

Gender Approach

to Integrated Landscape Management

Key concepts and guidance for
practitioners



Purpose

The purpose of this Theory Handout is three-fold:

1. To provide a facilitator with a firm understanding of a gender approach to *Integrated Landscape Management* (ILM) training;
2. To inform the learning design of gender and ILM training sessions;
3. To serve as a stand-alone resource on the links between gender and ILM.

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Introduction

Landscapes are diverse systems of people and nature where different ecosystems and social groups interact. There is a close connection between historical, environmental, socioeconomic, and cultural processes and the way that people manage and modify their natural spaces.

Therefore, landscape management demands a deep understanding, acknowledgment, and recognition of the diversity of people linked to it. To promote sustainable and just landscapes, it is necessary to analyze the existing social differences and identify situations in which injustices and exclusion may arise. Among the most common factors identified in these analyses—and one shared across all societies—is gender.

Taking a gender approach to ILM ensures that the voices and perspectives of social groups often overlooked or undervalued—such as women and nonbinary people—are meaningfully included in landscape management and development. This is especially important in landscape partnerships and multistakeholder governance platforms seeking to build strong alliances with healthy and peaceful relationships—alliances which are reflected in how people manage their natural resources, forests, biodiversity, and livelihoods.

Working with a gender approach allows for a comprehensive perspective to improve and find solutions in situations of:

- Missed opportunities to integrate women's knowledge and capacities in landscape management
- Lack of and/or disproportional representation of certain gender groups in decision-making spaces
- Concentration of power and control by a few groups
- Gaps in opportunities for development and access to resources that deepen and lead to poverty and social exclusion
- Gender-related violence and discrimination
- Environmental degradation due to poverty and social exclusion
- Inequitable distribution of benefits from economic activities and development initiatives



Understanding the Gender Approach to ILM

The gender approach, as a specific diversity approach, is a framework that seeks to explain and understand the social relations between genders, identifying their differentiated needs, interests, roles, and capacities.

It is the lens that makes it possible to formulate development policies, programs, and actions to overcome inequalities and thus ensure the equitable distribution of resources and benefits (Ramírez, 2021).

The gender approach to ILM applies this framework in the context of a landscape partnership and the management processes it leads, such as building a shared landscape vision and strategic planning. It ensures that the group of multi-sector partners values the contributions of all stakeholders and addresses the entire community's needs, regardless of gender identity or sexual orientation. By embedding a gender approach in the ILM process, stakeholders can build thriving, equitable landscapes.

Working on ILM initiatives with this approach will make it possible to highlight, describe, value, and enhance the contribution of each gender to fundamental aspects of sustainable and resilient landscapes. For example, knowledge related to biodiversity, water management, the integrated use of natural resources, product processing, the creation of value chains, the management of economic and financial resources, and participation in decision-making and governance spaces, among others.

Additionally, this approach makes it possible to identify the gaps in access to and control over resources that lead to inequity and limit the contributions of marginalized groups, creating vicious cycles that are reinforced by structural inequalities. Finally, the gender approach can be used as an “entry” lens to connect or broaden to other marginalized groups, such as racial, ethnic, or religious minorities.



Siegmann, 2024

Gender, Sex, and Identity

Gender, gender presentation, sex, and gender identity are complex and extensive topics that cannot be addressed in their full depth in this module. However, this section offers a brief overview of these concepts to establish a shared conceptual foundation among users and landscape practitioners, and to prioritize a practical focus for ILM implementation.

To begin this exploration, it is important to consider that, when talking about gender, it is common for people to confuse two different terms: sex and gender. To identify and transform how gender-based discrimination impacts a landscape, we must first understand both concepts, their differences, and how they affect our identities as a whole.

Sex

Sex refers to the differences between the biological, anatomical, physiological, and genetic characteristics with which men, women, and intersex persons are born. Many people are born with either female or male anatomical sex characteristics, depending on the shape and function of their sexual organs. Intersex persons are those whose genetic and/or anatomical characteristics do not fit within the typical definitions of female or male and fall outside the sex binary.

Gender

According to the United Nations' Fourth World Conference on Women (Beijing, 1995), gender refers to "the roles, behaviors, activities, and attributes that a given society at a given time considers appropriate for men and women." In this document, we understand gender more broadly—as a social construction that includes the roles, behaviors, expressions, and identities of girls, women, boys, men, and nonbinary people. Gender shapes how people see themselves and each other, as well as how they act and interact. It also affects the distribution of power and resources in society, with social, health, economic, and environmental consequences for people. Gender is one's concept of self as man, woman, a blend of both, or neither. People who do not identify within the gender binary (man or woman) are nonbinary, an umbrella term

