

# Gender and Natural Resources Management

*A Graduate Seminar for the Masters in Climate and Society, Earth Institute, Department of Earth and Environmental Sciences, Columbia University*

**Instructor:** Tara DePorte

## **Discussion/Activities for Seminar**

### **Intro**

*5 minutes*

Write down concerning your case study 2-3 sentences about your case study concerning:

1. Location
2. Resource details
3. User population (demographics of resource users)
4. Management population (demographics of managers/lawmakers)
5. Role of gender in the management of resources

### **Reading Discussion**

*Discussion 85 minutes*

### **Struggles to Govern the Commons**

*10 minutes*

1. Governance vs. Management
  - a. Are we talking about “Official” or “unofficial”?
2. What are ideal governance/management conditions? Are these realistic?
3. “Nonlocal influences”: i.e. climate and transboundary pollution
4. “Local influences”: i.e. local traditions, resource quantity and access
5. Increasing demands/institutional arrangements: how are these affecting the management of natural resources? Examples of impacts from your case studies?

#### **THINK ABOUT FOR ACTIVITY:**

6. Where are “solutions” coming from?
7. Who are the “users”?
8. Who enforces the “rules” or “solutions”? Who monitors?
9. Discuss what you think the “evolution of governance” or “adaptive governance” means?

### **Women and the Environment**

*15 minutes*

1. “Patterns of socialization related to gender”—examples?
  - a. Collection of water, fuel and fodder
  - b. Income generation
  - c. Overseeing land and water resources
  - d. Managing plants and animals...
2. Why gender “equality” in sustainable development? In resource management? Is this being forced by a Western agenda on other countries? **Refer to International Agreements pg. 20**
3. Women as “agents of change”
4. How can governance aid in “gender equality” if it is deeply rooted in social structures? **Pg 14: Definitions**
5. Women as a separate entity (homogenous group?!): gender differentials: consumption levels: urban/rural: **informal or formal?**
6. ARE WE JUST TALKING ABOUT WOMEN WHEN WE DISCUSS GENDER? What do you see in the discussions you read?
7. Linkages of rights to one resource and access to another (i.e. land tenure and water access...)

## **Gender and Collective Action**

15 Minutes

1. Collective action: differences in rights, resources and responsibilities
2. What are some “socially constructed norms” of what male and female means?
3. How do we decide upon “gender composition of groups”? Why would this matter?
4. What are some of the forms of “participation” within the gender-specific context?
5. What are some external constraints that are often specific to women? Is this true in most/all contexts? (i.e. rural/urban, developing/industrialized, poor/rich, etc)
6. What “knowledge” and/or power are we discussion (again, formal vs. informal..traditional vs. other forms of knowledge, etc)
7. What are some of the “community norms” and “entrenched biases” that we have in this room relating to gender?
8. What may be some of the negative impacts of “gender mainstreaming” or increased participation by women in collective action schemes?

## **Women as a Major Group: CSD-15**

5 Minutes

1. Can we find examples of “common language” within the reading and the policy recommendation? (*i.e. agents of change, gender mainstreaming, involvement in economic processes, are men included?*)

## **There Will be No Climate Justice Without Gender Justice**

10 minutes

1. How does climate change relate to human rights?
2. At what level do we start with “involving women in the decision-making process” in respects to climate change?
3. What do you think of the concerns of a “market-based approach” to mitigating climate change impacts?
4. How can we define “climate justice”? Do you agree with the papers view?

## **Gender - missing links in financing climate change adaptation and mitigation**

5 minutes

1. By requesting earmarked money for women-led projects (20% suggestion) are we being biased/sexist?
2. Who is the “sufferer” or who is NOT the “sufferer in terms of climate change with respects to this recommendation: “The ‘polluter pays’ and the ‘sufferer receives’ principles should serve as a basis for all adaptation fund mechanisms.”
3. On an international level, how would you suggest “successful” technology transfer to regional and local populations?

## **Agrofuels are No Solution to Climate Change**

5 minutes

1. What do you think of the recent press focus on agrofuels being a primary cause for international food shortages?
2. What is a “truly renewable and sustainable energy sources”?
3. What is your view of the recommendation of a 5-year moratorium on agrofuels?

## **Changing the Climate: Why Women’s Perspectives Matter**

15 minutes

1. “Women are the most vulnerable”
2. How would climate change “magnify” inequalities?
  - a. Access to basic needs
  - b. Fueling conflict: refugees as women and children
  - c. Women as “victims” not “agents of change”

3. What are some ways to take action? Recommendations?

### **Other Readings**

*5 Minutes*

### **Common Ground & Gender, Property Rights and Natural Resources**

Comments and questions

### **ACTIVITY:**

*(30 minute preparation/ work in groups of 3)*

**Goal :** To make and outline for the “Next step” to figure out how your case study can follow one of the tenants of the UNEP Gender Checklist:

*“How can the project build on the strengthen the UNEP commitment of advancing the role of women in environmental decision-making?”*

**Process:** Group will randomly be assigned “case studies” prepared by class mates from the beginning. They will then have to address the above Goal/question. The output will be a 3 minute presentation on their recommendations of “Next Steps”

### **PAGE 85 from Women and the Environment might be helpful...**

Embarking on a gender-mainstreaming strategy calls for simultaneous steps in several fundamental domains:

- Knowledge and understanding of the issue and validation of women’s contributions to sustainable development
- At the institutional level, adequate political will combined with concrete actions
- Assurance of women’s rights, and that they benefit from environmental goods and services
- Full participation of women at all levels, particularly in decision-making
- Improvement of the socio-economic position of women
- Women’s empowerment
- Identifying the impact of the macrocontext on women and their environment

Think about following

- Work
- Division of labour and responsibility
- Access to and control of resources
- Knowledge
- Status and power
- Culture and traditions
- Political participation

**Presentation: (3 minutes per group/Total 15 minutes)**

**Responses/Observations/Objections (3 minutes after each group/Total 15 minutes)**

**Any other questions/comments?**