local population may stimulate a "no-growth" attitude, which is likely to increase receptivity to family planning.

Conclusion

This chapter has focused primarily on using population analysis as a tool for working with and empowering local communities to cope with localized pressures of population on their resources. However, the work to be done at the community level is no substitute for the broader policy steps that need to be taken at the regional or provincial level in maintaining healthy communities living in a healthy environment.

FIJI

TEACHING CASE STUDY

Lavenia Tawake and Glenn Ricci

*Empowering Women in
Community Decision-Making:
Transitioning from Traditions*

Teaching Guide

Case Study	
Type of Case	Role-playing and discussion
Learning Objective	To help students learn to use the integrated coastal management (ICM) framework to involve and empower women in community decision-making, even in more ""traditional"" communities.
Key Issue	Cultural patterns, colonial legacies or centralized states have influenced decision-making bodies and processes in many coastal communities. Many communities now have a mix of "traditional" and modern styles of making decisions. However, men often dominate community decision-making. To increase local ownership of coastal management plans and improve social equity, ICM practitioners need to learn more about the specific obstacles facing women and others as they try to participate in decision-making. This knowledge can help in tailoring strategies that involve and empower women in decisions about how their local resources will be used and managed.
Primary Audience	The intended audience is resource management practitioners and trainers who work at the community level. A secondary audience is resource management students and those community practitioners working on social equity and demographic topics.
Delivery Format	Classroom or workshop setting
Time Commitment	4-6 hours
Participants Required	Optimal: 10-15Minimum: 6 role-players
Resource Needs	Flip charts, markers, masking tape, large index cards, photocopied handouts
Key Teaching Points	1. It is important to understand how culture-specific gender roles and responsibilities influence men and women's participation in decision-making at the community level. 2. Men's and women's participation and leadership in decision-making can be formal and informal. It may vary from community to community and it is often dependent on the topic or issue in question. 3. If women are not attending meetings or actively participating in coastal management decision-making, it is important for ICM practitioners to explore their reasons why that is happening and remove impediments to their participation rather than making cultural assumptions. 4. If women are still uncomfortable participating in joint community decision-making about coastal management, then enabling them to lead community development activities can strengthen their leadership skills and confidence.

Introduction

Gender roles for men and women influence who gets to "sit at the table" or "under the tree" and help identify key coastal issues and appropriate management actions. More often, men make most of the decisions for communities. These roles are culturally specific but vary somewhat from community to community and evolve over time. They may change in response to many factors including migration of household decision-makers, crises, education, economic opportunities, television, tourism and the level of progressiveness of community leaders.

Like most cultures, Fiji has some communities that keep to more "traditional", male-dominated decision-making for community matters. These communities have proven to be a challenge for integrated coastal management (ICM) practitioners in Fiji. By only talking to a small portion of half of the population, ICM practitioners have had difficulties obtaining accurate information on men's and women's use of resources, local knowledge and community priorities. This data helps a coastal manager to fine-tune successful strategies and build broad-based ownership for coastal plans.

The teaching points for this case are based on actual gender mainstreaming activities that were implemented by two coastal management projects working along Fiji's Coral Coast from 2003-2004. Both projects support the Government of Fiji's process of transferring fishing authority back to the "traditional" landowners, the villages.

● The Locally Managed Marine Areas (LMMA) Project has been active in the Coral Coast since 2000. It provides a community-based planning framework that helps villages to identify their marine issues, develop a management plan and implement a marine protected area. The LMMA process has been very successful in developing the capacity of local people to plan and manage their marine resources. The local university and other non-governmental organizations have provided assistance. After a general meeting to introduce the issues and concept of LMMAs, many Chiefs have requested the assistance of the university to improve their skills and laws.

● Initiated in 2002, the Integrated Coastal Management Project has built upon the success of the LMMA work. The ICM project focuses on linking and strengthening the village/provincial/national government network in Fiji. The Coral Coast is a pilot area for developing this framework.

A project staff member attended the Coastal Resource *Center's Women in ICM: Leadership Development* (WILD) training on mainstreaming gender and demographics/population in ICM programs. That training became a springboard. It led to training other project staff and colleagues and to working with the communities and sharing ideas related to mainstreaming gender and into project activities. This case study focuses only upon just one of the villages with whom that staff member worked and relates only a segment of the story about how the issues of gender and demographics were introduced there. A key point to remember is that gender mainstreaming usually involves behavior change – something that requires a series of interventions that occur over an extended period.

Classroom Management

    I.   The main feature of this case study is the village meeting role-play. It requires at least six people but is best with about 15 people. If your class is larger, you may want to consider

running two simultaneous role-plays. Conducting this role-play with a larger group can generate opposing views and elevated energy levels. The notes are organized by module and include activities and questions for discussions.

Module 1:   Session Objectives and Overview

Explain the objectives of the case study activity and the overall process that will occur over the next few hours (i.e., role-play and discussions). Before beginning the case study, be sure that the participants are clear about the key issues that the case is examining. The handouts explain Fijian culture, decision-making and gender roles but you may want to add some additional information at this point.

The important elements of the Fijian culture for this case are:

- The village Chief is most often male but there are exceptions. The Chief is usually a person in his/her thirties or older. The Chief has the authority to makes the final decisions for the village. This role is often passed down through families. The Chief's authority is recognized by the central government and the Chief is responsible to a higher-level Chief.

- Fijians have a concept called, *vanua,* which is of major importance to Fijian culture. It means the spirit of a place and refers to both the physical environment and also the people connected to a village area. Under Fijian cultural traditions, men are viewed as the stewards of the *vanua* (spirit, environment and the people connected to the village area).

- Because of their responsibilities for *vanua*, men tend to dominate village affairs and community meetings. Men are often fishers or earn money from other work at the nearby hotels. If they do not have any formal employment, then they spend most of their time farming and fishing. The younger men with better education usually move to urban areas for better jobs.

- While individual households may vary, particularly by age and education, many Fijian women who live in villages tend to stay closer to home. Fijian gender roles make women responsible for their families' well being, including household duties, health and religion. They do some food gathering, including shoreline gleaning for subsistence purposes. Women move to their husbands' villages upon marriage. Younger women, like other newer residents, feel they have less say in village affairs.

Module 2:   Case Study Introduction

- **The facilitator passes out Handout 1 (Introduction - Scene 1). Ask for three volunteers who will read aloud the character roles for the class. Handout 1 explains the situation, cultural context and issues that the case is addressing. When students are done reading, confirm with the students that they have a basic understanding of the setting, the issue and how the Fijian "traditional" village operates. Refer to the Fijian village framework (bottom of second page of Handout 1)**

Module 3:   Preparing for the Role-Play

The facilitator informs the class that they will receive a handout with their character descriptions and that they should not discuss their roles with other characters. The character roles are:
- the village Chief,
- two coastal practitioners (preferably one women and one man),
- a group of older village women,
- a group of young women,
- a group of older men, and
- a group of young men.

The facilitator distributes the character roles and allows the participants to read their roles:

- The facilitator either selects a person for the role of Chief or allows random selection.

- Be sure that a portion of the participants play roles opposite of their gender.

- Ensure everyone knows what role each of the other participants is playing – use nametags or props/costumes.

- Groups representing the same type of character can share information – e.g. all individuals playing the role of a young woman can share amongst themselves, or all those playing the role of an old man can share with others playing that same role. But, remind participants not to share their character information with other characters.

Module 4:   Role-Play –Pre-meeting Activity

The facilitator explains that:

- Each character or character group has a task to complete before the Chief calls them all to a village meeting.

- The village men and women should move outside the training room to play out their assigned tasks (as described at the bottom of their character handouts, for one hour – or until the Chief calls the meeting.

The facilitator can move around to ensure that each group is carrying out their assigned tasks during the pre-meeting preparation.

Module 5:   Role-Play –Village Meeting Activity

The facilitator should find the Chief and tell him/her to call the meeting and tell the participants to return to the main training room for the village meeting.

The Chief or the coastal practitioners can arrange the room and the meeting format to their liking. One option is to have everyone sit on the floor in the customary Fijian manner but other options may also be selected. However, the young women have been instructed not to attend the meeting unless has encouraged them to do so. If they decide not to attend the meeting, then the facilitator will ask them to be silent observers and be ready to comment during the debrief segment that follows the conclusion of the role-play.

The Chief runs/facilitates the meeting following the agenda below. The meeting should last between 30-60 minutes, depending on the flow of the dialogue and the participants' interest level. Once the Chief makes his/her decision, the facilitator can stop the role-play and begin the debriefing (Module 6).

Agenda
- Chief welcomes the visitors and introduces the issues.
- Coastal Practitioners present their recommendations for involving women in coastal management.
- The Chief asks for comments by the villagers.
- The Chief makes a decision on whether to include the women and, if so, how.

Module 6:   Debriefing of Role-Play

The purpose of the debriefing discussion is to draw out the emotions and thoughts of the characters – what they were feeling and thinking in the period preceding the meeting and during the meeting. The teaching points below should be highlighted. Under each point, there are **suggested** questions that are based on the real issues, conflicts and decisions that faced the coastal practitioners. If possible, encourage participants to identify additional teaching points. After the debriefing, the facilitator can opt to distribute copies of the teaching guide for Module 6 to participants.

Teaching Point #1
It is important to understand how culture-specific gender roles and responsibilities influence men and women's participation in decision-making at the community level.

In Fiji, the chiefs of more "traditional" villages or other lead decision makers in less-"traditional" villages can have great influence by working through both formal and informal decision-making structures.

Formally, chiefs and leaders vary in their degree of openness to newer ideas. Even though they come from the same culture and nearby locations, Ratu Timoci is open-minded and Ratu Sese is more of a skeptic. Some chiefs and leaders are open to ideas about the advantages of involving men and women equally in community decision-making and development.

> Related discussion question: Chief, you had an option of either letting or not letting the coastal managers have full access to speaking with the villagers. You also had control of how the meeting was facilitated to involve both genders. How did your choices influence the process, recommendations and villagers' perceptions? Also, how did your decision differ from that of your fellow Chief?

It is important for coastal managers to remember that most ""traditional"" cultures have already adapted their ways to meet changing systems and times. New ideas enter communities via programs and projects but also through returning residents who have gained education and/or experience in other places, television, migrants, tourism, etc.

Related discussion question: Everyone, if gender roles within a ""traditional"" village change, can that village still be considered" "traditional""? What makes a village ""traditional"" and can it adapt? Does fishing with a motor boat not make you a "traditional" village? How does this relate to gender roles in a society? Are there similarities to this leadership in other political systems?

When leaders and community members consider the welfare of the entire community rather than only the welfare of men versus women, they often begin to see new opportunities. Even though they may encounter resistance from some community members, more progressive leaders and other men in the community may already recognize that the gains associated with improved gender equity include greater local ownership of coastal management plans and activities and better environmental results.

Related discussion question: Men, do you think the women's involvement would actually help improve the resources and environmental issues or is this going to be a distraction? Is the Chief simply being politically correct in order to get donor funding and outside support?

There are some practical ways in which community leaders can create opportunities for male and female participation. They set the tone of meetings and can give permission for both sexes equal opportunity to voice their needs. They can also encourage broad involvement by villagers in the development of recommendations. Informally, leaders can talk with their constituents or sub-groups of constituents to understand their stance and confront their fears and misperceptions.

Related discussion question: Coastal practitioners, what influence did the Chief have on your options for engaging the villagers and proposing realistic recommendations?

Related discussion question: Coastal practitioners, how did you react to the Chief's decision as to how much private access you had to the villagers? What would have been your options to get around this obstacle? Did the villagers' comments and preferences for involvement surprise you? How could you have identified these sooner?

In addition, women have formal and informal methods for influencing change. In more ""traditional"" villages, the family structure can be very strong. The elder women of the village often have great influence – but through their husbands and extended family members. Women also meet frequently in groups and discuss their desires and aspirations for change.

A coastal practitioner needs to let go of preconceived assumptions and thoroughly understand the formal and informal decision-making structures in the specific communities where s/he is working. This knowledge leads to more effective strategies for interviewing and working with the men and women in those communities and influencing their behaviors. As a coastal practitioner, it is wise to look for the best opportunities available. When starting gender mainstreaming work in an area, look for communities and progressive leaders that are ready for change – because they can set an example for others.

o Related discussion question: Everyone, what was the formal and informal decision-making structure in the village? What are the gender and demographic dimensions to the structures? What would be your strategy for influencing the decisions and incorporating a diversity of voices?

Teaching Point 2: Men's and women's participation and leadership in decision-making can be formal and informal, it may vary from community to community and it is often dependent on the topic or issue in question.

Lack of participation does not always mean lack of interest. Men and women may not attend meetings for many reasons – lack of available time, inconvenient meeting times, reduced level of interest in a particular topic, lack of self-confidence, prior experiences with not being listened to during public meetings, fear of domestic violence, etc. A daily or weekly or seasonal calendar of men's and women's schedules and duties can illuminate some of the practical reasons why women and men may not participate in meetings that conflict with other duties, e.g., cooking times or crop harvesting periods. If meetings are held to talk about a range of coastal management issues rather than specific topics, busy people, particularly young women and those employed outside the home, may be less interested in attending. Women may not always immediately see the links between their home-focused gender roles and coastal management/environment activities.

o Related discussion question: Women, why didn't all of you attend the workshop? Had you planned to attend? What helped you make your decision? Did all of the women have the same ideas, perceptions, confidence, skills or background? If not, what were the differences and how did these influence women's behavior in the village meetings? Did the Chief or coastal practitioners provide a convincing/motivating argument for you to participate in the meeting?

Teaching Point 3: If women are not attending meetings or actively participating in coastal management decision-making, it is important for ICM practitioners to explore their reasons and remove impediments to their participation rather than making cultural assumptions.

Coastal Practitioners often fall into the trap of thinking that all women "are the same" or that all men "are the same". When overwhelmed by large populations and difficult issues, coastal practitioners try to save time by talking to too few community members. Too often, they assume that all women want the same thing or that all men have the same ideas of what is acceptable. They may also assume that all stakeholders of the same type of resource use share common interests and concerns.

o Related discussion question: Coastal practitioners, what was your plan for involving the women and what were the difficult choices that you had to make? Was there consideration between simply having the women represented on a committee or did you consider the possibility of having them actively involved in some of the activities? If you did encourage them to be active, was it better to have them join an activity that the men were also involved in or would it be better for them to lead their own activity? What would be the positives and negatives of this decision? What were the challenges in linking the women's activity to the men's?

This case study demonstrates some issues that emerge when women and men are desegregated by age groups. For the men in the village, the elder men were more likely to identify with the "traditional" and religious core values. In contrast, the younger men have more often been exposed to outside education and examples of gender equity.

    o   Related discussion question: Men, what influence did the Chief have on your decisions? Did he influence what were considered the acceptable limits or expansions of gender roles?

    o   Related discussion question: Men, what level of involvement did you want from the women? Did some of you want them to lead an activity or did you see that as going outside of women's "traditional" roles? Men, what differences did you notice within your group?

For women, there are several issues that vary by age. For example, in the role-play, the young women were instructed to not attend the meeting unless the coastal practitioners provided sufficient encouragement or if they had a strong individual desire to attend. In the real situation in Fiji, young women had several reasons for not wanting to participate in a Chief's meeting on coastal management. First, they had had past experiences in meetings when men had not listened to their concerns and the Chief had not encouraged the men to listen. Many younger wives feel that they simply have too much "other" work to do, particularly if they have young children at home. Because the younger married women came from another village, they felt less entitled to participate in decisions about managing the vanua in the villages of their husbands. Although the elder women had also moved to the communities of their husbands, they had lived there longer and they had more confidence in speaking and taking a leadership role.

    o   Related discussion question: Women, how did you build the Chief's support for your position? What could you have done with the coastal practitioner to influence the men? What were your options if the Chief didn't support you?

Teaching Point 4: If women are still uncomfortable participating in joint community decision-making about coastal management, then their leadership skills and confidence can be strengthened by enabling them to lead community development activities.

A coastal practitioner would be wise to avoid making assumptions about how different social groups of people and individuals within communities would like to be involved in coastal programs. Some may simply want to be involved while others have more of a desire to have a leadership role. In the Fijian communities where gender mainstreaming efforts took place, a number of local women struggled to balance their interest in having a greater voice in community affairs with their desire to respect cultural traditions and gender roles. In other situations, there are usually some members of the female population who want different roles, based on their stature, skills, experience, confidence and workload, and expanded access to decision-making and productive resources. So, it is important for coastal managers not to over-generalize about "what all women want" or "what all men want". Similarly, it is important to not over-generalize about cultural impediments to adjustments in gender roles. For example, coastal practitioners should not assume that all men from a given culture would want to limit women's options for participating.

    o   Related discussion question: Coastal practitioners, did you recognize that there were significant differences within the men and women groups? How did you recognize these differences and what did you do to influence the behavior of each group?

There are several options for coastal managers to consider over and above expanding the decision-making opportunities for women. While some "traditional" community decision-making bodies may offer limited opportunities for change, it is possible to establish more gender-equitable rules for the membership and leadership of new coastal committees. In addition, either men or women can lead the early implementation actions for ICM. In male-led activities, women are often relegated to merely providing labor rather than participating in decision-making or sharing benefits. However, when women lead early actions, they can gain leadership experience and more benefits, even if men are involved. However, there is a risk that coastal management projects will only support small, isolated women-only activities rather than thoughtfully mainstreaming gender issues across all of their activities.

> o Related discussion question: Women, what did you see as the dangers of leading your own activity? How could you avoid some of those pitfalls? Was there any disagreement between the women?

> o Related discussion question: Chief, you also had to make the final decision as to whether you would allow the women to take a leadership role in a coastal activity. What influenced your decision? What were your concerns?

Module 7:   Presentation and Discussion of the Project's Actual Results

Now that the role-play has been completed, the facilitator asks the participants to step out of their assigned roles. For the next 15 minutes, ask the participants for ideas about appropriate methods that could be used by the Chief and the village to involve women in the coastal management project. Get input from most of the class on what they would propose, why they would propose it, and how they would plan to overcome the obstacles.

The facilitator then distributes Handout 2 (The Real Outcomes of the Project). Allow 5-10 minutes for the class to read Handout 2. Divide the group in two and tell them to work in these groups to compare the role-play, brainstorm strategies and the actual outcome. Before breaking into discussion groups, the facilitator has the option of showing the video clip of Lavenia Tawake, project manager for the Fiji WILD activities, summarizing her gender mainstreaming experiences.

Each group should discuss the following questions for 40 minutes and record their thoughts on flip charts. They will then come together and each will give a 5-10 minute report-out, followed by a short summary by the facilitator:

- How did the real situation differ from the role-play?
- How could the gender mainstreaming efforts of the coastal practitioners have been done differently in the real situation?
- What additional information about gender or decision-making would have helped them before they met with the Chief and the villagers?
- Given what happened in the real situation, what new issues will arise from the actions/outcome and what are the best next steps for the coastal practitioners?

Remind participants that mainstreaming gender is often a slow and lengthy process that takes years if not generations.

Some Ideas for Involving Women in Village Coastal Management.

- Talk to men about women's involvement in community decision-making.
- Discuss gender-equitable criteria for leadership positions on coastal committees.
- Develop procedures for allowing women and others to speak at public meetings.
- Encourage women to take leadership roles on village decision-making committees.
- Hold joint meetings between the women's health and the fisheries committees.
- When women are uncomfortable attending or speaking at mixed meetings, first hold same-sex meetings followed by a joint meeting where a female representative presents women's ideas.
- Involve women in environmentally friendly and profitable income-generating activities.
- Build women's confidence and business skills.
- Offer women special access to micro-finance and credit coupled with employment skill training.
- Hire women as community outreach and education specialists.
- Work to change laws, policies or rules that limit women's opportunities and access to coastal resources.
- Highlight the "traditional" knowledge that women possess and show how it improves the ICM plan.

Below is a summary of some of the important issues/opportunities that occurred as a result of the first phase of the project.

- Many of the young women did not feel they had the skill or time to take a leadership role in ICM activities or community decision-making.

- The women gained increased voice and participation only at the village level. They remain with limited voice and decision-making authority at the district level. Only the Chiefs are allowed to attend district meetings although a women's representative is allowed to advise the chiefs at the district meetings. If environmental issues are larger than what can be handled at the village level, the women will need to find informal and formal methods for being heard or becoming involved at the district level.

- There is potential for the women's activity to be disconnected to the men's activities.

- The women are still not involved in the LMMA fisheries plan in spite of the fact that they are fishing for an important species.

- Women are relying on the coastal practitioners to support them and to provide continued technical assistance.

Module 8:   Discussion of Next Steps

The facilitator asks participants to internalize the lessons from the role-play and identify key steps they will take to mainstream gender in their own coastal management programs. The facilitator hands out large index cards and asks each participant to take 5-10 minutes to:
- Identify a teaching point about gender and decision-making from this case and choose an issue that relates to the participant's own work situation.

- Based on the teaching point each participant has selected, the facilitator asks each participant to list three activities they can undertake to mainstream gender at their project site and three actions that their institution can take to improve gender equity in coastal management.

The facilitator asks each person to share their teaching point with the group. For the final 20 minutes, the group should discuss the personal and/or institutional actions that they have chosen related to gender and decision-making.

Additional Thoughts for the Case Study

Coastal management often involves introducing changes. Tourism, economic development, local managed marine protected areas, fishing practices, water management – all of these activities have social and gender consequences. A coastal practitioner gathers information and to the best of his/her ability, tries to avoid negative ecological and social impacts. His/her role is to listen, work closely with all members of a community to develop change options that benefit both women and men and support the implementation of their decisions.   While it is often much simpler to just interact with small groups of community leaders, who are typically all men, it is important to recognize that these individuals are not necessarily elected nor do they always effectively represent the needs and priorities of different sub-groups of community members, including women. Coastal managers should build upon available opportunities for gender mainstreaming. They should tailor their mainstreaming strategies to fit the specific needs, desires and capabilities of the men and women involved rather than using a one-size-fits-all formula.

Coastal practitioners often focus on the ability of the ICM framework to link ecosystems. Implied in this is also the framework's strength in linking isolated groups and resources users. Since gender roles are commonly and strongly associated with different resources, ICM is the natural foundation for uniting the genders. ICM enables villages to see the connections between gender roles and resources. Women might have the experience of forestry, farming, nearshore gleaning or be interested in waste management. Men might have the experience of offshore fishing and mining. ICM can often change the discourse from 'who uses which resource' to ' how do the resources link the gender roles.'

ICM also encourages and equips coastal practitioners to use participatory processes to get effective involvement of all major stakeholders. In a "traditional" village where many of the formal decision-making structures prohibit women and less heard voices, ICM encourages the use of informal mechanisms. Examples from this project and others include individual interviews, focus groups, surveys, conflict resolution workshops, and partnerships between isolated community groups. These mechanisms and program strategies provide alternative options for hearing new voices and influencing behavior. In this case study, the coastal practitioner would have learned from the women through informal interviews that they fish in the nearshore areas for octopus using gear that could damage the coral reef. Knowing this and the fact that many women did not attend the Locally Managed Marine Area (LMMA) workshop, one would conclude that there is a role for the women in fisheries management. The men did not include octopus fishing in the LMMA plan because they are not involved in that fishery and are not aware of the impacts.

Another situation that needed to be addressed by the coastal practitioner was the reason that was given for women not attending the village meetings – i.e. because the men ignore their comments. If you spoke to the men, they would give a different reason for women's lack of involvement – i.e. that they simply were not interested in environmental issues. This turned into a negative feedback loop, which an experienced coastal practitioner would see as an issue for ICM to address. These are just two examples of how informal data collection could improve management recommendations and facilitation of stakeholder meetings.

Demographics can change the focus of the discussion from yesterday to tomorrow. People are less rigid in solutions when they focus on events decades from now. They seem to be able to remove their personal interests and see alternatives. Population mapping exercises are great examples of working with the community to see trends and develop a plan for looking 15 years into the future. Demographic techniques and tools can improve the analysis of environmental issues and provide realistic projections of the village scenario.

In this case study, the coastal practitioner should have noticed that the population in the area was increasing significantly due to in-migration. Attracted to jobs in the tourism sector, Fijians move to nearby settlements that are outside the Chief's authority. Also women move to their husband's village and have limited say in how the vanua is managed.

Glossary

Vanua This is a strong connection Fijians have to their birthplace including the environment (land and sea), the spirits of the place, the ancestors, and the fellow villagers. Example of use: That place is a wealthy "*vanua.*" This means that that place is wealthy in its natural resources and social relations.

Fijian Chief   Paramount leader of a Fijian village who has the authority to make the final decision on behalf of the village.

Tabu   A decree by the Chief that a certain activity or place is a no-take, sacred or protected area.

LMMA	A Locally Managed Marine Area is an area of near-shore waters actively being managed by residing or neighboring communities and/or families, or being collaboratively managed by resident communities together with local government and/or other partners based in the immediate vicinity.
Coastal practitioner	A person actively seeking a change in behavior and resource quality. This person can be a resource manager, a coastal trainer, a community leader, or a non-governmental organization worker.

References

News articles on how LMMA started in Ratu Timoci's village: http://www.lmmanetwork.org/stories_field02.htm

Coastal Resources Center. *Women in ICM: Leadership Development* (WILD) project website: www.crc.uri.edu

LMMA project website: www.lmmanetwork.org

University of the South Pacific, Institute of Applied Science: http://www.usp.ac.fj/ias/units/units/enviroment_unit/envmnt_unit.htm

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Acknowledgements

Session Plan

Time: 4-6 Hours

Time:	Activity	Handouts
10 minutes	**Module 1: Session Objectives and Overview** Explain the objectives of the case study and the overall process that will occur during the session.	
30 minutes	**Module 2: Case Study Introduction** Distribute Handout 1. Ask for three volunteers. Have them read the names of the characters listed in Handout 1. When students have completed reading the handout, ask if there are questions about the cultural context or other background information regarding the location and village structure. Clarify the issue facing Ratu Timoci.	**Handouts 1**
10 minutes	**Module 3: Preparing for the Role Play** The facilitator informs the class that each of them will receive a handout with their character descriptions. They should not discuss their roles with other characters.The facilitator distributes the character roles and asks participants to read the roles they have been assigned.	**Handouts 2a-2f** **Name Tags or props/costumes**
60 minutes	**Module 4: Role Play – Pre-Meeting Activity** While waiting one hour for the village meeting to begin, each character (part of a group – e.g. the group of young women, or the group of older men, etc.) will have a task to complete related to the role-play. These tasks are described in Handouts 2a-2f.	**Handouts 2a-2f**
45-60 minutes	**Module 5: Role-Play - Village Meeting Activity** The Chief calls the meeting when s/he is ready. S/he will facilitate the meeting and make the final decision as to whether or not women should be involved and if they are to be involved, then in what ways. *Agenda* 1. Chief welcomes the visitors and introduces the issues 2. Coastal practitioners present their ideas, reasons and recommendations for involving the women in coastal management in this village. 3. The Chief asks for comments by the villagers. 4. The Chief decides whether to include the women and if so, how. The facilitator should end the role-play once the Chief makes a decision or at 30 minutes, whichever comes first.	**Handouts 2a-2f**

30-50 minutes	**Debriefing of Role Play**The facilitator initiates a plenary discussion (based on the teaching notes) about the decisions that faced each character regarding gender mainstreaming issues and the relevant teaching points.	30-50 minutes
60 minutes	**Module 7: Presentation and Discussion of Actual Outcome**Once the role-play has been completed, the facilitator asks the participants to step out of their assigned roles. For the next 15 minutes, participants are asked for their ideas about appropriate methods that could be used by the Chief and the village to involve women in the coastal management project. The facilitator solicits input from the class on what they would propose, why they would propose it, how they would plan on overcoming the obstacles.The facilitator distributes Handout 3 (description of what actually happened in Fiji) and Handout 4 (final scene of the case). S/he divides the group in two and asks each group to read the handouts and discuss the following questions for 40 minutes and record their thoughts on the flip charts: - How did the real situation differ from the role-play? - How could the gender mainstreaming efforts of the coastal practitioners been done differently in the real situation? - What additional information about gender or decision-making would have helped them before they met with the Chief and the villagers? - Given what happened in the real situation, what new issues will arise from the actions/outcome and what are the best next steps for the Coastal Practitioners? After 45 minutes, the groups come together and each gives a 5-10 minute report-out, followed by a short summary by the facilitator.	**Handout 3** **Handout 4**
45 minutes	**Module 8: Discussion of Next Steps**The facilitator hands out large index cards and asks each participant to take 5-10 minutes to: - Identify a teaching point about gender and decision-making from this case and choose an issue that relates to their own work. - Based on the teaching point they selected, list three activities they could undertake to mainstream gender at their project site and three actions that their institution could take to improve gender equity in coastal management. After 10 minutes, the facilitator asks each person to share his or her teaching point to the group. For the final 20 minutes, the group should discuss the personal or institutional actions that they have chosen related to gender and decision-making.	**Index cards**

Empowering Women in Community Decision-Making: Transitioning from Traditions

Case Study Introduction

Try to keep an open mind during the role-play.
Experiencing another culture's gender issues can often provide you with new perspectives and insights about gender issues in your own culture and situation.

Introduction

Gender roles for men and women influence who gets to "sit at the table" or "under the tree" and help identify key coastal issues and appropriate management actions. More often, men make most of the decisions for communities. These roles are culturally specific but vary somewhat from community to community and evolve over time. They may change in response to many factors including migration of household decision-makers, crises, education, economic opportunities, television, tourism and the level of progressiveness of community leaders.

Like most cultures, Fiji has some communities that keep to more "traditional", male-dominated decision-making for community matters. These communities have proven to be a challenge for coastal management practitioners in Fiji. By only talking to a small portion of half of the population, ICM practitioners have had difficulties obtaining accurate information on men's and women's use of resources, local knowledge and community priorities. This data helps a coastal manager to fine-tune successful strategies and build broad-based ownership for coastal plans.

The teaching points for this case are based on actual gender mainstreaming activities that were implemented by two coastal management projects working along Fiji's Coral Coast from 2003-2004. Both projects support the Government of Fiji's process of transferring fishing authority back to the "traditional" landowners, the villages.

● The Locally Managed Marine Areas (LMMA) Project has been active in the Coral Coast since 2000. It provides a community-based planning framework that helps villages to identify their marine issues, develop a management plan and implement a marine protected area. The LMMA process has been very successful in developing the capacity of local people to plan and manage their marine resources. The local university and other non-governmental organizations have provided assistance. After a general meeting to introduce the issues and concept of LMMAs, many Chiefs have requested the assistance of the university to improve their skills and laws.

● Initiated in 2002, the Integrated Coastal Management (ICM) project has built upon the success of the LMMA work. The ICM project focuses on linking and strengthening the village/provincial/national government network in Fiji. The Coral Coast is a pilot area for developing this framework

A project staff member attended the Coastal Resource *Center's Women in ICM: Leadership Development* (WILD) training on mainstreaming gender and demographics/population in ICM programs. That training became a springboard. It led to training other project staff and colleagues and to working with the communities and sharing ideas related to mainstreaming gender and into project activities. This case study focuses only upon just one of the villages with whom that staff member worked and relates only a segment of the story about how the issues of gender and demographics were introduced there. A key point to remember is that gender mainstreaming usually involves behavior change – something that requires a series of interventions that occur over an extended period.

Fijian Village and Regional Governance Structure

Women's Group Representative: Advocates for women issues and viewpoints to the Council of Chiefs.

Council of Chiefs: Decides on regional issues

Village Chief (Ratu Timoci) Authority to makes final decision on village affairs The other Village Chiefs in the district

| The other Village |
| Chiefs in the |
| district |

Village Headman – Provides administrative support for Chief and helps organize committees

Village Committees for fishing, farming, health, religion, inter-village issues & education & usually led by men.

Fijian Family

"Traditional" Role of Men
· Fishing
· Environment
· Community issues
· Inter-village affairs

"Traditional" Role of Women
· Family
· Health
· Religion
· Cultivate food near house
· Gleaning & some fishing

Scene 1. Introduction

Characters:

Ratu Sese (Ratoo Say-Say):   Chief of one Fijian village

Ratu Timoci (Ratoo Tee-moe-thee): Chief of another Fijian village, Tagaqe (Ta-nga-qe)

Eseta: A local woman who has married a man from Ratu Timoci's village and moved
        there to be with him.

Ratu Sese: "Thola vina (hello), Ratu Timoci. I heard that you went to a coastal workshop last
                    week. What was it about? "

Ratu Timoci: "Greetings, Ratu Sese. As you know, the LMMA project focuses on our "traditional"
                    fishing ground. But there is a bigger component of that project called the Integrated
                    Coastal Management Project. It is trying to incorporate other elements of the coastal
                    environment like land use and waste management. We have seen how what we do on
                    the land impacts our marine protected areas. So, it is important to get everyone
                    involved in coastal management, including women and youth."

Narrator: *To be a chief (Ratu) in a Fijian village is a big responsibility. Ratu Timoci has had to
                    face a lot of challenges in his role as chief in Tagaqe village along the Coral Coast of
                    Fiji. The welfare of his village is dependent upon the decisions that he makes and
                    sometimes it is difficult to bring about modern ideas in a very "traditional" setting.*

                    *The LMMA (Locally Managed Marine Area) project is a successful environmental
                    project in Fiji that began in 2002 and has gained the trust of many coastal communities.
                    Ratu Timoci and Ratu Sese are two chiefs, among other chiefs along the Coral Coast,
                    who have heard about the success of LMMAs in other parts of Fiji. They asked the
                    LMMA project team to assist them in setting up their own LMMA. Although the LMMA
                    team had requested the presence of women in their initial planning workshops with
                    communities, local men dominated. Two years have passed since Ratu Sese and Ratu
                    Timoci have attended an LMMA workshop and developed coastal management plans
                    for their villages.*

Ratu Sese: "Did I just hear you say that you want to involve the women in our coastal management
                    activities? What do the women have to do with all of this? It's their job to take care of
                    the welfare of the household. The men are the ones who are supposed to take care of
                    the *vanua* (the welfare of the village community and its environment)."

Narrator: *Ratu Timoci was invited to this workshop because he is the President of the
                    Environment Committee that was initiated by the LMMA project. This committee's*

	objective is to increase environmental communication among several villages along the Coral Coast.
Ratu Timoci:	"What impressed me during this workshop was the idea that since women make up at least half of our communities, we should tap their ideas and knowledge for more solutions to our coastal management problems."
Narrator:	*While they are standing there talking, Eseta, who is married into Ratu Timoci's village, walks hurriedly by. She acknowledges both of them politely. She has two small children and is also the village nurse.*
Ratu Timoci:	"Eseta, wait, we were just talking about the Environment Committee…"
Eseta:	"Forgive me, Ratu Timoci, but I am really in a hurry to pick my children from school and get some painkillers from the store before it closes."
Ratu Sese:	"Hmm, she didn't seem very interested in coastal management! I am having a difficult time seeing how you are going to involve women in coastal management work. Will they have the time to do anything with all their household responsibilities?"
Ratu Timoci:	"I had some questions too. So, I invited the two LMMA coastal practitioners who helped us develop our LMMA plan to come to our village meeting. They will provide us with recommendations about how we can involve the women."

Learning Pause

Stop here to discuss the situation in the villages with the class.

1. *What are the "traditional" gender roles in this Fijian village?*
2. *Who makes the final decisions in this village?*
3. *How are the LMMA and ICM projects linked?*

Handout 2 - Module 3
Instructions for the Village Role-Play

Issue: To learn about how to involve and empower women in community decision-making, even in more "traditional" communities.

Tasks:

■ You will be assigned to play the role of one character from the village for this exercise.

■ Roles include Ratu Timoci, two coastal practitioners, and a group of village women and men. Ratu Timoci has invited the two coastal practitioners from the LMMA and ICM projects. He knows and trusts them. He would like them to provide recommendations on how women could become more involved in community decision-making and other coastal management activities.