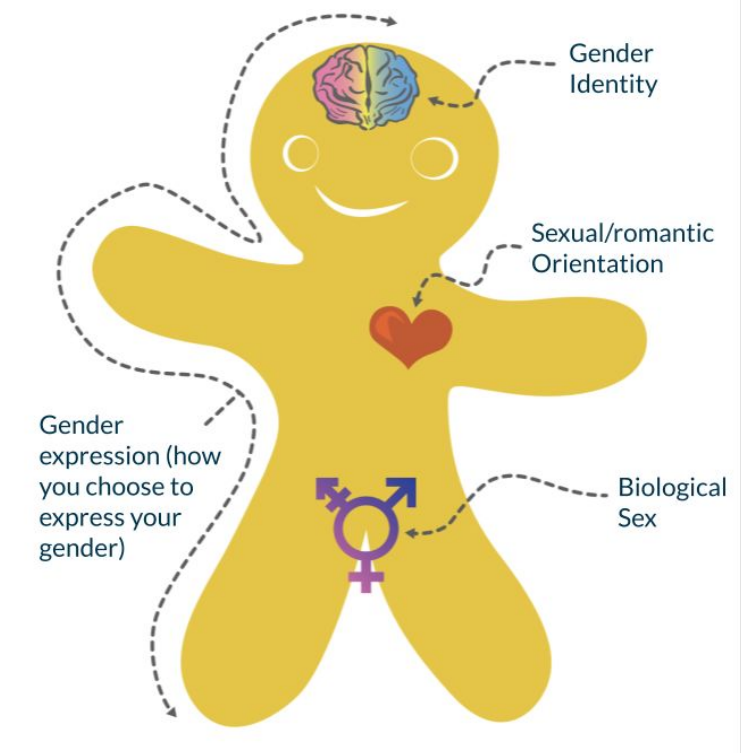


Figure 1: The Genderbread Person (Killermann, 2018)

that includes many identities, such as two-spirit. One's gender identity can be the same or different from one's biological sex (Women and Gender Equality Canada, 2022). Figure 1 depicts the difference between sex, gender identity, gender expression, and sexual/romantic orientation. Gender characteristics are so deeply rooted in society and culture that they influence, from birth, many aspects of our daily lives, such as behavior, attitudes, skills, vocational inclinations, feelings, and ways of thinking, among others. It should be noted that, despite this social rootedness, gender characteristics can change or resist change according to the time, culture, place, and the will of each social group to transform the prevailing gender patterns. If society is organized and grants freedom to each individual to decide how to behave, differences should not represent a problem. However, as often happens, these differences become a problem when society does not value them equally. This can lead to negative discrimination that, in most cases, affects women. They may have fewer opportunities to access economic resources, education, projects, and decision-making processes, among other disadvantages (Ramírez et al., 2012).

Sexual orientation

Another frequent confusion has to do with sexual orientation. A person's gender identity is not necessarily associated with his or her sexual orientation, which refers instead to the capacity or tendency of each person to feel emotional, affective, and sexual attraction for another (Secretaría de Gobernación de México, 2016a and 2016b). Sexual orientation and gender identity might be related, but they are two different and independent concepts.

In this context, LGBTQI+ (lesbian, gay, bisexual, transgender, queer, intersex) represents the diversity of sexual orientations, gender identities, and expressions that society recognizes today. It describes a community composed of lesbian, gay, transgender, transsexual, bisexual, intersex, and queer individuals, along with the rest of the identities and orientations included in the + (Secretaría de Gobernación de México, 2016a and 2016b).

Intersectionality: People are not just one thing

People have multiple identities, and their experiences cannot be attributed to a single factor. Alongside their gender identity, people also have other intersecting identities, such as age, ethnicity, religion, and race, depicted in Figure 2.

A person's identity is shaped by the intersection of their different characteristics. For example, one individual may be a young Black woman living in a city, while another may be an elderly white Catholic woman living in a rural area, among countless other possible combinations.

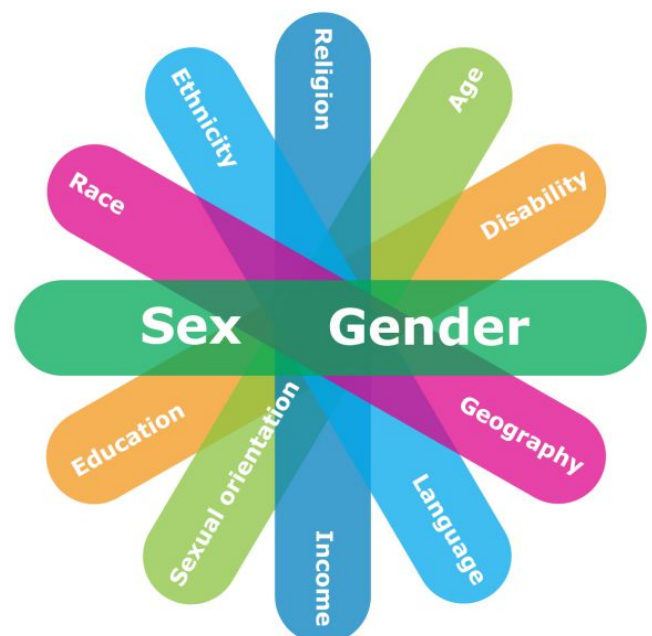


Figure 2: Intersectionality (Women and Gender Equality Canada, 2022)

The term **intersectionality** points to how all aspects of one's identity impact their societal experience. Analyzing social relations through only one lens will fail to capture the compounding and interacting effects of a person's many identities (Crenshaw, 1991). Therefore, the gender approach needs to consider factors such as race and religion as well as gender to ensure the ILM process is inclusive, equitable, and just.

