**EXERCISE 7B. GENDER ANALYSIS MATRIX**

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| *OBJECTIVE*  **After this exercise the participants will be able to:**   * Identify how their natural resource activities impact men, women, communities and households differently. * Decide if the activities are equitable. | |
| *EQUIPMENT NEEDED*   * Flip chart, large sheets of paper, marker pens | *EXPECTED OUTPUT*   * A completed gender analysis matrix |
| *TIME*  1 hour | *PREPARATION*   * Develop the monitoring plan at the start of the implementation process when the detailed activity plans are being developed. * Draw the example matrix on a flip chart. |

*Source: FAO (2002)*

*You should be continually monitoring your NRM activities to make sure that they are impacting men and women equitably. A gender analysis matrix is a very helpful tool to do that. It is advisable to build one after the groups are halfway through with their activities.*

*For this session, it is best that the project or activity selected is finished or near completion, and that several of the participants are familiar with it.*

*SUGGESTED PROCEDURE:*

1. Divide participants into groups of 4 or 5 participants (separate groups of men and women). Each group is to select one specific project or activity that was part of their project, and to write the name of the activity at the top of their flip chart.
2. Tell the group members that they will be dis- cussing the impacts of the project or activity on four different levels: women, men, households, and the community. If it’s relevant, you can add additional categories, such as adolescent girls.
3. Refer groups to the example in Box 18 and Table 13. Read it out loud. Discuss together the different parts in each box.
4. Ask groups to draw an empty matrix similar to Table 13 on their flip charts. For each group of people they should ask:
   * How much work do they have to do?
   * How much time do they have to spend?
   * What resources do they need?
   * How is their interaction with the rest of the community affected?
5. Remind groups that impacts can be positive or negative, so they should mark positive impacts with a plus **(+)** and negative impacts with a minus **(**–**)**. If the are unsure of an impact but have reason to believe that it occurred as a result of the project or activity, they should list it but mark it with a question mark **(?)**.

*QUESTIONS TO STIMULATE DISCUSSION*

* Ask for each group: What is the biggest impact on labor? On time? On resources? On culture and communities?
* Do some groups experience more negative impacts than other groups? More positive impacts than other groups?
* Are these impacts equitable?
* What do you need to do to change your project to make activities more equitable?

**Example of a gender analysis matrix**

GENDER ANALYSIS MATRIX

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **LABOR** | **TIME** | **RESOURCES** | **CULTURE AND SOCIETY** |
| **Women** | – Walking further to collect fuelwood | – 1 to 2 more hours per day to collect fuelwood | – Not allowed to collect traditional medicinal plants  + See the regrowth and think that there will be more fuelwood in the future | – Less time for socializing and other chores |
| **Men** | + Jobs created for forest guards  + Training for tourist guides in the reserve | + Not collecting wood for carving (buying it from elsewhere) | – Have to buy carving wood | – Less busy and drinking more with their friends |
| **Households** | No change | – More time chasing animals | * Fuelwood shortages   + Tree growth in family plots inside reserve is improving   * Have to buy fencing materials | ? Fights with families |
| **Communities** | + Some people improve their knowledge of forest management | ? More time spent on meetings of the reserve  – Less time available for church functions | + Regeneration in the forest reserve | * Women not involved in decisions on reserve (time or location) * Women interact less with one another |