



**Gender & Social Equity for  
Sustainable Watershed  
Management**

**Second Report 2003 - 2004**





# Ridge to Reef Watershed Project

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## **Gender & Social Equity for Sustainable Watershed Management Second Report 2003 - 2004**

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And the

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## **Preface**

The Ridge to Reef Watershed Project (R2RW) is a five year activity contributing to the achievement of USAID/Jamaica's SO2 – “improved quality of key natural resources in areas that are both environmentally and economically significant.” R2RW comprises three Contract Results or Components contributing to results under SO2. Component 1 will assist targeted organizations to identify and promote sustainable environmental management practices by resource users. Component 2 focuses on identifying and supporting solutions to improve enforcement of targeted existing environmental regulations, primarily in the Great River and Rio Grande Watersheds. Component 3 provides assistance to key organizations to support, coordinate, and expand watershed management efforts in Jamaica. ARD, Inc is implementing the Ridge to Reef Watershed project.



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## Acronyms

CBO	Community Based Organization
CDC	Community Development Committee
DDC	District Development Committee
ENGOS	Environmental Non-Governmental Organization
FD	Forestry Department
FHH	Female Headed Households
GAD	Gender and Development
GEM	Gender Equity Instrument
GRW	Great River Watershed
GRWMC	Great River Watershed Management Committee
IICA	Inter-American Institute for Co-operation on Agriculture
JDCT	Jamaica Conservation and Development Trust
KAP	Knowledge, Attitudes and Practices Survey
LWMC	Local Watershed Management Committee
MHH	Male Headed Households
MOA	Ministry of Agriculture
NEPA	National Environment and planning Agency
NRCA	Natural Resources Conservation Authority
PACDC	Parish Association of Community Development Committees
PDC	Parish Development Committee
PEPA	Portland Environmental Protection Agency
PTA	Parent-Teacher Associations
RRA	Rapid Rural Appraisal
RGW	Rio Grande Watershed
RGW	Rio Grande Watershed Management Committee
R2RW	Ridge to Reef Watershed Project
RADA	Rural Agricultural Development Authority
SDC	Social Development Commission
SWM	Sustainable Watershed Management
USAID	U.S. Agency for International Development



# 1. Introduction

## 1.1 The R2RW Program Framework

The Ridge to Reef Watershed project (R2RW) is a five-year bilateral initiative between the Government of Jamaica's National Environment and Planning Agency (NEPA) and the United States Agency for International Development (USAID).

R2RW comprises three components, which contribute to the achievement of Intermediate Results under USAID's Strategic Objective 2 (SO2) – *Improved quality of key natural resources in selected areas that are both environmentally and economically significant.*

The three components require the project to:

- ✍ Work with local organizations to identify and promote sustainable environmental management practices;
- ✍ Support stakeholders in compliance and enforcement of environmental laws; and
- ✍ Facilitate the strengthening and capacity building of partner organizations.

Components 1 and 2 involve communities in activities leading to behaviour change. Component 2 also involves partner and state agencies in a range of activities aimed at achieving better enforcement, while Component 3 speaks to institutional strengthening of key partner agencies.

Achieving results in SO2 then, requires of the project a complex of activities within which equity is a significant principle.

The R2RW project is in a transitional phase as it enters the second half of its fourth year (ending September 2004). This is seen in at least two areas among others. One is the shift of methodology from nurturing and demonstrating environmental stewardship to communities and agencies, to training and preparing stakeholders for more independent watershed management. Another aspect of the transition is seen in R2RW's expanding understanding of "equity" as affecting more than gender based groups, to other social groupings that may be marginalized from the project processes which affect their lives.

## 1.2 Previous R2RW Reporting on Gender

In March 2003, the first R2RW Draft Gender Equity Report was finalized. The Report covering the period 2000 to 2003 discusses the steps taken to achieve the objective of integrating social and gender equity into the project process, including progress in the areas of:

- ✍ **Sensitization and gender training** of stakeholders in both watersheds
- ✍ **Broad gender analysis** from secondary sources to inform an understanding of how different social groupings interface with natural resources, the labour market, or assume leadership roles.
- ✍ **Reviewing existing gender checklists** (from agencies external to R2RW), to identify indicators appropriate to the watershed management process.

The Report concluded that less was achieved in the areas of mainstreaming a social/gender equity mechanism, including indicators for monitoring sub projects, and tools for measuring equity

impacts, which most project implementers would need to use. A systemic approach to gender equity programming is not evident.

What is observed in the R2RW process is the care taken by the technical team to safeguard the pattern of 'natural selection' in participation, which in the Jamaican culture is non-discriminatory. Unlike strict fundamental societies, where women's professional work, social movements and mode of dress, are restricted by law, Jamaica falls in the "liberal" range of countries which have restricted women's rights and participation mostly in the legislative and political leadership areas. Legal reforms have been taking place since the early 1990's in all Caricom countries, and Jamaica has been in the lead in advancing legislative changes, for example, in the rights of common-law partners to property.

The 2003 Report further speaks about R2RW seeking to have impact at four main levels where gender tools would be used:

- ✍ **The team level** – in annual work planning guide to objectives in technical areas.
- ✍ **The partner agency level** – building capacity in monitoring gender and social equity impacts
- ✍ **The community level** – where behaviour change must take place if the ultimate objective of the project is to be met
- ✍ **The institutional level** – where gender mainstreaming is incorporated into national programs.