For example, the average wage gap affecting women in Latin America and the Caribbean is 18% compared to men. However, for rural women, this figure reaches 40%, which shows how geographic location and gender have a combined impact on this condition of inequality (Ríos Bellagamba, 2022).

To conclude this section, it is important to acknowledge that while gender is presented here from a social perspective, other worldviews—such as those rooted in spiritual or transpersonal traditions—may understand gender and identity through different lenses. These more holistic perspectives often emphasize human essence or consciousness beyond gender distinctions. Facilitators and practitioners working in diverse cultural contexts should remain open to recognizing and respectfully integrating these approaches.



Identifying Gender Gaps at the Landscape Level

As we have seen, social diversity is intrinsic to humanity, and our differences make us culturally richer societies. However, these same differences have been used as a motivation to exclude and discriminate against historically disadvantaged groups, such as women and LGBTQI+ groups, who often have limited rights and opportunities. In this context, understanding the concepts of resource access and control helps to analyze the gaps in social equity within a landscape.

Resources

Resources are the material and immaterial goods, services, or elements that a person, family, community, or social group needs access to—and control over—in order to sustain their livelihoods and ensure their well-being (Imbach, 2016). *Access to* and *control of* resources directly affect people's quality of life. Gender discrimination often manifests through limiting or restricting women's access to and control of these resources. Resources can take many forms, including education, self-esteem, income, and natural resources such as water (Ramírez, 2021).

In this module, we adopt a resource classification inspired by Imbach (2016), which we have adapted into four main categories for practical purposes:

- Natural resources, such as water, land, biodiversity, and climate, which form the biophysical foundation of the landscape.
- Material and financial resources, including tangible assets such as tools, infrastructure, income, credit, and access to markets.
- Social and political resources, referring to community networks, social capital, participation in organizations, and access to decision-making spaces.
- Educational and informational resources, encompassing technical knowledge, local knowledge systems, formal education, and access to relevant information for decision-making.

This classification allows for a more comprehensive analysis of inequalities in access to and control over resources among different social groups within the landscape.

Access to and control of resources

In addition to recognizing the necessary resources to ensure personal, family, and community well-being, it is essential to understand to what extent each group has access to and *control of* these crucial resources. Access refers to the rights and opportunities each person has to use resources. Control refers to each person's dominion, ownership, and decision-making power over these resources. In an equitable landscape, everyone has fair access to resources, and decision-making about what happens to those common resources is equally distributed among different stakeholders.

Gaps

Many landscapes are not equitable, and marginalized groups may not have the same access and control to resources in a landscape. Gaps are the differences between more and less favored groups regarding access to and control of resources that guarantee their well-being and human development. Gaps can be of various types, including economic, access to information, and access to decision-making spaces, among others.

Gender gaps are among the most widespread in society and arise from the assignment of gender roles that society gives to men and women in the family, community, and political spheres. They result from socialization processes, structures, and sociocultural mandates that define the meaning of masculine and feminine, assign roles and functions, permeate the nature of gender relations, and distribute power unequally. In most cases, the masculine is positioned as the dominant authority with perceived higher value while placing the feminine in a subordinate and disadvantaged role. The imbalance in the use of time and the distribution of unpaid work within households is a central element for analyzing and understanding how these differences harm women's autonomy and well-being (INMUJERES & UNDP, 2007). Figure 3 illustrates a gap in decision-making power: Women may have access to water, but often do not have control and decision-making power over this natural resource.

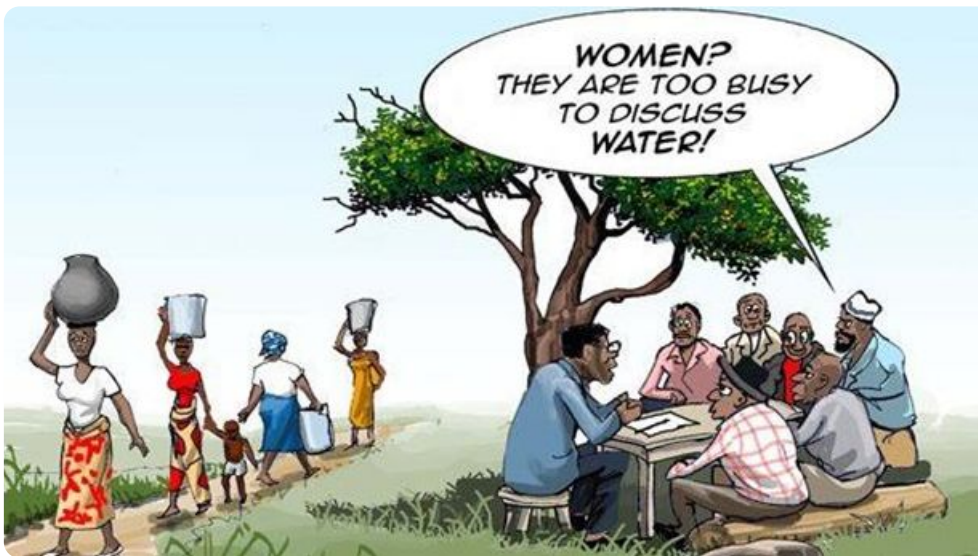


Figure 3:
Access vs. Control
(Women's Network
for Environment and
Climate Action)

Within the framework of ILM, it is essential to analyze the existing gaps in each landscape's socio-political systems. This will allow us to identify which groups do not have equal access to or control of the resources that guarantee their well-being and, therefore, require differentiated practices to ensure their inclusion in landscape management. Addressing these inequities progressively will promote more equitable conditions.