■ During the hour before the meeting:

● Village men and women leave the training room. Village men step outside the training room and engage in gossip with each other. The women do the same – i.e. talk only among themselves.

● The Chief roams around, both inside and outside the training room.

● The coastal practitioners remain in the training room and use all their skills to develop draft recommendations for involving women in coastal management for Ratu Timoci's village.

■ After one hour, Ratu Timoci calls the villagers to the meeting.

Handout 2a – Module 3
Older Man Role
(Do not share this handout with others)

Overview

In this role-play, there are several older men. Most advocate for "traditional" gender roles in which men are responsible for the environment and community and women stay home and take care of their families. However, some of you can choose to take a slightly more progressive attitude (e.g., an older man whose daughter is studying environmental studies at the university or one with a wife who is a successful businesswoman, etc.). You make sweeping generalizations and refer back to the time of your grandfathers.

You might make a public statement like this:

"Why should women attend environmental workshops since their place is in the household and taking care of the family."

Other Background Information:

- You are a village elder and attend all meetings.
- You always speak your mind at meetings and the community respects your views.
- You are responsible for helping make decisions for the *vanua,* i.e., the general welfare of the environment and the community.
- You know much about the village history and relate all discussions back to how things "used to be".
- You are also a strong "traditionalist" and believe men and women should have different roles in the community. You are also very religious.
- You think women should not be involved in making decisions for the community.
- You think it is acceptable for women to do community work related to water, sanitation, food collection/raising and firewood.
- You notice women do not usually attend meetings and when they do, they rarely speak about the important issues.

Your Pre-Meeting Task for the Next Hour

You have heard that the Chief invited some coastal practitioners to the village meeting to recommend ways women can be included in the village's coastal management activities. While waiting for the meeting to start, you talk with the other older men in the village about what your recommendations should be at the meeting. In your discussion you:

- Identify clear reasons about why women should or should not be involved.
- Decide – *if* they are to be involved – what kinds of activities they will participate in.
- Discuss what leadership roles the women should take on – *if any*.
- Decide how you will present at the meeting any differences of opinion amongst yourselves.

Handout 2b – Module 3
Younger Man Role
(Do not share this handout with others)

Overview

In this role-play, there are several younger men. You are in your early twenties, thirties or early forties. You have been involved in other environmental and coastal projects and are open to change. All of you agree that women should be involved in coastal management, particularly if it helps your families earn money for a better standard of living. Some of you feel torn because you still feel loyal to the Fijian gender roles that say men should decide on issues facing the *vanua*. Others are very supportive and willing to help women argue their case for a stronger role at the community level.

A common statement from you is:

"But let's be logical. Men are supposed to take care of their families too but they do not always attend parents' interviews at their children's schools or children's sports camps. Women go to these meetings and do a lot to help communities, including teaching our kids about the Fijian culture and resource use. Maybe women are able to do more good at the community level than we have previously assumed."

Your background is
- You are a younger married man in the village and you attend all of the meetings.
- In the past, you have participated in other coastal and environmental activities.
- You are open to change because you have been exposed to outsiders and you have likely been educated at the high school. You feel confident in your knowledge.
- You do most of the fishing and are very familiar with present environmental problems. You are trying to help your young family get ahead so sometimes you fish off the coral reef and harvest coral for the aquarium trade.
- You feel that, as a man, you are responsible for the *vanua* i.e. the general welfare of the environment and the community.
- You speak out in meetings but respect the decisions of the village's elder men.
- You support the idea that women should be involved in coastal management. However, some of you only want to see women involved in activities that help women make a financial contribution to the household.

Your Pre-Meeting Task for the Next Hour

You have heard that the Chief invited coastal practitioners to the village meeting to recommend ways to include women in the village coastal management activities. While waiting for the meeting to start, you find the other younger men in the village discuss what the recommendations you will make at the meeting. In your discussion you:
- Identify clear reasons about why women should or should not be involved.
- Decide – *if* they are to be involved – what kinds of activities they will participate in.
- Discuss what leadership roles the women should take on – *if any*.
- Decide how you will present at the meeting any differences of opinion amongst yourselves.

Older Woman Role
(Do not share this handout with others)

Overview

In this role-play, there are several older women. You have influence behind-the-scenes and speak your mind at meetings. With years of experience, you prefer to lead an activity rather than have the men boss you around. You refer to the past but recognize things have changed.

A common statement from you is:

"My daughter-in-law takes so long to catch an octopus. In my days, I would catch five times more than what she catches in one day. Were we smarter or just stronger then?"

Other background information:

- Your husband is a respected village elder and you have lived in the village for many years, so you have gained status and influence in the village.
- You are not afraid to speak your mind as you have been around a long time and have more experience than other women. You may not have had a good education.
- You have the respect of the other women in the village.
- Your children have grown up and/or left the village so you have more free time to attend meetings and workshops, if invited.
- You are interested in taking advisory roles in coastal activities but you defer to the Chief for making the final decisions for the village.
- In your opinion, the men in the village only join committees to spend time talking and drinking the "traditional" brew called *kava*.
- You believe that women are the real workers and doers in the village.
- Some of you would like to see younger women get more involved in coastal management and community development activities, particularly those with more education.
- You want to lead an activity without the men telling you what to do.
- You miss your widowed friends who have returned to their birth villages, in accordance with Fijian customs. There are a few older women who have moved back to this village after being widowed. But, most of your friends must work things out with their husbands if they want to participate in coastal management.

Your Pre-Meeting Task for the Next Hour

You have heard that the Chief has invited the coastal practitioners to the village meeting to recommend ways to include women in the village's coastal management activities. While you are waiting for the

meeting to start, you discuss with the other older women in the village the recommendations you will want to make at the meeting. In your discussion, you:

- Identify clear reasons for why women should or should not be involved.
- Decide *if* you are to be involved, the kinds of activities you would want to participate in or lead.
- Talk about what leadership roles you would want, *if* any.
- Discuss the ways in which the experiences of older women will add value to local decision-making on coastal management.

You may speak – or not speak – with the younger women about the upcoming meeting.

Handout 2 – Module 3
Younger Woman Role
(Do not share this handout with others)

Overview

In this role-play, there are several younger married women. All of you came from other villages originally but moved to your husband's village when you married. You generally lack confidence, experience or time to get involved in village meetings about coastal management. Some of your husbands encourage you to speak up but others think women should not get involved in, or take a leadership role in community affairs. Some of you have more education than others and have spent time in larger towns when going to high school. A few of you are teachers or nurses.

A common statement from you is:

" When our women's group requests a contribution from the village to our fundraising, the men at the weekly village meeting do not usually take us seriously. They are not supportive of women's group activities."

Other background information:

- **UNLESS SOMEONE GIVES YOU A STRONG REASON TO ATTEND A VILLAGE MEETING, YOU USUALLY DO NOT ATTEND.** Even on those rare occasions when you do attend, you seldom speak up.
- One reason for not attending is that you are not originally from this village – you moved here relatively recently, when you married. Since it is not your birthplace, you feel it is not your place to speak up about decisions that impact the village *vanua*.
- In the village that you came from, they said that men should take care of the environment, according to Fijian customs and gender roles. You also learned from your mother that your primary role in the community is the welfare of your family, i.e. their health, education and religion. So you wonder if it is proper to participate in the coastal management activities in this village.
- Since you are a young married woman with young children, you are very busy. You have household chores, small livestock responsibilities and school and sport tasks for your children. You wonder how other women find time to attend village meetings.
- You collect octopus in the shallow waters along the shore by using an iron rod to pry them out from under the coral. Someone told you not to fish in the *tabu* area. You want to respect this. But, you also think about how much time you would save by collecting there – this area has so many more octopuses than the non-tabu areas.
- If you do attend meetings, you usually do not speak your mind unless you feel confident about the topic and/or have gotten an education and know what to say.
- When you have spoken up at the meetings, you felt like people did not listen because you were young and inexperienced and new to the village.

- Some of your husbands do not mind if you go to meetings and speak up. But, you have heard there are women whose husbands have beaten them for this.

- Apart from a few of the younger women, most of you do not want to lead an activity because you have no experience doing so. You do not want to be viewed as disrespecting the older women and men in your husband's village.

- Your husband mentioned the other LMMA village meetings but you did not go since it was about the environment. You do not know much about that project.

Your Pre-Meeting Task for the Next Hour

You have heard that the Chief has invited the coastal practitioners to the village meeting to recommend ways the village can include women in the coastal management activities. While you are waiting for the meeting to start, you talk with other younger women in the village and discuss what your recommendations should be at the meeting. In your discussion you:

- Identify clear reasons why women should or should not be involved

- Decide what kinds of activities you would want to participate in or lead, *if* you were involved.

- Discuss what – *if any* – leadership roles you might want, if any.

- Talk about what it is that the experiences or education of younger women could add to the local decision-making on coastal management.

Handout 2e – Module 3
Village Chief Role (Ratu Timoci)
(Do not share this handout with others)

Overview

In this role-play, there is only one Chief (*Ratu)*. You are open to the idea of involving women in village coastal management activities but still want to maintain and respect aspects of the "traditional" culture of the village. You want all village members to work together to create a prosperous village. However, you recognize you cannot push the community to change too quickly. As village leader, you control how the meeting is run.

A common statement from you is:
"After the ICM Gender Awareness Workshop, I learned that the role of women and youth in our village is also important. Coastal management is about the sun, sand, sea and the people. So far, we have the sand but no sea – since we have only involved half the people. So let's find some new ways to involve more women and the youth in coastal management activities."

Other background information

- You are the one who makes all of the final decisions in the village after you listen to the recommendations of the village elders and the rest of the community.

- You are responsible for the welfare of the entire village and its future.

- Your objective is to make sure that everyone is fairly happy and you want to respect and maintain the cultural traditions of your village.

- You chair the village meeting on Monday evenings every week. You want everyone in the community to attend and participate in these meetings. However, there are many villagers who do not attend, or who attend but just listen. You often run village meetings by yourself, but sometimes allow others to facilitate and take charge.

- The Chief is based on heredity but 99 percent are men. A village headman, also typically a man, assists you administratively. The headman supports the different village committees.

- There are procedures that are followed if someone from outside wants to speak to the community. They must receive your approval and you set the conditions for their visit. You may decide to grant them permission to:
    – Speak freely to anyone, or
    – You accompany him/her to interview whichever individual community members he/she would like to interview.
    – You only permit him /her to speak to the entire community and while you are present.

Your Pre-Meeting Task for the Next Hour

You can roam around and speak with the coastal practitioners and/or the villagers. You need to decide if the coastal practitioners can use this hour to speak freely to anyone they choose, or if you must

accompany them on these interviews. If you choose the latter option, you *may* want to intervene when women talk and try to speak for them.

Your Agenda for the Village Meeting

You will be the facilitator and final decision-maker:

- Welcome the visitors and explains the purpose of the meeting.
- Ask the coastal practitioners to share their recommendations for involving women.
- Ask the villagers to respond with their thoughts and suggestions.
- Decide if you will allow the practitioners to ask questions directly of the villagers.

You make the final decision

- Should women be involved in any coastal management activities?
- If "yes", then in which activities? For example, community welfare activities, livelihood activities, providing input to the LMMA management plan, serving on committees, providing labor, providing food, etc.?
- What level of involvement should they have – i.e. just as participants or as leaders?
- How can women be encouraged to participate? What are impediments to their participation and how can the village work together to overcome these?

Handout 2f – Module 3
Coastal Practitioner Role
(Do not share this handout with others)

Overview

In this role-play, there are two or three of you playing the role of coastal practitioners. You should use all of your skills to understand the village coastal issues and identify the best options for involving women in different types of coastal management activities. Your donor is counting on you to come up with innovative ways for involving women.

A common statement from you is:

"In coastal management, it is important to have everyone – men, women and youth – participate and be involved in decision-making. If we do not include them, then they may continue to do things that harm the environment and we lose all of their good ideas."

"While I respect "traditional" cultures, everyone has a role to play in coastal management."

Your background is:
- You had already been working with Ratu Timoci and some of the men on the environment committee when you identified the marine issues and developed the LMMA management plan.

- Your donor wants you to involve women in managing the coastal resources and in your grant proposal promised that women would comprise at least 40 percent of the environment committee or any other decision-making body.

- Your boss is happy as long as she sees environmental results related to the LMMA management plan (i.e., overfishing, coral harvesting, destructive fishing methods, and high levels of land-based nutrients and bacteria). Whatever means you choose to accomplish these goals is fine with her as long as you do not lose focus.

- The coastal practitioners who started the LMMA/ICM projects had asked the communities to increase the participation of women. But, they did not follow through on insisting that women become more involved. Consequently, it was mostly the men who identified the key ICM issues and developed the village plans. So, the current plan does not take into account the women's opinions, priorities and needs.

- If you want to speak with the community, you need the permission of the Chief.

- Other people are moving into the communities and the population of the area has increased significantly due to the nearby tourism industry.

Your Pre-Meeting Task for the Next Hour

Read the available materials and develop recommendations for involving women in coastal management. You will present these recommendations in one hour at the village meeting. The Chief will tell you if you can talk to villagers during the hour leading up to the meeting. He will also tell you if he needs to

be present during those interviews. Use all of your professional skills and knowledge to develop a reasonable plan of activities that respects the village's "traditional" values.
Your Plan recommendations should address the following issues

- How to involve women in reducing destructive fishing and improving water quality;
- How to increase the village women's influence in village environmental decisions;
- Specific, active roles that women can play regarding the coastal management plan.

Your Task at the Village Meeting

Take 10-20 minutes to present your recommendations to the Chief and the community. If you need more information, prepare questions for the Chief and the community. But, the Chief decides if you are allowed to ask direct questions of the community members. Do not drink too much *kava* or you may not be able to make a very good presentation!

Handout 3 - Module 7
Empowering Women in Community Decision-Making: Transitioning from Traditions

The Real Outcomes of the Project

Below are actual activities conducted by the coastal practitioners with support of Ratu Timoci:

Before developing a plan for involving women, these activities were conducted:

1. Focus Group Interviews with the Village Women

- The women in each village were invited to a focus group interview. The coastal practitioners aimed for having an equal distribution of women, based on education levels and age groups. The objective was to identify the women's level of awareness regarding coastal management in the village and the LMMA/ICM projects.

  These interviews showed that the women had a general awareness of the village rules but did not know about the LMMA management plans or the reasoning behind the rules. The women also explained their thoughts about the gender roles in the village. The women did not participate much in the village meetings since the men did not seem to respect their ideas. Also, the women 's household workload left them little "extra" time to engage in such activities.

- The coastal practitioners concluded from these focus groups that the women needed to be informed of the issues and activities as a first step before making decisions about their level of involvement.

2. Background Research

- Village population data was collected prior to visiting the site. Results indicated that the population was increasing significantly due to a large in-migration of Fijians attracted to the local tourism industry. This population data was useful in developing scenarios regarding past and future nutrient loading. The data also helped in estimating the nutrient sources – e.g. waste from villages, hotels, pig farms.

3. Gender Awareness Workshop for ICM Practitioners

- There was a clear need to increase the awareness of the coastal practitioners working in the LMMA and ICM projects of the gender issues in the village since these practitioners already had the trust

and respect of the villagers. Toward that end, *The Women in ICM: Leadership Development* (WILD) project organized a national gender and population-mainstreaming workshop for coastal practitioners. Local experts in gender and demographics were invited to share their experiences and lessons. This workshop helped focus attention on the linkages between gender, population and coastal resources. The national level participants identified ways that they could influence Fiji as a whole.

Gender and Demographic Mainstreaming Recommendations Offered by the Coastal Practitioners to the Village

1. Conduct Population Surveys that Address Gender Dimensions

● WILD was also able to assist the LMMA project in modifying their socio-economic surveys so its data was desegregated by sex. This would facilitate gender analysis. Based on the limited population and gender data collected in the background work, the coastal practitioners conducted population surveys to highlight the gender dimensions. A participatory population appraisal was tested with one village.

2. Coastal Management Awareness Workshop and Action Planning for Village Women

● Building upon the focus group interviews, an awareness workshop was held for village women – to provide them with background on the LMMA and ICM projects. The workshop addressed how the issues had been identified and the management actions developed.

● The women reviewed and discussed how they would have prioritized issues and solutions differently than the men had. Based on their issues, and their preferences for involvement, the women chose to work on solid and liquid waste management. They wanted to be responsible for this activity and take the lead for implementation. They thought that this activity fell within their "traditional" gender role related to health. The women felt that other LMMA actions – for example, setting village regulations or serving as fish wardens – were more suitable for the men.

● Invitations to the workshop were issued through the village headmen. It was somewhat surprising when some of the village headman accompanied their village women to the workshop. This situation had a positive outcome. When these women returned to their villages and their village meetings, their headman openly supported their action plans and ideas. Within a few weeks, many of the women organized the building of village rubbish disposal facilities and started village clean-up programs.

3. Support Village Women with Training and Technical Assistance

● Once the women got approval for leading the solid and liquid waste management activities, the coastal practitioners returned to the villages with follow-up training programs. A waste-management workshop was conducted for the villages, in which the women took a leadership role in the presence of the men. As the women progress with their plans, the coastal practitioners will assist the women in obtaining technical assistance with sewage treatment systems and pigpen construction.

4. Women in Decision-Making Roles

● Many women in the focus group meetings mentioned they wanted to have a decision-making (advisory) role in coastal management. The coastal practitioners planned to recommend that women be included on the Environment Committees. However, after Ratu Timoci attended the national gender awareness workshop, he returned to the Coral Coast and passed a village rule that allowed women to be members of the Environment Committee. This is another example of the benefits of leadership.

5. Unanticipated Surprise: Expanding the Gender Work to other LMMA Sites

● The LMMA project leaders who spoke at the coastal awareness workshop were impressed with the women's motivation and leadership skills. As a result, the LMMA project has renewed its focus on involving women at new LMMA sites in Fiji. Ratu Timoci's village can become a demonstration village for other communities that are considering involving women.

Handout 4 - Module 7
Empowering Women in Community Decision-Making: Transitioning from Traditions

Scene 2: The Day after the Village Meeting about Involving Women

Task:

- **Read scene 2 on your own.**
- **Scene 2 dialogue is built around quotes by the people of Ratu Timoci's village.**

Narrator:	*The women in Ratu Timoci's village have been involved in their coastal management activities. Everyone in the village wants to talk about the success of their LMMAs. Eseta, the village nurse, walks past Ratu Timoci and Ratu Sese who are having a discussion under a tree. She decides to stop to thank her chief for what he has done in the village.*
Eseta:	"Thank you very much, Ratu Timoci, for letting the women participate in the village coastal management project. The women are taking more interest in working together because they can see how their role as women is important to the environment and can see that what they do on land affects the marine protected areas. I have also learned that the health and sanitation of the village has a big impact on our marine protected areas."
Ratu Timoci:	"Thanks, Eseta. Now I am hoping that we can get our environmental problems solved more quickly than we had anticipated."
Ratu Sese:	"It is very impressive, Ratu Timoci, how you have gained the support of the men and the interest of the women to work together. Everyone seems to understand how their activities link together to help the village. I think that getting the young and elderly women more involved in coastal management will also help my village."
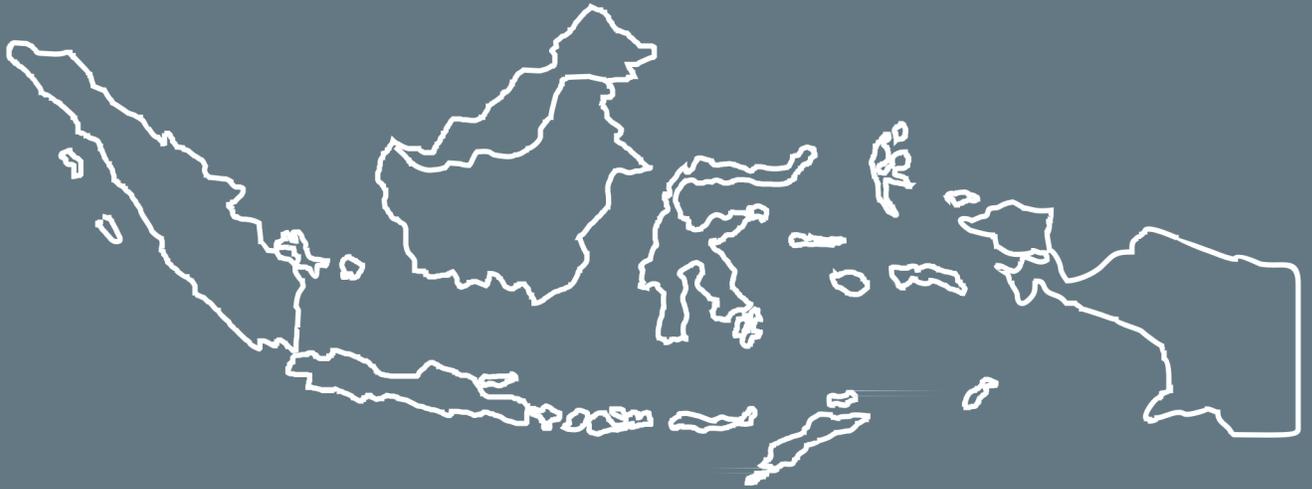
INDONESIA
TEACHING CASE STUDY

Christovel Rotinsulu, J. Johnnes Tulungen, Brian Crawford, and John Williams

People Count:
Incorporating Participatory
Population Appraisal into
Community-Based Coastal
Management Initiatives

Teaching Guide

Case Summary	
Type of Case	A decision-forcing case
Learning Objective	This case illustrates the value of integrating Participatory Population Appraisal into a community-based initiative and some of the challenges that face managers as they do so. Specifically it will: - Develop individual attitudes on the importance of incorporating population and migration analysis into the integrated coastal management (ICM) planning processes. - Underscore the value of a using a participatory approach to population and demographic appraisal as well as a community-based integrated coastal management (CB-ICM) approach – especially at the village scale. - Provide knowledge on how to integrate population/demographic appraisal into a community-based ICM initiative as well as how to integrate gender dimensions into this process.[1]
Key Issue	The overall goal of the case is to demonstrate why population and demographic dimensions should be incorporated into community-level integrated coastal management (ICM) initiatives.
Primary Audience	This case is intended for use in professional ICM training programs. The primary learning audience includes coastal managers, ICM project implementers and ICM trainers. A secondary audience includes demographers that can add their disciplinary expertise to ICM initiatives in coastal villages, and academics educating students on ICM practice, as well as village leaders and local government officials that support and may participate in participatory ICM initiatives.
Delivery Format	Classroom setting
Time Commitment	4 ½ hours
Participants Required	six or more
Resource Needs	Flip charts, markers, masking tape, photocopied handouts, projector, and computer.
Key Teaching Points	1. PPA provides a window into the future. 2. PPA is a simple and useful tool for ICM issue identification and planning. 3. Accurate and reliable information can be collected through PPA. 4. Participatory processes build community ownership and support.

[1] This case is not intended to develop skills in how to actually conduct a Participatory Population Appraisal in a local village or community. Such an objective takes a considerable amount of effort and training well beyond the scope of this teaching case study. For more information on how to conduct a Participatory Population Appraisal (PPA), refer to the references mentioned at the end of this case study. Those guides (In Indonesian and English) provide an in-depth overview to the rationale and use of this tool as well as more in depth information concerning the villages of *Serei* and *Blongko*, which are the subject of this teaching case.

Introduction

This case is based on the experience of pilot testing the use of a Participatory Population Appraisal (PPA) method in two coastal communities in North Sulawesi Province of Indonesia. The method was tested with a non-governmental organization (NGO) that had been involved in community-based integrated coastal management initiatives in the province for over seven years.

Figure 1: Location of the two villages mentioned in the case study

Population growth is often mentioned by coastal managers as a driving force of change in coastal zones – a force that exacerbates issues that need to be addressed for sustainable coastal resources management. Most coastal management planning and profiling efforts will include basic information on population and demographic changes – such as population growth rates, population density, ethnic and religious make up of the community, etc. Demographic information is rarely analyzed in a more thorough way with regards to the specific stresses it may place on resources management initiatives (e.g. need for increased water supply, more fishers entering an open access regime, pressure on forests for fuel wood). Ideally, population information should be extrapolated to determine projected population levels twenty or thirty years into the future.

Two villages were selected for pilot testing (*Blongko* and *Serei*) and a series of events were planned and carried out. SCREEN (Sustainable Coastal Resources and Environmental Center), a local NGO, undertook a "training of trainers" workshop on Participatory Population Appraisal techniques in October 2003. The workshop was conducted with the assistance of a demographer that had expertise in the use of participatory population appraisals in inland settings of India but had never before tested the approach in a coastal setting, nor tried to link it to a community-based integrated coastal management (CB-ICM)

initiative. Before the workshop began, a local demographer was contracted to collect demographic data of the pilot sites as baseline information for the workshop. The workshop was structured with three days of classroom work that provided tools needed for conducting the field work; five days in the community working with community members to conduct a population appraisal; and two days back in the workshop setting. The final workshop exercise was used to analyze the information that was collected, and prepare a community map and a report to the villages as well as make population projection for the future. At the end of the workshop, participants and the villagers used the information collected and the projections developed to create recommendations for actions the community could take to address the issues that were highlighted in the PPA analysis.

Classroom Management

The following suggested classroom exercises are sequenced in a package that could take up to a day of classroom or training time. However, it is not necessary to implement all of the activities described below. Instead, the teacher may choose to cover and/or modify selected elements based on time available and the training needs of the participants. Assignment of additional reading is highly recommended especially for application of this case study in a formal education classroom setting.

Module 1. Introduction

The introductory handout (Handout 1) provides background information and context on this case. It is important for participants to read this background before starting any of the other exercises. Handout 1 also provides written context on ICM issues in the case study areas as well as a description of ICM activities that have taken place in the villages prior to implementation of the Participatory Population Appraisals. An optional slide show, which gives a visual picture of what the communities in North Sulawesi look like, is also provided. This slide show is a supplement to, not a replacement for the written introductory handout. The instructor does not need to be familiar with the case areas and is not expected to provide much more information than is given in the captions of the PowerPoint presentation or in the written introduction handout. However, the instructor should ask if there are any questions concerning the background information before proceeding with the other exercises.

Module 2. A Participatory or Non-Participatory Approach to Population Appraisal?

This module highlights the value of participatory approaches as well as the value of incorporating population appraisals into a CB-ICM process. It is assumed that participants already have some experience and/or knowledge of participatory approaches. If this is not the case, a reading assignment selected from one of the publications or web sites listed in the references section at the end of these notes should be provided in advance, or a short lecture provided on participation in ICM.

Start the exercise by telling participants that a role-play will be conducted. The context for the role-play is that a village level population appraisal will be pilot-tested in the two coastal villages of *Serei* and *Blongko*. A team consisting of a coastal management specialist, a demographer and a gender specialist sit down to discuss this effort. There are several issues that need to be addressed. First, the coastal management practitioner is not convinced of the need to incorporate demographic and population dimensions into an ICM process. Second, there are different opinions among the group as whether a

participatory or non-participatory approach should be used. One demographer has recommended that a participatory approach be used, based on her experience with using such an approach in inland communities in India. However the other demographer, who was educated abroad in classical approaches, feels that existing census data as well as a survey questionnaire will be more accurate and an appropriate way to assess population and demographic issues, particularly at the village level. The gender specialist supports using a participatory approach based on her past experiences in using such approaches for CB-ICM and gender analysis. The challenge of this role play exercise is: 1) to see if the demographers can convince the ICM practitioner that demographic and population appraisals are important for ICM processes; and 2) to see if the demographer who favors the participatory approach can convince the skeptical demographer that a participatory approach is appropriate for a village-scale appraisal. Finally, the case seeks to explore how gender dimensions can be incorporated into the process.

Select four individuals. Give each a different role to play. One will play the role of the participatory demographer, one the role of the non-participatory demographer, one the role of the ICM practitioner who does not understand why population appraisal is important, and one the role of the gender specialist who supports the use of the participatory approach. Each studies his/her role/script for approximately 10 minutes. Each role player is given a copy of only his/her role as described in Handout 2. The roles of the other players are not shared. (Cut up or copy each role on a separate piece of paper and distribute to role-players). Role descriptions are ***not*** shared with observers until after the exercise has been completed and processed.

After studying their roles, the players engage in a discussion to decide on: 1) the approach that will be used for the village level population appraisal and 2) the steps that will be taken to ensure everyone understands why this approach and process is useful for ICM in these villages. Those participants who are acting as observers sit in a circle around the four role players (in a fishbowl style setting) and listen to the players' conversation. Observers take notes on several aspects of the role-play including but not limited to the following:

● The arguments made, both the pro and con, for using a participatory approach
● Justifications put forth as to why population appraisal is important for ICM
● How gender dimensions come into play in this process

Start the role-play and let it continue for 20 minutes. It does not matter whether the players do or do not come to agreement on whether to use a participatory approach or whether a population appraisal is important for CB-ICM.

At the end of the role-play, conduct a debriefing of the role-players. Ask them how well they thought they were able to persuade their colleagues in the role-play of their position or if they were persuaded by the other, and why or why not. After the role players have a few minutes to discuss their impressions, bring the observers into the discussion. Facilitate this large group discussion around the following points.

● What were the pros and cons of each approach proposed by the demographers and how could you most effectively convince a skeptic to try the participatory approach?
● What is the rationale for incorporating population appraisal into an ICM process?
● How persuasive were the arguments made by the role players? Why?
● How could they better communicate the advantages of participatory approaches and use of population appraisal in CB-ICM to skeptics?
● What are some gender considerations for conducting a PPA?

It is often useful to have these discussion points as a handout for the class or written on a flip chart or board placed in front of the class. To conclude the group discussion, distribute a copy of Chapter 3 "**Population Analysis in Coastal Management**" in this case-study volume. It is a short chapter that describes why population analyses are important to coastal managers. It also describes various methods for population analysis, focusing on how to conduct a participatory population analysis. Discuss the differences in the detail and richness of the information. What are some of the limitations of the secondary data? How can one be sure that the PPA data is valid and accurate?

The role play and the "Population Analysis in Coastal Management" chapter illustrate two of the main teaching points of this case:

- It *is possible* to collect accurate and reliable information through PPA
- Participatory processes can build community ownership and support

The following text provides some elaboration on four of the five questions. The teacher may elect to use some of this elaboration during the large group discussion.

- *What were the pros and cons of each approach proposed by the demographers and how you could most effectively convince a skeptic to try the participatory approach?*

- *What is the rationale for incorporating population appraisal into an ICM process?*

You can collect accurate, reliable and valid demographic and migration data at the community level using a participatory population appraisal method. However, many demographers, and social and natural scientists involved as technical experts in ICM initiatives prefer a more structured and "scientific" approach to information gathering and analysis. Increasingly though, ICM practitioners are finding that participatory approaches can be a highly effective means of collecting accurate information about a number of issues of importance for CB-ICM planning.

Some coastal managers may not see the need to incorporate more in-depth analysis of demographic and population information into an ICM process. Participants need to be able to provide a clear and concise justification to such skeptics. They should be able to articulate the following points:

- When a participatory process is used for population appraisal and for community based ICM, community participants and leaders are more likely to take ownership of information and use this information to make decisions and plan actions to address future change.

- A participatory process builds trust and understanding between the community and the external ICM technical advisors. Without such trust, progress may be slow or nonexistent.

- *How persuasive were the arguments made by the role players?*
- *How could they better communicate the advantages of participatory approaches and use of population appraisal in CB-ICM to skeptics:*

The two preceding questions are meant to prompt participants to think about how to make their points persuasively in the context of a discussion with other colleagues – especially individuals who may not

agree with this position/approach. Solid negotiation skills are a benefit when working within a larger team of individuals, some of whom may have different backgrounds, experiences, and perspectives. It is important to be a persuader not a debater – i.e. to build consensus and understanding within a team rather than winning an argument. If team members do not buy into and understand what is being proposed, in all likelihood, what is proposed will not be successfully implemented.

Module 3. Planning A Participatory Population Appraisal

Tell the class to assume that the participatory approach will be tested in two local coastal villages. Divide the class into two groups. Each group will have the same charge – to "develop a plan of action for how they will train local ICM facilitators and conduct pilot PPAs in the two villages." Each group should answer the following questions:

- Who should participate in the PPA in order to ensure a high level of community participation and ownership of the information gathered?
- Who should participate in the ToT and how will you train them in the PPA method?
- What type of data should be collected?
- How will you to ensure that all gender and age perspectives are considered in the process?

Each group should appoint a presenter. After 30 minutes of discussion, each group delivers a brief presentation of their plan followed by discussion.

The discussion questions in this exercise are meant to help think critically about why participatory approaches are important. What needs to be considered when putting these approaches into practice? Practitioners may often understand a concept and why it is important, but without thinking through the nuts and bolts of how to put the concepts into action. One especially important aspect of this discussion should be ensuring gender equity in the participatory process. The following questions may help facilitate discussion on this point.

Module 4. Action Planning: Addressing Issues Raised by a PPA

Provide participants with Handout 2, which describes what was actually done including the Training of Trainers and pilot field testing of the PPA method (first two pages of the handout. Pages three and four of this same handout present the major findings from the PPA that was conducted in *Serei* (third page of handout) and in *Blongko* (fourth page of handout. An accompanying slide show provides a better understanding of field conditions and methods used in the process.

Reassemble into the two groups as divided into earlier. Assign each group a village – either *Blongko* or *Serei*. Then ask each group to discuss ideas on what the community should do to address the findings of the PPA and provide specific recommendations for each issue. Give the group 30 minutes to address the following question:

- What should the community do to address the specific findings of and issues raised by the PPA?

After 30 minutes, have each group report out in a plenary followed by a large group discussion.

This exercise builds on the previous one and is designed to help participants see how PPA helps refine typical ICM management strategies with a population and demographic perspective in mind. The main teaching point to emphasize in the plenary discussion with the participants is as follows:

PPA provides a window into the future. Incorporating population and demographic dimensions into the ICM planning process provides insights into future issues that will face the community. It allows the community to think not just about how to address present issues as typically identified in a classical ICM issue identification and profiling process, but also to understand the implications of current demographic trends on the community – including on its resources. While some CB-ICM planning efforts include visioning exercises – what the community would like their village to look like 10 or 20 years from now – PPA allows this ideal vision to be juxtaposed against alternative future realities. For example, what are the implications and opportunities if current demographic trends continue and no action is taken to address the issues that will arise as a result of these trends?

Module 5. Involving the Community in Action Planning and Incorporating PPA into a CB-ICM Process

Provide participants with Handout 4. This describes the decisions made by participants in the Training of Trainers (ToT) and by the community regarding what actions to take to address the PPA findings. Have participants read the handout. Then, facilitate a large group discussion around the following points:

- How would you facilitate a process at the community level to decide on a strategy to address demographic and migration issues raised by the PPA? Specifically address how you could ensure that the concerns of men and women are both adequately considered in the process.

- How could the ToT participants have done a better job of developing findings and recommendations and better involving the community in the process?

- How can demography and population assessments play a role in identifying issues and in preparing plans as part of the ICM process? For example, if tourism is proposed, how will that affect migration and demographics in the community? Supplemental readings on the ICM process would be useful to assign and/or review in advance (see references section at the end of the teaching case).

The purpose of this exercise and the focus of discussion questions is to highlight the following teaching point:

PPA is a simple and useful tool for ICM issue identification and planning. Using simple tools, population and demographic dimensions can be integrated into the issue identification and planning phases of the ICM process. Population growth is often mentioned by coastal managers as a driving force of change in coastal zones – a force that exacerbates issues that need to be addressed for sustainable coastal resources management. Most coastal management planning and profiling efforts will include basic information on population and demographic changes – such as population growth rates, population density, ethnic and religious profile of the community, etc. However, very rarely is this information analyzed in a more thorough way by making population projections. Such projections help communities and coastal managers view alternative scenarios with regards to specific stresses that may placed on management initiatives in the future (e.g. growing need for increased water supply, an increased number of fishers entering an open access regime, increased pressures on forests for fuel wood).