In reviewing R2RW activities in this area in the year 2003 to 2004, in the preparation for this current Report, it appears that the steps taken, as above, and the levels targeted for "engendering" the process, had modest results. Each of the four levels above have been engaged, for an initial period, in gender sensitization training, and the external analyses and checklists were used to inform the training workshops held. The gains remained modest however, because the project requirements and pace and range of activities do not lend themselves to a heavy focus on building equity into programming, and considerations will now need to be given to the space and value to be given to this component in the final stage of the project in year 5.

### **1.2.1 Methodology Used to Assess the Current Situation**

The method used for this Report to investigate the "place" of the gender component in the current context of R2RW activities, involved:

- ✍ Use of a research assistant/intern.
- ✍ Secondary literature review, including documents produced for The Planning Institute of Jamaica (PIOJ), the 2003 Gender Equity Report, and other R2RW working documents.
- ✍ Design of a questionnaire administered to 11 persons from the technical/resource team active in both watersheds to our closest client organization representative, and to 14 community members from the Rio Grande Watershed (RGW).
- ✍ Preliminary baseline data established earlier in Lethe, Chester Castle and Cambridge, examining knowledge, attitudes, practices prior to intervention of the drama education group, the Action Boyz, and eliciting perceptions in the latter two communities of types of groups left out of project activities.

While the 12 technical or resource persons interviewed represent a high proportion of the total “Resource team”, the 14 informants are by no means representative of the hundreds of persons contacted in the range of project activities. Their responses can be seen then as “indicative” of the thinking of persons in communities, rather than a scientific reflection of this thinking. There are, however, consistent patterns in responses given, despite the small numbers.

It would be useful here to review what gender and social equity mean to R2RW as it works towards handing over responsibilities in natural resource management to stakeholders, and whether there is a common understanding, which could affect results.

### 1.3 Conceptual Framework

From review of the 2003 Report and interviews held to shape the 2004 Report, gender equity appears to be understood in the program context in the following ways:

- ✍ The conceptual difference in definition between “equality” and “equity” is not fully understood in theory or in practice by all team members interviewed. They are both seen as “equal opportunity”, as parity in numbers between males and females, or as “having a level playing field”. Implied in this understanding is the sense, expressed popularly and in response to the questionnaire, that the Jamaican culture is non-discriminatory and in fact favours females, and marginalizes males. The project is seen by persons in the field as “going ahead as planned, with no discrimination against women.”
- ✍ The 2003 Report and sensitization held during that year attempted to distinguish between equality defined and practiced as treating every one the same, and being concerned with numerical balance- that is close to a 50:50 standard, and equity which involves recognizing different treatments of men and women (of all ages) in the culture and responding to these differences to achieve balance. From studies done over the years on behalf of Commonwealth countries, the factor of the “status” of women has also been associated with the “equality” framework- that is using measurable indicators of where men and women are in participation rates in education, labour force, in treatment by the Law, or in achievements, to inform “status”. However, when using “equity” as the guiding principle, differences in the roles/responsibilities ascribed to boys and girls, parents, groups/leaders/workers are recognized and the methodology involves working through these differences to achieve balance, fairness, and justice. What has been demonstrated in international studies is that male/female participants can experience **equality of access** numerically, yet there is inequity of “**treatment**” or in power sharing opportunities. A gender planning methodology in the latter case would address more than “status” and would focus on the ability of all groups to defend and promote their “**interests.**” In R2RW, there are examples of male and female leadership, which demonstrate a focus on community interests, and therefore on sustainable watershed management, but this is an underdeveloped area in both watersheds.
- ✍ Conceptually R2RW understood gender equity as a process of not promoting one sex over the other, or placing one group at a disadvantage while benefiting another. Rather, project resources and activities were to be managed in ways that were socially equitable. This is a more refined method than mere “head counting” and seeks to ensure that no intentional discrimination becomes evident.
- ✍ It is in the broader area of social equity, that the project shows most sensitivity to the planning of meetings on dates and at times convenient for maximum participation of religious groups, as well as women.

In summary, one overall statement by a representative from the client agency reflects the sentiments of the Resource team, which the focus on gender equity considerations in NRM is

being initiated by external development agencies, and is not driven by local concerns, though there is sufficient gender imbalance within the culture to justify this focus.

## 2. Background Review

### 2.1 Equity Factors in Natural Resource Management

The 2003 Report makes a persuasive argument for understanding the links between poverty (women being among the poorest of the poor), rural households, female headed households, and which groups have access to amenities linked to health and the environment- such as toilets. In summary, participants' level of education, information, income, and their gender roles are recognized as intersecting factors in sustainable watershed management. Gender is particularly significant among the poorest households, and therefore among the families least visible and most vulnerable to health and environmental hazards. The project as mentioned above has sensitized stakeholders to gender equity but relies on the very participatory nature of its wide-ranging activities to guarantee gender and social balance.