In landscape partnerships and other multi-stakeholder decision-making spaces, it is crucial to identify which groups are underrepresented, who is the majority, which actors wield the most power and influence, and who needs to be empowered to participate on an equal footing. Conducting stakeholder mapping can facilitate the identification of these types of gaps and analyze the social landscape in terms of who the current leaders are, who is currently included in ILM processes, and who is underrepresented. More information can be found in the [Stakeholder Identification and Engagement Module](#).

Gap Analysis

Understanding the specific gaps among the diverse groups that inhabit a landscape is the first step in transforming them to achieve justice, equity, and inclusion. Gap analysis becomes more complex when scaling up from the household level to the community, territorial, or landscape level, or even higher scales, such as the country level, as more social diversity factors begin to combine. For the gender approach in ILM, we will focus on analyzing gaps at the landscape level.

Analyzing resource access and control from the gender perspective allows us to understand the differences and inequalities different groups face regarding their well-being and human development. This information enables us to design strategies to address disparities within the framework of the activities planned for ILM. Figure 4 includes men's and women's representations of natural resources and access in the same landscape (Model Forest Huayabamba Abiseo community).



Figure 4: Men's and women's representations of natural resources and access in the Model Forest Huayabamba Abiseo community (Fundación Amazonía Viva)

To this end, it is recommended to collect information in a participatory manner and design analysis matrices such as the one presented below (Gutiérrez-Montes and Ramírez, 2013):

Resources	Men		Women		Nonbinary Genders	
	Access	Control	Access	Control	Access	Control
Natural resources						
1.						
2.						
Material and financial resources						
1.						
2.						
Social and political resources						
1.						
2.						
Educational and information resources						
1.						
2.						

Matrix of access and control over resources (Harvard Analytical Framework)

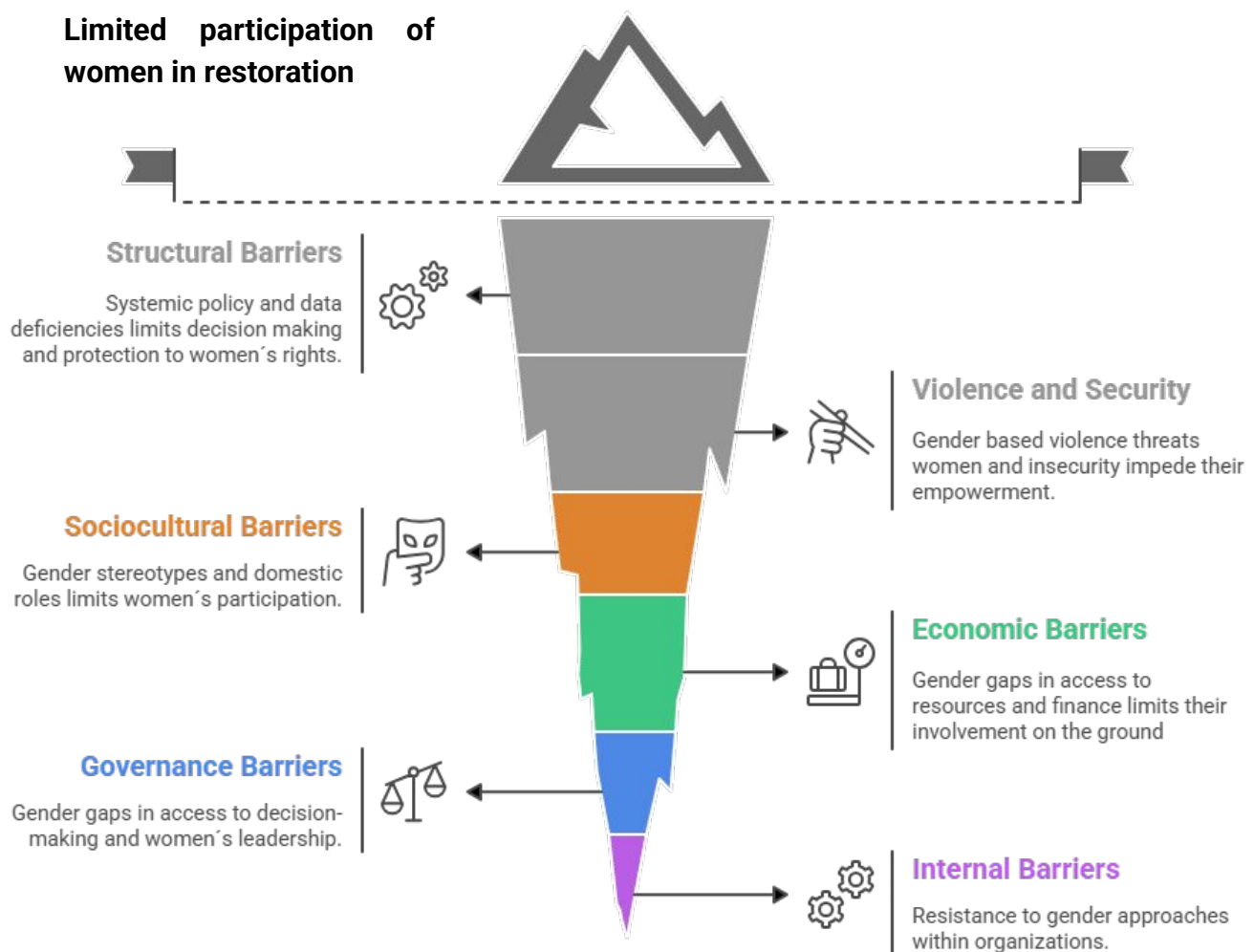
To use this matrix effectively, begin by gathering information through participatory activities such as community workshops, interviews, or focus groups. Work with participants to identify the key resources in their landscape and then discuss, for each resource, who has access to it and who holds control—across men, women, and nonbinary genders. You may also include additional characteristics such as age, ethnicity, or race to incorporate a deeper intersectional perspective. Populate the matrix with these insights, noting differences, gaps, and emerging patterns.