In this discussion, participants again need to think about how to operationalize demographic appraisals as part of an overall ICM policy process. Demographic information can be usefully incorporated into various phases in the ICM policy process. In the cases of *Serei* and *Blongko*, the PPA took place during the implementation phase of the CB-ICM process. In *Blongko,* it was actually long into the implementation phase – i.e. several years after the village plan and sanctuary had been adopted. In the case of *Serei*, it followed very shortly after their implementation started. In both cases, we can look at the incorporation of PPA as an incremental approach to ICM where the community simple but slowly built in new elements and perspectives over time. This is part of what is called "adaptive management" – i.e. over time, as new issues arise, communities must not remain static in their plans but instead reassess the context and newly emerging and evolving issues, and periodically adjust strategies. The PPA can be integrated into a CB-ICM process at the very beginning of the process. It does not have to wait till a first cycle of issue identification, planning and implementation is completed.

Module 6. One Year Later

Ask the group one final question and discuss their responses:

● What do you think the community did to follow-up on their own after the pilot testing was completed and why?

After discussing the participants' assessment of what may have occurred – distribute handout Handout 5. This provides information on what actually happened in the communities during the on-year period following the pilot test of the PPA methodology. Participants should read and discuss the results. Ask participants if they were surprised by the amount of follow-up performed by the communities. What do they perceive as the reasons for what happened – especially given that the PPA was only conducted over a few days period?

This final exercise reinforces the overall case teaching points and objectives. First, it demonstrates that even with very limited intervention at the community level by the local NGO, SCREEN, the community paid a great deal of attention to and gave great credence to the information it had collected as part of the PPA and to the recommendations made by workshop participants, including community leaders. Also, although SCREEN had no follow-up plan or funding to continue working with the community on implementation beyond the PPA, on its own the community utilized the information and implemented a number of actions based on that information. This likely happened because a certain level of capacity already had been established at the community-level for CB-ICM. In addition, the community was already familiar and comfortable with participatory approaches such as the PPA. This made it quite easy for the community and its leaders to assimilate the demographic information as part of their on-going ICM program. Also, the fact that SCREEN staff were well known and respected by the community may have influenced community leaders to perceive the information provided as reliable and sound.

The wrap-up discussion should also touch on the role of gender in coastal resources management. It should be pointed out, as mentioned previously, that women utilize resources in different ways than men and have different perspectives concerning issues and actions that need to be taken. For instance, worldwide, it is very common for women to play a significant role obtaining water supply for drinking, bathing and washing. Men typically dominate the capture fisheries. Both perspectives on the use of

resources that impact their daily lives are important to incorporate into the ICM issue identification and planning process. A challenge, however, is how to ensure women's participation in such planning and decision making. It is common in coastal societies for men to have the dominant role in community decision-making. Women may not attend community meetings and if they do, may not speak up or voice opinions that differ from those of the men or the community leaders. Therefore, it is often a challenge to devise ways and means to "collect" women's perspectives so they can be considered in the planning and decision making process. It is often a challenge to "hear" their opinions on program objectives, priorities and actions. It may be necessary to use both informal and formal processes to solicit this input. Cultural factors may also play a strong role in gender equity in ICM. Several other cases in this book (e.g. the Fiji and Tanzania cases) delve more heavily into these issues and are good companion pieces to this teaching case.

When analyzing population issues within a community, it is also important to consider gender. For instance, one or the other gender may dominate the in-migration to a community – often based on the types of employment that are available to in-migrants. Also, because males and females use natural resources differently, it is essential to understand the population profile of the community – both today and projected into the future. How many females and how many males are likely to be using the resources? What are the implications of this? In-migration can, in and of itself, have different impacts on males and females. Just as demographic trends vary from community to community, so too do the issues and solutions linked to these trends. Hence, a detailed appraisal of the local context using the PPA approach and linked to CB-ICM, helps to more clearly identify the priority issues for a community and tailor solutions to that given place and context.

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Acknowledgements

Session Plan

Time	*Activity*	*Handouts*
30 min	**Module 1. Introduction** Explain the objectives of the case study activity and the overall process that will occur over the next four hours. Distribute the introductory handout (Handout 1) to students and ask them to read it. If there is access to a projector, you may also choose to show the PowerPoint slide show to introduce the case. Ask participants if they have questions on the context of the place.	**Handout 1 Slide show 1.**
90 min	**Module 2. A Participatory Or Non-Participatory Approach To Population Appraisal?** Select from the participants four individuals. Give each a different role to play: - participatory demographer - non-participatory demographer - ICM practitioner who do not understand why population appraisals are important - gender specialist Each role player should be given only a copy of his/her role as described in Handout 2. Each will also get a copy of Handout 3, which illustrates the difference between the type of data obtained through a participatory population appraisal (PPA) versus a more conventional non-participatory data collection approach. After studying their roles, the players will discuss how to conduct the village population appraisal. The other classroom participants will observe the discussion (in a fishbowl style setting) and listen to their conversations. Observers should take notes on several aspects of the role play included but not limited to the following: ● The pro and con arguments for using a participatory approach ● Justifications put forth as to why population appraisal is important for ICM	**Handout 2 Further reading: Chapter 3. (this volume) Population Analysis in Coastal Management**

	Stop the role-play after 20 minutes. Process the results and facilitate a large group discussion around the following points. ● What were the pros and cons of each approach proposed by the demographers and how could you most effectively convince a skeptic to try the participatory approach? ● What is the rationale for incorporating population appraisal into an ICM process? ● How persuasive were the arguments made by the role players? ● How could they better communicate the advantages of participatory approaches and use of population appraisal in CB-ICM to skeptics?	
60 min	**Module 3. Planning A Participatory Population Appraisal** Divide the class into two groups. Each group will have the same charge – i.e. to develop a plan of action of how you will train local ICM facilitators and conduct pilot PPAs in the two villages of Serei and Blongko. Each group should try to answer the following questions in their discussion: ● Who should participate in the PPA in order to ensure a high level of community participation and ownership of information gathered? ● Who should participate in the Training-of-Trainers (ToT) and how will you train them in the method? ● What type of data should be collected? ● How will you ensure that all gender and age perspectives are considered in the process? After 30 minutes, have each group make a brief presentation of their plan followed by discussion.	
60 min	**Module 4. Action Planning: Addressing Issues Raised by a PPA** Reassemble into the two groups as divided up earlier. Assign each group a village, either Blongko or Serei. Distribute Handout 4 and if possible, use the accompanying slide presentation 2. These aides show how the ToT was conducted and the findings from the PPA. They should review the handout and then discuss ideas for what the community should do to address the findings of the PPA. They should address the following question: ● Based on findings, what should the community do to address the specific issues raised by the PPA? Provide specific recommendations for each issue.	**Handout 3.** **Slide show 2**

	Give groups 30 minutes to discuss these questions. Each group then reports out in a plenary followed by large group discussion.	
45 min	**Module 5. Involving the Community in Action Planning and Incorporating PPA into a CB-ICM Process** Provide participants with the handout describing the decisions made by the ToT participants and community regarding actions to address the PPA findings. Participants should read the handout and then facilitate a large group discussion around the following points: ● How would you facilitate a process at the community level to decide on a strategy to address demographic and migration issues raised by the PPA? Specifically address how you could ensure that the concerns of men and women are both adequately considered in the process. ● How could the ToT participants have done a better job of developing findings and recommendations and involving the community more in the process? ● How can demography and population assessments play a role in issue identification and plan preparation phases of an ICM process? (e.g. if tourism is proposed – how might that effect migration and demographics in the community?) Supplemental readings on the ICM process and on ICM planning would be useful to assign and/or review in advance (see references section at the end of the teaching case) Report out and discussion	**Handout 4.**
30 min	**Module 6. One Year Later** Ask the group one final question for this case and discuss their responses. ● What do you think the community did to follow-up on their own after the pilot testing was completed and why? After discussing the participants' assessments of what may have occurred, pass out the final handout that provides information on what actually happened in the communities approximately one year after the pilot test of the PPA methodology was completed. Participants should read and discuss the results. Ask if they were surprised by the amount of follow-up the communities actually did? What reasons do they give for what happened – especially since the PPA was only conducted over a period of only a few days?	**Handout 5.**

Module 1 - Handout 1

People Count:
Incorporating Participatory Population Appraisal into Community-Based Coastal Management Initiatives

Introduction Population and ICM

Population growth is often mentioned by coastal managers as a long term driving force of change in coastal zones – a force that exacerbates issues that need to be addressed for sustainable coastal resources management. In the short term, the trends and impacts with respect to these issues are also important for ICM practitioners to understand. For instance, fisherfolk move seasonally to follow fish migration and monsoon wind patterns. In addition, migration patterns are also based on kinship ties that extend along the coast. Fishers often move from overexploited areas along the coast to find new underexploited resources. Or, they may be trying to escape civil conflicts where they may become refugees. International tourism may also attract individuals with skills in the tourism industry, and who migrate to rural coastal areas to seek employment. Coastal areas often have the highest population growth rates within a nation and many people migrate from inland areas to the coast to take advantage of economic opportunities that exist there. In addition, it is often easy for migrants to enter the fishing sector, as most nearshore fisheries have open access. This exacerbates the overfishing that already exists.

Most coastal management planning and profiling efforts follow the policy cycle illustrated in Figure 1 below. Profiling usually includes basic information on population and demographic changes – such as population growth rates, population density, ethnic and religious make up of the community, etc. However, very rarely is this information analyzed in a more thorough way with regards to specific stresses it may place on management initiatives (e.g. need for increasing water supply, more fishers entering an open access regime, pressure on forests for fuel wood).

This case describes how issues of migration and population growth play out in the context of a coastal management initiative. It involves the pilot testing of a village level participatory population appraisal in two small rural coastal villages in North Sulawesi Province of Indonesia.
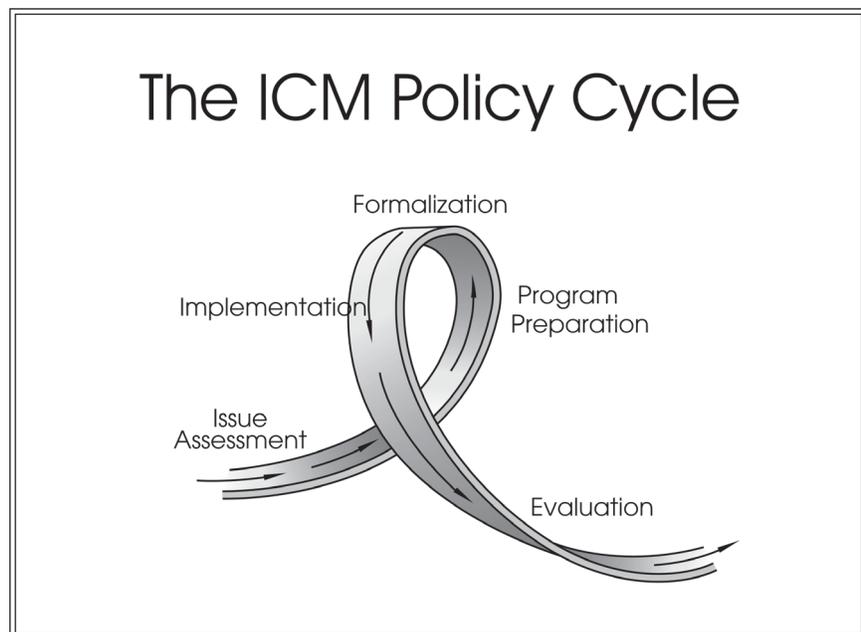

Figure 2: The Integrated Management Policy Process

Context

Coastal resources in North Sulawesi, Indonesia are still in relatively in good condition. The coastal area is rich in marine bio-diversity, with more than 7,000 species of tropical fishes and 2,000 species of coral reef fishes, hilly coastline with fringing reefs, and mangrove forest. Although the condition of the North Sulawesi coastal resources are still in good condition compared to other regions in Indonesia, the environmental quality and condition of those resources continue to be threatened/decline due to practices such as destructive fishing techniques and due to the pressures of population increases.

The Indonesia Coastal Resources Management Project ("*Proyek Pesisir*") was an initiative of the Coastal Resources Center (CRC) and funded by USAID. In North Sulawesi Province, the project promoted community-based approaches as a better way (as compared to the centralized approach in place with the project began in 1997) to manage the coastal resources. The project implemented a highly participatory process in three pilot villages. One of these, the village of *Blongko* passed an ordinance establishing a Marine Protected Area near the village. It was the first community in Indonesia to do so. The regulations prohibit all fishing and destructive activity within the sanctuary and seek to conserve marine resources. In the process of establishing Marine Sanctuary and the associated management plan, a village profile was developed where demographic information was collected and described as part of background information on the village

Coral Reef monitoring is carried out by members of the community and initially served to educate the fisherman on the need to stop using destructive practices. Since the establishment of the sanctuary and the management plan, there have been reports of increased local fish catch and improved coral reef conditions in and around the sanctuary. The *Blongko* community is very proud of the success of its marine protected area – which is now heavily visited by individuals coming to learn from the community's experience – and sanctuary and reef monitoring and social surveys show residents are highly aware of the sanctuary and its benefits.

Based on this initial pilot model of community based management, *Project Pesisir* decided to scale-up the approach to other villages along the coast of the Minahasa district of the province starting in 2001. *Proyek Pesisir* facilitated a community-based program that focused on establishment of marine sanctuaries in two dozen other coastal villages including the village of *Serei*. A series of training events, public awareness activities and public meetings were held with support and assistance from local non-governmental organizations (NGOs) and the local government. Community volunteers who had been trained with help from Proyek Pesisir implemented these events and activities. Within a short period of time villagers and village leaders began to understand the benefits of community-managed marine sanctuaries and the benefits of developing management plans to address local problems such as the impacts of destructive fishing practices, lack of potable water, poor sanitation and mangrove degradation. In response, the community developed a 25-year management plan to conserve their marine resources, protect their environment and address village development issues and needs.

The process of establishing a marine sanctuary in *Serei* has had more than just an environmental impact – it has also served to educate the local community and its leaders about the importance of discussing development issues and planning actions in a participatory, open, transparent and democratic way.

Migration and Population in Blongko and Serei Villages

Neither *Blongko* nor *Serei* gave attention to migration and population issues their initial planning processes. Yet, it is generally believed that on-going population pressures are increasing the challenges for managing natural resources. In the case of coastal resources, specifically a growing population may affect a resource directly, through such activities as over-fishing, bombing or poisoning the coral reefs, cutting of mangroves, or increasing sediment runoff or pollution by opening up forests for new agricultural lands. Growing communities also means more pressure on drinking water supplies and requires more land to be used for housing development.

In 2003, after the establishment of a marine sanctuary was established in *Blongko*, a new settlement of inland migrants developed in an area very close to the marine sanctuary. One reason may be that the success of the *Blongko* sanctuary and the presence of more fish inside its boundaries became well know among fishers in the area. This started to attract fishermen from neighboring villages to fish near the *Blongko* sanctuary and on occasion illegally fish inside its boundaries. In *Serei*, just as they were establishing their marine sanctuary, the national government built a refugee resettlement area along the coast. Here they provided refugees with a small house and a fishing boat. While the issue of the refugee resettlement was cited in the issue identification process of MPA establishment, this same issue was not considered during the planning process, nor addressed in the management plan.

In August of 2003, *Proyek Pesisir* phased out all activities from these villages. However, a local NGOs, (Sustainable Coastal Resources and Environmental Center – SCREEN) continued to monitor and provide limited assistance to these communities. In October 2003, The Coastal Resources Center, SCREEN and the Population Reference Bureau decided to pilot test Participatory Population Appraisal methods that had been used in inland areas of India adjacent to national Parks in a coastal context using *Serei* and *Blongko* as the two test communities.

Module 2 - Handout 2a

Fish Bowl Roles

Demographer 1

You are a demographer who has specialized in looking at small communities in developing countries, and using participatory or rapid rural appraisal techniques in surveying local communities. You have found that providing local communities with demographic projections has been useful in stimulating discussions in the localities about how local populations affect resources. You have developed a process by which local communities chart their populations on a map. And you have been surprised how astute local community members are in thinking about how population changes might affect the local resources. You collect data by having local residents indicate households and people on hand-drawn maps on the ground in small villages. There are several reasons why you think the participatory approach is useful:

- **Importance of migration data**. It is the only way to get data that clarifies past and current migration patterns in order to make reasonable projections of future migration. Understandably, such patterns are critical to making population projections at the local level. Formal census data often is not helpful for analysis at the local level.

- **Community ownership of data**. When the community collects and maps out its demographic data, it has greater ability to understand the data and to relate it to changes in the use of environmental resources. The community is then in a position to determine priorities for actions needed to maintain its resources such as fresh water, forest for firewood, and fisheries. Having this information and analysis available is empowering to the community

You want the support of the other demographer in trying the participatory approach.

Module 2 - Handout 2b

Fish Bowl Roles

Demographer 2

You are a demographer that heads the social science department at the local university. You have your doctorate from a prestigious university in America. You have often consulted on international population trends and have addressed the legislature of your country. You have not made population projections of small communities. You have worked exclusively with formal, published census data. You have trained students and census takers in data collection methods. You are skeptical of more informal and participatory methods of collecting demographic data – such as is being proposed by your colleague. However, you are also a strong proponent of incorporating population projections into environmental and resource management programs. You recognize that population data and trends are very useful in all kinds of economic and urban planning.

You need to convince the skeptical ICM practitioner that demographic and population appraisal is important to ICM programs.

Module 2 - Handout 2c

Fish Bowl Roles

ICM Practitioner

You need to help convince the skeptical demographer that a participatory approach should be used, based on your experience using the approach in community-based integrated coastal management (CB-ICM) programs. With the participatory approach, you are convinced the community will take ownership of the data collection and later resume more responsibility to take action based on the information. You are comfortable going into a community and holding focus groups and informal meetings with members of the community as part of the planning process. Your approach has been to work with the men of the village, the village head and other elders and the fishers in setting up community-based marine sanctuaries. In general, you do not see much need to involve women in this process as the fishers (other than reef gleaners) are exclusively men, and village government decision-making bodies are primarily male-dominated. Participatory approaches are well-accepted techniques for community-based management and are used in many countries throughout the world including Indonesia.

Module 2 - Handout 2d

Fish Bowl Roles

Gender Specialist

You are a gender specialist that has worked with and advised many community-based natural resource management projects in the past. You are aware that women play an important role in the use and management of coastal resources. They often collect mollusks and other resources from the reef flats, are typically the persons in the household who collect cooking-fuel wood from the mangroves and have to fetch drinking water from distant wells. Women are also involved in seaweed farming, fish processing and marketing and have an important say in how cash earnings in their household are spent. While women are usually not well represented in village committees, they make up about 50 percent of the population and have different views than men concerning coastal resource issues and priorities and different ideas on what needs to be done to solve these problems. You do not understand why a detailed population appraisal is important. However, you want to make sure that gender concerns are incorporated into the process – regardless of whatever else is decided. You are particularly concerned that during the population appraisal, the process incorporates women and address their needs, viewpoints and issues.

Module 4 - Handout 3

Action Planning: Addressing Issues Raised by the PPA

In order to pilot test the Participatory Population Appraisal (PPA) approach in a coastal context, a strategy was devised to carry out the PPA in the two villages of *Blongko* and *Serei*. The activities planned and undertaken by SCREEN, *Sustainable Coastal Resources and Environment Center*, a local NGO are described below:

Training of Trainers Workshop

SCREEN conducted a "training of trainers" workshop on participatory, community-based population appraisal techniques in October 2003. The workshop was structured into several activities. This included an initial three days of classroom work that provided tools needed for conducting the fieldwork. This was followed by five-days in the community conducting a population appraisal. The final activity was two days back in a workshop setting. This included analyzing the information that was established, preparing a report on the villages, learning how to take the information collected and making population projections for the future, and preparing maps and analyses that would be useful to the two communities that were the subject of the appraisals.

Stage 1. Initial training session in *Manado* (3 days)

Provided detailed training on the philosophy and methodology of participatory action research and also on how to:

- conduct a focus group or group interview
- include gender issues in the analysis of population concerns
- conduct a participatory census as part of a mapping exercise
- collect specific information on health, education, migration, water, and sanitation.

This portion of the workshop included a group of exercises that gave participants specific practice in using the tools that would be needed during the fieldwork portion of the training. This included training in how to draw maps and record census information for a group of twenty houses in each of the two communities. Representatives from *Serei* and *Blongko* served as the informants for the mapping and community census exercise. On the afternoon of the second day, the participants left the workshop setting and moved to the two villages of *Blongko* and *Serei* to begin the field work component of the PPA.

Stage 2. Field work practicum in the villages (4-5 days)

The village appraisals were carried out over a four and a half-day period, and looked at the relationships between population change, resource use, and the health and well being of the community. One goal of the analysis was to enable the communities to better envision their future – a first step in preparing to address expected changes in population while sustaining local resources. Teams of workshop participants,

including village representatives, worked in separate sub-villlages to carry out the appraisal process. They each worked in a separate sub-village. Community members fully participated in drawing base maps, mapping out house locations, and providing population and land use information. This proved effective in assembling accurate and true data about the population and households of the village, and information on how that population has been changing over time. An important benefit of this process to the community is that the data collected is not for external use, but rather for use by the community in developing and enhancing its own planning capabilities.

Every attempt was made to record information that was accurate without being laboriously detailed. The data was collected in a relaxed manner, working in the shade under a tree, or on a porch. Several members of the community were present during the census taking exercise, with community members revolving, so that information on different parts of the sub-village could be accurately developed. The village leaders of both communities thought that the data collected were highly accurate – in fact, more accurate and more useful to the community than data collected by the official government census or the occasional government surveys of family planning or agriculture. By having the information coming from groups of neighbors, there was verification by different households about their information and the household composition of neighbors. Information collected on each map generally included 60 to 100 households.

The participants worked hard and learned much. Each pair of participants spent much of the first day conducting the participatory census in one of the village sub-villages (sub-villages usually contain less than 100 households). On the second day, the census data was augmented with other data to triangulate the PPA-collected information, and to clarify the meaning of that data within the village context. Emphasis was placed on linking the discussion to such issues as fresh water availability, sanitation, health, education, and migration. By and large, the participants found the experience instructive and informative.

Stage 3. Wrap up and final training session (2 days – Manado)

In the concluding session, participants divided into two groups, one for *Blongko*, and one for *Serei*. In addition to the 20 workshop participants, there were three representatives from each village. From *Blongko*, all three representatives were members of the management committee. From *Serei*, representatives included the elected headman of the village and two members of the governing committee. The groups worked together. The village representatives led the process but were supported by the analysis, insights, and ideas of the participants that worked as part of the PPA effort in their village.

The census data, migration information, and school, health and family planning information collected from each community were used to prepare population projections for the two communities. Each group prepared a report on their village. These reports summarized the villagers' own information, and included statements on future anticipated pressures on the resources and offered recommendations on ways to improve resource use and to mitigate negative impacts. The demographer-facilitator prepared the projections. He was assisted by demographers from the Sam Ratulangi University in Manado, who assembled census, mortality and fertility data prior to the workshop.

The two-day concluding session was a very useful part of the process. Participants reflected on what they had learned and accomplished, and how that information could be made useful for the villages.

Major findings of the PPA: *Serei*

The recent influx of people into *Serei* village has upset the balance between the population and the available natural resources. The following issues have been identified as having been created by or exacerbated by the influx of refugees and their new settlement area:

Lack of education services. The community lacks the proper facilities, materials, and qualified teachers to offer a quality education to its citizens. This often creates an inability of the village's younger generation to compete with others in the job market. This in turn forces them to have no choice but remain in the village and become fishermen or work as laborers in the coconut plantation or in the city. The influx of refugees has put even more stress on the local education system and has increased the number of persons vying for the limited number of jobs available in the community.

Lack of awareness of the need to maintain and monitor the marine sanctuary. New migrants were not involved in the ICM planning process for the sanctuary and are thus unaware of the importance of protecting and managing the village's marine protected areas and managing the mangrove forest near their settlement. The fact that these new migrants have been provided with fishing boats increases the risk of violations of sanctuary rules and may increase pressure on mangrove resources.

Lack of availability of clean water. The heavy influx of refugees has increased the demand for clean water – a demand that becomes especially critical during the dry season. Exacerbating the problem is the fact that the refugee settlement did not include a plan for a drinking water supply.

Lack of appropriate mariculture and agricultural practices. While good practices in mariculture and agriculture are available, they are not being used in *Serei*. Upland areas are constantly being burned and farmers fail to take soil erosion control measures while numerous shrimp ponds constructed in the mangroves now lay abandoned. Unfortunately, *Serei's* management plan does not include strategies to manage and protect either the remaining upland area and/or the mangrove forest areas.

Lack of knowledge and skills in farming and fishing. Part of the reason for this is that villagers buy their vegetables, fishes, meats and spices from other places or from outsiders who come into the villages to sell this produce. And, although many in-migrants living in the low-lying coastal areas were provided with boats for fishing, few of them had previous experience working as fishers and none have been trained in good fishing techniques.

Lack of employment alternatives. This is especially critical problem for the new migrants in the area. While they were provided enough land to put up a house, they were not provided with any farmland. This has increased the pressure on the fisheries resources and has led to conflicts between the original residents of the village and the newcomers.

Major findings of the PPA: *Blongko*:

In-migration to *Blongko* will likely continue. There appears little *Blongko* can do to reduce this trend. One result will be that some of the lands currently being used for cultivation will be used instead for housing. This will create additional pressure to find land for agriculture – with the likely response being to cut the remaining forest upland. These very forests, however, are part of the watershed that

feeds the springs that provide the water supply to the village. Thus, the community is rightfully concerned about the pressures that local population growth will places on its water and forest resources.

The community still needs to address issues around the management of water resources, sanitation, and coastal erosion. Many houses in the new settlement area are near a river mouth that periodically changes course. Several homes along the river – especially where it joins the ocean – have been destroyed. The community has spent considerable energy and resources to construct erosion control structures to prevent additional houses from falling into the sea. However, continued expansion of the new settlement may place additional homes at risk.

In the past several years, there have been few awareness raising activities conducted in the village. Consequently, new migrants – especially those that have settled near the marine sanctuary, which was created before these new migrants arrived – lack an understanding of the issues related to the village and its natural resources.

The villagers, working with the external participants, expressed sophisticated views about the interrelationships between education and migration. They understand that improved education of *Blongko's* children often leads to greater employment opportunities for them outside the village. This can, in turn, spark out-migration from *Blongko*.

From the interviews with the community, it was clear that villages do not want to prohibit in-migration. In fact, some level of in-migration is likely to support prosperity and development of the village. However, the *Blongko* community does believe it needs policies that will structure its growth and development and they recognize the need to take other steps to mitigate potential problems caused by in-migration.

Involving the Community in Action Planning and Incorporating PPA into a CB-ICM Process

The workshop participants, working with the village representatives and based on discussions held in the village, developed a list of recommendations to address some of the findings and issues raised by the PPA. The collected information – including population projections, village maps and recommendations – was shared with the village representatives. These representatives promised to return to the village, share the information that had been gathered and provide feedback to the community on the recommendations made by the workshop participants. Unfortunately, there was insufficient funding to follow-up with the community after the pilot test of the PPA.

Recommendations for Serei: In view of the recent influx of population into *Serei*, and the need to maintain a balance between the population and the available natural resources, policies must to be put in place and initiatives developed by the community. In doing this, the following recommendation should be considered:

Lack of educational opportunity. The recommendation was to ask the local government for assistance in securing good quality teachers and in requiring youths to continue education through high school. Related to this issue and recommendation is the need for the community to their sources of income – mainly derived from the sea and from farming – to ensure they have sufficient funds to pay for this education for their children, should it be made available.

Lack of awareness of need to maintain and monitor the marine sanctuary. The recommendation is to re-activate awareness raising efforts about the importance of the marine resources to the village and to ensure that the targeted audiences for these awareness-raising efforts include the new migrants which reside so close to the marine protected area.

Lack of clean water. It was recommended that the community act to protect the forest above the village and their ground water. Another suggestion was to develop ways to bring in water from the spring to reduce the burden on village women who now must travel several kilometers from their houses to collect water for cooking and washing.

Lack of appropriate mariculture and agricultural practices and strategies. It was recommended that the community seek training from local universities on mariculture and agroforestry and that the community begin to plant corn or vegetables under the coconut trees.

Lack of knowledge and skills in farming. It was recommended that the community start planting spice trees and establish home gardens for vegetable production. This may help reduce – even if in a small way – the amount of produce they must buy from outsiders.

Lack of livelihood alternatives for the new in-migrants. It was recommended that the new migrants seek assistance from both the local government and the local community who own land surrounding the migrant settlement area. Specifically, the request is to allow migrants to " borrow" some of this land to use for farming.

Recommendations for Blongko:

Continued in-migration and related pressures on natural resources. It was recommended that the community take serious steps to safeguard its water supply by protecting existing forests and to prevent erosion or sedimentation that would degrade its fine marine resources. There was also the recommendation that the community develop policies that will help structure the likely growth and development is such a way as to help mitigate the potential problems that will be accompanied by this growth.

Module 6 - Handout 5

One Year Later

Blongko:

- The village government built an additional water tank close to the spring area. It also provided 40 new spigots. Funding for these improvements was provided by the Sub-District Development Project, a national initiative.
- With facilitation by SCREEN and support from the Department of Fisheries and Marine Affairs, the villagers actively participated in mangrove planting. People living in the new settlement area were also encouraged to participate in the mangrove-planting project on the beach behind their settlement.
- The village government discussed with landowners the idea of resettling those living in the new settlement area to areas further away from the marine sanctuary. This would help protect the sanctuary from household pollution and protect the settlers and their houses from erosion and flooding.
- The village monitoring committee is still active in safeguarding and policing the sanctuary. The committee received two awards – one from district government and one from provincial government – for their active and voluntary effort in protecting and monitoring the marine sanctuary and the environment.
- The MPA management committee has began training three neighboring villages on how to establish and manage marine protected areas (marine sanctuary) in order to reduce some of the pressures around their sanctuary created by neighboring fishers. This effort received high support and recognition by the district government.

Serei:

- As many as 100, or almost half, of the households in the resettlement area have returned to their homeland in North Maluku or found places in other areas of the district. This is partly due to a lack of livelihood opportunity in *Serei* and its surrounding area and/or due to the lack of proper planning by the village for how to address the needs of sudden population growth.
- In addition to the refugees, there were 25 original *Serei* households plus several households from neighboring villages which were moved and which now reside with the remaining refugees in the new settlement area. These 25 original *Serei* families continue their farming activities. The refugees received a house. They also received a fishing boat from the government under a scheme whereby one boat was issued to be used, in rotation, by five families. Such an arrangement was not in line with the typical socio-economic structure of fishing communities in the area. This, combined with the fact that the boats were of poor quality and quickly became damaged and unusable, and the fact that the refugees were not fishermen and lacked fishing skills combined to work against this scheme being successful. Working out a realistic system of cooperative management was never done.
- A new water supply was developed in the coastal sub-village and five public spigots and 20 faucets were expanded onto *Serei's* existing water supply system.
- The MPA management committee is vigorously patrolling the sanctuary.
- Village government has also proposed a program and is asking higher-level government support to start corn farming under the coconut trees in the village.

MEXICO
TEACHING CASE STUDY

Ana Luisa Toscano, Teresa Ramirez Montes, and Pamela Rubinoff

*Learning-by-doing.
Empowering people and their
communities through early actions
- Santa Maria Bay,
Sinaloa, Mexico*

Teaching Guide

Case Summary	
Type of Case	Mixed (Narrative and discussion)
LearningObjectives	● Foster an appreciation of the importance of determining the real needs of a community in planning initiatives – from both a conservation and gender perspective. ● Promote an understanding of the benefits to empowering women's groups as a strategy in participatory planning and management. ● Highlight and recognize the challenges to effectively incorporating gender equity and enterprise development as cross cutting themes in conservation and management initiatives.
Key Issue	The approved Santa Maria Bay strategy relies on empowering local leaders and community groups in an active participatory management scheme to achieve goals leading to their 2015 vision.
PrimaryAudience	Practitioners, coastal managers, conservation managers. This includes the members of the Bay Conservation and Development Commission who are going to implement the long term management strategy
Delivery Format	Workshop/classroom setting
Time Commitment	3 hours
ParticipantsRequired	No more than 30
ResourceNeeds	Flip charts, markers, masking tape, photocopied handouts
Key Teaching Points	1. Peer-to-peer exchanges of experiences should consider the different roles and needs of men and women. 2. Project managers need to establish creative linkages, both institutionally and thematically, to advance gender mainstreaming through coastal management. 3. Goals and expectations must be clarified from the beginning of a project/initiative to reduce frustrations of the community and/or the technical team. 4. Respect and value the desire of women to develop leadership positions and recognize their ability to organize within and among the communities to direct future activities. 5. Sufficient resources (human and financial) must be available to implement early actions when aiming to achieve multiple objectives of mainstreaming gender equity and coastal management.

Introduction

In the spirit of developing an effective strategy to combine wetlands conservation and economic development in an area designated as a critical lagoon ecosystem, this participatory effort evolved over a period of five years. International funding supported the effort and was matched with funding from local municipalities and non-governmental organizations (NGOs). At the end of the five years, there is a Santa Maria Bay vision and a management strategy supported by the community at-large and the two municipalities surrounding the bay, an implementation framework, and a legal mechanism for funding and decision-making. One of the essential elements of the planning and future implementation is public involvement in decision-making, with a desire to promote gender equity in use, access and control of the resources of the Bay. This case is based on a true story. It is anticipated that the case study will be used as a component of training for new members of the reconstituted, municipal Commission for Conservation and Development of Santa Maria Bay. Formerly a voluntary Committee for Conservation and Development (CCD), the new Commission is the official body empowered to implement a para-municipal agreement currently being formed (November 2004) of local officials, coastal and environmental managers, and a diverse group of local sectors involving business and community members. The Commission will implement the management strategy for Bahia Santa Maria. While directed at the new Commission, this case can also be used by others seeking to enhance the knowledge, skills and attitudes of resource managers to empower people and their communities engaged in a participatory management effort. The case illustrates key lessons learned by the technical team as they helped promote gender mainstreaming in coastal management through early actions established to initiate management strategies in the Bay.

Classroom Management

This case is designed for a classroom, with no more than 30 participants. It is suggested that discussions are led in three to five breakout groups, followed by a discussion in plenary to highlight key teaching points identified by the trainer. Each small discussion group should include three to six participants. There are three options for breakout groups depending on the backgrounds of the participants. Each provides opportunity for rich discussion from different perspectives when the small groups are brought back to plenary. The first option is to divide the participants by gender (men, women and mixed). This group configuration helps explore gender differences that emerge in the discussion. The second option is to divide the participants by their roles, either real or imagined (e.g. municipal decision-maker, technical staff, stakeholder, researcher, and community cooperative leader). This option would help to illustrate how resource management roles influence perspectives. The third option is to divide the groups randomly.

There are three modules in this case study. Each has discussion questions designed for the breakout groups. Small groups' answers to the questions are discussed *after* each module, and before moving on to the next module. The trainer may choose to bring the groups to plenary after each module to share their small group discussion. Or, the trainer may choose to use the plenary only after all three modules have been completed. The training notes include text that provides additional information specific to each discussion question. This text explains what actually happened in real life. This text provides the trainer with some insights that will help him/her better understand the on-the-ground situation and lead a more in-depth discussion with the plenary. This text is not *intended* to be shared with the participants for use

in their group discussions; however, it may – if the trainer chooses – be distributed after the exercises are completed. The teaching notes reference exercises and text within two key documents used in the process of developing the Santa Maria Bay strategy. These are available in English and Spanish and can be downloaded from www.generoyambiente.org. Workshop participants or practitioners interested in additional tools to use in mainstreaming gender in coastal management, will find the following two documents useful.