The Report on the Status of women- ***Towards Equity in Development***- prepared for the Fourth Conference on Women and based on data from 16 Commonwealth Caribbean countries (Mondesire/Dunn 1995) states the following with regards to gender equity and sustainable development:

*The relationship between women and the environment has been approached from perspectives that do not present women's role as a positive one. When population and fertility factors are associated with increased demand on environmental resources, women's role as bearers of children is called in question...so over breeding by poor people, presents a threat to the environment. Women, overrepresented among the poor, are the main procurers of water and fuel, and have often been seen as environmental abusers. It is now emerging, however, that poor people's role in environmental degradation, has been considerably overstated, and that pressure on resources, including land for agricultural use, has come not from the growing numbers of small subsistence farmers, but from large commercial holdings....which can disrupt the finely tuned use of complex ecosystems...that more characterize subsistence economies. Examples of commercial expansion in Jamaica and Guyana deriving from the shift of focus to the market and to trade liberalization are cited as carrying a threat to environmental security, (particularly in the area of land use). People who are poor do depend on products of the natural environment, so they have a vested interest in protecting the natural environment. For poor women, virtually all resources are scarce, and must be conserved accordingly. The Report also refers to the NGO Report to the 1994 Conference of Small Island Developing States (SIDS), where women, youth and children, the disabled, the elderly, indigenous people, and men were described as among the marginalized. The NGO-led segment of the conference, called for action in the areas of:*

- i. Human and natural resource management,*
- ii Culture*
- iii Governance and decision-making and*
- iv Intersectional partnership and cooperation.*

R2RW is prominent in taking action in these very areas. The remaining challenge is to focus on where the equity gaps may still exist in a process driven by a policy of inclusiveness and participation.

### 2.2 Gender Analysis and Planning in Development

The PIOJ conducted between 1997 and 2001 some pioneering work in ***Gender Equity in Analysis and Planning***. A gender equity mechanism, applicable to policy formulation and the project development cycle was designed, the objective of which was – *to provide expertise to the PIOJ in use of the gender equity mechanism, including gender analysis, planning and monitoring, so as to facilitate the link between sustainable growth and equity.*

The analysis leading to the development of the mechanism identified a very complex picture of gender relations in Jamaica, bore out of its very history of social, class and income disenfranchisement. It is argued in that analysis that:

- ✍ Gender inequity appears to be only one, albeit an important factor in social inequity, and that treatment of women in isolation, or of gender inequity in isolation of an understanding of its historical roots and present day subtleties, may lead to limited results.
- ✍ Experiences of men and women, particularly around unemployment, under employment and access to opportunities, are different, are responded to differently, both socially and by the labour market, and require different but *equitable* treatment.
- ✍ Men are more likely to consider their **strategic interests** (vis-à-vis power), are less likely than women to accept temporary low wage offers to alleviate their poverty and their unemployment is **more visible, more explosive and less compromising**, especially in urban areas.
- ✍ Women are more likely to consider their immediate and practical needs, and with their triple roles of – reproduction/social reproduction, production and community management, are more likely to compromise with low wage job offers because of the immediate needs of their children. Their unemployment is **less visible, less threatening, and their labour more easily “exploited”**. They extract status and value from the very parenting role that they find burdensome because of poverty, and are less likely to consider a strategic solution to their problems.

The indicators developed to measure equity in development projects (by way of a questionnaire to be administered to men and women in project locations), include:

- ✍ Participation/consultation (on project design)
- ✍ Income data (before, during and after project)
- ✍ Skill training/capacity building
- ✍ Organizational membership
- ✍ Community leadership
- ✍ Conflict mediation techniques
- ✍ Incidence of/witness to domestic violence and response
- ✍ Position on human rights
- ✍ Time use

These indicators and other impact assessment indicators to be used at the end of a project, were designed for PIOJ, and while relevant to equity considerations in natural resource management, are less useful to this fourth year of R2RW given the transition phase of the project, than they would be in say year 2. At that stage when activities were being planned, some gender/social data was presented in “Enhancing Awareness for Sustainable Watershed Management – Report of Knowledge, attitudes and practices Survey” by PSearch Associates, 7/2002.

In that R2RW Report, data indicated that the 293 respondents in the GRW and 279 in the RGW were evenly distributed male and female. This is unusual in random sampling and suggested to the author that more men are at home in rural communities than in urban centers. The correlation between unemployment, poverty and environmental awareness (lack of) is an underlying theme in this Study. There are significant variations between the two watersheds, for example, households in the RGW are poorer, have higher unemployment rates, less education, and lower rates of home ownership. At the same time, in the project process, communities are more actively represented in RGW Task Force meetings than in the GRW where householders are more engaged in employment in the tourist or government sectors and find it difficult to commit to a

structured management process. The gender-based data, where presented, indicate some cultural shifts in gender roles compared to two decades ago, in that a comparable percentage of men as women use the rivers for washing clothes. (See Table 11 in “Enhancing awareness.”) Formerly this role ascribed to women is now shared with the growing number of unemployed men. From the findings in this Study, there is also some compression in the roles of men and women in agriculture, where two generations ago there was strict differentiation in who did weeding, reaping or selling.

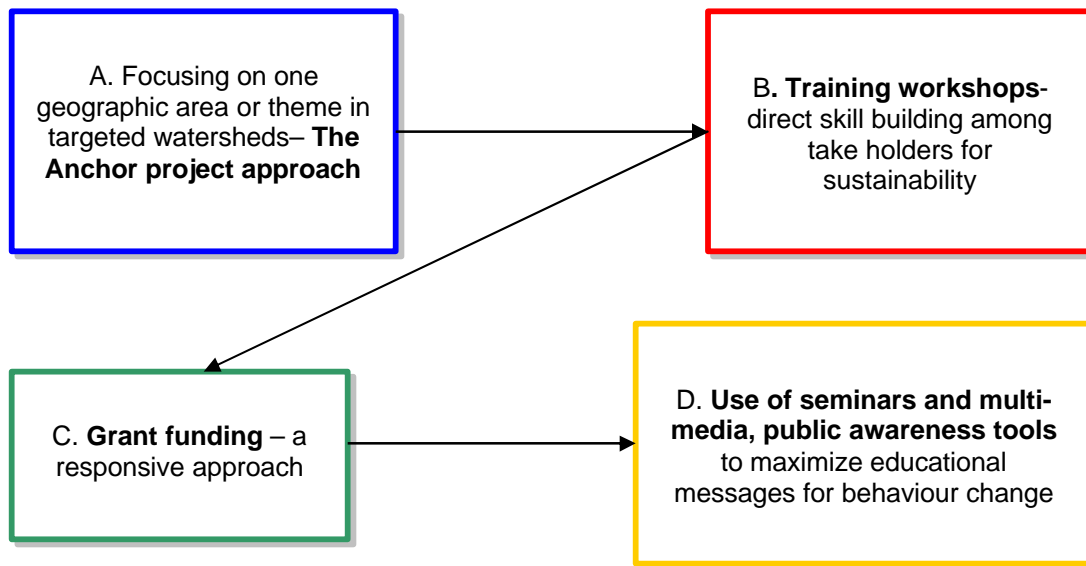
### 3. R2RW Priority Program Areas 2003 - 2004