Once completed, review the matrix collectively to interpret the results, identify inequalities, and explore their underlying causes. This analysis will help determine how ILM initiatives can strengthen access to and control of resources for disadvantaged groups and what strategies or actions are needed moving forward.

It is essential to note that although the table presented as an example considers gender, its application can be adapted to consider the factors of interest for the analysis. It could consider intersectionality elements, such as belonging to a particular ethnic group, being located in a rural or remote area, belonging to a specific generation, or belonging to a traditionally excluded organized group, among others. The gender and social gap analysis can be integrated into the broader context analysis efforts of the ILM framework.

Putting Gaps in a Wider Perspective: The Case of Landscape Restoration

The analysis of gender gaps provides key insights for a wide variety of purposes. One example is the case of Initiative 20x20, a regional coalition of governments, technical and financial partners that promotes landscape restoration in Latin America and the Caribbean. They carried out a study that included an analysis of gender gaps, but also identified other structural elements that are common in the region, such as gender violence and the lack of institutional and political frameworks gender analysis. They identified that, when interacting with these structural elements of the context, gender gaps are the basis of several types of barriers for inclusive restoration in the region (Miranda and Ruiz-Guevara, *in preparation*):



These findings help us see that closing these gaps requires a strategy grounded in the structural, political, cultural, and organizational realities of the context. From there, we can put integrative approaches in motion that respond to the full complexity of these situations.

Defining Gaps and Equity Indicators

After identifying the existing gaps between social groups in the landscape, and before beginning any actions to address them, it is necessary to establish baseline indicators to monitor progress.

From a cross-cutting perspective, any initiative, project, or policy implemented within the framework of ILM requires continuous follow-up and monitoring to ensure that planned actions effectively reduce inequality gaps. Designing a set of indicators that is sensitive to these issues makes it possible to establish a clear starting point and track how the identified gaps are being addressed over time.

The indicators will be key to measuring progress in the participation, empowerment, and leadership of women and LGBTQI+ people in ILM. They will demonstrate the extent to which barriers that limit or prevent participation in, access to, and control over the benefits of landscape management have been reduced, power relations have shifted, and intersectional gender inclusion has been embedded in policies (Ramírez et al., 2012).

The selection and design of indicators should combine quantitative and qualitative aspects. Quantitative indicators convey a number, while qualitative ones provide complex, nuanced, and complementary textual information (Ramírez et al., 2012). Additionally, though the focus is on gender, monitoring the indicators regarding intersecting identities, such as ethnicity or socioeconomic group, is crucial.



Depending on the temporality of the changes being measured, indicators can be of three types:

Type of indicator	Description	Indicators (examples)
Process	Measures immediate changes related to the execution of activities at an operational level.	• Number of (Indigenous, rural, etc.) women participating in training, exchange spaces, etc. • The gender approach is being adopted and integrated into ILM processes and other planning and activities in the landscape (YES/NO, to what extent) • Perceptions of the processes being implemented
Outcome	Measures medium-term changes related to the objectives set (capabilities, knowledge).	• Number and type of organizations led by women (and their ethnicity, race, etc), especially those that receive training, technical assistance, etc. • Change in percent of women in leadership positions • Number of local organizations with social inclusion policies • New public policies addressing social diversity gaps • Perceptions of the impacts of the changes
Impact	Measures sustainable and long-term changes related to the expected final situation (behaviors, attitudes, quality of life).	• Number of families headed by women that increase their income • Level of appreciation of local traditional knowledge related to gender • Level of control and participation in decision-making over landscape resources • Level of recognition and equitable appreciation of the roles carried out by women and men in all spheres • Case studies about inclusive governance and equity

Taking action: Transforming the Gaps

Now that we have learned about gender gaps and defined some indicators to measure and monitor change in relation to our goals, the next step is to overcome these gaps.

Equity and Equality

In the face of the gaps that society creates and accepts due to factors such as gender, two concepts emerge: equality and equity. Equality is a constitutional principle (legal, normative, and familiar to most countries) referring to the equality of rights, responsibilities, and opportunities among all people in all spheres of life, without distinction of sex or gender, sexual orientation, age, class, ethnic group, socioeconomic class, etc. (Ramírez, 2021).