Aguilar, Lorena, I. Casteñeda, and H. Salazar. *Search of the Lost Gender. Equity in Protected Areas*. ISBN 9968-743-61-5. IUCN, San José, Costa Rica. February 2002.

Aguilar, Lorena and I. Casteñeda. *About Fishermen, Fisherwomen, Oceans and Tides: a Gender Perspective in Marine-Coastal Zone*. ISBN 9968-743-55-0. IUCN, San José, Costa Rica. June 2001.

Module 1. Community Meeting at the Local School (Handout 1)

Ask participants in all breakout groups to read the introduction and the first module in the case study. The setting is a series of meetings of the Bay Commission, plus workshops and events sponsored by the bay management initiative. A number of characters are introduced in the handout:

- **Andres**: leader of the technical team and staff to the voluntary Committee on Conservation and Development (CCD)
- **Maria Carmen**: the community liaison
- **Adriana:** technical advisor for the community groups
- **Jose**: member of a fishing cooperative
- **Senora Councilwomen**: member of the municipal council
- **Senorita Sonora and Senor Nayarit**: leaders of community groups in adjacent states

The two main challenges presented in the handout are:

1) How can the technical team use "early actions" to empower both men and women to engage in planning and implementing of a bay strategy – a strategy that proposes a series of goals linking conservation and development?

2) How can teams overcome the challenges of meeting community expectations about day-to-day concerns related to livelihoods, natural resources, and community leadership?

Following the reading, each group answers the discussion questions chosen by the trainer. The trainer then has the option to move onto the second installment, or to bring the group to plenary to lead a discussion among all participants focused on one of the key discussion questions.

Questions and Highlights for Discussion for Module 1

1. *Why do you think Andres had never before seen most of these women at earlier meetings of the technical committee? And, what are the implications of this situation?*

When the project started two years earlier, it focused on a subset of issues associated with resource use and ecosystem health. It did not consider the full range of activities that might be of interest to the broader community. Additionally, the team was not trained to consider gender equity at the beginning of the project. Therefore, the diagnostic and planning phase focused heavily on fishing, shrimp farming, water quality, bay circulation and mangrove and island conservation – all issues of priority concern mostly to fishermen, the primary users of the Bay – without consideration of any issues of concern to women and the rest of the community. To date, the key stakeholders were the fisheries cooperatives and the shrimp farmers, as well as the local municipal staff. Many of the women's husbands were involved in the earlier meetings since they belonged to these groups, but the women themselves were not involved.

At this point in the project, the team felt it was time to expand their constituency to help ensure that the strategy would be accepted and implemented. The team agreed that the early actions would target the broader community, and understood that there would be significant work to bring additional stakeholders (i.e. the fisherman's wives and other members of the community) up to speed on the priority issues and the draft management strategy. They also agreed to incorporate additional issues and actions that would speak to the community-at-large, which would prompt more women to be involved in the process. Gender equity was just beginning to be identified as a component for the project, when this meeting confirmed the demand.

2. *What factors might help explain Andres' surprise that such a large number of women attended this meeting and why the majority of the groups formed were women-only groups?*

The municipal officials were responsible for planning the logistics for the meeting. They decided to use buses to transport community members to get broader participation. By coincidence, the bus schedule coincided with the time of day most convenient for women. While the tides were checked, and the seasonality known for harvest, many of the daily activities of community members were not fully understood prior to the meeting.

Also, unbeknownst to the CCD, the state and federal Institutes of Women had built a strong based of capacity for gender equity and there was an informal but growing network of women forming in the community. Since gender equity was not an explicit goal of the program, however, little attention was being paid to this issue and for several years the program remained unaware of the growing foundation for gender equity. The community women, meanwhile, had a strong desire to move ahead with the formation of women's cooperatives for the early actions. This was confirmed by the presentation of Senorita Sonora, who told of the great success of their women only cooperative. The technical team, by default promoted women-only and men-only groups by the presentations chosen.

3. *What potential benefits are gained by explicitly incorporating a gender equity component of early actions? What are the potential risks?*

Early actions are designed to engage stakeholders in tangible expressions of management and build capacity towards a more substantive participatory process. Incorporating gender equity in these actions will set the stage for future management. It provides a time for experimentation, so that problems can be addressed and opportunities examined. Women and men have opportunities to become empowered in this work and to build leadership skills essential for resource management. The early actions provide a forum for discussion of how gender equity can be formally integrated into a management framework, and may increase the likelihood of permanent change in the equitable use, access and control of local resources.

The risks inherent in early action should be identified by project proponents and by the local communities. For example, one risk is that groups may fail to meet their own expectations for these early actions – let it be earning a specific sum of money or attaining significant recognition for their efforts. Expectations for men and women will differ, given different social and economic factors including gender and culture. Early actions are often considered "practical exercises", where teams practice tools for future management approaches. If unaware that in some respects early actions could be considered "experiments", people can become frustrated if they do not meet expectations and may then become disenfranchised from the project team and the overall initiative. Another risk is that individuals become so engaged in their specific activity/early action, they forget these are only part of a larger Bay-wide strategy.

References for Module 1:

Two references offered earlier – *In Search of the Lost Gender*, and *About Fishermen, Fisherwomen* – both provide exercises for community training events and further explain key elements illustrated in this module of the case study.

In Search of the Lost Gender:
- Skills Exercise: Calendar of Annual Activities According to Gender and 24-hour Reminder. These exercises for community members help to visualize the work conducted by men, women, boys and girls, and to think about work division and its consequences with respect to the project and to their daily and seasonal lives. pp 85-88.

- Further Reading. The Management Plan: From Inequity Visibilization to Equity Promotion. pp.115 - 143.

About Fishermen, Fisherwomen:
- Further Reading: Getting the ball rolling: some ideas about equity-promoting activities. pp. 143 - 153.

Module 2. Empowering Local Communities (Handout 2)

The trainer asks participants to return to their breakout groups and read the second module of the case study. Following the reading, each group answers the discussion questions chosen by the trainer. The trainer then has the option to move onto the third module, or to bring the group to plenary to lead a discussion that includes all participants and is focused on one of the key discussion points.

Questions and Highlights for Discussion for Part III

1. What social benefits did the early actions provide for the individual and the community?

Empowerment, respect, and leadership were benefits noted by the women. The individuals were better able to understand the current situation regarding access, use and control of resources (natural resources as well as financial and institutional resources). And, they were able to then envision a future where they took greater advantage of these rights promoted by Mexican law. Individuals also indicated that their

families often functioned more cohesively, since they all participated in weekly garbage removal and other special projects, such as beach cleaning. Men now better understood their own role in providing benefits to both their family and the community, and similarly recognized the impacts of their actions, and the responsibility to address them (i.e. hauling shrimp waste to the dump). They now understood that their wives, daughters, and sons also benefit from the bay and may create impacts on the bay as a result of certain of these activities.

In terms of the community, the women are now participating more in the public process, and bringing resources to the table (themselves and institutional colleagues) to help solve problems and bring consensus to key issues. Women have effectively built coalitions within and among the communities and have identified ways to negotiate with others to achieve their goals. Men and women are working together in decision-making forums – something that was not happening previously.

The bay receives less contamination now that the shrimp heads are buried off-site and the beaches are cleaned of debris. This makes it a more desirable and safe place for swimming and recreation. The community is a cleaner place, making the residents proud and eager to participate in the future direction of the community.

2. *What economic impacts did the early actions provide for the individual, community, and bay?*

The amount of effort needed to establish successful enterprises is significant. Upon reflection, the strategy to implement financially secure early actions with so many groups was beyond the capacity of the technical team, both financially and technically. In retrospect, the team should have linked with other partners, outside of the conservation and gender fields, to provide cohesive programs in enterprise development. When partnerships were explored, for instance with the shrimp flour venture, the women felt that they would not be equal partners in the effort and therefore did not continue negotiations. However, experience in many other programs worldwide has shown that there are ways to link communities who have resources and experience (agriculture, crafts, fisheries), with organizations that look for partnerships, provide financial and technical support to communities, and value the role of local leadership in a joint venture.

The economic benefits to individuals have been sparse. The men's sport fishing venture has proven the most successful, since they had continuous technical assistance from one of the university professors who was funded to promote ecotourism, while the other groups had only temporary assistance. Even so, it has taken the sport fishing venture a while to break even on their investments, and they are still working hard to develop a profitable business for their members. While women's groups gained leadership and skills to build their enterprise, there were obstacles in the system that made it increasingly difficult to do business. Most notable, was the difficulty in getting credit, because they did not have collateral. Because the Committee for Conservation and Development was not legal at the time, asking them to co-sign loans was not an option. One of the groups was given the opportunity to become part of the men's cooperative so that they could have more flexibility for funding and permits. However, the women decided they wanted to retain their independence. Through the women's networks and coordination with local authorities, three communities have begun to work on a solid waste program for the islands, which employs 31 women in temporary work training fisherman, restoring nesting areas, and implementing a recycling program. Off-season jobs associated with economic

benefits for the community and the bay would not be recognized in the short term. It is important to establish realistic goals and effective indicators to monitor such impacts.

3. *What are the potential sources of the problems that cause the women's groups to be frustrated?*

Community member expectations differed from those of the technical team. The primary goal of the technical team was to build leadership and empower local community members and sectors in order to build a stronger constituency. The belief was this would, in turn, provide motivation and skills to advance enterprise development actions that were consistent with the bay management strategy. The community groups started their early actions focused on a priority issue and with full intention of earning supplemental income. These early actions would benefit both their families and communities. So, while the goal of the technical assistance team was to build leadership, that was not the primary motivation for the community. The program would have benefited from having set explicit targets, goals, and monitoring indicators for the early actions.

The level of effort required – financially and administratively – was not fully appreciated or understood by the communities before they began their efforts. As a result, the technical team was not able to effectively meet the needs of the community groups, and at the same time the communities did not understand at that point how they could try to access resources – technical and financial – outside of those provided by the technical team.

While overall goals and actions were developed for the management strategy a majority of women were new to the process and had not been involved in the earlier discussions. Therefore, there was a lot of "catch up" to do in the level of understanding of the environment, issues, and management options.

References for Module 2

The following references provide exercises for community training events and further explain key elements illustrated in this module of the case study.

In Search of the Lost Gender:
- Further Reading: Implementation of a Gender Sensitive Monitoring and Evaluation System for Effective Management of Protected Areas. p. 122.

About Fishermen, Fisherwomen:
- Exercise: Institutional Diagram. Helps to identify the various organizations involved in community management, and the level of importance that men and women grant them. p. 122.
- Exercise: Before, now, and after. Assess the situation of the community regarding the use and conservation of natural resources (sensitive to the identification of gender differences. p. 113-114
- Further reading: Practicing what we preach: managing marine-coastal projects from an equity perspective. pp 201-208.

Module 3. Capitalizing on the Leadership of the Community Groups (Handout 3)

The trainer asks participants to continue in their breakout groups and read the third module of the case study. Following the reading, each group answers the discussion questions chosen by the trainer. The trainer then brings the group to plenary to lead a discussion among all participants focused on discussion questions in Module 3, or overall questions reflecting the teaching points and lessons learned.

Questions and Highlights for Discussion for Module 3

1. *What indicators should be used to measure success of the early actions?*

   Once goals are established together with the community members, a set of indicators should be developed that reflect the priorities and a common vision. In *Search of the Lost Gender: Equity in Protected Areas,* Aguilar et al propose a participatory process for establishing indicators, and suggest that these include a gender-lens and address issues of capacity building, leadership and personal skills, economics, and environmental issues. In this case, it would be useful to include a combination of indicators related to personal growth and household economic benefits. In addition, indicators that relate to the level of constituency building, capacity for building local coalitions, and enhancing community well-being would be valuable to track with explicit indicators addressing the advancement of gender equity in bay management.

2. *What policies can be incorporated into the legal charter of the Commission for Conservation and Development to better ensure that their strategy and implementation achieves gender equity?*

   - First, the membership and representation of groups on the formal Commission should reflect a commitment to gender equity. Men and women and their respective issues should be equitably represented on the committee and by its membership. The staff similarly should consist of both men and women in positions of leadership and authority.

   - The Commission, staff and subcommittee members should have sufficient capacity in gender equity to facilitate the implementation of policies and programs and make programmatic decisions that will effectively promote equity.

   - Criteria should be set for program development and decision-making to ensure that gender equity is considered when distributing benefits (financial, technical, resource related).

References for Module 3

The following references provide exercises for community training events and further explain key elements illustrated in this segment of the case study.

In Search of the Lost Gender:
- Further Reading: Implementation of a Gender Sensitive Monitoring and Evaluation System for Effective Management of Protected Areas. pp171-192.

About Fishermen, Fisherwomen
- Further Reading: Practicing What We Preach: Managing marine-coastal projects from an equity perspective. pp 201-208.

Overall Processing of the Case Study for Plenary:

The trainer should choose one key question from each module to discuss in plenary. Also, the additional questions and "elaborating" text listed below may be used to help process the exercise.

1. *What do you think were key lessons learned by the technical team during this process?*

    The answer in the five key teaching points:
    - **Peer to peer exchange of experiences should consider different roles and needs of men and women.** Cross-site exchanges and workshops should be designed to honor the needs for each to have their own space to exchange among peers.

    - **Project managers need to establish creative linkages, both institutionally and thematically,** to advance gender mainstreaming through coastal management. Managers must think out-of-the-box, to identify opportunities for training and program implementation and establish networks with and among gender, health, population, and enterprise development and conservation programs.

    - **Goals and expectations must be clarified** from the beginning to reduce frustrations of the community and/or the technical team. If poverty alleviation (as opposed to conservation) was the major issue for the communities, early actions should have provide more resources and addressed this explicitly through the plan and the early actions.

    - **Respect and value the desire of women to develop leadership positions** and recognize their ability to organize within and among the communities to direct future activities. Within the home, opportunities for family participation increase the learning, enhance family interactions and promote a joint commitment towards environmental stewardship.

    - **Sufficient resources (human and financial) must be available** to implement early actions when aiming to achieve multiple objectives of mainstreaming gender equity and coastal management. The technical team should be prepared to provide assistance technical, financial and legal assistance in different ways for men and women. Consideration should be made to insure that the balance between capacity and complexity, both of the team and the community, is maintained.

2. *Reflecting on the group process in this training workshop, were there different perceptions of the women and the men when discussing the case within your group?*

3. *If breakout groups were divided by gender, did the group dynamics and the focus of the dialogue differ between the male-only, the female-only and the mixed-gender groups? In what ways?*

At the conclusion of the workshop, the trainer should the hard and honest work of the participants. Everyone should join is some type of small celebration of that work – such as with the award of a diploma, the sharing of a lunch, or the giving of a gift such as a craft made by the local community action initiative.

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Learning-by-doing. Empowering people and their communities through early actions - Santa Maria Bay, Sinaloa, Mexico

Session Plan

Time	*Activity*	*Handouts*
15 minutes	**Introduction** Describe the session objectives and break into groups. ● Each group should choose its facilitator and timekeeper. ● The case is broken into three segments. Estimate 30 minutes to read each module and discuss the questions. ● After 30 minutes, move to the next module. ● Read each part of the case individually or out-loud. ● Discuss the answers to the selected questions. ● Participate in a plenary discussion of these same questions.	
30 minutes	**Module 1. Community Meeting at the Local School** Groups read introduction and part 1 and answer the questions: 1. Why do you think Andres had never before seen most of these women at earlier meetings of the technical committee? What are the implications of this? 2. What factors might help explain why such a large number of women attended the meeting and why the majority of the groups formed were women-only groups? 3. What are the potential benefits and risks of explicitly incorporating a gender equity component of early actions?	**Handout 1 and 2.**
15 minutes	**Plenary** to discuss one key question from above list and process the different responses from the different groups	
30 minutes	**Module 2. Empowering Local Communities** Groups read module 2 and answer the questions: 1. What social benefits did the early actions provide for the individual, community, and the Bay? 2. What economic benefits did the early actions provide for the individual, community, and Bay? 3. What are the potential sources of the problems that cause the women's groups to be frustrated?	**Handout 3.**
15 minutes	**Plenary** to discuss one key question from above and process the different responses from the different groups	
30 minutes	**Module 3. Capitalizing on Community Group Leadership** Groups read module 3 and answer the questions: 1. What indicators should measure success of early actions? 2. What policies can be incorporated into the CCD charter to better insure that their strategy and implementation achieves gender equity?	**Handout 4.**
45 minutes	**Plenary**. Groups discuss selected questions and lessons learned from this case. Did the differences in the group makeup change the answers to the questions?	

Module 1 - Handout 1

Learning-by-doing. Empowering people and their communities through early actions - Santa Maria Bay, Sinaloa, Mexico

This is based on a true story…however, has been adapted to highlight some key teaching points.

Module 1. Community Meeting at the Local School

"Thank you Mr. Municipal President for the warm welcome. My name is Andres and I am the program leader of the Santa Maria Bay technical team. Our organization has been working together with the State University for two years to develop studies and create a management plan for the sustainable use and conservation of the Bay. Our team has been working with many of the men and women in the audience including many of the women's husbands in the fisheries and agricultural cooperatives to understand your concerns and establish a future vision of the bay in the year 2015. With the draft strategy in place, is the time to begin to implement activities in your communities through early actions to help achieve the goals. These actions will be supported by our team and the CCD, the Committee for Conservation and Development."

Looking into the audience, Andres took great surprise that 70% of the 150 participants were women, most of which he had not recognized from the earlier meetings. One woman in the front row, looking a bit confused, raised her hand to ask, "Excuse me, what are early actions?" Andres respectfully explained "Early actions are one of the tools that we use to implement local management strategies. These short-term tangible activities help build community awareness of the issues and test potential solutions, while providing community and environmental benefits early in the planning process. Activities include both men and women, so that we can promote equitable access, use and control of resources though the bay management plan."

Several short presentations followed to illustrate management issues identified over the past two years, with thoughtful suggestions for how to address these problems. With confidence, the professorra from the local university proposed, "With the 300 tons of shrimp heads, you can produce hundreds of kilos of shrimp flour, which can be sold or used as a supplemental protein source for your families. Re-use of the shrimp heads will also reduce contamination to the bay, by removing the shrimp waste from the shoreline." All of the presentations were compelling. In addition to local university researchers, the team invited community members from adjoining states to share their experiences. Senorita Sonora, presented her project on oyster culture with great enthusiasm. "After twenty years of production, our daughters are now harvesting oysters. We would be very happy to give you oyster spat to start your own program here." Senor Nayarit similarly spoke with similar enthusiasm regarding his men's ecotourism project in the state to the south.

Andres and his colleagues facilitated group discussions for each of the three bay communities, where both men and women participated. By the time lunch was served, the room was a buzz with enthusiasm

as eight groups formed: six were all women, one all men, and one mixed gender. The participants chose three project themes to advance their early actions. The proposed re-use of shrimp by-products would directly benefit the perennial waste problem of the shrimp harvest and provide direct income for the group members from the sale of shrimp flour. The proposed oyster culture and sport fishing enterprises were activities suggested in the management strategy as supplemental livelihood options to reduce pressures from shrimp farming and agriculture.

The technical team agreed to provide training and technical support for the eight groups to get their projects off the ground. This outreach and extension approach supported efforts to build a constituency for the Bay Management Strategy, which was in the process of being finalized.

Discussion questions for Module 1
1. *Why do you think Andres had never before seen most of these women at earlier meetings of the technical committee? And, what are the implications of this situation?*
2. *What factors might help explain why such a large number of women attended this meeting and why the majority of the groups formed were women-only groups?*
3. *What potential benefits are gained by explicitly incorporating a gender equity component into early actions? What are the potential risks?*

Module 1 – Handout 2

Background Summary
Development of an Integrated Bay Management Strategy in Santa Maria Bay

Introduction
The resource users of Santa María Bay, Mexico embarked upon a path-breaking initiative to prepare a conservation and development plan that will weave together the sectoral policies and highly fragmented administration of bay uses into a coherent vision and integrative structure for bay decision making. This project was not the brainchild of state or federal environmental officials, but of leaders from a coastal municipality who requested help from the University and non-profit organizations to aid them in addressing declines in fisheries and quality of life around the bay.

The Initiative
Integrated coastal management in Sinaloa State has pioneered strategies for conservation and wise use of the bay's natural resources. For the first time in this region the authorities, community members and bay users have come together to work for an extended period of time on identifying issues and preparing action proposals for an actively utilized coastal ecosystem not under protected area status. The 285,000-hectare bay and watershed area is a priority site for wetlands conservation, as demonstrated by its recent designation as a RAMSAR site. It is also an important bay for fisheries and shrimp mariculture.

Three unique elements of this ICM effort in Mexico are worth highlighting here. First, the management strategy was initiated as a wetlands conservation strategy to address a set of issues that could not be resolved by proposing a reserve or protected area. Second, this pioneering effort sets out to achieve conservation *and* management of a large coastal ecosystem. Third, the municipalities played an active role in the design and adoption of a joint implementation mechanism—a council of the two governments with a trust fund that administers funds from local and state government, the private sector, and donor institutions. The bay council will have representation from bay users, public officials, the education community, and the public.

The setting
Santa María Bay is located on the southeastern coast of the Gulf of California in Sinaloa State. It is connected to the Gulf by northern and southern entrances and has a water surface of almost 50,000 hectares. The planning area for the management strategy includes the political boundaries of two municipalities and two watersheds. Agriculture is the main economic activity and covers most of the valley's coastal plain. Artisanal shrimp fishing is the main source of income for the five communities located along the bay's shores. In addition to the wild shrimp fisheries, there are almost 7,000 hectares of shrimp farms in the tidal flats adjacent to the mangrove forest, which borders much of the shore and islands. In terms of governance, there is a strong movement to decentralize to state and local authorities what are currently the decision making and management responsibilities of the federal government.

The strategy

With all of these emerging possibilities for integrated planning and decision-making as yet unrealized, the stakeholders of Santa María Bay began a pioneering effort to work together to create a conservation and development program. Major funding for the initial phase was provided by a grant through the North American Wetlands Conservation Council and USAID, for research, training, technical assistance to the project team, and logistical support to allow for a substantial on-site presence. With over a dozen participating organizations, key partners were Conservation International, Autonomous University of Sinaloa, the municipalities of Angostura and Navalto, the Sinaloa Environment and Planning Secretariat and the Coastal Resources Center at the University of Rhode Island, in addition to the bay communities and local cooperatives.

The Santa María Bay program's broad participatory process with community stakeholders and municipal authorities, in coordination with state and federal agencies, unfolded in stages. At the outset, a strong technical team – mainly from the state university and conservation community – incorporated professionals who had studied, taught or worked together previously and shared a commitment to coastal conservation. Working groups were created within the framework of the new Committee for Conservation and Development (CCD), a voluntary management committee established to represent communities, education, resource users and authorities at the three government levels. Subcommittees were formed to address key bay issues, review information and develop action strategies. The "Declaration of Culiacan" was signed in October 1999 by 30 municipal, state, and federal authorities, key university and NGO institutions. This call-to-action outlined the needs of Bay and a process for addressing those needs. It served to catalyze intergovernmental support and demonstrated strong stakeholder commitment early in the process.

Objectives of the bay management strategy

The overall objective of the bay management strategy is to carry out participatory, community based management initiatives that will preserve the different coastal environments of Santa María Bay. This means protecting the flora and fauna of the region – in particular endangered species. It also means promoting sustainable practices for current bay uses and pursuing promising alternative economic activities. Specific bay program objectives include:

- Expand local capability to conserve critical zones in the bay
- Increase low-impact resource uses to reduce pressure on overexploited or critical resources
- Incorporate environmentally friendly management practices into ongoing economic activities
- Identify and promote sustainable forms of economic development for the bay

Public participation

Bay stakeholders view conservation as one way to support the development of present and future economic activities in the bay. The public involvement process has helped greatly to foster broader understanding of the importance of the management and preservation of the bay's environment and its natural resources toward this goal. Public involvement workshops united stakeholders in defining the main issues facing Santa María Bay and identifying potential alternatives for sustainable management. The result has been the formulation of a consensus-based Bay Management Program and a shared vision for the next 15 years.

Once the vision was completed, chapters of the Santa María Bay strategy were drafted and reviewed in numerous public meetings. It was at this point that the CCD also underwent an evolution and shifted its focus from discussing issues and preparing documents to building constituencies, providing oversight for the technical work, and guiding early actions.

Key bay issues and action items
The bay strategy sets out an agenda that focuses on conservation of priority biodiversity habitats while enhancing economic potential.

Fisheries and aquaculture. Use co-management schemes with the threatened crab and shrimp fisheries; identify the best sites for aquaculture; encourage the use of good shrimp farm management practices and develop bivalve culture that benefits local people.

Water circulation and sedimentation. Develop the basic information needed to better understand the bay, and create a computer model to make better decisions about dredging, sediment control and farm operations.

Bay islands. Advance the preparation of specific management plans for the bay islands, which are part of the Gulf Islands reserve; protect bird nesting areas and other key habitats; and promote eco-tourism businesses involving local people.

Wetlands and forests. Obtain a protected area status for the main mangrove wetland, and work with local landowners to conserve the two special forest areas.

Water quality. Better characterize problems in communities; open new lines of work with the agriculture community; and move toward watershed management.

Coastal villages. Work with local user groups; provide environmental education; train people in new, less destructive practices and pursue supplemental income generating opportunities; and involve community members in conservation policies and rules.

Early implementation
Early implementation efforts include shellfish aquaculture, solid waste clean-up and sanitary disposal, eco-tourism and sport fishing, conversion of shrimp byproducts into meal, and high quality composting using worm cultivation. These efforts have included a focus on supplemental livelihoods linked to improved resource management. Special attention has been paid to the interests of women, who have demonstrated a great ability to organize and implement village- level projects and who have been eager participants in livelihood training.

Innovations in the Santa María Bay Program
The following recaps elements of the program considered innovative in this region.

Collaboration and consensus building at every step. The program unites citizens and all three levels of government, civic and resource user groups to implement the overall project. From the outset, international, national and local institutions and groups joined together to provide funding and in-kind contributions.

The Commission for Conservation and Development and Trust Fund. The voluntary committee, CCD, was initially formed to guide public meetings and prepare plan elements. The CCD successfully worked with the two municipalities to form a joint management entity to permanently guide and carry out a long-term bay program, and to establish a trust fund to administer monies to carry the program forward. On September 30, 2003, this voluntary Committee was formalized into a Commission, and is now a para-municipal organization. This became a legal mechanism for unifying natural resource management among two adjacent municipalities. Members will be nominated to the permanent commission in November, 2004.

Experiments in co-management. The program helped promote a wide array of co-management and collaborative arrangements. The initiative provides a forum for a collaborative approach that has promoted partnerships with federal fisheries agencies, environmental management and park authorities, state environmental and economic development officials, and the women's institutes. At the local level, fisheries cooperatives play an active role in co-management, as do community groups interested in sustainable economic activities through the establishment of small businesses that can contribute to ecosystem management.

Promoting gender equity. By explicitly promoting a gender equity component, the program was able to build on existing social structures and organizations that already exist in the area, and benefited from the natural leadership status achieved by many local women. The program tapped into an important informal network among women in the communities that is a source of information and feedback on the acceptability and feasibility of proposed activities. Women were able to have their issues heard within the program and at the same time voiced their new appreciation for the connections between environmental quality, economic development, health and quality of life.

Breaking New Ground

This integrated, collaborative approach has put in place both legal and administrative tools for estuary management. However, it is in its infancy in terms of implementation. As of November 2004, interim staff is being identified and the municipalities and the communities are nominating members of the formal Commission for Conservation and Development. The municipalities have put seed money into the initiative to help it get started, since international funding has ceased. The Santa María Bay strategy already has a good measure of support from local, state and federal agencies, however, sustained funding and incremental successes of community efforts will be key to the overall success of the management strategy.

Module 2 - Handout 3

Empowering Local Communities

When Jose returned from the Pescador a Pescador (fisher to fisher) workshop, he was eager to tell others about the nine fishing cooperatives that he visited in Baja California State and to share what he had learned from his fellow fishermen around the region. The CCD members were pleased that Jose would now bring these insights to his cooperative, which was implementing a co-management scheme for blue crab in the bay. Empowering the fisherman to manage their fisheries was key to the bay strategy.

With the bay plan drafted, the CCD technical team's primary goal was to use early actions to build capacity for communities to manage their resources, embrace the Bay goals and actions, and feel empowered to participate in the decision-making process. This, in turn, would help encourage local officials to officially adopt the strategy and support – both politically and financially – its implementation. Jose's trip clearly reinforced his sense of ownership and enthusiasm for the bay strategy – now that he had seen and heard first hand how other fisherman had engaged in and benefited from management plans. "How can we apply this experience to the other early actions?" questioned Adriana, one of the technical advisors. The one idea that gained traction was a forum to support a peer exchange among women's groups. The fishermen's forum engaged the region's fisheries cooperatives, but those comprised totally of men. A similar forum was needed that would include women. This would become a cornerstone of the training agenda that would help community groups advance their early actions. A series of a half a dozen training activities were established. Technical workshops would provide skills, such as how to dry shrimp heads and grind them into flour. Training in business administration and group dynamics would offer knowledge on how to form cooperatives. Cross-site program exchanges with other women's groups engaged in productive activities would help shape attitudes regarding women's roles in advancing both the quality of their own lives and that of the bay.

Four months later, the *Women's Voices of the Coast* workshop was held with the support of state and national organizations promoting gender equity and environment. Forty-five women, representing twelve community groups, gathered to learn about each other, exchange experiences, and share different perspectives about the community work and the personal goals that they envisioned. They began to acknowledge the "traditional" gender roles of their rural Mexican communities and see differences in generational views between the older and younger participants. Groups came from Santa Maria Bay, as well as from the adjoining states, or as they soon came to understand, "the same eco-region." Women worked for three days to complete various exercises on gender roles in the use and access of the coastal environment, to discuss their visions for the future, and their roles in this change. The women were energized by formal and informal discussions, and felt secure within their own learning community to exchange ideas and have a fun with their new colleagues and friends.

At the closing of the workshop, there was pause for reflection and celebration. "We live in and around the coastal wetlands of the Gulf of California, representing 600,000 hectares of coastal lagoons and 256,413 hectares of mangroves. We represent approximately 650 families involved in activities supporting goals to achieve sustainability. We are organized in social groups and enterprise groups; we serve our communities and

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we work with our natural resources. We generate 100 direct and indirect jobs for each group of 15 members. We help our municipalities with health campaigns and environmental clean up. We are women that work and promote a greater quality of life for our families, our communities, and for ourselves." This declaration validated their roles in a changing society, by expressing the dimension of their individual and collective potential for building a future together. They further stated their desire to work in collaboration with the local institutions, providing some explicit criteria. "We want our efforts and successes to be acknowledged. We are open to work, but need greater opportunity to build our initiatives and enterprise projects. We need access to and a clear understanding of institutional resources and strongly encourage that your efforts be based on the needs of the communities, as represented here."

A series of trainings, exchanges and field trips to other bays followed the workshop. These provided the women with the opportunity to understand the value of not only individual leadership, but of the functions of their Bay ecosystem. The women's group of the village of Playa Colorada, began to critically reflect about the condition of their community. "Why does our community flood so often? Why don't our children have safe beaches to play on? Why do we continue to have rats in our homes?" They began to put these questions and answers together. "Shrimp farms provide our family with income, but they are also are a problem. They are being built closer to the village and we can no longer use the beach for family recreation." Concerned about growing impacts, the women's group requested assistance from the Committee for Conservation and Development's technical team. Together, they planned a workshop where male and female members of the community mapped their village and the activities of daily life, to better understand the problems associated with community access to the sea and the increasing concerns regarding the lack of waste management. The exercise helped the participants see their village in the context of the bay, along with the numerous benefits and the sometimes-detrimental impacts of their activities. "This is where we used to play soccer", said one young boy, referring to location of the new shrimp farm adjacent to the village. The women were able to see that the location of the shrimp waste was closer than imagined to their houses, providing a haven for rats and mosquitoes which are a real threat to family health. "…and the beach next to the meeting hall, where our kids are playing right now, is littered with nets and other fishing debris from the cooperative next door."

With confidence and clarity to their concerns, the women's group approached the municipal officials to discuss their findings and frustrations. The officials received the group with respect. However, they could not make changes in garbage collection due to budget problems. So instead, the women's group formed a village subcommittee, with participation of the village council, consisting of men leaders of Playa Colorada. For the first time men and women "officially" worked together to plan community improvements. The women's cooperative, originally formed to make flour from shrimp heads, now reoriented their efforts towards the health and sanitation of their community. Their confidence, strategic thinking, and newly formed alliances propelled them into action. The technical team responded to the village sub-committee by helping them consolidate their knowledge, assisting in their negotiations, and providing technical support on solid waste management. The State University also jumped at the chance to put theory into action regarding composting, recycling and waste disposal. The dynamic between the women's group and the technical team evolved from one in which the community was the *subject* of participatory management to one in which they were *partners* in co-managing community sanitation programs.

The result was several win-win changes for the community and individuals alike. "It took us a while to wake up, but we woke up mature" bragged one women. The committee negotiated a deal with the municipality, where the municipality would provide a truck and a driver to come to the village each week to collect garbage. In turn, the community would pay for the driver's salary and gasoline, and organize the local pickup. The women's group took charge, engaged their neighbors, husbands and children to bag their garbage and put it on the curb. On Sunday morning, members of the women's group proudly walk in front of the truck, collecting $5 pesos from each family, leaving behind a clean curbside. The trash was taken to a new inland dumpsite. The other critical element to this program, was a negotiation between the shrimp cooperatives and the municipality to haul the 300 tons of shrimp head waste to the dumpsite, which is out of the coastal flood zone where it once sat to rot. These activities changed the community, both socially and environmentally. People testify to the improvements, and the lack of rats, mosquitoes and garbage, which were vectors of sickness for their children. These changes began to leverage other opportunities from institutions keen on success stories in the Bay. The social services ministry soon provided funds to install latrines for 120 families, or approximately 50% of the community. Today, the community "sparkles" with pride.

At the monthly meetings of the Committee for Conservation and Development, the local groups discussed the advances of the early actions in Playa Colorada and other communities. The successful garbage pickup was noted as a particular success – one in which the women's leadership within their community was finally beginning to make progress and show results. Then, a discouraging thing happened. A prominent local official was quoted in the newspapers saying: "We are proud to say that the municipality has done an excellent job in cleaning up the community and preventing sickness for the children." Not only was there no public acknowledgement of the women's efforts, it falsely gave all the credit to the municipality. While the women may have been able to justify making no money at this early action, they could not accept the lack of recognition for their endless work to improve their community.

Discouraged for herself and for the community groups, Maria Carmen, the community liaison, went to speak with the Senora Councilwomen. "It has been difficult for members of the women's groups as well as their families since they began to attend workshops and meetings. It is hard to constantly participate in the community issues, especially since they don't feel that they are meeting the expectation set by themselves or by the program to advance these early actions. They feel that the municipality and the CCD do not recognize their efforts and undervalue their work, especially when they compare themselves to the crab committee (all men and no women). Even though we are technically capable and we are legally formed, we have not made any money from these activities." The Senora Councilwomen listened and then offered her perspective. "There are other levels of success which you and the other women have achieved. In particular, your leadership and your awareness of your own abilities. Beyond yourself, the group has gained the ability to form a coalition and participate in activities that will direct the future of your community."

Discussion Questions for Module 2.
1. *What social benefits did the early actions provide for the individual, community, and bay?*
2. *What economic benefits did the early actions provide for the individual, community, and bay?*
3. *What are the potential sources of the problems that cause the women's groups to be frustrated? Is this common? Why?*

Module 3 – Handout 4

Capitalizing on the Leadership of the Community Groups

The groups decided to call a meeting to discuss their frustration with the Committee for Conservation and Development and the technical team. The key issues were the lack of acknowledgement of their work and the lack of return on their investment (time and financial). "We must prepare for the meeting, tell them what we think, and tell them what we want." The meeting was dynamic with both women and men discussing their frustration at not being recognized for the work they do within their communities. They spoke about their slow progress on the early actions, and the lack of funding with which to create viable enterprises that would also benefit the bay. On the positive side, they did feel that advances in community leadership, family interactions, and community service activities were significant, but demanded that they be recognized for this. While these issues alone were significant, the fact that the communities still not earning money from their early action enterprises was now seen as an obstacle to the continued viability of the Bay strategy.