In this fourth year, the project is focusing on three broad areas with sub-themes. They are –

**Grant or in-kind funding** to achieve specific watershed management goals. These fall in the areas of:

- ✍ Sanitation solutions, including community clean up work days;
  - ✍ Land conservation inputs;
  - ✍ Production and marketing of products that is significant to the environment as well as the market economy; and
  - ✍ Public education programs
- **Anchor projects** – a total of four in both watersheds
  - **Training** for capacity building in sustained watershed management

The project methodology being used is an over-arching one, which intersects with all three broad areas simultaneously. The main methodological approach is one of **capacity building among (latent and active) community managers and partner agencies to achieve improved sustainable environmental practices**. This is done by way of the following: -



An assessment of equity in natural resource management follows, using some of PIOJ indicators, and information from the methodology mentioned at 1.3.

#### 3.1 Applying Gender Indicators to the R2RW Process

Four indicators from the PIOJ approach mentioned above can be used to track results in the four R2RW methodological areas.



- ✍ Participation/consultation – **numerical representation consistently**
- ✍ Organizational membership - **numerical representation consistently**
- ✍ Community leadership – **for strategic interests**
- ✍ Time use – **for strategic interests.**

The discussion below is informed by responses to questionnaire by technical team members, Anchor Project managers, community representatives (in the RGW only), and by participant observation over the past six months. Conclusions to be drawn, while **indicative** of achievements, also contribute to our understanding of equity gaps still remaining.

### **3.1.1 Anchor Projects**

Anchor Project Managers see women coming forward in leadership roles in project activities, where in the past men dominated. Two of the four Managers themselves are women and this can inspire female activism.

They, however, shared the concern for youth leadership to be built, and for community groups not represented currently in organizational structures, to be given opportunities to participate. They believe planning training programs and making community meetings gradually more broad based, through phased outreach, inclusive of media coverage, can accomplish this. This is working particularly well in Cambridge and in pineapple production in the GRW, where the Anchor project Managers demonstrate consistent leadership. This consistency is also evident in the case of Land Conservation work in RGW, but the enormous challenge there is the mountainous terrain, and the prominence of male leadership in farming and land management. Public awareness work has been identified as needed by communities “new” to environmental education, such as Durham and Dumphries, and the Anchor Project Manager is sensitized to the need to integrate social and gender equity practices into the strategy. The fourth Anchor Project focuses on sanitation solutions, and has demonstrated the intent to make technical information on the constructed wetlands system available in a workshop to a broad base of community members, including plumbers and masons, then in a seminar to technical persons, inclusive of the few female contractors, at a later stage. Though the construction and trades industry is one remaining bastion of male preserve, women such as PTA Presidents (Dundee), and active trades women, such as shoemakers, are being deliberately invited to the planned workshop. This aspect of information dissemination in R2RW’s work, demonstrates a real concern for social equity.

### **3.1.2 Planting for Land Conservation**

Some gender segmentation is observed in agricultural activities in the RGW. This is in keeping with national statistics, which indicate that less than 20% of the agriculture labour force is female, many of who work on large estates (banana, coffee). In Jamaica, the small subsistence farmer who was targeted for this activity in the RGW, is usually male. What was not investigated in this pineapple, timber and fruit tree initiative is the role played by their female partners, as most of these households have male and female heads responsible for different but complementary roles. The role of women in farm households is often under-counted, as women play a supportive role.

Although gender roles vary by parish, in the two watershed communities, men are generally responsible for land preparation, pest control, reaping and tying out large animals, while women weed, take goods to market, care small animals, (along with children), help with reaping, and manage agro-processing activities.

### **3.1.3 Training**

Four training workshops were held over the past three months, - on Managing meetings (including teaching skills of setting objectives at each meeting and taking minutes), Facilitation methods- focused on skills in facilitating consensus building and action planning especially at

community level, Sustainability planning (as R2RW phases out), and the Stakeholders' Forum, which guided stakeholders towards better results in enforcement and environmental improvements.