Equity is an ethical and normative principle related to justice and cooperation. It refers to the justice of allotting to each person what corresponds to them, according to their needs and capacity, with a fair distribution of resources and social power, recognizing the conditions of each person or human group to move towards a more egalitarian society (Escalante et al. 2002). In short, an equity measure is designed to balance the differences between people's characteristics and conditions to build just opportunities for all. In contrast, a pure equality measure may not make this distinction, giving all the same treatment and disregarding existing structural differences that may leave some groups at a disadvantage. Figure 5 illustrates the difference between the two concepts and demonstrates the importance of considering both in the search for fair and inclusive landscapes.

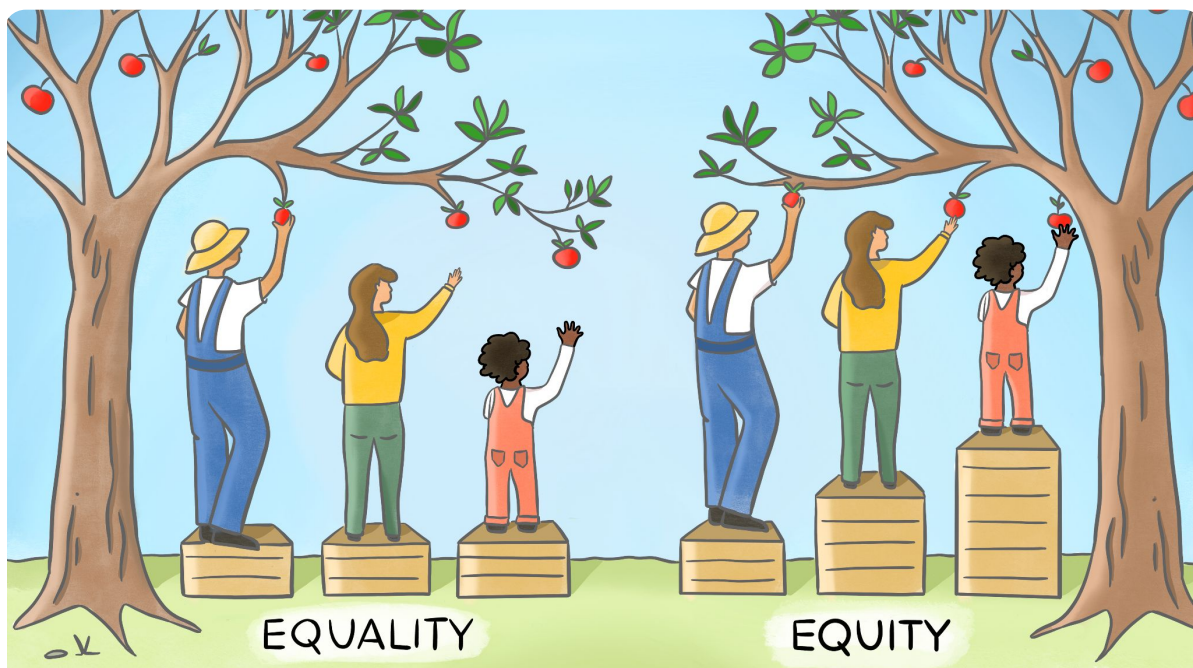


Figure 5: Equality vs Equity (adapted by Siegmann, 2024)

Implementing interventions to overcome the gaps

Interventions are legal, operational, administrative, cultural, and educational actions designed and oriented to correct, reduce, and/or eliminate negative discriminatory practices or inequalities. They can be established through specific projects or policies (Ramírez, 2021). Each ILM initiative, project, or policy requires an in-depth analysis of the existing gaps in its area of interest to select an orderly set of strategies incorporated into the agenda of key actors and allow for a progressive and consistent approach to eliminating existing inequalities.

A wide variety of strategies can be employed to address identified gaps. The following examples are inspired in part by the experiences documented in Ruiz-Guevara et al. (2021) through the Latin American Model Forest Network, and have been further enriched by other initiatives and local experiences across diverse landscapes:

- **Awareness raising:** This refers to the progressive creation of public awareness to improve relations between different groups in society and strengthen their commitment to equity and equality. Through workshops, communication campaigns, community dialogues, and both formal and informal education systems, these efforts promote critical reflection on the beliefs, norms, and attitudes that underpin gender inequalities—especially those that have been normalized or culturally internalized, such as gender-based violence or stereotypes. Such initiatives can highlight the role of women in sustainability, challenge harmful stereotypes, and foster more inclusive values.
- **Capacity strengthening for vulnerable and disadvantaged groups:** This strategy is a key pathway for addressing social gaps because it creates virtuous cycles and reinforces other approaches. Grounded in the premise that strengthening people's own resources and knowledge is a starting point for improving access to and control over other resources, it points to the value of targeted ILM activities such as peer-to-peer exchanges, training, and other measures designed specifically for these groups.
- **Empowerment and promotion of women leaders:** Recognizing, making visible, and strengthening disadvantaged groups' human, social, and political capital is vital to ensure the sustainability of all actions to close social gaps and increase representation. This can be achieved by developing territorial inclusion strategies and direct support to women's organizations and networks, among other methods.
- **Participation in governance and decision-making spaces:** Ensuring meaningful inclusion of vulnerable and marginalized groups in multi-stakeholder platforms, committees, and local governance structures. This involves not only formal representation but also strengthening the skills, confidence, and resources of these actors to influence decisions effectively.
- **Public policies:** Addressing inequalities through public policy is fundamental to legitimizing the issue and inclusion strategies. It may involve recognizing diversity, guaranteeing access to resources, granting differentiated market and employment measures, providing protection against situations of violence, affirmative actions for education, and enabling/facilitating the different measures mentioned in this list.