The technical team took the community concerns to heart. On the positive side, a sense of empowerment had been built. This would be needed to consolidate any efforts towards livelihood enhancement for all of the eight community groups. The technical team conducted a series of local meetings to develop a list of advances made and a list of the specific needs of each group in order to make their enterprises profitable. Infrastructure, market value studies, legalization as cooperatives and access to credit were among the common needs. "We also need a way to communicate more often among ourselves," suggested one of the women.

An informal network was formed with leaders from each group, to help ensure there was good communication between the groups so that they did not solely depend on the CCD meetings for exchange of ideas and support. Building upon an idea established in the *Voices of the Coast* workshop, the technical team drew upon their resources to form an informal government committee as "institutional mediators" to help community groups access funding and training opportunities directed at the community and enterprise development. A package of enterprise ideas, status of current efforts, and explicit needs was developed which formed the basis of several proposals presented to a number of government agencies for funding opportunities which included the National Park Authority.

Within a short time, these renewed coordination and marketing efforts were successful. The CCD received notice that the bay communities were eligible to receive funds from the National Park Authority. "Finally we will earn money for our efforts!" exclaimed Maria Carmen. "But why did they do this now? They should know that during the harvest season we are busy with cleaning shrimp heads and helping our husbands." The women activated their informal network around the bay and decided that 31 women from three established women's groups would implement this project to restore and keep beaches clean within the Islands' National Park. The women negotiated that the effort would be implemented during the off-season when there was no shrimp harvest and their schedules were a bit more flexible. While this fund was not directly associated with the specific projects originally chosen as early actions, the community groups and technical team were able to negotiate with the agency to incorporate the needs of the groups and their desire to improve solid waste management as part of the islands project. To the credit of

the technical advisors and the women's groups, the National Park Authority proposal was a good opportunity to think out-of-the-box and leverage what was needed for the women's groups. As a result the project secured direct assistance for several community committees to legalize, complete their business plan and market analysis associated with their early action enterprises.

The women's groups were excited and skeptical at the same time. "This is not exactly what we planned in our early action. However, this provides us with another opportunity that we should consider. We can have workshops with the fisherman and work with them to identify options for cleaning their fish. We can develop a recycling program for trash at the fish camps and for the visitors to the islands and get money for the recycled materials. That will be better than us cleaning up the beaches after them." The concept began to resonate with the other members of the network. "Yes, and then we can use some of our earnings to help our own families and even contribute some of it to our cooperative fund. That way our early actions can help us, our environment and our future."

Discussion Questions for Module 3
1. *What indicators should be used to measure success of the early actions?*
2. *What policies can be incorporated into the legal charter of the Commission for Conservation and Development to better ensure that their strategy and implementation achieves gender equity?*

PHILIPPINES
TEACHING CASE STUDY

Melody Owenden and Meg Findley

"Everyone Counts"
Developing Targeted and
Effective Communication Tools
for MPA Awareness Raising

Teaching Guide

Case Summary	
Type of Case	A decision-forcing case
Learning Objective	Develop and implement effective communication techniques for awareness raising around Marine Protected Areas that are targeted at specific segments of a population.
Key Issue	Awareness raising and communication tools that are developed based on an understanding of the population and specific target groups are more effective.
Primary Audience	ICM practitioners and students
Delivery Format	Workshop class setting; the case could be part of a training manual used in a workshop session.
Time Commitment	4-5 hours
Participants Required	Minimum 4
Resource Needs	Flip charts, colored pens for each breakout team, index cards
Key Teaching Points	1. Understanding the community or audience from a gender and demographic perspective enhances communication and awareness building on ICM issues. 2. A broad perspective and open mind are necessary to identify all possible stakeholders and their interests. 3. Practitioners must be prepared to identify windows of opportunity (often in seemingly small steps or in unexpected areas) to mainstream gender and demographic in ICM issues in all aspects of their work, using formal and informal means of communication and awareness raising.

Background

This case is based on the true experience of an ICM practitioner in the Philippines tasked with raising community awareness on the importance of MPAs and the substantive role that each individual can play in supporting environmental stewardship. The practitioner discovered that **communication tools targeted at specific gender or demographic groups in the population enhanced the effectiveness of getting the message across**.

In one instance, the target audience was a group of local community youth aged 18 and younger. A series of posters and a coloring book were created using cartoon characters to communicate environmental stewardship. The main character is a young girl named Inday who learns about the various ways in which her life and that of her friends, parents and other members of the community is impacted by the coastal environment. She initially learns of the importance and benefits of Marine Protected Areas (MPAs) through her father's fishing activities and later teaches her friend about the degradation caused by dynamite fishing. She also learns that all members of the community should be represented at public meetings to ensure all concerns and issues can be raised.

The posters became very popular. A broad audience ranging from local individuals to international partners identified with the poster's messages about MPAs. The target groups requested that additional posters be put up in various locations. This underscored the effectiveness of taking the time to understand the gender and demographic dimensions of the community, in order to craft messages that were relevant to the target audiences. Furthermore, people who were not identified beforehand as having a vested interest in supporting MPAs expressed an interest in learning about the posters. This revealed that it is important to take advantage of windows of opportunity to share information with all stakeholders, both traditional and non-traditional.

In many places in the Philippines, the practitioner found that the key issue was to understand the needs and aspirations of different segments of the population (e.g. men, women, young, old, rich, poor, fishers, and government officials). Differences in roles and responsibilities between men and women are important aspects of community life (see text boxes in Handout 3), and understanding these differences is essential to effective communication. But, because gender inequity was not considered a major problem in the village, the two genders were not treated the only two target groups. Instead the communication messages were targeted towards other segments of the population as well (e.g. young people and children).

Classroom Management

Module 1. Case Introduction

Read **Dialogue I: Introduction** to the class; the dialogue ends on a humorous note, which will help break the ice and help get the class motivated for a relaxed, problem-solving series of exercises and discussions for the next 4-5 hours. Ask the class:

"What is the problem here?"

It's not only that Bong-Bong is hungry. This short dialogue hints at the communication gap that exists

in the community regarding MPAs. MPAs are intended to conserve the marine ecosystem surrounding the community – in order to safeguard the environment so that future generations will be able to continue harvesting benefits from its vast wealth of resources. However, it is clear from the dialogue that this message has not been effectively conveyed to community members.

For example, Maria points out that her husband "*Can't* fish in the MPA." This language shows that the MPA is regarded as a restrictive barrier to the family livelihood as the husband is *not allowed* to fish there. Preferably, it would be desirable for fishermen to say that they "*don't* fish" in MPAs, indicating that they have made the choice to respect the MPA as a conservation tool that will maintain healthy fish populations for future harvest.

Explain to the students that creating effective and adaptive communication tools and awareness campaigns can mean the difference between a good project and a successful project. The case provides practitioners the opportunity to develop educational and awareness tools for ICM that are sensitive and relevant to specific aspects of the target community, including perspectives on gender and demographic issues. This reflects a derivation of the social marketing approach, whereby practitioners understand how stakeholders perceive the issues and frame them, and use the language and experiences of the target audience to convey the message in relevant terms. The effect is that stakeholders hear themselves in the message, and can relate to the problem at hand. It draws the stakeholders in so that they see themselves as beneficiaries, and as part of the solution to the problem rather than as a cause of the problem.

Module 2. Broaden Your Perspective

Distribute Handouts 2-4 and Worksheet 1. Give everyone 5-10 minutes to read and think about the given scenario.

Divide the class in 2-4 teams and give them 45-60 minutes to answer the following questions on worksheet #1:
1. What are the different stakeholder groups?
2. What vested interests may each group have in MPAs?
3. What do you think are the concerns of each group?

As noted on the worksheet, the participants will also be asked to identify what additional information they need to understand the demographics and diverse interests of the different segments of the population of the community.

Team Report-Outs and Class Discussion/Synthesis

Regroup after each team has had time to formulate answers to the three questions. Ask each group to report out their findings. After the report out and discussion, make a master list on flip charts of the different stakeholder group. Discuss how the different groups may benefit or be negatively impacted by the MPA. You could discuss:

● What role can the different groups play in supporting the MPA in their community?

- What resources, skills, or influence can each group use to help promote the MPA?
- What are the links between all of the stakeholders?

Take some time to point out that the resources, skills, and/or power identified by each stakeholder group broadens the array of opportunities available to the ICM practitioner for enhancing participation and engaging these groups in community management alternatives.

Energizer: Who Belongs in a Target Group
A line is drawn with chalk (or marked with masking tape) that is long enough for all the participants to line up on. Ask the participants to stand on the marked line and tell them to be prepared to step to the left or the right of the line depending on what category they think they fit into.

First category
All men step to the left – all women step to the right

Second category
Everyone under age 35 step to the left – everyone over 35 step to the right

Third category
Everyone who has ever fished step to the left – everyone who has never fished step to the right

The facilitator can invent more categories depending on the specific group (participants from different countries, or perhaps different educational backgrounds, etc.).

The energizer aims to illustrate that as a group participants can be divided into many different sub-groups – and potentially target groups for communication messages. Depending on the issue, a person can belong to different target groups.

Explain that the key to developing effective communication tools is to view the target population not as a homogeneous group, but as a complex web of men and women of all ages and varied socioeconomic backgrounds. In a real setting, coastal managers may need to conduct a participatory appraisal with a gender equity perspective in order to understand the needs and responsibilities of all stakeholders, and to ensure that all possible groups and opportunities for communicating to these groups are considered.

This energizer is an adapted version of "Let's Get Organized" an energizer described on page 27 of Aguilar, L. et al. (2000). Module 2, *Seek…And Ye Shall Find: Participatory Appraisals with a Gender Equity Perspective* (1ˢᵗ edition). IUCN, San Jose, Costa Rica.

Module 3. Understand Your Target Group

Ask the participants to imagine that it is their job to educate a specific targeted stakeholder group on the importance of MPAs and to engage the group in community stewardship of the coastal environment. Ask each group to select one stakeholder group from the master list developed during Module 2 and to then answer the following four questions:

1. How would you reach this group?
2. What may motivate them?
3. What communication tools would you use?
4. How do you relay your message about MPAs effectively to the stakeholders?

After about one hour, reassemble as a class and ask each team to present their findings. During the report out and discussion, you can bring out the following teaching points:

1. **Understanding the community or audience from a gender and demographic perspective enhances communication and awareness building on ICM issues.**

The case provides practitioners with the opportunity to identify educational and awareness tools for ICM that are sensitive and relevant to different groups within a community. This can be seen as a social marketing approach, where practitioners aim to understand how stakeholders perceive issues and use the language and experiences of the target audiences to convey specific messages. The effect is that stakeholders "hear" themselves in the message and can relate.

Creating effective and adaptive communication tools and awareness campaigns can mean the difference between a good project and a successful project. For example, addressing all the issues on a poster or handout, or inviting people to an awareness activity and timing that activity so that the target audience can attend, requires attention to detail and identifying local dynamics and issues in everyday life.

2. **A broad perspective and open mind is necessary to identify all possible stakeholders and their interests.**

A broad perspective is necessary for addressing ICM issues that are relevant to different segments within a community. This can only be achieved by understanding the gender and demographic patterns and dynamics of a community. As we showed in the energizer, a person can belong to several target groups, depending on the issue at hand.

3. **Practitioners must be prepared to identify windows of opportunity (often in seemingly small steps or in unexpected areas) to mainstream gender and demographic in ICM issues in all aspects of their work, using formal *and* informal means of communication and awareness raising.**

This can be achieved by showing participants how to use the information gleaned from gender and demographic appraisals and by helping them recognize the opportunities provided by understanding the population in a community, including where men and women work, how they earn money, their daily routines, etc. Once you understand the population, their interests, and daily life, you can design tailored communications messages and ensure that they reach the right audience (e.g. avoiding situations like the one described in handout 2, where Bong-Bong claims that he never saw any posters).

Module 4. Synthesis and Conclusion

Tell participants that this case was based on the real experience of a team of ICM practitioners in the

Philippines, who were part of a 22 month project to mainstream gender and population aspects into coastal management. Explain how the team developed communications tools – including posters and a coloring book – that were targeted at youth (18 years and younger). In the process, the team encountered some unexpected results and surprises:

1. Practitioners were able – rather easily – to integrate demographic and gender perspectives into proposal writing and current ICM activities.

2. The education materials, showing linkages between gender, demographics and ICM, reached a larger audience than expected. Requests for posters came from a range of levels from the local to the international, from sari-sari shopkeepers, to local community centers, to national agencies and partners at international fora. The materials effectively reached a very broad audience because the messages (which showed how MPAs and their management are important to, and the responsibility of, all segments of the community) proved to be relevant to a range of diverse groups within the community.

3. When population and demographic statistics are not available, a rapid community appraisal technique can be used to provide current local information on gender and demographics, at the same time as it can enhance awareness around the linkages between population and overfishing and between coastal area degradation and effective ICM.

4. When social marketing research is not available, practitioners must be especially attuned to the issues and dynamics of his/her area to create useful, effective and adaptive communication tools.

Return to the report-outs/presentations made by the groups at the conclusion of Module 3. Look at the array of communication tool(s) that they identified. Hand out a small version of the poster that was developed by the Philippines team. This is only one creative example of a targeted communication tool. Emphasize that there is a vast array of tools for the participants to consider as they create their own unique means of communicating messages on MPAs or other coastal issues.

Congratulate the class on a job well done!

References
Aguilar, L. et al. (2000). Module 2, *Seek…And Ye Shall Find: Participatory Appraisals with a Gender Equity Perspective* (1ˢᵗ edition). IUCN, San Jose, Costa Rica.

Haupt, Arthur, and Thomas Kane (2004). Population Handbook: Quick Guide to Population Dynamics for Journalists, Policymakers, Teachers, Students and Other People Interested in Demographics (5ᵗʰ edition). Population Reference Bureau, Washington, DC.

Session Plan

Time	Activity	Handouts
15 Min.	**Module 1. Introduction** Read Dialogue I	**Handout 1**
45-60 Min.	**Module 2. Broaden Your Perspective** Divide participants into 2-4 groups. Give the participants Handouts 2-4 and Worksheet 1. Ask the participants to read through the handouts and fill out the worksheet as a group.	**Handouts 2-4** **Worksheet 1**

45 Min	Team A Report-Out: Presentation of Results
	                                 Q&A from Class
	Team B Report-Out: Presentation of Results
	                                 Q&A from Class
	Note: There may be a Team C or D depending on class size, which will lengthen the total time needed for this Module.	

30 Min.	Class Discussion and Synthesis of Module 2 Develop a master list of all possible stakeholders and identify the vested interests of each.	
10 min	Energizer: Who Belongs in a Target Group? Conduct an energizer by asking the participants to organize themselves according to designated categories. The Energizer aims to show the participants that they as a group can be divided into many different sub-groups (and potentially target groups for communication messages) depending on the issue.	
45-60 Min.	**Module 3. Understand Your Target Group** Ask participants to imagine that it is their job to educate a specific targeted stakeholder group on the importance of MPAs and to engage the group in community stewardship of the coastal environment. Each group will pick one stakeholder group from the master list developed during Module 2 and address the following four questions: 1. How would you reach this group? 2. What will motivate them? 3. What communication tools would you use? 4. How do you relay your message about MPAs effectively to the stakeholders?	**Worksheet 2**
30-60 Min.	**Module 4. Synthesis and Conclusion** Review the major teaching points of the case and discuss the lessons learned by the Women in ICM: Leadership Development (WILD) project team. Give participants one of the posters (in letter-size format) developed by the WILD team and explain that it is one example of the communications materials developed by the team. Ask participants what communications materials they think would work with specific populations in their home contexts.	**Handout 5 (poster)**

Module 1 – Handout 1

"Everyone Counts"

Using Effective Communication Tools to Mainstream Gender and Demographics in ICM

Dialogue 1. Introduction

Juan Miguel and KC are walking to the store when Maria, a member of the fisherfolk People's Organization, and Bong-Bong, an artisanal fisherman, call them over to ask a few questions…

"Good morning Maria, Good morning Bong-Bong," greets KC.

"Good Morning Juan and KC, we were on the way to the market with our fish when the owner of the store where we bought our bread told us to expect to see more tourists in the area," says Maria.

"Yes, I attended the meeting where it was approved that some parts of the MPA will be opened to tourists," explains Juan.

Bong-Bong asks, "MPA, what is that?"

"That's the area where my husband can't fish. Remember all those meetings before they established it? It's a Marine Protected Area," replies Maria.

"It's the area surrounded by buoys in the water near the Diver's Lodge Resort," KC adds.

"Oh yes, I remember, but I wasn't really listening when they discussed it at the public meeting. There were too many people; I just went for the snacks."

Module 2 – Handout 2

Dialogue II – Broaden your perspective

Juan Miguel and KC work for a local non-governmental organization (NGO) involved in both field and office work, and having worked as coastal practitioners for two years are attuned to the issues of the people. Juan and KC are presently tasked to tackle a few issues, one of which is to **communicate to stakeholders the importance and benefits of marine protected areas (MPAs)**.

There is some opposition in the area with regards to the presence of the MPA. Only the People's Organization of local fisherfolk, as well as some local government unit members, are fully aware of the purpose of the MPA and the endeavors of their NGO in partnership between these two groups. Though most people are aware of the presence of the MPA, there are many that do not understand the benefits. This is causing discontent within the community.

Juan says to Bong-Bong, "I'm surprised you didn't know about the MPA. Didn't you see the big sign in front of the beach by the resort? Were you not invited to all the meetings? Haven't you seen the posters at the community hall?"

Bong-Bong replies, "I didn't get to attend all the meetings, some were in conflict with our fishing activities…and I didn't see any signs, since I usually go out to sea on the other side where there are fewer cliffs and waves are not as strong."

Juan replies, "Oh, so it's not posted where all fisherfolk pass to go fishing?"

Bong-Bong answers, "No, especially not during the monsoon season. The easiest entry point is over there" Pointing in the opposite direction of the resort. "Actually, my cousins and I always use the same place to enter the sea to go fishing"

Juan replies, "Hmmm. I guess it should have been posted there…but how about the other posters all over the municipality?"

Bong-Bong reflects and says, "What posters?"

Module 2 – Handout 3

Background and issues facing Juan and KC

The MPA is located in an area that has about 7,000 inhabitants. About 1,000 persons live in a community adjacent to the MPA. This community is responsible for managing the MPA. There are on average four children to a household, many of which are of school age. About 95 % of the children attend school regularly and adult literacy rate is 80%. Women are usually involved with selling fish and produce in the main market in the morning. They rest and interact at the side store after lunch, and wash their clothes in the afternoon. They visit the local health center two times a week for check ups, livelihood training, and other forms of assistance. Men are engaged in livelihoods involving agriculture or fishing, or have government jobs. Some men leave the municipality periodically to look for work in larger cities overseas, or to fish in other more productive areas.

The transition from protected area to tourist site is not well understood by the local community. As coastal practitioners, Juan and KC are tasked with helping the municipality understand that the plan is designed to meet the goals of conservation and tourism development simultaneously, thereby integrating coastal management goals of a diverse array of stakeholders. Juan and KC hope this will assuage the anxiety of the municipalities. The plan includes the establishment of a conservation section of the MPA – a section that will never be open to the public (core zone) – as well as an area where activities are regulated (buffer zone).

Another key issue is that although management plans and coastal environmental profiles have been developed or implemented, **the recommendations do not reflect gender and demographic issues**. The effects of population pressures on the environment are a common problem but are never fully understood at the local level. In the 1950's, a fisherman could bring home to his family of four nearly ten kilos of fish after three hours of fishing. Today, however, a fisherman is lucky to bring home to a larger family of six nearly two kilos of fish after seven hours of fishing. Not only are families larger, but there is less food to go around the table and much less to sell at the market. This has increased the pressure on families and the environment over time.

Gender-Specific Roles:

A Day in the Life of a Fisherman

Early morning: Fishing

Late Morning: Bring fish home

Noon: Eat lunch

Afternoon: Rest at the local store with friends

Evening: Eat dinner and interact with family and friends

Gender-Specific Roles:

A Day in the Life of a Fisherman's Wife

Morning: Sell fish in the market

Noon: prepare lunch and then visit the local store to chat with friends

Afternoon: Wash clothes

Evening: Prepare dinner and interact with family and friends

Another key issue to address is that the **MPA is about to be opened to tourism**. A user fee will be put in place, which will cover the costs of management and improvements to the sanctuary. Leftover funds will be invested in municipal improvements such as water supply and sanitation for the benefit of the community. The community must be prepared to accommodate an influx of sightseers, divers, and beach goers. Members of the tourism sector, comprised of resort owners and dive shops, are looking forward to the increase in tourist traffic within their municipality. Small-scale merchants such as small storeowners and street vendors are also hoping to realize an increase in income. Some individuals are skeptical about this move since they have been actively protecting this site to ensure food security rather than support tourism.

Though the increase in tourism and the presence of the MPA are expected to integrate the needs of diverse user groups, the entire community has not accepted the plan. Although promoters of the plan have held some community meetings and distributed pamphlets, the awareness campaign has not succeeded in communicating the benefits to each member of the community. Misunderstandings arise, and others feel they have not been given the opportunity to learn about the proposed plan. Furthermore, some community members, who do not live near the MPA and/or who do not fish, do not have a vested interest in the project and do not care or know how to be involved.

Module 2 - Handout 4.

Dialogue III – Conclusion

Later that day, Juan and KC are sitting in a store having a softdrink when Puting, the storeowner, mentions, "We really appreciate your help with managing our coastal resources, but I would like to ask…what do you get out of this? What is your vested interest?"

KC smiles as she answers, "That's easy Mang Puting. I believe that I can make a difference for our environment by helping the people. By saving the seas, we save the people."

Juan replies, "Age doesn't matter and neither does gender; we *all* have a role in protecting our environment. Every effort counts, every opinion counts. Everyone counts."

Module 2 - Worksheet 1

Broaden Your Perspective

Group: _____

Your role as a coastal practitioner is more complex than you imagined. You need multiple skills and techniques to address different scenarios, but also patience and foresight in dealing with ICM issues and the people with whom you must interact. With the right tools and skills in communication, however, you have the opportunity to serve as an important change agent, leading your community in the right direction.

After reading the handouts, work as a group to answer the following three questions:

1. What are the different stakeholder groups?
2. What vested interests may each group have in MPAs?
3. What do you think are the concerns of each group?

You can create a matrix on a flipchart where you note your responses:

Stakeholder group	Vested interests	Concerns
1.	- - -	- - -
2.	- - -	- - -
3.	- - -	- - -
Etc.		

Identify what additional information you need to understand the demographics and diverse interests of the different segments of the population in the community.

_____

_____

_____

Module 3 - Worksheet 2

Understand Each Target Group

Group: _____

In this exercise, your job is to educate a targeted stakeholder group on the importance of MPAs and engage them in community stewardship of their coastal environment. Look at the master list of stakeholders that were identified during the first exercise (Worksheet #1). Select one stakeholder group from this list and then answer the following four questions:

1. How would you reach this group?
2. What may motivate them?
3. What communication tools would you use?
4. How do you relay your message about MPAs effectively to the stakeholders?

Again, you can create a matrix on a flipchart to mark your responses:

Target Group: _____

1. How would you reach the group?	- - -
2. What may motivate them?	- - -
3. What communications tools would you use	- - -
4. How would you relay your message about MPAs?	- - -

TANZANIA
TEACHING CASE STUDY

Baraka Kalangahe, Lewis Nzali, and Elin Torell
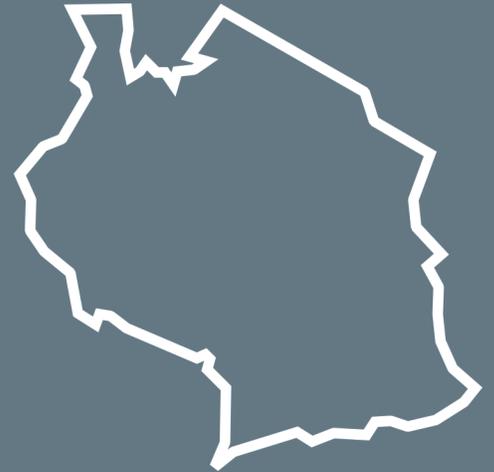
"Elimu haina mwisho"
(Learning never ends):
Using a Gender Lens to Analyze
Coastal Livelihood Options in
Tanzania

Teaching Guide

Case Summary	
Type of Case	A decision-forcing case
Learning Objective	To assist students in learning how to apply gender-related criteria to decisions about livelihood options.
Key Issue	Many integrated coastal management (ICM) projects are seeking environmentally friendly livelihood development options that can also reduce poverty for coastal residents. However, men have more often participated in, and benefited from alternative livelihood activities. Environmental, economic, social and gender-related criteria can help to identify options that will ensure that both men and women are able to participate and benefit economically.
Primary Audience	Coastal management practitioners and trainers working in developing countries are the intended audience. The materials could also be used with natural resources staff from government and non-governmental organizations (NGOs) working at district and regional levels and interested in livelihood development and gender mainstreaming.
Delivery Format	Classroom setting
Time Commitment	4 hours (Version 1) or 2.5-3 hours (Version 2)
Participants Required	Minimum: 3 participantsOptimal: 10-15 participants
Resource Needs	Flip charts, markers, masking tape, photocopied handouts
Key Teaching Points	1. Adding a gender perspective to the analysis of economic livelihood options will lead to more socially sustainable outcomes than gender-blind analyses that are based solely on economic or environmental criteria. 2. Involving women in livelihood development activities may have a number of positive and negative consequences, including women's empowerment within their households or communities. 3. It is important for ICM projects and programs to view women's economic empowerment as just one dimension of gender mainstreaming for ICM planning and implementation. 4. To increase the success of income-earning activities involving women, it may be necessary and helpful to encourage their spouses to be supportive and share duties for both economic and household activities.

Introduction

Tanzania has made rapid progress on establishing the national and local enabling conditions needed to better manage and conserve coastal resources. One of the most significant accomplishments has been the formal adoption of the National Integrated Coastal Environment Management Strategy by the Cabinet in 2003. This Strategy calls for "*implementing the national environment policy and other policies in conserving, protecting and developing Tanzania's coast for use by present and future generations.*" The strategy emphasizes integrated coastal management (ICM) action planning at the district level to achieve on-the-ground results.

As part of the implementation of their district ICM action plans, the Bagamoyo, Pangani, and Mkuranga districts are trying to reduce pressure on natural resources while improving the standard of living of poor coastal communities. To achieve tangible results on the ground, they have been exploring alternative income generating activities.

Over the past year, the Tanzania Coastal Management Partnership (TCMP) has been part of an international initiative to mainstream gender into coastal management and the district staff has begun to learn about the importance of such mainstreaming as part of and throughout the ICM cycle. In addition, the new United States Agency for International Development (USAID)/Tanzania Country Strategic Plan 2005-2014 has made gender a crosscutting theme. Since USAID is the main donor for ICM implementation in the three districts, this has increased the pressure on the district ICM teams to find ways to mainstream gender into the action plan implementation. The question is – how to do it?

The district ICM facilitators, who are responsible for the implementation of the district action plans, have also been tasked with ensuring that both women and men have access to, and benefit from the livelihood activities that are being introduced. One of the challenges lies in the fact that there are no blueprints that help identify which activities will work best under different conditions. In addition, economic conditions are unpredictable and the more economically successful members of communities often do not want to share their knowledge or innovations with others. Along the coast, there are few examples of economic livelihood activities that have proven to increase women's empowerment. So, what information do the district ICM officers need in order to make a decision about income-generating activities that will involve and benefit both women and men?

The district ICM facilitators have received gender-related training and have some basic information about gender relations in coastal communities:

● Along the coast, Islamic religious norms support the idea that men are the heads of their households and the primary decision-makers within their families. Also, senior males have more influence than younger males.

● In coastal communities in Tanzania, the men in Swahili culture usually earn more of the household income than do women. Also, men most often have control of household finances.

● "Traditional" Swahili culture assigns a lower status to women. Women and their daughters are responsible for most household domestic duties (i.e., cleaning, cooking, childcare, care of the sick,

water and firewood collection) to women. Women also have different knowledge than men about managing coastal resources. They usually engage in subsistence agriculture on plots of land on the farm or near the household, and they earn little income. Some, but not all, women are confined to their homes and, consequently, seldom participate in village affairs and decision-making.

Classroom Management

Module 1: Session objectives and overview

Explain the case study objectives and the process for reviewing the case.

Module 2: Case study introduction

Ask the students to read Handout 1. This handout introduces ICM in Tanzania, the main character and his task. The main character is Mr. Kaijunga (Kye-joon-gah). He is a district ICM facilitator in Bagamoyo (Bag-a-moy-yoh) District. He needs to work with communities to implement the district ICM action plan. The donor, USAID, and Kaijunga's colleagues from the Tanzania Coastal Management Partnership (TCMP), are eager to see tangible results on the ground. As part of the technical assistance that TCMP provides to several coastal districts, they have been identifying sustainable economic livelihood options. Recently, Kaijunga and his colleagues within the district have been sensitized to the importance of mainstreaming gender in ICM and have been made aware of USAID's interest in gender equity.

Kaijunga has been charged by his district ICM committee in Bagamoyo to find at least one livelihood option that can also include and benefit both women and men. He needs to find an option that will:

- improve the livelihood of coastal communities,
- involve and generate income for women and help elevate their status in the communities, and
- reduce pressure on marine resources.

After a conversation with Mama Asha, a village resident and chairperson of a local women's seaweed growers group, Kaijunga decides to get more information about beekeeping and new types of seaweed farming.

The main teaching point for the case is that adding a gender perspective to the analysis of economic livelihood options will lead to more socially sustainable outcomes than gender-blind analyses that are based solely on economic or environmental criteria.

After participants have read Handout 1, ask them to answer the following two questions:

Question 1:   What gender-related criteria should be considered when evaluating livelihood options?

Question 2:   What is the relationship between increasing women's income and women's empowerment in their villages?

The purpose of this first discussion is to encourage participants to think about the gender aspects and impacts of economic livelihood activities that are introduced by projects and programs. By using a gender-sensitive approach to decision-making about livelihood activities, the ICM practitioner considers who will be able to become involved in an activity, who will benefit and who will bear the "costs" associated with a new activity. There are both positive supporting factors and negative impeding factors that will affect who can participate and who will benefit.

In places where livelihood alternatives are being considered by coastal programs, it is important to consider the following:

- How does the work of men and women within and outside the household differ? (the gender division of labor).

- How do men and women in households share and divide incomes, and for which expenditures are each responsible?

- How do men and women differ in their access to, and involvement with formal decision-making bodies at the village and higher levels?

- What are the differences between women's and men's access to, and control over land and water resources?

- How do women and men use different landscape spaces?

- How do men's and women's traditional knowledge differ?

- What coping strategies are used by men and by women to respond to drought and other disasters?

- Do women and men have different freedoms related to movement and travel outside their homes and communities?

- There may be other important differences and inequalities between women and men, including levels of education, literacy, ability to work with numbers, etc., as well as other issues such as high rates of domestic violence, male out-migration, etc.

- Within communities, there are also important class, ethnicity, religious and other differences among women and among men.

It is also important to ask the class to think about how improving a woman's economic status often has other consequences within her household and community. In many places, a woman who has had the opportunity to earn increased income feels more empowered to participate in household and community decision-making and is also accorded more respect by her spouse and others in their community. Sometimes, however, just the opposite occurs and she must endure negative consequences such as harassment from other community members or abuse by her spouse.

Module 3: Finding a viable economic livelihood activity – comparing facts about beekeeping and seaweed cultivation (Handouts 2a and 2b)

Following the task explained in Handout 1, divide the participants into two groups (counting off by 1's and 2's). The Seaweed Group, will "help" Mama Asha analyze some facts about seaweed cultivation. The Beekeeping Group, will "help" Kaijunga analyze facts about beekeeping. Each group will get two handouts:

Seaweed Group:
- Handout 2a - Tanzania socio-economic fact sheet
- Handout 2b – Seaweed fact sheet (explains the pros and cons of seaweed cultivation)

Beekeeping Group:
- Handout 2a - Tanzania socio-economic fact sheet
- Handout 2c - Beekeeping fact sheet (explains the pros and cons of beekeeping)

Tell the groups they have 45 minutes to complete the first module. First, ask they to read the handouts. Then, using Worksheet 1, they are to create a table (see example below) listing pros and cons for "their" livelihood activity, using economic, environmental and gender perspectives. Alternatively, they can draw up their tables using markers on flipchart paper. This later alternative will facilitate group report-outs to the plenary.

The information presented in the two separate fact sheets – one on seaweed, and one on beekeeping – provides a realistic representation of the types of information that Kaijunga and Mama Asha would be likely to find. It does not include much information about gender aspects since there is little or no written information on this topic for these two livelihood options. When the two groups report out, raise these additional questions as part of the discussion:

1. How easy or difficult was it to determine the pros and cons of the activity from environmental, economic and gender perspectives?

2. What additional information would be needed to determine the gender implications of the activity?

After the plenary discussion, tell participants that Mr. Kaijunga and Mama Asha felt the information they received from the fact sheets was insufficient. Consequently, they decided to consult with some people who had on-the-ground experience with implementing seaweed and beekeeping projects. Mr. Kaijunga volunteered to go to the Kisiju Pwani village to talk about beekeeping and to Kijiru village to discuss seaweed farming.

Possible responses to worksheet 1 - What are the possible environmental, economic and gender impacts of beekeeping and seaweed culture?

Beekeeping:

	Environment	*Economic (household income)*	*Gender*
Pros	- Promotes mangrove conservation	- Can contribute extra income to the household with relatively little input of labor - The selling price is quite good and the products can be sold anywhere	- It is possible for both men and women to do as a side activity
Cons	- No damage to the environment	- May take a long time before generating an income - Income is dependent on external factors - Requires a relatively large initial cost	- Traditionally regarded as a "male" activity - Men may be hesitant to accept women into the activity

Seaweed Farming:

	Environment	*Economic (household income)*	*Gender*
Pros	- *Relatively environmentally friendly*	- Can contribute extra income to the household - Income is relatively quick and secure (spinosum) - Income is relatively quick, but less secure (cottonii)	- Possible for both men and women to participate in as a side activity
Cons	- Can generate conflicts with fishermen and other users- Can compete with natural seagrass beds	- Spinosum requires much input of labor for a small income - Cottonii is dependent on more advanced techniques, costs more to set up, is more dependent on environmental factors - Dependent on a few buyers (and locked price)	- Traditionally regarded as "female" activity - For Cottonii, women may need help from men to grow the seaweed

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Module 4: Field consultations

Divide the participants into the same two groups as they were assigned to in Module 3. Distribute Handout 3a to the Seaweed Group and Handout 3b to the Beekeeping Group.

The next task requires 45 minutes. After the two groups review the handouts, ask them to consider their livelihood alternative from the perspective of the ICM Committee in Bagamoyo District. They should use flip charts and markers to:

1. Make a quick revision of their list of pros and cons for their economic activity, based on environmental, economic, and gender perspectives

2. Based on all the handouts received so far, groups should describe the impacts that they think that their economic activity might have on:

   - the division of labor between men and women;
   - women's involvement in village decision making;
   - women and men's access to, and control over coastal resources;
   - women and men's domestic responsibilities, including financial expenditures; and
   - other inequalities between women and men.

Emphasize to the class that they should concentrate on step 2 above (step #1 should be a very quick).