*Some participation rates females/males and the proportion of agencies represented, are below:*

Type of Training	Total Participants	No.&% Females	% From Community	% From Agency
GRW Meeting Management	40	15 females 37%	75%	25%
RGW Meeting Management	12	6 females 50%	45%	55%
GRW Sustainability Workshop	18	9 females 50%	17%	83%

It is evident that participation rates, while useful, are not sufficient to indicate power sharing or leadership, that is, that energy that leads to transformation. While the persons/agencies invited by R2RW also affect the type of participation, what is being observed here is the **responsiveness of men, women, agencies and communities** to themes of meetings, and how this gets translated into sustainable practices. The Stakeholders' Forum based on the theme and the type of invitees, attracted men from service agencies (NWC; NWA; NSWMA; Parish Council, the EAST project) who would not normally attend regular Task Force meetings. Although public awareness is identified by all components of the R2RW network as critical to sustainability, meeting attendance at the Public Awareness Task Forces may be seen as a luxury reserved for women and social service agencies. Other Task Forces are more male dominated with Police and Enforcement Officers, agriculturalists, and water quality/supply technicians in regular attendance.

In gross participation rates in the area of training, women are well represented, and it is men who are underrepresented at meetings where public education strategies are planned. Youth and community persons do not appear to sufficiently be part of the process of meeting, decision-making and skill building. Training then cannot stand-alone as an indicator of equity, but is part of the overall strategy towards behaviour transformation.

Two members of the Resource team, who operate mostly in the field, also indicated in response to questions, that there is no problem with women being left out, but with groups doing different things and not communicating with each other. The impact on equity is that access to information, which is a form of community power, is perceived as not being shared equally. This is the perception although many community persons choose not to attend meetings, which they know about.

### **3.1.4 Grant Funding**

Grant funding has been applied over the past two years until the current period to-

- ✍ Medium scale sanitation solutions.
- ✍ Constructed wetland sanitation system – for Retrieve and Pigsaw All Age Schools in the GRW; and Millbank as a community effort in the RGW.
- ✍ Sanitation technology –RGW, and Coopers Hill All Age – to be constructed in the RGW.
- ✍ Water supply/river protection sub-projects (RGW)
- ✍ Small scale funding to community clean-up days

- ✍ Planting material for land conservation (RGW)
- ✍ Income generating agriculture and agro-processing projects (GRW)
- ✍ Public awareness interventions

Some interesting gender based phenomena emerge from analyzing these activities.

**Sanitation and water supply solutions**, as well as the Water and Sanitation Task Force, have a distinct male bias, not only in who comes forward with the request, but who benefits from the paid labour component. This is not to say that schools headed by women do not initiate requests for the new sanitation technology, but at the level of rates of participation and community leadership, men are most dominant here. This is traditional and cultural, as men predominate in the construction industry, where this awareness is built and resources are drawn from.

One unique feature in this component is the leadership offered in the RGW by the Maroon Colonel (male) and other from the Maroon Council in Moore Town, to water solutions, not only for their own community but also for others in the upper RG valley. This quality of leadership is outstanding among a people who could, in some sociological analyses, be considered as marginalized to the dominant Creole Jamaican culture. Their visibility in this component presents favourable social equity juxtaposition to the main culture of which they are also a part. Within this same example of social equity, the role of women, though influential on the Maroon Council, is not visible in R2RW Task Force meetings. It is reported at these meetings by the men that women have benefited from water supply services, as they no longer do laundry in the river. It is not known whether women see this as a priority or equal benefit.

In Windsor and Moore Town where water supply solutions have been addressed by grant funding, the leadership sees the improvements in infrastructure and water supply, as critical to building a base of environmentally aware residents.

A counterpart situation exists in Ramble Pond in the GRW, where outstanding community leadership (female) has identified water solutions as a priority in a community where sewage is still being dumped in the Great River. In both cases guidance given from R2RW technical team to pilot potential leaders through the maze of the government bureaucracy, has been well internalized by both types and strong community leadership has emerged.

#### 3.1.4.1 Clean - Up Days

It is here that we see the greatest gender and social parity, with a balanced number of women as men, children as adults, including elders, participating in the workdays. Seven Rivers, Chester Castle, Ginger House, Ramble Pond, Belmont, Windsor, Bellevue, and Cedar Grove are some of the clean ups held over the past five months. Others are scheduled.

Belmont and Ginger House were outstanding in attracting all age groups and both sexes, to participate. Teenage girls were especially active in the Belmont and Ginger House clean up days.

Respondents from Windsor see sports and clean up days as effective vehicles to attract youths to participate in environmental education.

## Belmont Clean-Up Day



*Never knew a day of cleaning up my community would be so much fun.*



*Time to bag the garbage*



*Sonia Harris (right) with residents of Belmont*



*Look! How much work we have done girls*

## Ginger House & Ramble Pond Clean-Up Day



*Boy and girl helping to dispose of garbage*



*Weeding out the grass*



*This bag is heavy I just have to drag it*



*Taking the weight on my shoulder was the best idea*



*Picking up all the little paper and plastic out of the gravel*



*Chopping the grass*



## Ginger House Sports Day



*Residents relaxing and watching cricket*



*Cricket Lovely Cricket*



*More cricket*



*Spectators from Ginger House watching cricket in the shade*

#### 3.1.4.2 Income generating projects

In the GRW, where Production & Marketing for Sustainable Livelihoods was focused on in 2003 – 2004, an informative gender based result emerges from two similar hot pepper projects as discussed above. The results show more favourable rates of productivity and output for the export market from the female managed project, though both groups received planting material from the same source at the same time. Among the fourteen participants in this project, are seven women who are the driving force. They have increased income from subsistence level as sidewalk vendors, often routed by the Montego Bay Police, to earning at least J\$4,000.00 per week each. In the counterpart project, no income has been gained, as the crop failed.