- **Strengthening the livelihoods of vulnerable and disadvantaged groups:**
This strategy identifies the roles, contributions, and specialized knowledge that each group fulfills and aspires to within the family, productive, and territorial spheres. It may include, for example, support for marketing, the provision of tools tailored to their needs, and the implementation of specialized financing mechanisms for women.
- **Shared Responsibility for Equitable Participation:** Promoting shared domestic responsibilities between men and women helps to create conditions that enable women's greater and more meaningful participation in community and public life, without increasing their workload.
- **Gender-Sensitive Organizational Environments:** Strengthening organizations and institutions working at the landscape level by establishing gender protocols that support the effective implementation of gender strategies, prevent and address violence and harassment, and reinforce institutional frameworks and staff capacities for gender-responsive action.



Important Considerations When Designing Interventions

When working on gender in the context of integrated landscape management, it is critical to recognize that these issues are complex, sensitive, and deeply embedded in local social, cultural, and institutional contexts. Efforts to close gender gaps can bring transformative opportunities, but if not carefully designed, they may unintentionally create risks, tensions, or reinforce existing inequalities. For this reason, interventions must be approached with care, sociocultural awareness, and a strong commitment to safeguarding the well-being of participants. In this regard, it is key not to overlook the following:

- **Delicate and sensitive topics:** Gender-related discussions and interventions can be sensitive depending on the context, culture, and people involved. Before facilitating activities, it is critical to conduct an in-depth assessment to determine the most appropriate way to introduce and address these topics, minimizing risks and avoiding unintended negative consequences among participants and stakeholders.
- **Work overload and the “triple shift”:** Traditional roles assumed by women—especially in rural settings—often result in a heavy burden of domestic and care responsibilities. If inclusion efforts are not carefully planned, this reality may lead them to face a triple shift, adding productive activities to household responsibilities and community participation demands, which can saturate their time and negatively affect their well-being.
- **Risk of gender-based violence:** Structural machismo can generate resistance to women’s economic or political empowerment and, in some cases, lead to situations of domestic or community violence. Interventions should therefore include strategies for awareness-raising, prevention, and response to ensure women are not put at risk.
- **Support measures and shared responsibility:** To ensure sustainable inclusion, interventions must be accompanied by measures that reduce workload and mitigate risks. This involves promoting shared responsibility in care tasks, creating safe conditions for participation, and building alliances with local institutions that can support gender equity in the face of possible resistance.



Embedding the Gender Approach in the ILM Process

1. Formation of the Landscape Partnership

Identify, assess, and address the differentiated needs of women and LGBTQI+ groups to ensure their equal participation in landscape partnerships and multi-stakeholder governance platforms. Establish guidelines that guarantee their representation and respect their perspectives.

2. Shared Understanding

Identify and build a shared understanding of gaps within the landscape partnership, including how the perceptions, expectations, and needs of each gender group differ. This helps promote mutual understanding and more equitable collaboration.

3. Vision and Planning

Use tailored facilitation and strategies that identify and reflect the expectations and experiences of all gender groups, in order to design actions that transform gender gaps.

4. Taking Action

Apply interventions to address identified gaps, such as those presented in Section 5. Consider instruments or strategies that imply commitments to fulfilling those measures contemplated in the vision and planning instruments, which are related to addressing gaps and promoting conditions of equality and inclusion.

5. Learning and Impact

Include outcome and impact indicators in the ILM monitoring framework to address gaps and promote equality and inclusion.



Figure 6:
The five elements of ILM

1000 Landscapes for 1 Billion People. (2022). *A practical guide to integrated landscape management*. EcoAgriculture Partners, on behalf of 1000 Landscapes for 1 Billion People. <https://landscapes.global/guide/>.

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Additional resources and tools

[1000 Landscapes for 1 Billion People Integrated Landscape Management Tool Guide](#)
EcoAgriculture Partners, on behalf of 1000 Landscapes for 1 Billion People

[1000 Landscapes for 1 Billion People Diversity, Equity, Inclusion and Justice Learning Module](#)

[From conceptualization to the real and equitable participation of women in conservation and sustainable production](#)
CATIE; Latin American Model Forest Network

[GBA+ Fact Sheet](#)
Government of British Columbia

[1000L Integrated Landscape Management Tool Guide](#)
1000 Landscapes for 1 Billion People

[GBA Plus Training Course](#)
Government of Canada

[Resource guide on gender equality for the FOLUR Program](#)
FOLUR

[Advancing gender equality through sustainability systems: Toolkit and good practices](#)
ISEAL

[Gender intersectionality in the multifunctional landscapes: Insights from the Kenya Landscape Actors Platform \(KeNLAP\) 2024 Conference](#)
CGIAR System Organization

[La igualdad de género para una vida digna: Las mujeres en el Chocó Andino. Guía para trabajar juntas y organizar encuentros de mujeres en parroquias rurales](#)
Fundación Imaymana

Ideas for a Learning Session

This guide accompanies the *Gender Approach to Integrated Landscape Management* (ILM) module and provides practical guidance for delivering interactive and participatory learning sessions. It builds on the module's aim to strengthen understanding of **gender dynamics in landscape management** and support more inclusive and equitable processes.