During the report out, the instructor can highlight the fact that both beekeeping and seaweed farming have the potential to change gender relations and in particular, the division of labor between men and women. In Tanzania, it is primarily women who practice seaweed farming. However, global experience suggests that elsewhere in the world seaweed culture often is a family activity. For example, in some areas of Indonesia, several members of the household often practice seaweed cultivation and tasks are divided between, men, women, and young adults living at home and even children. There is still limited information available about whether other household members, including spouses, start contributing more to other household tasks when women become involved in seaweed or other livelihood activities.

You can also ask the participants if there are any traditional taboos or rules that may make it more difficult for women to engage in the economic livelihood activities (e.g. women should not be on boats or climb trees). Are these really rules or are they just preconceived opinions? If the Muslim women in the Kijiru village can use dugout canoes why could not women in other coastal villages do the same? What can you, as a coastal manager, do to change or work around such issues?

One teaching point that should come out in the group discussion is that **to increase the success of income-earning activities that involve women, it may be necessary and helpful to encourage their spouses to be supportive and share duties for both economic and household activities.** It is usually not optimal to involve only women in an activity (especially if the activity is separate and non-related to other coastal management activities) and many times the results are better if both men and women are involved.

Possible responses to the questions about gender impacts:

1. **The division of labor**:
-   Cottonii culture may require that men and women collaborate
-   Beekeeping is a traditionally a male activity and requires men's willingness to allow women to enter the business
-   Spinosum requires a lot of time and may detract from other household activities for which women are responsible (e.g. agriculture, housekeeping)
-   Both activities require a change in the division of labor – with women taking on a larger role in income generating activities.

2. **Women's involvement in village decision making**
-   Increased economic status and role in household decision-making may increase women's involvement in village decision-making, but it is not guaranteed.

3. **Women's and men's access to, and control over coastal resources**
-   Both activities require that women access and work with coastal resources that they may not have controlled before (e.g. mangroves)
-   Both activities could create conflicts between women and men's control over coastal resources (e.g. conflicts between seaweed culture and fisheries and between beekeeping and mangrove cutting).

4. **Women's and men's domestic responsibilities, including financial expenditures**
-   It may require that men take on larger domestic responsibilities, if women have less time
-   With increased income, women are likely to contribute more to the household expenditures
-   Women are likely to spend their money differently than men, prioritizing schooling, food, clothes, and other necessities.
-   May get women involved in a women's cooperative and savings scheme.

5. **Other inequalities between women and men**
-   Increased income for women may increase conflicts between women and men, for example, some men may feel that their authority is challenged if their wives become financially independent.
-   If women's incomes increase, their economic status and decision-making role in the household may improve.
-   If women's incomes increase, they may spend their money on schooling for their daughters, in the long run improving the situation for them.

When processing the questions about gender impact, it is important to help participants understand that engaging women in economic livelihood activities can have diverse impacts – and it is not certain that all the outcomes are good from a gender equity perspective. You can ask the group a number of questions to help them think through the implications of the economic livelihood activity:

●   If you increase a woman's income, how might this affect her influence on day-to-day decision-making within her household?

●   If a woman earns more money, do you think that she will be expected to be responsible for more household expenditures?

●   Do you think that women who earn more income are more likely to take on a larger role in village affairs?

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If yes, why? If no, why not?

● If involving women in income generating activities does not lead to increased political empowerment or results in a negative backlash for women, what should the coastal manager do next?

● If the economic activity absorbs a lot of a woman's time, how likely is it that her husband will take on larger responsibilities for domestic chores (e.g. firewood and water collection)?

Listening to the report-out presentations on beekeeping and seaweed farming, participants should assess both alternatives from the perspective of the ICM Committee in Bagamoyo district. If the committee's objective is to find an option that is viable and sustainable from all three perspectives – i.e. environmental, economic and gender – then which option do participants think the committee should select?

> **Positive forces:** Activities, traditions, people, norms that exist and that can help enhance the empowerment of women who engage in economic livelihood activities.
> **Restraining forces:** Activities, traditions, people, norms that exist and that may hinder the empowerment of women who engage in economic livelihood activities.

Module 5: Concluding discussion

After learning about seaweed farming and beekeeping in the previous modules, participants should discuss the key gender aspects and possible impacts of both activities. Are the gender aspects and impacts similar or different for the two options? Ask participants to consider both beekeeping and seaweed farming and answer the following questions:

1. Do you think these two economic activities will lead to increased empowerment for women?
2. What restraining forces exist in this situation that may restrict women's opportunities and options?
3. What positive forces exist in this situation that may help empower women?
4. As coastal managers, how could can we build upon the positive forces and decrease the negative forces?
5. What have participants learned from this case study that they can apply in their own situations?

It is useful to develop a chart of positive and restraining forces:

Positive forces		Restraining forces	
Existing forces	*How to increase?*	*Existing forces*	*How to decrease?*

Look at the positive and restraining forces. Do you think that the positive forces are enough to empower women? If not, in what other ways can ICM managers help empower women?

A key teaching point here is that **it is important for ICM projects and programs to view women's economic empowerment as just one dimension of gender mainstreaming for ICM planning and implementation.** Point out that in the seaweed farming dialogue, Lugazo explains how the Tanga project has

been able to empower women to participate in ICM decision-making. When they realized that women were not becoming engaged in decision-making, they began meeting with men and women separately. Over time, they were able to convince both women and men of the benefits of having both groups participate. Eventually, women became more involved in village based environmental committees, project monitoring, and implementation.

End the session by asking participants what they learned from the case. If they come from a country other than Tanzania, how do they think that things would differ in their country and culture? Is this case applicable to their situation?

The teaching point is that **involving women in livelihood development activities may have a number of positive and negative consequences, including women's empowerment within their households or communities.** But involving women in livelihood development activities does not *guarantee* increased empowerment. Women's empowerment is more likely to increase if the livelihood activity is part of an overall gender mainstreaming effort by ICM projects and programs. It is not sufficient simply to involve women in only economic activities or only decision-making activities. As part of planning and implementation of ICM, it is important to understand gender relations in households and communities. Whenever possible, you want to expand opportunities for both women and men, to remove barriers to participation and to reduce the possibilities of reducing women's status.

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Session Plan

Version 1 (4-hour Option)

Time	*Activity*	*Handout*
15 minutes	**Module 1: Session objectives and overview** Explain the case study objectives and process to review the case.	**Handout 1**
45 minutes	**Module 2: Case study introduction** Distribute Handout 1 (Case Study Introduction) and allow 15 minutes for the class to read it. This handout introduces two of the main characters in the case – Mr. Kaijunga (Kye-joon-gah), who is the District ICM Facilitator in Bagamoyo (Bag-a-moy-yoh) District in Tanzania, and Mama Asha, a seaweed farmer and wife of a fisher who lives in Bagamoyo District. Mr. Kaijunga has been asked by his District ICM Committee to find a livelihood activity as an early implementation action for a District ICM Action Plan. The committee wants Kaijunga to use criteria to determine if the new activity will be economically viable, environmentally friendly and available to both women and men. After participants have read handout 1, ask them to discuss the following two questions as a plenary group: Question 1: What gender-related criteria should be considered when evaluating livelihood options? Question 2: What is the relationship between increasing women's income and women's empowerment in their villages?	
60 minutes	**Module 3: Fact Sheets – Seaweed Farming & Beekeeping** Remind the group that Mr. Kaijunga and Mama Asha have decided to look for additional information about beekeeping and seaweed farming. Count off by 1's and 2's and divide the class into two groups: ■ All #1s become the Seaweed Group (Mr. Kaijunga's research group) ■ All #2s become the Beekeeping Group (Mama Asha's research group) All class participants receive Handout 2c (Tanzania's Socioeconomic Context) and Worksheet 1. Group 1 members get Handout 2b. Group 2 members get Handout 2c. Each of these two handouts describes a livelihood activity. During the next 30-45 minutes, group members should read through their handouts and then work as a group to prepare a list of the pros and cons of "their" livelihood activity from economic, environmental and gender perspectives. Use the final 15 minutes of Module 3 for a group report-outs and a plenary discussion.	**Seaweed Group:** **Handout 2a** **Handout 2b** **Worksheet1** **Beekeeping Group:** **Handout 2a** **Handout 2c** **Worksheet 1**

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15 minutes	**Break**	

60 minutes	**Module 4: Field consultations – Seaweed Farming & Beekeeping**
	
	Instruct the class participants to return to their two groups and distribute Handout 3a to the Seaweed Group and Handout 3b to the Beekeeping Group. Handout 3a is a dialogue between Mr. Kaijunga and three villagers who are knowledgeable about beekeeping. Handout 3b is a dialogue between Mr. Kaijunga and the Director and the Extension Officer of the Economic Growth and Empowerment Project (EGEP).
	
	Participants should read through the handouts and work in their respective groups on the following tasks for the next 45 minutes:
	
	1. Revise their list of pros and cons of their group's economic activity from environmental, economic and gender perspectives.
	2. Using the handouts provided, discuss and record group thinking about the impacts their economic activity might have on families and communities. For example:
	   a. How do husbands and wives in a household divide up household tasks?
	   b. How do husbands and wives divide financial responsibilities?
	   c. What are the differences in men and women's access to and control over coastal resources?
	   d. How do men and women participate in, and make decisions about village development in community meetings?
	   e. What are other differences in the roles and responsibilities of men and women and the relationship between husbands and wives?
	Use the last 15 minutes of Module 4 for group report-outs and a plenary discussion.
		Seaweed Group: Handout 3a
		
		Beekeeping Group: Handout 3b
		
		Worksheet 1

45 minutes	**Module 5: Final discussion and analysis of the case** Facilitate a plenary discussion of the following questions: 1. Do you believe these two economic activities will lead to increased empowerment for women? 2. What forces exist in this situation that may likely restrict women's opportunities and options? 3. What forces exist in this situation that may help empower women? 4. As coastal managers, how could can we build upon the positive forces and decrease the negative forces? 5. What have participants learned from this case study that they can apply in their own situations?	

Version 2 (2-hour Option)

Time	*Activity*	*Handouts*
10 minutes	**Module 1: Session objectives and overview** Explain case objectives of the process to review the case	
30 minutes	**Module 2: Case study introduction** Distribute Handout 1 (Case Study Introduction) and allow 15 minutes for the class to read it. This handout introduces two of the main characters in the case – Mr. Kaijunga (Kye-joon-gah), who is the District ICM Facilitator in Bagamoyo (Bag-a-moy-yoh) District in Tanzania, and Mama Asha, a seaweed farmer and wife of a fisher who lives in Bagamoyo District. Mr. Kaijunga has been asked by his District ICM Committee to find a livelihood activity as an early implementation action for a District ICM Action Plan. The committee wants Kaijunga to use criteria to determine if the new activity will be economically viable, environmentally friendly and available to both women and men. After participants have read Handout 1, ask them to discuss the following two questions as a plenary group for 15 minutes:Question 1: What gender-related criteria should be considered when evaluating livelihood options?Question 2: What is the relationship between increasing women's income and women's empowerment in their villages?	**Handout 1**
80 minutes	**Module 3: Data Gathering & Discussion - Seaweed Farming & Beekeeping** Remind the group that Mr. Kaijunga and Mama Asha have decided to look for additional information about beekeeping and seaweed farming. Count off by 1's and 2's and divide the class into two groups: ❑ #1s become Seaweed Group (Kaijunga's research group) ❑ #2s become Beekeeping Group (Mama Asha's group) All participants receive Handout 2c (Tanzania's Socioeconomic Context) and Worksheet 1. Group 1 also receives Handout 2b. Group 2 members receive Handout 2c. Each of these two handouts describes a livelihood activity. For the next 20 minutes, the two groups prepare a short list of pros and cons of "their" livelihood activity from economic, environmental and gender perspectives. After 20 minutes, distribute Handout 3a (Dialogue) to the Seaweed Group and Handout 3b (Dialogue) to the Beekeeping Group. Handout 3a is a dialogue between Mr. Kaijunga and three villagers who are knowledgeable about beekeeping. Handout 3b is a dialogue between Mr. Kaijunga and the Director and the Extension Officer of the Economic Growth and Empowerment Project (EGEP). The groups have 15 minutes to revise their pros and cons lists.	**Seaweed Group: Handout 2a Handout 2b Worksheet 1** **Beekeeping Group: Handout 2a Handout 2c Worksheet 1** **Seaweed Group: Handout 3a Beekeeping Group: Handout 3b**

Spend the next 15 minutes on group report-outs and discussion. For the final 30 minutes, the plenary groups should discuss the kinds of impacts that seaweed farming and beekeeping might have on families and communities:

1. How do husbands and wives in a household divide up household tasks and financial responsibilities?
2. What are the differences in men and women's access to, and control over coastal resources?
3. How do men and women participate in, and make decisions about village development in community meetings?

Close the plenary discussion with three more questions:

1. Do you think that these two economic activities will lead to increased empowerment for women?
2. As coastal managers, how could you build upon the positive forces and decrease the negative forces that affect women's opportunities and options?
3. How can participants apply what they have learned in this case study to their own situations?

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Module 2 - Handout 1

"Elimu Haina Mwisho" (Learning Never Ends):
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Task: Discussion of Background Materials

■ Read Handout 1

■ Discuss the following questions as a plenary group:
   ● Question 1: What gender-related criteria should be considered when evaluating livelihood options?
   ● Question 2: What is the relationship between increasing women's income and women's empowerment in their villages?

Introduction

Tanzania has made rapid progress on establishing the national and local enabling conditions needed to better manage and conserve coastal resources. One of the most significant accomplishments has been the formal adoption of the National Integrated Coastal Environment Management Strategy by the Cabinet in 2003. This Strategy calls for "*implementing the national environment policy and other policies in conserving, protecting and developing Tanzania's coast for use by present and future generations.*" The strategy emphasizes integrated coastal management (ICM) action planning at the district level to achieve on-the-ground results.

As part of the implementation of their district ICM action plans, the Bagamoyo, Pangani, and Mkuranga districts are trying to reduce pressure on natural resources while improving the standard of living of poor coastal communities. To achieve tangible results on the ground, they have been exploring alternative income generating activities.

Over the past year, the Tanzania Coastal Management Partnership (TCMP) has been part of an international initiative to mainstream gender into coastal management and the district staff has begun to learn about the importance of such mainstreaming as part of and throughout the ICM cycle. In addition, the new United States Agency for International Development (USAID)/Tanzania Country Strategic Plan 2005-2014 has made gender a crosscutting theme. Since USAID is the main donor for ICM implementation in the three districts, this has increased the pressure on the district ICM teams to find ways to mainstream gender into the action plan implementation. The question is – how to do it?

The district ICM facilitators, who are responsible for the implementation of the district action plans, have also been tasked with ensuring that both women and men have access to, and benefit from the livelihood activities that are being introduced. One of the challenges lies in the fact that there are no

blueprints that help identify which activities will work best under different conditions. In addition, economic conditions are unpredictable and the more economically successful members of communities often do not want to share their knowledge or innovations with others. Along the coast, there are few examples of economic livelihood activities that have proven to increase women's empowerment. So, what information do the district ICM officers need in order to make a
decision about income-generating activities that will involve and benefit both women and men?

The district ICM facilitators have received gender-related training and have some basic information about gender relations in coastal communities:

● Along the coast, Islamic religious norms support the idea that men are the heads of their households and the primary decision-makers within their families. Also, senior males have more influence than younger males.

● In coastal communities in Tanzania, the men in Swahili culture usually earn more of the household income than do women. Also, men most often have control of household finances.

● "Traditional" Swahili culture assigns a lower status to women. Women and their daughters are responsible for most household domestic duties (i.e., cleaning, cooking, childcare, care of the sick, water and firewood collection) to women. Women also have different knowledge than men about managing coastal resources. They usually engage in subsistence agriculture on plots of land on the farm or near the household, and they earn little income. Some, but not all, women are confined to their homes and, consequently, seldom participate in village affairs and decision-making.

Scene 1. Embarking on the charge

The district ICM committee in the Bagamoyo district has just asked, Mr. Kaijunga (Kye-joon-gah), the district ICM facilitator, to identify a livelihood activity that is environmentally friendly, economically viable and will help improve women's ability to earn income.

Characters

Mr. Kaijunga is the district ICM facilitator in Bagamoyo district. He is responsible for helping communities to implement the district ICM action plan. Kaijunga reports to the Bagamoyo District ICM Committee. In 2003, he participated in a Dar es Salaam workshop on mainstreaming of gender and demographic issues to improve the social sustainability and equity of ICM activities. In addition, he has also been sensitized to the importance of gender mainstreaming through workshops, briefings and other information. Kaijunga is also the Natural Resources Officer for Bagamoyo District.

Mama Asha (Ash_a) is a 35-year old married woman who lives in the village of Mlingotini (Mmm-ling-o-tee-nee). She is the chairperson of the all-women, Mlingotini Seaweed Growers Group. She has been growing seaweed for about three years. She was formerly a teacher and has attended teacher-training college. Her husband is a fisherman.

Sitting in front of her family's house, cleaning some of the seaweed that she harvested earlier that morning, Mama Asha caught sight of Mr. Kaijunga. As he approaches her palm-leaf thatched house, Kaijunga calls out:

Kaijunga: "Jambo, Mamma! Habari za mchana (Hello, how is everything today)."

Mama Asha: "Nzuri, karibu" (Fine, welcome). Have a seat and we'll get you some tea."

Kaijunga: "I am glad to see that you are home. I have been meaning to talk to you about our plans to implement the district coastal management action plan here in Mlingotini. Do you remember when we talked before about finding some good livelihood activities as part of the action plan? We are trying to identify activities that help us conserve coastal resources and reduce poverty. Since we wrote the action plan, I have realized that we should be supporting livelihood activities that are good for both women and men."

Mama Asha: "Interesting. Why did you start to think about helping both women and men?"

Kaijunga: "It all started when I went to the launching of our National ICM strategy in Dar es Salaam last year. A lady from the Tanzania Coastal Management Partnership (TCMP) gave a talk about how important that it is to consider gender in coastal management. I had not really thought much about that idea before. But she gave a great talk and many people got involved in the discussion afterwards. Then, the TCMP changed its District Action Planning Guidelines so to address gender aspects and the office in Tanzania put a stronger emphasis on what's called, 'gender mainstreaming' for all of its projects."

Mama Asha: "So, what are you proposing?"

Kaijunga: "Of course, we'd like to find some livelihood activities that can help to reduce the pressures on marine resources. But at the same time, we want to increase the income among the villagers here in Mlingotini, but among everyone and not just the men. From what I have learned, I can see that to be gender sensitive, I will need to ask different types of questions and get some additional information about gender relations."

Mama Asha: "I see, you have a point. I have noticed that when women have increased income, it sometimes changes their status within their families and their communities. Maybe they get stronger and more confident since they are making some decisions on their own. So, do you have any livelihood activities in mind?"

Kaijunga: "Well, I know that you and a group of ladies in Mlingotini have been involved in seaweed culture for a long time. Do you think that would be a good alternative for us to look into?"

Mama Asha: "I am not sure. In reality, seaweed does not bring a whole lot of income to us. It is a lot of hard work but it does not make us rich. But I have been hearing that there are some other species of seaweed that might help us make more money".

Kaijunga: "Hmm, maybe we could look into that. Now that you mention it, I have heard that there is a project nearby in the Tanga region. They are trying some innovative techniques. Maybe we could talk

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to them? Since you are already growing seaweed and are more of an expert than I am, it would be great if you could come with me. Besides, if we are going to look into livelihood options in a gender-sensitive way, then it would be good if we could work on this research together!"

Mama Asha: "Sure, but why should we only look at seaweed? Why not explore some other options too? I have heard that honey sells for a lot of money - what about bee-keeping? "

Kaijunga: "Great idea! My colleague in Mkuranga is working on a beekeeping project. I know he wanted to include women and make sure they benefited. Let's go talk to him!"

Mama Asha: "Ok, this is starting to sound really exciting! I have an idea. What if we read up on seaweed growing and beekeeping before we talk to them? That way, we might be able to ask them better questions."

Kaijunga: "That sounds like a good idea. Would you be willing to read about seaweed growing if I brought you some materials? I'll look into information about beekeeping. We can meet back here next week to talk about what we've learned and see if it's still necessary to go and visit our colleagues in Tanga and Mkuranga"

Mama Asha: "Kwaheri" (goodbye).

Mr. Kaijunga: "Kwaheri" (goodbye).

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Module 3 - Handout 2a

Gender and Socio-Economic Issues in Tanzanian Coastal Villages

Tanzania is one of the poorest countries in the world. Its annual per capita income is about US$ 270. Non-income dimensions of poverty are also severe. In 2002, Tanzania was ranked number 151 (out of 173 countries) on the United Nation's Human Development Index.

Tanzania's coastline is both ecologically and economically important to the nation. It stretches approximately 2,300 kilometers and encompasses five coastal regions and three large islands. While the coastal districts cover only about 15 percent of the nation's total land area, they support approximately 25 percent of the population or approximately eight million people. By the year 2025, the coastal population is projected to increase to 20 million.

In coastal regions, the standard of living is generally lower than the national average. Communities depend on smallholder farming, subsistence forestry, lime and salt production, coastal fisheries, seaweed farming and small-scale trade. Ninety percent of cultivated coastal lands are managed as small-scale subsistence farms. Only 10 percent of all cultivated coastal lands are managed as commercial large-scale farms for sisal, cashew nuts and coconuts. Tanzania has about 43,000 fulltime marine fishers and they operate primarily in shallow waters using traditional canoes, outrigger canoes or traditional vessels called *dhows*.

There are great economic and ecological pressures on Tanzania's coastline. This is expected to remain so in the future due to population growth and continued demands for economic development. Destructive practices such as dynamite fishing, coral mining and mangrove clearing have led to coral reef destruction, mangrove depletion and declining fish stocks. In turn, this situation has caused other environmental disturbances such as soil and beach erosion. There is also evidence of over-fishing. For example, between 1990 and 1994, fish catches dropped by 32 percent – although the effort remained the same. Coastal forests, including the mangroves, have also dramatically declined during the past two decades, from 59,300 square kilometers to 1,050 square kilometers.

Dominated by the Swahili culture, there are traditional gender roles for males and females, as well as young and old. There are also social expectations for the behavior of the rich and the poor. These differences include resource use, access to land, natural resources, equipment, labor, capital, outside income and education (Van Ingen, Kawau, and Wells 2002).

Women play important roles in coastal households:
- They have primary responsibility for child rearing, cooking and cleaning.
- They perform the majority of labor for subsistence farming and firewood collection.
- They have primary responsibility and provide the majority of labor for seaweed farming and reef flat gleaning but they seldom use boats due to cultural superstitions.
- They are responsible for buying household consumables, such as food, clothes, kitchen utensils, household furniture and sometimes building supplies.
- They typically have limited involvement in community decision-making.

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Men have a different but related set of roles and responsibilities:

- They more often earn most of the income for their families, typically from offshore boat fishing.
- They typically control access to almost all household resources.
- They buy most of the more expensive goods, such as boats, boat repairs, bicycles, house building materials, radios and fishing gears.
- They are more often involved in petty trading than their wives.

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Module 3 - Handout 2b

Task: Help Mama Asha analyze the seaweed farming information

- Read the fact sheet that Kaijunga provided to Mama Asha.
- Using Worksheet 1 and/or a group flip chart, prepare a list of pros and cons about seaweed farming as a livelihood option for coastal villages. Consider three aspects: environmental issues, economic/household income issues and gender issues.
- Prepare to present the outcomes from your group discussions to the entire class.

Seaweed Farming Fact Sheet

Small-scale seaweed farming has now become an important socio-economic activity along the Tanzanian coast. The main species that have been cultured in Tanzania are Kappaphycus alverazii (Cottonii) and Eucheuma denticulatum. Seaweed farming provides informal employment opportunities and income, especially to women – who comprise approximately 70 percent of all seaweed farmers. To date, few men have been attracted to growing seaweed because of the low economic returns relative to the labor required. Because Tanzanian women have had far fewer opportunities than men have for earning income, they have come to dominate seaweed farming.

Dried seaweed is a source of ready cash for coastal Tanzanians. It is sold on the international market, primarily to Europe and the United States. Most of the carageenan extraction is done in these countries. Seaweeds are used in the food production, cosmetics and pharmaceutical industries. For example, red seaweeds are often used as gelling agents. They contain high concentrations of compounds called carrageenan. Others are thickening agents in cosmetics.

> **Box 1: What is Seaweed?**
>
> Seaweeds are algae, a biological classification of marine plants. Unlike the microscopic algae known as phytoplankton, seaweeds are large and possess structures that allow them to anchor into the substrate. They differ from terrestrial, vascular plants because they do not have regular roots, leaves or flowers. They also lack a transport system for moving materials between different portions of the plant.

At present, there are four companies that buy seaweed from the producers. When they start working in a village, they provide materials such as lines and seaweed seedlings to the producers. This arrangement means that growers have negligible initial capital costs for seaweed production. However, the buyers usually claim the purchase rights for all seaweed that is then produced in a village. In a monopsony arrangement, all village growers are then forced to sell their seaweed to one buyer at the price that the buyer sets and controls. This arrangement tends to keep the price of seaweed low.

Most of the seaweed produced in Tanzania is *Spinosum*. It is only marketed as an ingredient in toothpaste. Because of its narrow usage, it brings in a very low market price (80 Tanzania shilling/Tsh per kilogram, which is equivalent to US$.08 cents). *Spinosum* requires twice as much labor as *Cottonii* and a 100-line grower can expect to net Tsh 280,000. Because *Spinosum* can be grown and harvested throughout the year, farmers can expect to harvest about 4,000 kg from 100 lines that are 20-meters each in length. The cost of materials for *Spinosum* farming is about Tsh 1,000 per 20-meter line and floats are not used.

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Box 2: Actual Annual Earnings of a Tanga District Villager From Seven Livelihood Activities (2003 actual data)		
Spinosum	19,100	19
Cottonii.	111,300	111
Rice farming	24,000	24
Coconut farming	80,000 per acre	80
Mat weaving:	12,000	12
Cashews	102,000 per acre	102 per acre
Cassava	100,000 per acre	100 per acre

In contrast, *Cottonii* producers have the potential to earn about Tsh 400,000 ($400 USD) per year from 100 lines of seaweed, at the current price of Tsh 200 per kilogram. This amount averages out to about Tsh 1,000 ($1 USD) per hour spent on seaweed farming activities. This amount is well above the normal returns of other income generating activities at the coastal village level.

The following information provides an idea of production expenses for *Cottonii*:

- A *Cottonii* seaweed farmer can typically manage 90-120 lines. The average is 100.
- For this amount, a farmer's initial costs are Tsh 200,000 to Tsh 400,000.
- Materials typically last at least two years, making the average annualized cost of materials approximately Tsh 100,000 to 200,000.
- The cost of inputs is approximately about Tsh 50 per kg of production.
- One hundred lines will yield around 2,000 kg of dried *Cottonii* per year.
- Cottonii seaweed is produced over an average of eight months and during that time, 30-40 hours of labor is required every two weeks.

From a price perspective, it would seem to make more economic sense for farmers to grow *Cottonii*. As production of *Spinosum* has increased, prices have been steadily falling. *Cottonii*, on the other hand brings in about 200 Tsh per kilo. The selling price has been rising due to an increased demand for *cottonii* for the production of string. The problem, however, is that *Cottonii* is much more difficult to grow. Most of the farms are located in intertidal areas where salinity and temperatures fluctuate widely and are subject to freshwater inflows from nearby creeks and rivers. *Cottonii* requires a narrow range of temperature (25-30 degrees Celsius) and salinity (30-35 parts per thousand). For the past four years, *Cottonii* farmers have been experiencing die-offs. This has affected production. In some villages, production has been totally wiped out.

Professor Keto Mshigeni of the University of Dar es Salaam's Botany Department at the University of Dar es Salaam is credited with being Tanzania's first pioneer of seaweed farming. In 1996, he began some experimental plots at Kigombe in the Tanga region and in Fumba on Zanzibar using commercial farming techniques and seaweed species from the Philippines.

There are many methods of seaweed farming, such as the peg and line method, rafts, and baskets. In Tanzania, only the peg and line method is generally used. Growers typically use lines of up to 20 meters in length on which they tie seaweed seedlings. Lines are deployed in shallow water, usually in the intertidal areas of reef flats. They are fastened between two pegs and the seaweed is left to grow for about 42 days until the seaweed are large enough to harvest. *Cottonii* seaweed production in Tanzania requires lines 4mm in

diameter and up to 20 meters in length (on which the seaweed is tied for 42 days while it grows to the desired harvesting size), 3 floats for each 20-meter line, tie-ties and seedlings. Thus, for each 20-meter line used, the cost of the rope, tie-ties, floats, and seedlings is approximately Tsh 2,000– 4,000 (depending upon the quality and quantity of floats used).

Some projects, such as the Economic Growth and Empowerment Project (EGEP), have tested the raft method of seaweed cultivation that is used in other countries. These trials have shown that raft cultivation yields more seaweed compared to the peg and line method. With rafts, the villagers can shift the cultivation to deeper water, where the environmental factors are more stable.

However, shifting to deeper water, either through raft or floating line methods as practiced in Indonesia, requires that the grower have access to a boat. Boats are almost always owned by mostly male fishers and are almost always operated by males. It is a piece of productive capital that few women control or can afford to buy. It is also not customary for women to go out on boats.

**Figure 1.
Peg and Line Culture**

**Figure 2.
Raft Culture**

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Module 3 - Handout 2c

Task: Help Kaijunga analyze the beekeeping information

- Read the fact sheet that Kaijunga found about beekeeping.
- Using Worksheet 1 and/or a group flip chart, prepare a list of pros and cons about beekeeping as a livelihood option for coastal villages. Consider three aspects: environmental issues, economic/ household income issues and gender issues.

Beekeeping Fact Sheet

The products from beekeeping can serve as a source of income to coastal communities who have very limited access to other income generating activities. Beekeeping is appropriate for coastal communities with sufficient mangrove forests for the placement of hives. Bee keeping can generate supplemental income because it does not require full time work. After establishing the hives, the beekeeper is only required to visit the hives occasionally to monitor their progress. Beekeeping is considered to be environmentally friendly because it is more likely to be successful when there are abundant, well-managed and healthy mangrove ecosystems. To increase honey production, villagers have replanted mangroves to augment the number of flowers available for bees.

Beekeeping products are in high demand by local and national markets. The main products of beekeeping are honey and wax. There are more than two hundred uses for honey and other beekeeping products. Seventy-five percent of the beeswax produced in the world finds its way into the cosmetics and pharmaceutical industries. Beeswax is commonly used in the preparation of ointment of pill coating. Honey is also praised for its nutritional value.

Box 1: Projected gross annual income from beekeeping		
	Tsh	**USD**
Honey	112,500	112
Wax	27,000	27
Total annual income from 1 hive	139,000	139
Total annual income from 5 hives	697,500	697

Table 1: Beekeeping Start-Up Costs

Materials	Price (Tsh)	Price (US$)
Materials for the hive (timber)	30,000	30.00
Paint	7,000	7.00
Beeswax	6,000	6.00
Bee colonies with mated queens	15,000	15.00
Bee veil	16,000	16.00
Overalls	30,000	30.00
Bee gloves	12,000	12.00
Hat	4,000	4.00
Bee smoker	20,000	20.00
Hive tools	4,000	4.00
Gum (rubber) boots	30,000	30.00
Sum	**174,000**	**174.00**

For honey production in Tanzania, the maximum gross annual income per hive for would be 112,500 Tsh (US$112.50). This figure assumes a best-case scenario of three honey harvests per year of 15 kilograms each. The current price for one kilogram of honey is Tsh. 2,500 (US$ 2.50). The expected production per hive per harvest is 15 kilos of honey and 3 kilos of beeswax. The costs of transport are variable.

In addition, a producer could

potentially count on an additional 27,000 Tsh (US $27) per year from beeswax. This figure assumes a per hive production of three kilograms, three times a year, and a price of 3,000 Tsh per kilogram. If the wax is processed into candles, the producer can earn an additional 500 Tsh per piece in local markets.

It is relatively expensive to set up a beehive. Buying all the materials that you need for a hive costs about 174,000 Tsh (US$ 174 dollars). As shown in Table 1, most of the expenses are for bee handling equipment so there are definite economies of scale of setting up more than one hive. To process the honey, it is necessary to purchase a pressing machine for an additional cost of 90,000 Tsh (US$ 90). But, this cost could be shared by a group of beekeepers.

It is relatively easy for community members to learn how to do beekeeping and adapt the technology to fit into the specific environment of a village. There are two ways to locate a hive. Traditionally, beehives were placed in the crown of mangrove trees (Photo 1). This technique required the beekeeper to climb the mangrove trees to harvest the honey and it is somewhat cumbersome. Tree hives are cheaper to set up than more modern beehives (Photo 2) that use wooden structures placed on the ground. Tree hives cost 5,000 Tsh to set up as compared to 30,000 Tsh for modern hive materials. Modern beehives are easier to open and harvest, particularly for adult women who typically do not climb trees. Beekeepers also have a choice about buying or naturally colonizing their hives.

If choosing the latter option, then coastal beekeepers need to learn about how to time colonization to coincide with the twice-annual flowering season of mangroves.

Figure 3.
Traditional beehive

Figure 4.
Modern beehive

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Module 3 - Worksheet 1

Group Name: _____

Economic Activity: _____

Worksheet 1.   Pros and Cons from Environmental, Economic & Gender Perspectives

	Environment	**Economic (Household income)**	**Gender**
Pros			
Cons			

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Module 4 - Handout 3a

Task: Help Kaijunga analyze the new seaweed information

- Return to your small groups.
- Read handout 3a (below).
- Take 45 minutes to prepare flip charts for two tasks:

- Revise the list of pros and cons of you group's economic activity from environmental, economic and gender perspectives.

- Discuss the kinds of impacts that you economic activity might have on families and communities in terms of:

  – the division of labor between men and women;
  – women's involvement in village decision making;
  – women and men's access to, and control over coastal resources;
  – women and men's domestic responsibilities, including financial expenditures; and
  – other inequalities between women and men.

- Prepare a short presentation for the plenary group.

Kijiru village field visit

Kaijunga and Mama Asha travel to the village of Kijiru to find out more about the raft method of seaweed farming introduced by the Economic Growth and Empowerment Project (EGEP). Kijiru is one of its pilot villages. Located in Tanga District, Kijiru is north of Tanga Town and near the Kenyan border. There are about 200 residents. Their main economic activity is subsistence farming and fishing. When the sisal and cashew industries collapsed, the villagers were left with few economic options. In the late 1990s, the Tanga Coastal Zone Conservation and Development Program (TCZCDP) introduced seaweed farming and many villagers, especially women, regarded it as a great opportunity.

New Characters

Lugazo is currently working with the EGEP in Tanga District. In his previous job as an extension officer for TCZDP, he received extensive training in ICM and gender issues. He has a lot of experience with seaweed farming.

George is the Director of EGEP, a USAID-funded program focused on economic development. He has a strong background in business. His job is to see that the overall project workplan is implemented. He needs to keep USAID happy. He needs to deliver results and he is concerned that gender mainstreaming or any other new topics may distract his employees.

Interview with Lugazo and George

Kaijunga and Mama Asha: "Hamjambo (Hello), Bwana George and Bwana Lugazo."

George and Lugazo: "Hatujambo (Hello) and karibuni (welcome)."

Kaijunga: "We have come to visit because Bagamoyo district is in the process of implementing its district ICM action plan. As part of this plan, we are trying to introduce livelihood activities in some of our coastal villages. We understand that you have been working with the villagers in promoting new methods for seaweed farming in Tanga District. Mama Asha is a seaweed farmer and heads a women's group of seaweed farmers in Bagamoyo district. We know that you have also tried to integrate gender into your work. We were wondering if you could tell us a bit about your experience."

Lugazo: "We are so happy to hear that you are interested in introducing this activity in Bagamoyo. We think that seaweed is a viable economic opportunity. We've seen its positive benefits for coastal residents. However, there is couple of things that you need to consider when planning for seaweed farming."