#### 3.1.4.3 Public Awareness

With youth and some sections of communities not being part of the net of public education, clean up days are being encouraged to become regular features of community life, rather than single activities. The vehicle of sports can be further explored to attract youths. Community meetings, the main channel used to inform residents does not attract all sectors of a community. The Windsor respondent sees more women at community meetings than men, so women have more information on project activities. Town meetings, one of which has already been held in Windsor, have been identified in the R2RW Fourth Annual Work Plan, as a strategy to reinforce information dissemination to a wider audience. Drama and media programs are also being used to reach a broad base of community residents, but cannot stand alone, to be fully effective in building sustainable stewardship. Although the majority audience at community drama events is women and children, and media appears to reach a gender-blind audience, they are both supportive tools to other more deliberate gender equity strategies.

### **3.2 Achievements/Remaining Challenges-Incorporating Equity in NRM**

#### **3.2.1 Findings from investigations**

Three types of groups have emerged from field study and from focused questions directed at team members. These groups represent those who *are being left out of the project process; who could be left out of the process if greater efforts are not made to include them; and who have made profitable use of project investment where a counterpart group has been less successful.*

**Group I** - Based on questions administered to the Survivors Group in Chester Castle one segment of the community has consistently been left out of participation in community affairs, and so were left out of the clean up day activities held in December 2003. The group is described as “very nasty” and “always keep to themselves” and “different”, “slow” that is not sophisticated, suspected of some in-breeding, yet are even more needy than others of the clean up activities and education from the Action Boyz community drama which stimulated the planned clean up.

**Group ii** - Youth groups have consistently been reported (by Cambridge Women’s group; the Chair of the Compliance & Enforcement Task Force GRW; the Chair of the Public Awareness Task Force RGW; Secretary of RGWMC: and the President of the CDC in Windsor; the GRWMC) as likely to be left out of the project process. The project is aware of this concern and in response held the first Youth & Environment Conference in July 2003. A follow-up conference is planned for July 2004. The challenge remains, however, of reaching and communicating with “corner boys” (Windsor) and with “male youth who have dropped out of school and are not likely to participate in environmental activities” (lower RGW)

**Group iii** - In the context of Sustainable Livelihoods, the GRW Production & Marketing Task Force GRW responded favourably to requests from two community groups-Rushea and Cedar Grove for planting materials to produce hot peppers for established markets. Seven women and seven men manage the Rushea Farmers Group project, with the women being the driving force.

Nine men, who were experienced in growing peppers, manage the Cedar Grove Farmers Group project. The social profile on the two groups indicates that three of the seven women are single heads of households, while the others in both groups have partners. Rushea is a very depressed community in St. James, rarely heard of prior to R2RW and RADA's work there. The women of Rushea were subsistence farmers and higglers and had been forced off the Montego Bay streets many times by the Police. Their unstable income rarely exceeded JA\$1000 weekly in those days. They received the planting material at the same time from the same source as the Cedar Grove group. Production results vary significantly and R2RW has identified the drive, commitment, and desire of these women to meet their **practical** needs, as an important factor in their success. Another very critical factor is the consistent leadership offered to the group by the then (female) RADA Extension Officer, who responded to every production obstacle presented by the group, with training or some appropriate machinery. Further an established (female) exporter lives in the watershed area, and has nothing but praise for the group's consistency and output. They now earn a minimum of JA\$4000 per week, and their success has energized the Member of Parliament and the Jamaica Social Investment Fund (World Bank) to seriously consider fixing the poor roads in Rushea. The Cedar Grove group, by contrast did not receive the same quantity or quality of extension service, and in spite of their experience have had poor results with hot peppers.

The women and men of Rushea have moved from a focus on their **condition and practical needs** to an understanding of their **position** in society and their **strategic interests** as players in the Trade sector. There are few better examples of equity in the liberalized global market and in sustainable environmental management.

#### **Rushea Hot Pepper Production Project**



*Everyone involved in picking peppers*



*Group picture of Rushea Hot Pepper Team*



*In the fields picking pepper*



*Ladies Picking Peppers*

## 4. Summary

In the areas of – *participation/consultation; organizational membership; community leadership, and time use*, the R2RW process has achieved over the four year period a reasonable balance between men and women. The exception may be in the area of **time use**, where women who spend more time in meetings are not sufficiently equipped with skills or exposed to opportunities to shape a process to promote their own and others' **strategic interests**. However, when given the opportunity, to go beyond public awareness to **integrating** public awareness with organizational, infrastructural or economic activities, for example, the women of Pisgah All Age School, or Cambridge, women begin to apply **time use** in a more focused, strategic way. Men instinctively are more judicious with time use, except when it brings clear material or power returns.

At the same time, the time and energy that women have given to supporting political representatives and religious bodies are an untapped reserve those only projects such as R2RW, which follow a systematic process of iterative activities, can unleash. The challenge is to continue finding creative ways (Faith & the Environment) to cut across the vested interests in these established groupings, to demonstrate the benefits from engaging with broader based environmental interests.

It is in the broad area of social equity that other challenges remain. **Class attitudes** still prevail in rural communities towards “them” who are different or nasty in their watershed practices. Deliberate effort would need to be made in the end of this fourth year and in the final year to apply an even more inclusive strategy based in gender but expanding to social equity. Clean up days continue to offer an effective avenue, along with directly addressing issues of equity before these workdays are planned. The strategy for expanding **youth participation** in natural resource management would need to go beyond the planned Second Conference on Youth & the Environment, to an approach, which builds stewardship through Action Planning. Representatives at this Conference or any other youth forum would need training in being an ambassador to their communities and taught how to manage a two way process of information sharing and planning.

The 2003 Report recommended the following steps in R2RW's approach to achieving gender equity in project activities. These included: -

1. Review of checklists and tools and their applicability to R2RW
2. Identification of gender gaps to be addressed
3. Sensitization of team members
4. Sensitization of LWMCs
5. Identification of realistic gender indicators to assess impact
6. Use of indicators for monitoring
7. Monitoring and evaluation
8. Additional training of LWMCs
9. Revisions/modifications of initiatives based on findings in the field
10. Institutional mainstreaming

Steps one through six, with the exception of step 3 were clearly attempted. It was not possible to go further after June 2003 when the position responsible for gender awareness became vacant.

### 4.1 Conclusions - The Way forward

Three areas can be considered to frame a plan for the way forward. They are: Interventions related to the culture and modifications in stereotypical thinking, which can be built in consciously to the project process; the situation of the poorest households and the mostly women who head

them; and the continuation of the process of inclusivity and balance in the sharing of project resources and information.

#### **4.1.1 Addressing Culture**

Culture is an important, pervasive and critical factor that sets the framework for values and norms by which communities understand and appreciate the issues of gender and class in everyday life and in projects. Culture can be a barrier to development as members of the community may have difficulty accepting the importance of equity issues. Team members identified working to change the culture, through training, as one means of addressing social inequity

What is now evident is that the project has created numerous opportunities for practices of inequity inherent in the culture. The culture itself has been changing, and strict gender roles are more and more appearing as a thing of the past. Gender segmentation seen in the composition of Task Force meetings' attendance remains an area for investigation, as men and women **perceive** their interests differently. But this is not uniform according to gender. Females, as males have been mobilized to provide leadership in strategic areas of environmental management.

#### **4.1.2 Improving Resource/Information Sharing**

Quantitative assessment of the type of benefits available in sub-projects and the level of benefit by gender or social grouping indicates a fair share of resources and opportunities going to both sexes as well as to a mix of social groups. Farmers, workers in the tourism sector, underemployed tradesmen, underemployed women, unemployed youth, parents, students, teachers, Principals, church and spiritual group, and business managers have all benefited from R2RW activities. Woman who are not in the mix are, however, clustered among students, teachers, church and community groups, and the unemployed, while counterpart men are clustered in the agriculture and tourism sectors, as business managers, and among the unemployed.

The project has found it as difficult to engage youth who are employed, and have limited time, as those who are unemployed, in the case of one GRW sub-project. The issue in this case goes beyond gender or reaching out to youth, as both factors have been considered in the planning of this sub-project.

Two members of the Resource team saw **a communication strategy** between different sections of the community, as the tool needed to address social inequity. This was also identified in the Study "Enhancing awareness..." Non-literates, "pariah" groups, corner youth can best be reached by drama and the media. In the final year, these types of interventions will be intensified.

#### **4.1.3 Addressing the Feminization of Poverty**

Because most poor households in the targeted communities are female headed, the question of feminization of poverty and environmental degradation becomes fundamental. In addressing the issues of environment and sustainable development, the project would need to factor in issues of gender where very poor households are concerned. The Tables below show that female-headed households are larger, have more dependent children and are **poorer**.



**Table 1**

<b>Household composition, by Gender of household head JSLC 1990 to 1999</b>					
<b>Gender of Head</b>	<b>Year</b>	<b>Mean Household Size</b>	<b>Mean Number</b>		
			<b>Adult Males</b>	<b>Adults Females</b>	<b>Children</b>
<b>Male</b>	1990	3.8	1.5	1.1	1.2
	1991	3.7	1.5	1.1	1.2
	1992	3.8	1.5	1.1	1.2
	1993	3.6	1.4	1.0	1.2
	1994	3.5	1.4	1.0	1.2
	1995	3.6	1.4	1.0	1.2
	1996	3.6	1.4	1.0	1.2
	1997	3.4	1.4	1.0	1.1
	1998	3.3	1.4	0.9	1.0
	<b>1999</b>	<b>3.2</b>	<b>1.4</b>	<b>0.9</b>	<b>0.9</b>
<b>Female</b>	1990	4.1	0.9	1.7	1.6
	1991	4.2	0.9	1.8	1.5
	1992	4.0	0.9	1.7	1.5
	1993	4.1	0.9	1.6	1.5
	1994	3.9	0.9	1.6	1.4
	1995	4.1	0.9	1.7	1.5
	1996	4.2	0.9	1.7	1.6
	1997	3.8	0.8	1.6	1.5
	1998	3.9	0.8	1.7	1.4
	<b>1999</b>	<b>3.8</b>	<b>0.8</b>	<b>1.6</b>	<b>1.5</b>

*Source – Jamaica Survey of Living Conditions 1999 by: The Planning Institute of Jamaica and The Statistical Institute of Jamaica*

**Table 2**

Household Composition by Sex of Household Head, By Quintile 1998 JSLC 1990 to 1998										
	Sex of Household Head									
	MALE					FEMALE				
	Household Members Analyzed (N)	Mean total size	Mean No. of Adult Males	Mean No. of Adult Females	Mean No. of Children	Household Members Analyzed (N)	Mean total size	Mean No. of Adult Males	Mean No. of Adult Females	Mean No. of Children
Quintile										
Poorest	2522	4.99	1.61	1.31	2.07	2777	5.25	1.10	1.78	2.36
2	2711	4.57	1.53	1.30	2.07	2777	4.94	1.01	1.85	2.08
3	2900	3.96	1.40	1.15	1.29	2402	4.18	0.90	1.69	1.58
4	2796	3.11	1.21	0.85	0.86	2507	3.56	0.75	1.60	1.21
Wealthiest	3210	2.19	1.40	0.58	0.41	2090	2.46	0.49	1.39	0.59
<b>Jamaica</b>	14139	18.82	5.54	0.93	1.01	12369	3.85	0.79	1.65	1.41

Source – Gender Equity for Sustainable Watershed Management Report March 2003

The 2003 Report recognizes that the problem of female-headed households is not that women head them, but that they are poor. The feminization of poverty and environmental degradation are described as flip sides of the same coin. Furthermore, environmental degradation is one of the main factors that restrict the ability of women to overcome poverty. It is in these women's interests to accept education on environmental management, but any such targeted approach would need to include economic incentives.