Mama Asha: "Please, tell us more."

Lugazo: "Well, you are probably already aware of the fact that growing *Spinosum* using the peg and line method is not profitable. Even though villagers have no initial cost because the developers provide all the materials, the income is very low compared to the time and effort invested. Second, for those that are trying to grow *Cottonii,* we have had some problems with die-off and reduced productivity. These problems occur because the area where farms are located are often subject to fluctuation in temperature and salinity."

Kaijunga: "So, how have you addressed these issues?"

Lugazo: "We have done two things. First, we tried to change people's behavior so that they think of seaweed growing as a real business. We trained them in topics such as economics, production techniques and best management practices. We also encouraged the growers, who are mainly women, to each plant more than 90 lines of *Cottonii*. If the 90 lines are 20 meters long, then the growers can earn a minimum of 60,000 Tsh per month.

Second, I started working with a group of mostly women and some men here in Kijiru to test the raft culture method of *Cottonii* production. I started in 2002 and held regular meetings to introduce the project. I worked with the villagers to raise the bamboo needed to build rafts. In early 2003, we deployed 30 rafts off the coast of Kiriju. We also constructed a simple boat that the men and women could use to access the rafts. The project has worked quite well. We have found that the seaweed grows better in deeper water where there are fewer fluctuations in temperature and salinity."

Mama Asha: "That's interesting. In my area, only women participate in seaweed farming. Did many men participate here?"

Lugazo: "The group was about 86 percent female and 14 percent male."

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Kaijunga: "Do you think that it is feasible for women to participate fully in raft culture?"

Lugazo: "We thought about the obstacles for women beforehand. To be honest, some of the women are not very interested in expanding to 90 lines of seaweed. They normally carry harvested seaweed on their heads back to their homes. With more seaweed, they would need help carrying the seaweed back or they would have to walk back and forth to the beach several times. This would increase their costs and take time away from other household or farming chores.

Also, in many villages along the coast, women do not usually go on boats because it is a taboo in our culture. Those fishermen don't want women to step on their boats because they are afraid that it would bring bad luck. But in Kijiru, this is not a problem because the women here are used to paddling and handling boats. They go to and from Kirui Island to collect firewood. However, when we constructed the rafts, it was just the men participating even though we wanted women to be involved too. I am not sure why, perhaps because it was a construction activity or maybe it was just an inconvenient time of day for women. But, I am starting to see there are benefits to organizing seaweed cultivation as a family business that involves both women and men."

Kaijunga: "So, how do you make it a family business?"

Lugazo: "We are encouraging the women to involve their husbands or other male members of the household to share the responsibilities. For example, men can plant the seaweed lines whereas women tie the ropes, dry the seaweed and are responsible for marketing."

Mama Asha: "But if the men get involved, will the activity still benefit the women? Won't they just take the income at the end and go out drinking?"

George: "Well that does happen sometimes. Our job is to raise incomes to families. Man or woman, it's all the same from a business perspective. What difference does it make? All I know is that the income from the existing method is too low. Our main goal is to increase the level of seaweed production and help individual farmers earn more income here in Tanga. The economic benefits should trickle down to women – I mean, they are in the same household after all. We can't help it if that means that women's involvement goes down."

Lugazo: "Hmm, that's one way to look at it but the reality has been that when women lose income, they lose status in their households. And women here have far fewer opportunities to earn money. If they don't earn money, it has a much bigger impact on their children because women are responsible for some different expenses than what men are responsible for. Things like school fees and food. So, if we care about the well being of families, then we need to care very much about what happens to the women. The trick is to find ways of involving men – their labor and their support and their ideas – without letting them dominate the income that is generated. I do believe that we can make a difference even if men get involved."

Mama Asha: "I have noticed that there are other benefits to communities besides economic benefits when women have more livelihood options."

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Lugazo: "That's true. From working before with the TCZDP, I have seen that by involving women in groups, such as the seaweed farming group and the environmental committee, we can also help improve women's decision making role in the village. You just have to go slowly. When we started the TCZDP, women were not attending meetings. Maybe some politicians were there but no married women. Their husbands may have told them not to go or they were not told in time. Even if they came, they were not participating. So we decided to start meeting with women alone. When we asked them why they did not come to the meetings or speak up, they said that no one listened to them. Then we asked the men, 'what is your problem?' We discussed this issue and eventually, things started to change. Now we say that we want equal representation in the committees. We say that if the chairperson is a woman, then the secretary should be a man. Today we are seeing a more equal representation and women are contributing a lot in the meetings.

Also, if women and men work side by side, they will all know how much money is earned. Then, they are more likely to share the income and decide together about how to spend it. By increasing the production of seaweed by using the raft method, the villagers of Kijiru will get a larger income. This can be translated into better food, clothing, health and education for the children. To me, seaweed farming has good potential to reduce poverty, improve the community's economy over time and help build more democracy and equity at the local level."

Kaijunga and Mama Asha. "Goodbye and thank you so much for all of this useful information."

Module 4 -Handout 3b

Task: Help Kaijunga analyze the new beekeeping information

- ■ Return to your small groups.
- ■ Read handout 3b (below).
- ■ Take 45 minutes to prepare flip charts for two tasks:

- ● Revise the list of pros and cons of you group's economic activity from environmental, economic and gender perspectives.

- ● Discuss the kinds of impacts that you economic activity might have on families and communities in terms of:

  – the division of labor between men and women;
  – women's involvement in village decision making;
  – women and men's access to, and control over coastal resources;
  – women and men's domestic responsibilities, including financial expenditures; and
  – other inequalities between women and men.

- ■ Prepare a short presentation for the plenary group.

Kisiju field visit

To learn more about beekeeping, Kaijunga travels to Kisiju village. It is situated on the eastern side of Mkuranga district, just one hour south of the capital, Dar es Salaam. Cashew plantations and mangrove trees dominate the village. Most villagers are involved in fishing and cashew production with few coconut trees. Kisiju has a population of just over 3,000 people. It is a business area where people come from afar to buy and sell goods. It is also a major fish-landing site in the region. Because it is a commercial center, the village receives around 1500 – 2000 visitors per day who arrive by sea or by road. Some visitors spend only a few hours in the village. Others have migrated permanently or semi-permanently to the town to engage in commercial activities. The villagers have formed a Village Environmental Committee. It manages coastal resources. Being part of the village government structure, the Committee makes most of the coastal management-related decisions on behalf of the villagers.

New Characters

Like Kaijunga, **Mr. Mganga (Mmm-gahn-guh)** is the district ICM facilitator but for Mkuranga district. He is also the engine for implementing the district ICM action plan for his district. He reports to the Mkuranga District ICM Committee. He has attended the same trainings and events as Kaijunga on the importance of, and methods to mainstream gender equity and demography into coastal management. However, he is one step ahead of Mr. Kaijunga because he has already started mainstreaming gender into the implementation of his district's ICM Action Plan, specifically through a beekeeping activity that involves women.

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Mr. Laffa is the team leader of the Tanzania Coastal Management Partnership (TCMP), which supports the action planning implementation in all three districts. Mr. Laffa's goal is to implement the National ICM Strategy and to meet the results that the TCMP has promised the donor, USAID. Before, Mr. Laffa was very skeptical about the idea of gender mainstreaming. He also likes to joke about gender and other issues. However, since the USAID office in Tanzania made gender a crosscutting initiative, he now recognizes that paying attention to gender is required rather than optional.

Mama Fobo (Foh-boh) is a member of Tanzania Women (TANWO), a local NGO that is involved in environmental topics. She is also a member of the TCMP Core Working Group. TANWO has received a grant from TCMP to provide technical assistance to the beekeeping group in Kisiju Pwani. Mama Fobo is one of the leaders of the beekeeping activity from the TCMP as well as the key link to TANWO. She is a fisheries specialist by training, but has received some specialized training in gender mainstreaming and feels very passionately about the issue.

Interview with Mr. Mganga

Kaijunga: "Jambo" (hello), Mr. Mganga! Thank you for organizing this meeting in Kisiju Pwani on such short notice. I've heard that you and your team have introduced beekeeping as a livelihood activity in Kisiju Pwani. I know that you have tried to do this activity in a gender-sensitive manner. Can you could tell us about your experience?"

Mganga: "Thank you. I asked my friends and colleagues Mama Fobo and Laffa to join our meeting because I thought that they would have a lot to contribute. I hope that they feel free to chime in at any time! But to start, I feel that we have been quite successful in introducing the beekeeping activity. At this point, it involves an equal number of men and women. Today, TANWO has helped us set up twenty modern beehives and we also have ten locally made beehives."

Kaijunga: "So how did you organize the activity?"

Mganga: "First, we held a number of interviews with women, youth, and older men. We asked the youth and women's group some general questions about ICM in the village. We were surprised that the youth group did not know about the ICM action-planning program, whereas the older men and women did. All three groups agreed that illegal mangrove cutting and depletion is a big problem for the village. The old men said that the problem is intensified because of in-migration and population growth. But everyone thought that the situation had improved somewhat because of increased awareness. They also said that environmentally friendly and income-generating activities like beekeeping could further help conserve the mangroves.

We also asked the village groups some questions related to gender and household characteristics. Their answers showed that a husband or father is considered the head of the household. As household heads, men control most of the income and they are expected to make decisions on the household's behalf. Interestingly the younger men maintained that women usually do not participate in management because they are supposed to stay at home.

However, the women and older men stated that women participate in management and in traditionally male activities such as fishing. Mainly, women do gleaning activities and net fishing from the shore.

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The older men said that because their village is so close to Dar es Salaam, women are less bound by traditional religious norms that say women should stay within the boundaries of the house. Women also participate in management groups because our project requires gender-balanced committees. But fewer women than men participate. The women's group stated that even though women participate in committees, they haven't seen any benefits from it. For example, they do not have the capacity to engage in plan implementation activities, such as beekeeping. Many times they have attended meetings but they do not speak up. That was one reason why we opted for interviewing the women's group alone. We also separated the youth from the old men, since the younger men would likely not speak in the presence of the older men.

After the interviews, we held some joint consultative meetings in the village where we involved the village government leaders, the environment committee, and the villagers themselves. In these meetings, we discussed how to implement the district ICM action plan and specifically how to make choices about new livelihood activities."

Kaijunga: "That sounds like an important step. What happened during those meetings?"

Mganga: "We started by asking the villagers to identify economic activities they thought might be viable in their local setting. Since there was one old man in the village who had already started beekeeping, the villagers thought that they should also try to undertake beekeeping. We agreed to give it a try and decided to find ten volunteers (five men and five women) to start the project. One of the preconditions was that the volunteers should be willing to help make ten traditional beehives as part of their contribution."

Mama Fobo: "And, what we found was that we got a lot of male volunteers and very few women. In order to get a group of five men and five women, we had to go out and actively recruit women for this project."

Kaijunga: "Why do you think that it was hard to find women volunteers?"

Mr. Laffa: "Hey, that's probably because beekeeping is seen as a male activity. Women don't participate in traditional beekeeping. They're afraid that the bees are going to sting them and besides, women usually wear dresses so how can they climb trees?! (Everyone laughs). People make fun of them if they do. If they can't climb trees, then they can't gather honey from the hives located in the trees."

Mama Fobo: "Well, I have met plenty of men who were afraid of bees! Maybe the reason is that the women were not informed or maybe because they were feeling shy about volunteering. But the good thing is that we did manage to find five ladies to participate."

Mganga: "So after we found our group of ten, TANWO helped us organize a training on beekeeping for the group members. We did encounter one unexpected problem. There was an old man who had been doing beekeeping in Kisiju Pwani. We had hoped that he would be willing to be a trainer for the others but he was not being very cooperative. He was worried that the new group would give him competition. He thought that we should give all of the new hives to him!"

Kaijunga: "That sounds like a tricky situation. How did you handle it?"

Mganga: "Well, it was really the other trainers and facilitators who convinced him to cooperate. They told him that everyone could benefit from the project. They asked him to mentor the others during the implementation. We shared some market research with him and showed him that demand for honey was very high and competition would not be a problem. Just think about how many visitors that we get in Kisiju every day!"

Mama Fobo: "So how is the situation now?"

Mganga: "That old man is really helping us. He is now part of the beekeeping group that has formed. The group has made ten local beehives to complement the ten hives that the TCMP funded. The villagers aim to have at least ten local hives each and TCMP is planning to expand the project by adding ten more modern beehives.

Mr. Laffa: "I have some bees of my own. What does your honey taste like here? Have you had a harvest yet?"

Mganga: "Unfortunately, we have not. We have had some difficulties getting the bees to colonize our hives."

Mr. Laffa: "That does not sound so good. I am worried. What will I tell USAID? I've promised them results…."

Mganga: "We think it is just a temporary setback. Things will work out. We did not know when we set up the hives in March that the bees were not moving around. We should have done more research or talked to more people. The beekeeping experts said that we just had poor timing. We should have better luck during the mangrove flowering season, which occurs around September through October. We expect that more hives will be colonized within the next couple of months."

Kaijunga: "So it sounds like this activity has not really helped either women or men to increase their income! How do the beekeepers feel about the meager results?"

Mganga: "Of course, everyone was very disappointed. But the beekeeping experts have been working hard to explain the situation and help them to be patient. Knowing the market, we've explained that once they have ten running hives, they can earn over US $1,000 per year on the honey and beeswax. This is very significant considering that the average income in this village is under US $300 per year. And just remember, beekeeping is not their only source of income!"

Mama Fobo: "I noticed that even though the women have not yet earned money from this activity, they still seem pleased about being involved. They like that they are part of the ICM action plan implementation. In some ways, their status in the village has increased because they have learned a new skill."

Kaijunga: "So despite the setbacks, it still sounds like a relatively good activity – at least from a gender perspective. Thank you very much for speaking with us."

AFRICA
TEACHING CASE STUDY

Abdoul Diallo and Sharon Murray

*Mainstreaming Gender through
a Complex Partnership:
The African Water Alliance
(AWA)*

Teaching Guide

	Case Summary
Type of Case	Mixed (role play, exercises, guided discussion, narrative)
Learning Objective	To increase participants' awareness of the complexity and advantages of mainstreaming gender through partnerships and to provide skills/coping mechanisms to confront these challenges more effectively
Key Issue	Increasingly, integrated coastal management (ICM) projects are collaborating with multiple partner organizations and these partnerships provide some different challenges for gender mainstreaming. To achieve partnership objectives related to water supply, sanitation and water resources management, the African Water Alliance needed dedicated staff and donor attention to gender mainstreaming.
Primary Audience	The intended audiences are ICM or integrated water management practitioners, especially those from development organizations, non-governmental organizations (NGOs), and government agencies that are managing projects and programs in developing countries.
Delivery Format	Classroom/workshop setting
Time Commitment	3.5-hour session (Version 1) 1.5-hour session (Version 2)
Participants Required	Optimal: 10-15 participants
Resource Needs	Flip charts, markers, masking tape, photocopied handouts
Key Teaching Points	1. *Partnerships can be a double-edged sword for gender/population mainstreaming*. Well-functioning partnerships can be slow to "gel," as well as time-consuming and difficult to maintain. These issues can impede efforts to mainstream gender dimensions into partnership decision-making (i.e., planning, program design and resource flows). However, with effective partnerships, gender mainstreaming is greatly facilitated by enormous opportunities for synergy, cross-institutional learning and growth, and cost-saving joint activities. 2. *"Just do it."* There is often a great gap between the "talk" and the "walk" (theory and practice) regarding gender mainstreaming in development programs. It is common to encounter resistance and to hear excuses related to lack of resources, bad policies, etc. However, a considerable amount can be accomplished just by questioning the assumptions made about obstacles and by taking immediate actions. 3. *Stay clear of assumptions and stereotypes.* Community members, stakeholders and representatives from partner organizations can and often do surprise you with respect to their attitudes about, or receptivity towards gender equity. Therefore, it becomes critically important to ask, investigate and adapt to real situations rather than assuming clients and partners are either completely open to change or that they are very closed/"traditional".

Introduction

The Africa Water Alliance (AWA) was created in late 2002 as a response to commitments made by the United Nations (UN) and many other multilateral and bilateral organizations at the World Summit on Sustainable Development (WSSD). These organizations had pledged support to the delivery of potable water and sanitation in developing countries. At present, AWA has 10 partner organizations. They work in three different African countries on dozens of different activities in hundreds of villages. The principal donor is a private, charitable foundation from the United States. There is also a significant amount of matching funds from partner non-governmental organizations (NGOs), universities, international organizations and one bilateral donor.

Since women in developing countries play such a significant role in water delivery at the household level, the partners wanted to ensure that the benefits of the AWA partnership reach both women and men and that there is effective coordination on gender mainstreaming across the organizations involved in AWA. Luckily, most of the AWA partner organizations with field activities have already been doing some work on gender mainstreaming in the region. In addition, the donor is very supportive of gender mainstreaming and has an organizational mandate to address these issues in all of its activities. The AWA partners have agreed there is a need to harmonize their existing field activities, in particular their work plans, and incorporate a consistent approach to gender across the alliance. Their challenge is to identify the best ways in which they can coordinate so that they are "walking the talk" of gender mainstreaming rather than just talking the talk.

In this case study, the representatives of the AWA partner organization include:
- Ms. Pauline, the representative of a Faith-Based Organization (FBO)
- Mr. Albert, representative, International Development Organization (IDO)
- Ms. Jeanne, representative of Water For All NGO (WFA)
- Dr. Goodriller, University of Upper Nowhere (UUNW)
- Mr. Mamadou, Government of the Republic of Mali (GRM) Official
- Mr. Coulibaly, the bilateral donor

They are attending an annual AWA partners' meeting in Mali. Their meeting objective is to harmonize their work plans, including their proposed gender mainstreaming activities in the field. The BLD representative is concerned about advancing gender mainstreaming across the entire initiative.

Classroom Management

The full session (Version 1) lasts about 3.5-hours. It is framed by having participants read three installments of a case study about gender mainstreaming by AWA. In between these installments, there are active learning exercises ("Learning Pauses") and discussions that reinforce each of the three major teaching points. The entire session ends with a facilitated discussion.

When less time is available, Version 2 of the session can be completed in about 1.5 hours or less if some or all of the Learning Pauses are eliminated. Participants will read through the three handouts describing the case and then have a final facilitated discussion related to the questions provided.

Module 1: Session Objectives and Overview

Explain the objectives of the case study activity and the overall process that will occur over the next three hours.

Module 2: Case Study Introduction (Handout 1)

The facilitator asks participants to take 15 minutes to read the introduction and the first installment of the case study (Handout 1). Before they begin, the facilitator reads the following partnership quotation that has been posted on the classroom wall:

> *"We have a chance to restore the momentum that had been felt so palpably after the Earth Summit. The Johannesburg Summit aims to find practical ways for humanity to respond to [the] challenge…to better the lives of all human beings, while protecting the environment…But the most creative agents of change may well be partnerships – among Governments, private businesses, non-profit organizations, scholars and concerned citizens such as you. Together, we can and must write a new and more hopeful chapter."*
>
> — Kofi Annan, United Nations (UN) Secretary General at the World Summit on Sustainable Development (/WSSD), Johannesburg, South Africa, September 2002

After everyone reads Handout 1, the facilitator leads a 15-minute group discussion on the following questions:

- ■ Question 1: What are some of the possible realities facing different AWA partner organizations that make them approach the issue of gender differently within their home institutions? In the implementation of their field projects? How could things be done differently, given the constraints faced?

- ■ Question 2: What does the term, "partnership" imply?

Module 3: Learning Pause #1 – The Value of Partnerships

The purpose of these two exercises and the discussion afterwards is help participants see that more can be done through partnership than by working individually. There are practical benefits to collaboration. There are often differences in how people solve problems and the extent to which they collaborate, based on their sex, age, ethnicity/race, social class, etc. Similarly, in organizational partnerships, diverse organizational cultures provide different opportunities and constraints for integrating gender issues into partnership and individual organizational activities. These realities must be acknowledged and strategies found to incorporate or overcome them.

The facilitator divides the participants into two groups, one of all males (Group A) and one of all females (Group B). During the same time period, each group will carry out a different 15-minute exercise. A few people within each group will be asked to volunteer for a specific activity; the remaining individuals in their group will observe and take notes on what happens.

[Note: If there are an unequal number of male and female participants, then use mixed groups but assign a "sex" to each group].

Two Partnership Games: The Rope Game and the Puzzle Game

The Rope Game (Group A)
Supplies:
A rope (3 meters long), two large boxes full of books/documents (Box 1 and Box 2)

Steps:
- The facilitator asks for two volunteers. They come to the center of the front of the room and the facilitator ties them up together with the rope.
- The facilitator places Box 1 and Box 2 in the two, opposite front corners of the room. S/he takes 10 paces toward the back of the room.
- S/he asks each tied-up volunteer to bring over a box as quickly as possible – but S/he asks volunteer #1 to get the box that is in one corner and volunteer #2 to get the box that is in the opposite corner.
- Each volunteer will try to work individually but they will not be able to do so.
- Upon realizing that this approach is counterproductive, they will decide to work together.
- Together, they take first one and then the other box to the facilitator.

The Puzzle Game (Group B)
Supplies:
One puzzle (divided into three sections of at least 12 pieces each with three pieces from each section added to the pieces of a different section), a table and three chairs.

Steps:
- The facilitator asks for three volunteers who come and sit at the table in the back of the room.
- S/he gives a section of the jigsaw puzzle, in pieces, to the three volunteers. Each person is told to assemble his or her puzzle individually, as quickly as possible. They assume that they have all of the pieces that they need. Unbeknownst to participants, each of them is missing one or more necessary piece to complete the puzzle. Another participant holds the missing piece.
- Each volunteer starts doing the puzzle with the intention to complete it earlier than everybody else does. Each volunteer struggles to beat the others but cannot do so.
- Eventually, one of them should realize (hopefully) that another volunteer has his/her missing pieces and they cooperate to complete the task.

The two groups will then come together in plenary for a 15-minute discussion led by the facilitator, using the following questions:
- What's happened during each exercise?
- What individual strategies did the volunteers use?
- Did they finally collaborate? If so, what strategies did they use when they worked together?
- Were there any differences in what happened in the "male" (Group A) and "female" (Group B) groups? If so, why do you think that their strategies were different – was it their sex or their personalities or both?
- Any other comments/observations on the two activities?

*Mainstreaming Gender through a
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Module 4: Case Study Second Segment (Handout 2)

The facilitator asks participants to take 15 minutes to read Handout 2, the second installment of the case study.

Module 5: Learning Pause #2 - Genderizing Work Plans

[*Adapted from: Zaldana, C.P. 2000. "In Unity there Is Power – Processes of Participation and Empowerment." World Conservation Union, Gland*]

The purpose of this 45-minute Learning Pause is to discover and analyze some of the challenges in "genderizing" existing project workplans. The Facilitator explains this role-play activity and divides participants into two groups by counting off by 1's and 2's. The Non-Genderizers represent different organizations that have not "genderized" their project workplans; the Genderizer organizations have already done so. The role-play takes 30 minutes.

There are two chairs at the front of the room. The members of each group stand in a queue behind their chair. Only the two people sitting in the chairs have the right to speak for their group. As people speak, the facilitator records the key points on flip charts.

To begin the conversation, the first member of each group sits in the chair. The Non-Genderizer representative speaks first. S/he provides one reason why it was not possible for them to genderize their workplan. Next, the representative from the Genderizers states one reason why that group was able to genderize their workplan and a positive outcome for their organization or clients. After the first two people speak (one from each group), they get up and walk to the back of their group's queue. The next two people sit down and have their turns to give two different reasons. This process is repeated until everyone has had a chance to speak.

The facilitator tells everyone to return to their chairs. S/he reviews the flip charts about common obstacles, as well as what helped organizations to genderize their workplans and positive outcomes. S/he leads a 15-minute discussion about the following questions:

- What generalizations can we make about the Genderizer organizations and the Non-Genderizer organizations?
- How did the Genderizers cope with difficult or unplanned situations?
- What are some specific solutions for overcoming the obstacles that the Non-Genderizers faced in genderizing their workplans?
- Can you think of any negative outcomes that might result from genderizing workplans?
- Is it possible to genderize work plans under any conditions? Explain.

The facilitator should focus on drawing out practical solutions that can be used to confront the real-world challenges of gender mainstreaming throughout the project cycle, and specifically when modifying existing work plans. These strategies may include approaches that confront both institutional obstacles for gender mainstreaming (e.g. lack of an institutional policy or leadership that supports gender mainstreaming), as well as specific practical tools and capacities needed to translate theory into action (e.g., training curricula, available information resources or tools for genderizing work plans, developing indicators, etc.).

Module 6: Genergizer (Talking the Talk & Walking the Walk)

- The facilitator divides the group in two and asks them to form two lines.

- The facilitator tells them that their task will be to line up according to height (shortest in front, tallest in back).

- Sounds easy, right? It's not. There are two rules to this activity. A team will be disqualified from the competition if any member's takes more than one step to either side of their queue. Also, teams can shift individuals backwards or forwards in the line only one-person-at-a-time. Men cannot speak for themselves so they must quietly ask the nearest woman in their queue to speak for them. So to do this task, the women must talk (with information from the men), share messages along the line and cooperate to switch places with others in their line.

- At the facilitator's signal, they begin.

- When they are done, they repeat this procedure and line up by age (youngest in front, oldest in back).

Module 7: Case Study Third Segment (Handout 3)

The facilitator asks participants to read the third installment of the case study (Handout 3). Participants should be instructed to note differences between assumptions and reality or gaps between commitments and concrete actions related to gender mainstreaming.

Module 8: Learning Pause #3 - Challenging Fallacies & Assumptions

The facilitator guides a one-hour discussion and in-depth analysis of situations from the case study. The discussion should also focus on sharing experiences so that one group member may learn from another what strategies have worked to overcome typical obstacles that are sometimes used as "excuses" for not doing more gender mainstreaming. The facilitator should urge each participant to identify at least one gender-related assumption they personally hold that may have implications for their development work, and discuss with the group the degree to which the assumption is valid and which aspects can be challenged.
The facilitator starts the dialogue with a few provocative thoughts and/or questions:

- Some people think that most husbands or other men in communities will try to interfere with activities aimed at improving women's income. Give concrete examples from the case study or your own experience on both sides of this debate.

- It is common for governments to talk about their commitment to gender equity but they do not often commit funds or other resources or make decisions that support this objective. What are your thoughts on why this happens? What can be done to change this pattern?

- In your own experience, have you had any positive surprises when doing gender equity activities? Give some concrete examples. What explains these unexpected situations?

- What are some of the assumptions that you are making about gender relations in the communities where you are working or about the difficulties associated with gender mainstreaming?

Teaching Alternative (Version 2 – 1.5 Hour Session)

Eliminating one or all of the "Learning Pauses" can shorten the session. For the shortest possible session, the facilitator just asks participants to read through the entire case study, the facilitator guides a question and answer session and discussion that touches upon the major teaching points. The questions below, augmented by the teacher's information for modules in the longer version, should be sufficient for participants to grasp the major teaching points of the AWA case study:

■ What are the main advantages and disadvantages of partnerships for gender mainstreaming?

■ What obstacles have impeded the gender mainstreaming work of AWA and some of its partners and what are some effective strategies for overcoming these obstacles?

■ What assumptions did AWA and partner organizations make about gender-based roles, rights and responsibilities, and the willingness of communities to address gender equity?

■ Under what circumstances is it appropriate to make gender-related assumptions?

■ If you were an AWA partner, what would you do differently for gender mainstreaming activities within your own organization? What would you do differently for gender mainstreaming efforts for the AWA as a whole?

References

CARE USA, "Partnership Principles: What We Have Learned About Partnering and Institutional Capacity Building Concepts – Part 1 of a Trilogy, April 4, 2001.

Zaldana, C. P. 2000. In Unity There Is Power – Processes of Participation and Empowerment, The World Conservation Union, Gland.

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Session Plan

Version 1 (3.5-hour Session)

Time	Activity	Handouts & Materials
15 minutes	**Module 1: Session Objectives and Overview** Explain the objectives of the case study activity and the overall process that will occur over the next three hours	
30minutes	**Module 2: Case Study Introduction (Handout 1)** The facilitator asks participants to read the introduction and the first installment of the case study (Handout 1). A quote on partnership is posted on the wall and read aloud by the facilitator. After everyone reads Handout 1, the facilitator asks the following questions: ■ Question 1: What are some of the possible realities facing different AWA partner organizations that make them approach the issue of gender differently within their home institutions? In the implementation of their field projects? How could things be done differently, given the constraints faced? ■ Question 2: What does the term, "partnership" imply?	**Handout 1**
30 minutes	**Module 3: Learning Pause #1 – The Value of Partnerships** The purpose of these two exercises and the discussion afterwards is to help participants see that more can be done through partnership than by working individually. There are often differences in how people solve problems and the extent to which they collaborate, based on their sex, age, ethnicity/race, social class, etc. Similarly, in organizational partnerships, diverse organizational cultures provide different opportunities and constraints for integrating gender issues into partnership and individual organizational activities. These realities must be acknowledged and strategies found to incorporate or overcome them. The facilitator divides the participants into two groups, one of all males (Group A) and one of all females (Group B). During the same time period, each group will carry out a different 15-minute exercise. A few people within each group will be asked to volunteer to do a specific activity; the remaining individuals in their group will observe and take notes on what happens. The two groups will then come together in plenary for a 15-minute discussion led by the facilitator, using the following questions: ■ What's happened during each exercise? ■ What individual strategies did the volunteers use? ■ Did they finally collaborate? If so, what strategies did they use when they worked together? ■ Were there any differences in what happened in the "male" and "female" groups? If so, why do you think that their strategies were different – was it their sex or their personalities or both?	**Group A** **A rope (3 meters long),** **Two large boxes full of books/ documents (Box 1 and Box 2)** **Group B** **A puzzle,** **a table,** **six chairs,** **paper, and pens.**

	■ Any other comments/observations on the two activities? ■ With respect to the AWA situation, what are some of the consequences when people with different strengths and characteristics don't work together? ■ With respect to the AWA situation, what are some of the consequences of working with all men or all women in partner project activities at the community level?	
15 minutes	**Module 4: Case Study Second Segment (Handout 2)** The Facilitator asks participants to read Handout 2, the second installment of the case study.	**Handout 2**
45 minutes	**Module 5: Learning Pause #2 –- Genderizing Work Plans** The Facilitator explains this role-play activity and divides participants into two groups by counting of by 1's and 2's. The Non-Genderizers represent different organizations that have not "genderized" their project workplans; the Genderizer organizations have already done so. There are two chairs at the front of the room. The members of each group stand in a queue behind their chair. Only the two people sitting in the chairs have the right to speak for their group. As people speak, the facilitator records the key points on flip charts.To begin the conversation, the first member of each group sits in the chair. The Non-Genderizer representative speaks first. S/he provides one reason why it was not possible for them to genderize their workplan. Next, the representative from the Genderizers states one reason why that group was not able to genderize their workplan and a positive outcome for their organization or clients. After the first two people speak (one from each group), they get up and walk to the back of their group's queue. The next two people sit down and have their turns to give two different reasons. This process is repeated until everyone has had a chance to speak. The facilitator tells everyone to return to his or her chairs. S/he reviews the flip charts about common obstacles, and what helped organizations to genderize their workplans and positive outcomes. S/he leads a discussion about the following questions: ■ What generalizations can we make about the Genderizer organizations and the Non-Genderizer organizations? ■ How did the Genderizers cope with difficult or unplanned situations? ■ What are some specific solutions for overcoming the obstacles that the Non-Genderizers faced in genderizing their workplans? ■ Can you think of any negative outcomes that might result from genderizing workplans? ■ Is it possible to genderize work plans under any conditions? Explain. The facilitator should draw out practical solutions that can be applied to the real-world challenges of gender mainstreaming throughout the project cycle, including modifying existing work plans.	

15 minutes	**BREAK**	
15 minutes	**Module 6: Energizer (Talking the Talk & Walking the Walk)** The facilitator divides the group in two. They are asked to get into two lines. The facilitator tells them that their task will be to line up according to height (shortest in front, tallest in back). Sounds easy, right? It's not. A team will be disqualified from the competition if any member takes more than one step to either side of their queue. Also, teams can shift individuals backwards or forwards in the line only one-person-at-a-time. Men cannot speak for themselves so they must quietly ask the nearest woman in their queue to speak for them. Therefore, in order to do this task, the women must talk (with information from the men), share messages along the line and cooperate to switch places with others in their line. At the facilitator's signal, they begin. When they are done, they repeat this procedure and line up by age (youngest in front, oldest in back).	
15 minutes	**Module 7: Case Study Third Segment (Handout 3)** The facilitator asks participants to read the third installment of the case study (Handout 3). Participants are instructed to note differences between assumptions and reality or gaps between commitments and concrete actions related to gender mainstreaming.	**Handout 3**
30 minutes	**Module 8: Learning Pause #3 - Challenging Fallacies & Assumptions** The facilitator guides a discussion and in-depth analysis of situations from the case study. The facilitator starts the dialogue with a few provocative thoughts and/or questions: ■ Some people think that most husbands or other men in communities will try to interfere with activities aimed at improving women's income. Give concrete examples from the case study or your own experience on both sides of this debate. ■ It is common for governments to talk about their commitment to gender equity but they do not often commit funds or other resources or make decisions that support this objective. What are your thoughts on why this happens? What can be done to change this pattern? ■ In your own experience, have you had positive surprises when doing gender equity activities? Give some concrete examples. What explains these unexpected situations? ■ What are some of the assumptions that you are making about gender relations in the communities where you are working or about the difficulties associated with gender mainstreaming?	

Session Plan

Version 2 (1.5-hour Session)

Time	Activity	Handouts
10 minutes	**Module 1: Objectives and Overview** Explain the objectives of the case study activity and the overall process that will occur over the next hour.	**Handout 1**
35 minutes	**Module 2: Case Study Introduction** The facilitator asks participants to read the case study. A quote on partnership is posted on the wall and read aloud by the facilitator.	**Handout 2**
45 minutes	**Module 3: Facilitated Discussion** The facilitator guides a question and answer session and discussion that touches upon the major teaching points. ■ What are the main advantages and disadvantages of partnerships for gender mainstreaming? ■ What obstacles have impeded the gender mainstreaming work of AWA and some of its partners and what are some effective strategies for overcoming these obstacles? ■ What assumptions did AWA and partner organizations make about gender-based roles, rights and responsibilities, and also the willingness of communities to address gender equity? ■ Under what circumstances is it appropriate to make gender-related assumptions? ■ If you were an AWA partner, what would you do differently for gender mainstreaming activities within your own organization? What would you do differently for gender mainstreaming efforts for the AWA as a whole?	**Handout 3**

Module 2 - Handout 1

Mainstreaming Gender through a Complex Partnership:
The African Water Alliance (AWA)

Task: Discussion of Case Study Introduction

■ Read Handout 1

■ Discuss the following questions as a plenary group:

● Question 1: What are some of the possible realities facing different AWA partner organizations that make them approach the issue of gender differently within their home institutions? In the implementation of their field projects? How could things be done differently, given the constraints faced?

● Question 2: What does the term "partnership" imply?

Questions to Consider for the Entire Case Study

■ What are the main advantages and disadvantages of partnerships for gender mainstreaming?

■ What obstacles have impeded the gender mainstreaming work of AWA and some of its partners and what are some effective strategies for overcoming these obstacles?

■ What assumptions did AWA and partner organizations make about gender-based roles, rights and responsibilities, and also the willingness of communities to address gender equity?

■ Under what circumstances is it appropriate to make gender-related assumptions?

■ If you were an AWA partner, what would you do differently for gender mainstreaming activities within your own organization? What would you do differently for gender mainstreaming efforts for the AWA as a whole?