#### **4.1.4 Addressing Equity Gaps**

The R2RW project has all the components for achieving an equitable system in management and benefits. It has succeeded in the Anchor Projects approach to deliberately build an equitable system. This is seen in Cambridge, Dissemination of Sanitation technology; continuing the consistent leadership in extension services from the Rushea project to the Pineapple production project, and integrating public awareness with land conservation initiatives in the RGW.

Equity gaps remain mostly in the areas of a **more inclusive communications strategy** to reach poor households, and in the **timing** of the integrative process between public awareness, community participation, training, and technical sub-projects from the planning stage and in consideration given to the quantum of time needed to engage community buy-in before implementation.

## Social Gender Equity Questions for Technical Resource

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1. Are gender considerations important in your work?

Yes \_\_\_\_\_ How?

No \_\_\_\_\_ Why not?

2. What is your understanding of the meaning of gender equity in the context of your work?

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3. What about social equity considerations? How does this factor into your work?

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a) Should social equity be given equal/ less/ more prominence in your work than gender equity

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4. What more need to be done to integrate either or both factors into the project cycle of your work?

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✍ Gender equity need to be \_\_\_\_\_

✍ Social equity need to be \_\_\_\_\_

5. Can you give two specific examples of your main sub-projects (location, participants by sex age; income or resource benefit expected or realized; environmental management component etc)

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a) What strategy do you use to generate community participation?

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6. Describe three activities that are connected with task Force structure, and identify who comes forward (m/f) to take lead in which areas. (Give details)

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a) What benefits are associated with each activity (Details according to sex and age?)

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7. In what proportion of cases could benefits not be accessed by some sub-groups in the community? Give two examples

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8. Any other suggestions to ensure equity in watershed management?

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## Social Gender Equity Questions for Community Representatives

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1. What kind of activity have you been with Ridge to Reef?

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2. How did you get information about this project activity?

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a) Who else heard about it at that time?

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b) Are there any groups (M/F/ Youth/Other) who did not hear about it?

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Yes \_\_\_\_\_

No \_\_\_\_\_ Why \_\_\_\_\_

3. Who else heard about it at that time?

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Income (Indicate level compared to before project)

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Knowledge (Compare to before project)

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4. How could the project be improved in terms of reaching out to more social groups?

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5. With reference to the following groups, has the project been – very helpful (vh): helpful (h); Not very helpful (nvh)?

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- The needs of women
- The Needs of young men
- The needs of young women
- The needs of the elderly
- The needs of children/students
- The poorest in the community
- Other special groups

a) In what ways

6. Why is this so?

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a) Project responsible

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b) Culture community

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7. What can be done?

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## Gender Equity & Special Interest Monitoring

In each sub-project, the following basic monitoring can be done every six months, with issues of inequity noted for referral to the Task Forces and relevant agencies for follow up.

### 1. Demographics

a) Activities members \_\_\_\_\_ (number) \_\_\_\_\_

Age	Male	Female
15 – 29 years		
30 – 49 years		
50 +		

b) Inactive members \_\_\_\_\_ (number by sex and age) \_\_\_\_\_

Age	Male	Female
15 – 29 years		
30 – 49 years		
50 +		

c) Reason for inactivity by sex and age, or special interest:

- Female Youth \_\_\_\_\_
- Name interest group where relevant) \_\_\_\_\_
- Male Youth \_\_\_\_\_
- Female Adult \_\_\_\_\_
- Male Adult \_\_\_\_\_
- Female Older Persons \_\_\_\_\_
- Male Older Person \_\_\_\_\_

### 2. Household Head by age and sex

Name/Title of Household Head	Age of Household Head	Male	Female



- a) Number and age of dependents (on household head)

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- b) Members of the household by relationship age and sex.

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**3. Land/Home Ownership by age and sex.**

Size of Average-single owner/Co-owner	Age of respondent	Male	Female
Landless (Squatting/Leasing/Renting)			

**4. Income/Employment by age and sex**

Age	Employed/ Unemployed	Income-Amount by Source	Male	Female
15-29				
30- 49				
50 +				

5. Type of water supply for respondent's home /farm

6. Type of toilet facilities

7. How close is your home/farm to the river?

**Folklore**

8. What did you hear the old folks say about the river-keeping it clean; spirits (prompt)

- a) Which group holds the most folklore (cultural sayings about the river) Details

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**(Intended/Unintended Inequity)**

9. Are there any groups you know who not have a chance to be part what is being planned in this group?

- a) Why is this?

- b) What can be done?

**(Power/Sharing Participation)**

10. Who makes most planning (Financial) decisions in this group?

- a) How did this happen?
- b) Do you participate?
- c) Who makes most / planning/ financial decision in this group household?

**(Environmental Awareness)**

11. What do you think is the greatest health problem facing the environment (river, land, forests etc) where you live?