Introduction

"I almost forgot," thought Coulibaly, the Regional Coordinator of the Africa Water Alliance (AWA)[1], that today is the day that our new intern begins work. Fatma was a 23-year old university graduate who had specialized in Gender Studies in Ghana. Entering his office, Coulibaly told his secretary, "Maybe Fatma will have some good ideas about gender mainstreaming strategies for AWA's 10 partner organizations."

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[1] The Africa Water Alliance does not really exist, nor do the fictitious partners named. The AWA is presented as an illustrative, typical example of a "Type II" partnership in the water sector.   A Type II partnership is one of the big outcomes of the World Summit on Sustainable Development (WSSD). They are voluntary multi-stakeholder partnerships that contribute to the implementation of inter-governmental commitments in Agenda 21, the Program for the Further Implementation of Agenda 21 and the Johannesburg Plan of Implementation. They are a complement to, but should not substitute for, inter-governmental commitments.

"Good morning, Fatma" said Coulibaly as they exchanged a traditional hand greeting. "Thanks for arriving on time – we have really been looking forward to having you join our office." Fatma said, "I am so happy to be able to get this experience. I was wondering if you could tell me a little more about what the AWA partnership and the AWA partners have been doing to mainstream gender during their first two years of work?" Coulibaly said, "Well, the best way to get you up to speed is to tell you more about our latest Annual Meeting that took place a few months ago in Bamako."

Coulibaly said, "As you might already know from the material that I sent you, AWA was started after the 2002 World Summit on Sustainable Development in Johannesburg, South Africa. At that meeting, the United Nations and many other multilateral and bilateral organizations pledged support to delivering potable water and sanitation in developing countries. As a response to this commitment, the Africa Water Alliance (AWA), with 10 partner organizations and three countries, was created in late 2002. They have been working now for about two years." Fatma said, "Things must get a little complicated with all of those partners!" Coulibaly said, "You're right – half the time, I feel like I am herding cats because the partners are working on dozens of different activities in hundreds of villages."

Fatma asks, "So what happened at the February meeting?" Coulibaly replied, "Our objective for that day was to "genderize" the workplans for each partner organization. Each of the participants from AWA member organizations was asked to bring their own workplan for discussions and any needed changes." Fatma was curious, "Where did their interest in gender issues come from?" Coulibaly said, "Well, many of the partners were already doing some gender work in their organizations, but at very different levels. Our donor also has an organizational mandate to address gender issues in any activity that it is funding." "Has your donor provided any help with gender mainstreaming for the AWA?" asked Fatma. "As a matter of fact, they have provided technical assistance and they are also supporting a small grants program that includes a gender focus in field activities."

"OK, now I understand why you held the meeting but I don't really understand how you organized the meeting to 'genderize' the workplans," said Fatma. "Okay, let me tell you" said Coulibaly. "First, we decided to learn about the past – including issues such as what we had accomplished during the last two years as a partnership. Then we moved on to discussing what we wanted to do to genderize the Year 3 workplans, and then we talked about how to overcome typical obstacles in gender mainstreaming. Let me explain more about each of the three sessions we had and maybe it will become clearer."

Session 1: Gender Mainstreaming in a Partnership Context

In this case study, the representatives of the AWA partner organization include:

- *Ms. Pauline, the representative of a Faith-Based Organization (FBO)*
- *Mr. Albert, representative, International Development Organization (IDO)*
- *Ms. Jeanne, representative of Water For All NGO (WFA)*
- *Dr. Goodriller, University of Upper Nowhere (UUNW)*
- *Mr. Mamadou, Government of the Republic of Mali (GRM) Official*
- *Mr. Coulibaly, bilateral donor*

Coulibaly said, "After our morning coffee, I started the session. We began by reviewing the past year. Sitting around the table were six of the AWA partners including a representative for the Faith-Based Organization (FBO), the International Development Organization (IDO) and the Water for All (WFA) NGO. We also had a delegate from the University of Upper Nowhere (UUNW), the Government of the Republic of Mali (GRM) and myself. Ms. Pauline, from the FBO, made the first observation. A large "traditionally built" lady with a great sense of humor, she raised her finger and pointed at everyone at the table and said, "Do any of you know how many communities we are working in now?" When no one replied, she said, "FBO has now provided 200 communities with potable water points and we are involved in many community level activities including community organizing and mobilization. We think of ourselves as gender-sensitive. I know we agreed to work with some of you on incorporating gender into our field activities, but we could rarely find the time to meet during the last year."

Mr. Albert, the IDO representative, spoke up, "I know that you came to us last year to collaborate on gender mainstreaming. I thought it was a great idea but my boss and her boss got nervous about the approaches used by some of our AWA partners. We had to get permission from headquarters and you know how long that can take."

"That's so true," said Ms. Jeanne from Water For All NGO (WFA). "You know that we are a non-profit organization specializing in water-delivery throughout the world. We have done a lot of work on gender mainstreaming. While it is sometimes easy to collaborate in villages with IDO on school-based water and sanitation programs, things get really complicated when we want to change program policies. There seems to be no communication between IDO's headquarters and our head office."

I added, "Yes, decision-making can take so much time. It would be one thing if we could make binding decisions at our AWA meetings but, sometimes, we have to follow up with a large number of one-on-one telephone calls and conference calls before we can collaborate among partners on gender mainstreaming.

"Gender this, gender that, " said Dr. Goodriller of the University of Upper Nowhere (UUNW), a short man with a moustache and who was well-known for his fancy shoes and cynical attitude. "I don't see how gender mainstreaming applies to us. Our job is technical not social. We just help all of you figure out where to site your boreholes for your people and animals and help improve water quality. We're water engineers, not social scientists."

Our sixth participant, the official from the Government of the Republic of Mali (GRM), Mr. Mamadou, said "Dr. Goodriller, how can you say that? I am not a gender expert but even I can see that both men and women are likely to have different opinions on where to drill a borehole. I think that women might even have a greater concern than men about the quality of water for their families. I am so happy to be a partner in AWA – I learn so much from all of you. When our donor funded that gender study in 2003, I remember that they said that one of our problems in implementing activities and collaborating was that many of us lack gender expertise for carrying out such programs. I attended the first training. Now I still do not understand everything, but I definitely feel more comfortable discussing gender mainstreaming. However, although I would like to move forward, my problem is that I must always check first with my supervisor before committing the GRM to any gender activities."

The session ended when Ms. Pauline said, "You know, we are really just like a large extended family. We have our problems and we do not always cooperate or communicate but the family makes each of us stronger. When one of us does not have money for some activity, others can help. When we need to do something new or better, we can turn to the others for help. For us, I think the partnership brings out our strengths and makes up for our weaknesses. We still managed to make a lot of progress in these last two years – we drilled 100 boreholes in West Africa, built 1000 latrines, trained communities and government on hygiene, worked to expand livelihood opportunities for women and men. We conducted various studies to help build the partnership. We should remember that we also have made some progress on gender mainstreaming, have enormous collective expertise already, and have a great opportunity to move forward the entire partnership through mutual support and joint learning. So let's go celebrate like a family and talk more over lunch! I think Coulibaly wants us to come back after lunch to talk about our work plans for Year 3."

Module 4 - Handout 2

Task: Discussion of Second Segment of the Case Study

- Read Handout 2
- Apply material in Handout 2 to the second Learning Pause.

Session II: Looking Ahead: Genderizing Our Workplans

Coulibaly continued his story, "After a big lunch, each partner sitting around the table shared the details of the workplans that they had brought to the meeting. You know, I'll tell you that I was disappointed. These workplans were already supposed to be genderized. But in all cases, I noticed that they had just done the workplans in the same way that they always did them. They were completely gender-blind." Fatma asked, "What about those organizations like FBO and IDO that are more gender-sensitive?" "No," said Coulibaly. "Even they forgot to address gender in their workplans. None of the partners included information about gender relations or talked about gender-related obstacles or how they could expand opportunities for women to become involved in decision-making or income-generating activities. None of them talked about how men and others in households could be encouraged to share women's heavy workloads. They did not talk about how to divide resources more equitably or how to provide extension services to women as well as men. None of their monitoring plans or indicators were sex-disaggregated. Those are the kinds of things that I was looking for in a genderized workplan."

"What else did they talk about?" inquired Fatma. Coulibaly replied, "They said that they had had problems in the past year with finding qualified female candidates for job openings for their programs. It made me realize that they do not understand how to reach qualified women. For example, WFA needed to hire 15 trainers. They claimed that no females responded to their advertisement and so no female trainers were hired. The same thing happened when one organization needed to hire some masons for building latrines in the communities. Thinking that masonry is a job only for men in Africa, they hired only male masons. When I started asking the representatives about these decisions, it took only a few questions and some examples to help them understand that, in fact, they needed to better understand how to reach well-qualified female candidates and make them aware of the opportunity. For example, there are already some Malian women who are either taking construction courses or are already famous masons in this field, but they were not informed of this job opening."

"I have heard that commitment is another problem," said Fatma. Coulibaly nodded, " Yes, organizations and individuals talk a lot about their commitment to gender but they do not always follow it up with specific plans or commit resources. For example, Mr. Mamadou from GRM always tells us how committed his Government is to gender equality. But when we ask him about what they will do to mainstream gender or what resources they are willing to commit, he then becomes very vague. Like many of the others, he is not authorized to make decisions," said Coulibaly.

"So, what was the outcome of that session?" asked Fatma. "I guess that I would sum it up by saying that despite verbal commitments from partners, we really did not make much progress on genderizing workplans. I had the impression that the meeting ended with a big sense of frustration for most participants", said Coulibaly sadly.

Module 7 - Handout 3

Task: Discussion of Third Segment and the Entire Case Study

- ■ Read Handout 3. Note the differences between assumptions and reality or gaps between commitments and concrete actions related to gender mainstreaming.
- ■ Apply material in Handouts 1, 2 and 3 to plenary discussion.
- ■ Think about the following questions:

  - ● Some people believe that most husbands or other men in communities will try to interfere with activities aimed at improving women's income. Give concrete examples from the case study or your own experience on both sides of this debate.

  - ● It is common for governments to talk about their commitment to gender equity but they do not often commit funds or other resources or make decisions that support this objective. What are your thoughts on why this happens? What can be done to change this pattern?

  - ● In your own experience, have you had positive surprises when doing gender equity activities? Give some concrete examples. What explains these unexpected situations?

  - ● What are some of the assumptions that you are making about gender relations in the communities where you are working or about the difficulties associated with gender mainstreaming?

Session III: The Power and Fallacy of Assumptions

"Now I am really caught up in your story and I would like to hear how it ends. What happened during Session III?" said Fatma. Coulibaly replied, "Well, the energy of the group was a little low after we realized during Session II that our new workplans were gender-blind. We decided to have a big brainstorming session about the gender-related assumptions that we have made. We talked about which were useful and which were surprisingly incorrect."

"For example," continues Coulibaly, "it was widely thought that community men do not generally support women-oriented programs, especially those aiming at improving women's income. The explanation was that, with increased incomes, women might begin to challenge their husbands' authority or, worse, choose to get divorced and marry wealthier men. Indeed, many of the NGO partners were very nervous about doing work that would cause too much change from "traditional" gender roles. But what we have seen in these last two years is that men do come and plow for their wives, in the women's market gardens, even though the men are not entitled to any piece of land. They want to help their wives succeed. In another case, in Niger, men have paid for their women's credit installment payments, when necessary, to avoid any delinquency that would cause the family to lose face. In all three AWA countries, entire communities are fully behind their women's income-generating activities."

"This is telling. Now, what other assumptions proved to be false?" asked Fatma. Coulibaly replied, "Unfortunately, this experience has also taught us that we shouldn't take for granted that commitments

made by stakeholders or even our own partners will be carried out in terms of gender mainstreaming. People just don't put their resources where their mouths are. Take the governments of AWA countries, for instance. They always claim that gender mainstreaming is part of their priorities but, when it comes to committing monies or even making some significant policy decisions, you hear all sorts of excuses."

"Another false assumption, please?" Fatma asked. Coulibaly chuckled and said, "Oh, I could go on all day! There are so many of them. Can you believe that in this day and age, in the 21st century, a well-respected university and professor say there is not place for a gender perspective in science!" Fatma said sadly, "Well, it certainly seems like we still have a long way to go in terms of gender mainstreaming with both the beneficiary communities and among the AWA partners too," said Fatma.

"My friend, who says change is easy, especially when it comes to changing attitudes? However, I still remain optimistic about gender mainstreaming under AWA," concluded Coulibaly. "Most of our partners have the right experience and at least there is a fairly strong recognition of the importance of gender mainstreaming for achieving our bigger goals."

Conclusions

3

Lessons Learned:

Helping Shape the Future

Lesley J. Squillante

THE COASTAL RESOURCES CENTER has long been a proponent of the adaptive management approach – an approach that is built on the belief that the most effective management occurs as part of an on-going cycle of planning, implementation, review and modification. Learn-as-we go, periodically reflect on what is being learned, and adapt the "original" plan, course of action, or strategy to achieve better outcomes and greater progress toward our goals.

The WILD initiative practices this approach and shares with you on the following pages highlights from what we have learned – some of which were revealed through the case studies – and how what we have learned is helping us define what we see as necessary "next steps" in mainstreaming gender and demographics in our – and hopefully others – coastal management programs in the 21st century.

1.   WHAT DID WE LEARN AND WHAT DOES IT MATTER?

Eight underlying premises guided the WILD initiative – some of which proved sound, others less so. In each case, however, there was much learned.

Premise #1 (Training) – Seven days would be sufficient to train coastal management and related professionals in concepts and tools for mainstreaming gender and demographic issues into ICM projects.

■ *The gender and demographic mainstreaming training provided during the February 2003 workshop was a good start but participants would have benefited from a longer initial training and/or follow-up training to deepen their understanding of gender and demographic concepts and tools.* Participants who attended the September 2004 writing workshop realized, after a year and a half working on-the-ground, that there were no recipes for gender mainstreaming. While they shared some common challenges, each situation was specific and required them to more deeply understand social and gender and demographic relations in order to find appropriate solutions. However, this realization is very important and helped these coastal practitioners to see that they should substitute local data for preconceived assumptions and stereotypes.

■ *More time is needed for training heterogeneous groups in gender and demographic mainstreaming.* Only two of the 15 participants in the WILD initiative had significant prior experience with gender in their projects and only one had demographic training. Two participants were secondary school graduates. Six had bachelor's degrees and five had graduate education – yet few of these university graduates had training in the social sciences.

It was challenging to develop a new training curriculum that gave equal weight to both gender and demographic concepts and tools. In the limited time available, it was not easy to do justice to the complexity of each topic.For gender, we aimed to prepare participants to recognize, inquire and analyze situations to understand their gender dimensions and dynamics (e.g., village-level decision-making around community planning and priority setting; defining stakeholders; creating equitable coastal livelihood opportunities; the division of income and expenditures within households; the household division of labor by gender; the household and community division of resources; gendered data collection and gender-sensitive communications for ICM-related activities). By the end of the February 2003 training, participants had a general overview of gender issues and an action plan and they were trained in how to present their plans for gender and mainstreaming to their supervisors and co-workers. However, as noted in an earlier, point participants would have benefited from more extensive training than this one workshop was able to provide.

For demographics, we aimed to train participants in the basic concepts of demography – and impart an understanding of why populations, population pressures, and population trends of a place are important to resource managers. We also exposed participants to basic training in DemProj, a demographics software package that is well-suited to community demographic data. However, two factors resulted in the demographics training receiving less focus in the workshop than did gender. First, several of the populations/demographics training team were either not able to attend or were

not able to attend for as many days because the workshop occurred in the middle of a major snowstorm.. Second, most of the participants were already better versed in gender issues and training on that topic was more familiar. . As with the training on gender, far more time was needed to provide participants with a more useful skill set on population/demographics concepts and tools.

■ *It was very difficult to teach participants how to collect and use gender-related findings and observations, as well as how to creatively resolve situation-specific gender mainstreaming problems.* Many of the latter issues revolve around the existing tensions between tradition and modernity in most rural communities around the world. For example, in many communities, people are already struggling with how to make all-male (or all senior male) decision-making bodies more democratic and inclusive of women, youth and new migrants. The Fiji case study discusses these issues in detail. However, in many places, local decision-making bodies have already undergone some types of transformation in response to colonialism, the intervention of the modern state and more recently, decentralization. While it is common to refer to "tradition" or "traditional ways" as a way of limiting women's participation or excusing men from shared household duties, it is important to remember that current "traditional" arrangements often represent an evolution of cultures and practices over time. Gender roles have also shifted and evolved over time, depending on economic, political, social and environmental factors (e.g., women being encouraged to work in local industries or tourism, gender roles shifting during times of conflict or natural disaster). In addition, even within areas occupied by the same ethnic group, there are always variations from community to community. These differences are the result of the relative progressiveness of local leaders, the proximity to capitol or secondary cities, the presence of industry or tourism, the influence of in-migrants and remittances from residents living elsewhere and other factors.

■ *There were several other important gender issues addressed by the WILD participants.* These issues included the division of labor in households, the division of household income and responsibilities for expenditures among men and women (Tanzania, Mexico), gendered contributions to community development and welfare (Fiji and Indonesia), gendered learning and knowledge (Mexico); differences in gendered priorities for members of all age and social groups (Tanzania, Mexico and the Philippines) and the tailoring of social marketing activities by gender and other social variables (the Philippines).

Premise #2 (Motivation for implementation) – All or most of the training participants would be able and motivated to implement their mainstreaming action plans.

■ *The majority of our participants were highly motivated by the training to return to their projects and take steps to mainstream gender and/or demographic issues in specific activities.* Some pursued additional opportunities for gender or demographics-related training or made gender or demographics-related presentations at professional meetings. In other situations, either unforeseen factors interrupted a participant's efforts at mainstreaming (i.e., educational leave, maternity leave, USAID country assistance limitations, etc.) or participants were not well-situated to make gender or demographics-related changes for an ICM activity. Gender mainstreaming activities were undertaken in Mexico, Tanzania, Fiji and Kenya. The Indonesia and Philippines activities were more focused on demographic mainstreaming. In Indonesia it included conducting a participatory population

appraisal/census – but with an emphasis on ensuring the census was carried out in a gender-sensitive manner. The Philippines team developed a number of communications tools that were targeted for specific demographic segments of coastal communities.

Premise # 3 (Asking for help) - Participants would ask for mainstreaming help when they needed it.

■ *Under the WILD grant, participants had several options for obtaining help with gender and/or demographic mainstreaming.* For those projects operating under activities supported by URI/CRC, participants could ask URI/CRC staff for help and/or through CRC they could request assistance from the team of external technical experts. All non-CRC supported projects could request funds for either an international or local expert on gender or demographics. Participants also used the WILD list-serve to ask other workshop participants and trainers for ideas on how to solve problems that arose and to share successes. However, some participants may have been confused about how to get help. For example, during the final workshop, one of the participants conveyed that she had been unsure of how to ask for assistance and ended up waiting for the CRC team to approach her to suggest ideas for technical assistance.

■ *All field teams benefited from some form of technical assistance during the 18 months.* The external technical assistance appears to have helped to reinforce workshop concepts and tools, catalyze additional mainstreaming possibilities and acted as a mid-stream correction. The Philippines, Mexico, Tanzania, Kenya and Indonesia received help from international experts (Nancy Diamond, Roger-Mark De Souza, and John Williams) and CRC staff within six months of the February workshop. Fiji requested international gender assistance but for logistics reasons had to substitute with a resident expatriate who had some gender expertise. The Fiji team also received technical assistance from CRC staff, who visited the team several times over the 18-months.

Most of the projects would have benefited from additional input from either local or international experts on gender or demographic issues. Ideally, the in-country WILD teams would have found ways to develop relationships with local experts in gender and demography. The WILD initiative would have then offered financial support to pay for this local technical assistance. Ironically, in the two places where local gender and demographics expertise were already identified at the start of the initiative – in Mexico and Fiji – other time commitments and a job change of the team members limited the participation of these experts. In the other WILD team countries, local experts simply were not, but should have been, identified at the start – something important to consider as we move forward.

Premise #4 ("25/8" - Finding more hours in the day and days in the week) – Participants would be able to find the extra time needed to work on gender and demographic mainstreaming activities as part of, and in addition to their other duties.

■ *Participants received unexpected support from their supervisors, co-workers, professional peers and community members.* At the end of the February 2003 workshop, many of the participants felt uncertain about the response they would get from their supervisors and co-workers to gender mainstreaming, in particular. During debriefing activities in the September 2004 workshop, however,

participants expressed surprise at the amount of support they actually did receive. In Indonesia, the team's introduction of a participatory population appraisal was met with enthusiasm and energy. In Fiji, one of the WILD team members became a champion for gender and population mainstreaming and she was highly praised for this role by her supervisor. A Tanzanian presentation on gender at the unveiling of a new national ICM strategy led to a positive and animated discussion among the professionals and politicians in attendance. A national gender training in Tanzania helped ICM committee members to recognize a much wider range of gender mainstreaming opportunities. In the Philippines, gender was easily mainstreamed and welcomed into a community survey tool.

■ *Because of the support of their supervisors and co-workers, many participants were able to carve out space in their existing portfolios to take on a project leadership role in gender mainstreaming.* Individual participants not only undertook individual activities for gender and/or demographic mainstreaming, they often took on responsibility for overseeing the gender and/or demographic mainstreaming activities for their overall projects. These duties, however, were added to their responsibilities – i.e. without reducing any of their existing duties – which required them to put in extra time on the job. However, in the case of Tanzania, the additional training and duties helped one of the team members, to obtain a new position in which he will coordinate a new USAID-funded project that integrates population, health and gender equity issues into coastal management.

Premise #5 (Double duty) – Projects would be able to integrate both gender and demographic mainstreaming into their ICM activities.

■ *Participants were surprisingly adept at mainstreaming both gender and demographic issues and recognizing that "everyone counts" for ICM.* In a more general sense, participants noted that the February workshop and their mainstreaming experience had "opened their eyes" to social issues within the communities in which they are working. They more readily assumed that there were different interests and priorities within households and communities and understood that it is the job of the ICM practitioner to elicit and facilitate community-level dialogue and activities that include diverse perspectives. They more often noticed differences among men and among women (e.g., age differences, ethnic differences, economic migrants, residents who marry into a community) and thought about how future demographic changes would impact coastal communities.

Premise # 6 (Making do) – We assumed that the participants would be able to make some changes in their ICM projects when they returned home and that these changes would require minimal or no additional financial resources.

■ *Funds were available for technical assistance on mainstreaming (including workshops and applied research) but the participants felt that they could have accomplished more at their sites with a flexible pool of funds.* The central premise of gender mainstreaming is predicated on the assumption that gender-related activities are part and parcel of the main project activities. Gender mainstreaming evolved as an alternative to the common practice of using only extra or set-aside funds for women's activities rather than requiring the bulk of development assistance funds to improve gender parity and women's status. While our participants were still able to implement gender mainstreaming for mid-cycle or near-completion ICM projects, these projects had less budget flexibility than new

projects. Therefore, during the action plan portion of the February workshop, it would have been interesting to brainstorm as to what additional activities (or materials) might catalyze gender mainstreaming. The initiative could then have provided limited but flexible funding for these and other opportunities that arose. For example, the water project in West Africa has had success with providing small grants for gender mainstreaming, including income-generating activities for women.

Premise #7 (Add gender and stir) – We assumed that gender and demographic issues could be mainstreamed into ICM projects at any stage during the life of the project.

■ *As noted above, our participants were able to mainstream gender issues into new, mid-cycle and near-completion ICM projects.* Fiji, a relatively new project, was able to address women's roles in decision-making and gender differences in community priorities. The Indonesia team, in its final months under a large, long on-going, USAID-funded project, conducted a gender-sensitive and participatory local census. Transitioning to a new phase, Tanzania was able to train both national professionals and district extension workers on gender and demographic mainstreaming. By the final workshop in September 2004, most of the participants from the older projects recognized how many mainstreaming opportunities had been missed over the life of the project. They strongly encouraged those who are planning and implementing new ICM projects to think about gender and demographic issues from the start rather than ignoring social realities, missing opportunities and risking alienating the members of their local communities.

Premise #8 (Strength in numbers and networking) – We assumed that a dynamic network would flourish among field participants, CRC staff, and international experts and it would include continuous contact, collaborating, sharing information and exchanging lessons learned.

A listserve would be the hub of communication for the WILD Network. The WILD network is one aspect of the program that developed a somewhat differently than we had anticipated. At the outset of the program, the listserve was intended to as the foundation for the network. It would allow the participants to engage in structured, as well as informal dialogue and file sharing. However, contrary to expectations, , participation in the listserv was quite limited.. While most participants stated that they read and appreciated the messages that were posted, few were consistently active and one or two were completely silent. Participants suggested several factors that contributed to this situation. Because English is not the first language for most of the field site participants, they may have found it uncomfortable and/or too time-consuming to engage in a detailed conversation in that language. Also, limited computer skills and/or access to the Internet compromised other participants' involvement. Others may simply be too busy to actively participate in list-serves.

We have learned several lessons related to networking. Active networking takes time, – especially when multiple languages are involved and where great distances separate the network members. Assigning a learning network moderator or facilitator may have helped to overcome some – but not al – of these challenges. While participants were not consistently active on the listserve, networking and cross-site communication was nevertheless taking place through other means. For example, participants corresponded directly with each other and also with their mentors by e-mail. We had

expected most sharing to be about programmatic issues but participants told us that they particularly valued exchanges of a more social nature. For example, when participant received an honor or told others about a well-received conference presentation, they were particularly grateful for the moral support offered by other WILD participants. Participants also created their own "off-line" networks with population and gender experts within their own countries or regions and have also been participating in exchange visits.

CRC staff and international experts provided important mentorship to field participants and strong bonds developed between individuals. Every field team had at least one mentor that followed the team throughout the 18 months. These mentors were essential in assisting the teams in implementing their action plans and developing the teaching case studies. The Fiji team, for example, stated that they could not have carried out the project without the help they received from their mentor. In addition to having a key mentor, each team received technical assistance from gender and population experts. Nancy Diamond worked closely with the Tanzania and Kenya teams. John Williams and Roger-Mark ouza from the Population Reference Bureau provided invaluable assistance to the Indonesia, Mexico, and Philippines team.

CRC's commitment to mainstreaming population and gender has solidified and we are committed to continue working on these issues with our international and field partners. Over the course of this phase of the WILD Initiative, CRC began mainstreaming gender and population aspects into all new proposals and projects. CRC and its partners have developed even stronger bonds and have made commitments to continue working together. For example, as a result of the WILD initiative CRC, PRB, and IUCN successfully collaborated in writing a proposal to USAID for working together in Tanzania to mainstream population, health, and equity aspects into ICM.

There were many other lessons learned – i.e. over and above those that linked directly to the underlying premises of the WILD initiative. Many are somewhat "universal" findings that will be familiar to most international development practitioners. They are, nonetheless, worth noting:

- **Including gender and demographics in original project design is easier than a "retrofit".** For example, immediately following the February 2003 workshop, the Philippines team submitted a proposal for a new project that included gender and population elements. Expectations were clear from the start on how gender and population would fit into the overall project design. This arrangement also made it easy to establish and then monitor baselines that included these elements – eliminating the challenge of figuring out how to incorporate and collect this data "after-the-fact".

- **Balancing field client needs with technical assistance provider (and/ donors) assessments of needs can be challenging**. This was especially true in those sites where WILD initiative members were "new" to working on issues of gender and population and were unsure what their "needs" really were. In some cases, technical assistance providers believed they recognized needs that either the site team did not "see" at all, or did not interpret in the same way. While not uncommon, this situation does present a challenge. As a novice in any new field/at any new task, any one of us may find it difficult to articulate either what we do not know or what we think we need to know. While transparent, honest communication between the WILD field sites and the WILD technical assistance providers helped avoid any serious problems in this arena, it did make the entire team aware of the potential for differences in perceived needs when entering into a "new" skills area.

- **Different segments of the population – including women – maintain very different power bases**. Understanding these power bases, both formal and informal, is critical to the coastal manager asking the right questions of the right people. Not to do so, results in significant lost opportunity to get the true profile of stakeholder opinion – a fact that inevitably results (as illustrated by the Mexico case study) in faulty problem definition and limited solutions. Frequently, women and other marginalized groups are either not asked for input, or when asked are posed the wrong questions. When trained in gender and population mainstreaming, the coastal manager is better equipped to address this issue

- **"Challengers can evolve into "supporters".** It is important for the coastal manager to understand not only those who welcome your efforts at gender and population mainstreaming, but also those who oppose you as well. In more than one WILD field site, teams faced initial resistance from individuals or groups who saw little value in mainstreaming. However, in almost every case, these initial "challengers" became "supporters" over time. While there were various and multiple reasons for these position changes, there was one common factor. The WILD team members spent the necessary time listening and understanding why these "challengers" opposed the mainstreaming. At the same time, they did not become discouraged and persisted in finding opportunities to promote the linkages between gender, population and the environment that are key to achieving the goals of ICM.

- **We often underestimate the expert resources we have in our own "backyard."** Most WILD teams left the February 2003 workshop expecting that if they wanted technical assistance in gender and/or population, they would need to call upon the WILD expatriate team. Most were surprised – albeit in many cases late into the WILD initiative – that considerable gender and population expertise resides in-country. As the WILD initiative seeks continued funding post-2004, having access to in-country expertise will be ever more critical to the chances that these teams continue making progress in gender/population mainstreaming.

- **Participation can lead to ownership, which can lead to empowerment**. The Indonesia case illustrates how a community – given the chance to participate in a transparent process that generates data about "themselves" – begins to own both the process and the information/data it generates. It can be enormously empowering for communities to see themselves in the data and understand how it can be used to make decisions about, and shape a community's future. In the Indonesia case, this situation led community members to say that they "no longer felt themselves to be a passive victim of population trends, but rather an active participant in shaping the future they wanted in response to those projected trends".

- **Sound selection criteria is critical to retaining team members**. The CRC WILD team selected participants and projects for the WILD initiative based on what it believed were sound criteria: staff of CRC, staff of existing CRC field partners or, partner-supported projects, and individuals who had the written support of their supervisors to participate in WILD initiative activities. The latter included approval to attend workshops, engage in mainstreaming at the field site level, and contribute to and/or help write a teaching case study about their 18-month experience on-the-ground. However, these criteria were not sufficient as a fail-safe guarantee of p member participation during the year and a half of field activities. Of the original 14 members, only nine remained actively engaged by

the end of 2004. Approximately half of the remaining 35 percent did continue to work on gender and/or population mainstreaming outside the formal structure of the WILD initiative. However, by the end of this phase, the WILD Initiative had gained four "new" members who are seriously committed and actively working to mainstream gender and population in their projects.

What might be some of the reasons for this turn-over of members? The first reason may have to do with English language skills. We made it clear to all potential team members and their supervisors that English would be the primary language of this initiative since the members would be coming from six different countries. We wanted participants with good English speaking and comprehension skills. However, some participants with weak English skills did attend the first workshop and they were over-represented among those who dropped out of the WILD Initiative. s. They had very limited ability to continue electronic networking with the rest of the WILD team. For future activities, it would be important to insist on strong communication skills in English and consider testing those who have been nominated for participation.

A second contributing factor may be a lack of sufficient mentor follow up with his/her assigned team member(s) and their supervisor(s). In most cases, members were motivated to develop their action plan at the February 2003 workshop, return to their projects, and secure the approval necessary to implement that action plan (in some cases, with input and modification from their supervisors). Some members, however, either failed to seek the necessary approval or left the workshop without sufficient skills training to do so. It is possible that greater mentor involvement was necessary post-workshop to ensure the action plan was being implemented – either as developed, or with adaptations to meet the needs of the supervisor. Without this mentor-mentee intervention, these team members eventually fell by the wayside and became inactive in the initiative. This was especially, but not exclusively, true of those field sites not directly supported by CRC. It is also likely that the level of effort and funding assigned to CRC staff and external technical advisors to specifically serve in this role as mentor was underestimated.

- **Mainstreaming is often easier than it might initially appear to be.** A fair number of WILD team participants – CRC staff, technical experts, field-based participants – were skeptical at the start of the WILD initiative if progress toward the goal of mainstreaming could really be achieved. The majority of these same individuals felt quite convinced by the end of this phase of the initiative, however, that not only had progress been made, but it was not as difficult as originally anticipated. In less than two years, at both the CRC headquarters and at WILD member field sites, participants were routinely including gender and population elements in new proposals being written; members' supervisors and other key authority figures were showing more overall support than anticipated; and there was more support and less resistance to mainstreaming than had been expected in communities.

What was more difficult than expected was the issue of baselines. Where baselines existed, they seldom included data on gender and/or demographics. Trying to create new baselines or adapting those that existed to include this data would been a huge undertaking and would have required additional resources. In addition, most of the WILD members were not social scientists and trained in collection of social and gender data. We realized that our expectations in this area were somewhat unrealistic.

- **New team members need to be properly oriented**. A goal of the WILD initiative from the start had been to engage new members. Toward that end, we achieved success. However, what was lacking was a clear plan for how to orient new members. How did we provide them with enough history of the initiative without overloading them with unnecessary details? How did we get them "connected" to the rest of the network as quickly and effectively as possible? How did we "get our hands around" the experience of these new members and their projects and understand where and how they fit into the overall WILD initiative? Moving forward, WILD needs a new member orientation-program that addresses these questions.

- **In spite of best intentions, opportunities can be missed.** One team identified instances where they felt that staff from CRC and the Population Reference Bureau (PRB) did not recognize potential collaborative opportunities with the field site team. Ironically, this missed opportunity occurred when both CRC and PRB were eagerly awaiting requests for more technical assistance. Clearly, better communication on the part of all parties might have corrected this situation.

- **Expect the unexpected. At mid-project,** several teams had key partners who had abandoned their organizational commitment to gender and/or population mainstreaming as part of their overall approach to resource management. While these WILD teams found ways to compensate for the unexpected change in direction, it nevertheless required major shifts in strategy. Any loss of "supporters" to mainstreaming gender and demographics, is one loss too many.

2.   MOVING FORWARD

In a relatively short period of time, the WILD network member sites have made measurable progress in understanding and acting on the linkages between gender, population and the environment. They have gained considerable insight into the nature of the challenges that occur at the nexus of the three issues and promising ideas and practical approaches to addressing those challenges. Much still remains to be learned and to be done on just these three issues.

Where do we go next? We plan to continue consolidating our mainstreaming efforts for gender and demographic issues, improve the available analytical tools and share lessons learned. In addition, our work on gender and demographic mainstreaming has led us to another set of issues that we would like to weave into ICM and the WILD Initiative. We have gained an appreciation for, and better understanding of how health, including issues such as potable water, HIV/AIDS and others, affect the sustainability of our ICM efforts. Rather than losing our focus, we believe that adding health to the WILD agenda strengthens our systematic approach to addressing the complex web of issues that link men, women, families, communities and the environment.

> *Health has to be a necessary input to, and goal of, development. It is necessary that women are healthy in order for them to participate fully in development as workers, mothers, and family and community members. Besides being recipients of health care, women are also providers and promoters of health.*

—K. Soin, Member of Parliament, Republic of Singapore

Recipes for WILD Success?
Field Lessons from Gender and Demographic Mainstreaming for
Integrated Coastal Management (ICM) &
Water Projects

Ingredient List

- 15 hard-working and motivated professionals involved in integrated coastal management and related work from six different countries.

- 12 energetic trainers and facilitators, including gender and demographic experts.

- A variety of training materials on gender and demography.

- One rural retreat in Rhode Island.

- Good food, good heating and good humor.

- One major East Coast snowstorm.

Instructions

- Combine professionals and trainers for seven days.

- Feed people often and keep them at the right temperature.

- Have high expectations.

- Provide basic training in gender and demographic tools and analytical approaches for nine days.

- Pre-cook but identify alternative options for the remaining cooking time.

- Bake for 19 months in the field

- Monitor progress periodically via a list-serve, site visits and technical assistance.

- Return to Rhode Island to remove from oven

- Taste the results.

- Reflect on the experience and update the recipe!