The guide includes a **sample workshop agenda**, but facilitators should adapt the agenda, timing, and activities to fit the specific context, participants, and cultural setting.

Intended Learning Outcomes

After this session, participants will be able to:

1. Explain the concepts of gender, identity, intersectionality, equality, and equity, and their importance to ILM in their specific context
2. Identify gender gaps within their landscape and across different stages of the ILM process
3. Develop indicators to assess gender gaps and track progress toward greater equity in their landscape and throughout the ILM process
4. Design a strategy with clear, actionable steps to address these gaps, incorporating diverse gender identities and their knowledge systems



Gender Approach to ILM Workshop

This workshop is designed for members of the landscape partnership and other key stakeholders in the territory who are involved—or could potentially be involved—in governance, planning, and collective action processes. Because participants have different roles and backgrounds, the workshop uses a participatory and inclusive approach that values both technical knowledge and local experience.

The process begins with reflective activities that invite participants to recognize how gender inequalities and other forms of exclusion manifest in everyday life and in landscape management. Building on these insights, participants collectively develop a shared understanding of key concepts such as gender, equity, gaps, and intersectionality, connecting them to their own context.

Next, participants analyze their landscape to identify gaps in access, control, participation, and benefits related to key resources. This helps reveal how power relations shape governance and influence the opportunities of different groups to contribute.

Based on this, the process shifts toward action, inviting participants to design concrete proposals to address identified gaps, along with simple indicators to track progress.

Finally, the workshop closes with a space for reflection and forward-looking dialogue, where key learnings and next steps are identified, contributing to more inclusive, equitable, and sustainable landscape governance.



Sample Workshop Agenda (activities 1 to 3)

Objective	Description of Activity	Materials	Time
Create a welcoming environment, present the workshop objectives and agenda	ACTIVITY 1 Welcome and introduction Welcome participants, present the objectives of the workshop and the agenda, agree on basic ground rules for interaction, and introduce the facilitation team. Then, conduct a brief icebreaker to help participants get to know each other and feel comfortable engaging. There are many possible options, such as a “web of connections,” a name game, or simply short personal introductions.	PPT presentation, flipchart or whiteboard	20 min
Reflect on ideas, practices, or social norms that may reproduce inequality or exclusion	ACTIVITY 2 Recognizing normalized inequalities Each participant receives a card with common phrases from the territorial context and reflects on whether they have heard, observed, or experienced them. For example: “I work and my wife helps,” “Young people are not yet ready to make decisions,” “We need someone to take notes—let a woman do it,” “Rural or Indigenous people are lazy,” “Women don’t have time to participate—they have household responsibilities,” “Things have always been this way” In plenary, discuss: <i>Why are these ideas normalized? How do they affect participation and decision-making? Which groups are limited or excluded?</i>	Printed cards with statements	35 min
Build a shared understanding of key gender-related concepts	ACTIVITY 3 Key concepts: gender, equity, and intersectionality Divide participants into small groups and assign each group one key concept: gender, sex, equity, equality, intersectionality, gender gaps. Each group works collaboratively to: • Discuss what the concept means based on their own experiences and knowledge • Develop a simple definition in their own words • Identify one or two concrete examples of how the concept is expressed in their landscape In plenary, groups share reflections and their concepts. Facilitator complements and refines the ideas using key definitions from the module, ensuring a shared and accurate understanding.	PPT presentation with key concepts	40 min

Sample Workshop Agenda (activities 4 & 5)

Objective	Description of Activity	Materials	Time
Understand why a gender approach strengthens governance and landscape sustainability	ACTIVITY 4 Why is a gender approach important in ILM? Facilitate a guided plenary discussion: • <i>What happens when certain groups are not included in landscape decision-making?</i> • <i>What knowledge or capacities are lost?</i> • <i>How does territorial management improve when more voices are included?</i> • <i>How does this relate to trust, collaboration, and legitimacy?</i> The facilitator connects participants' responses with the five elements of ILM. Facilitation tip: Consider using a real case of successful gender inclusion to stimulate discussion and contrast it with participants' own landscape experiences.	Flipchart, PPT connecting to ILM elements	35 min
Identify gaps in access, control, participation, and benefits related to key landscape resources	ACTIVITY 5 Practical analysis of gaps in the landscape Provide a brief introduction to landscape resources and how access to and control over these resources may be limited or favored for certain groups based on gender (and, if relevant, age and ethnicity). Divide participants into working groups and conduct a practical exercise to identify gaps in access to and control over resources. Each group may be assigned a type of resource (natural, financial, training, markets, decision-making spaces, etc.). Using the Harvard Analytical Framework, groups analyze and map existing gaps across population groups, identifying: • <i>Who has access?</i> • <i>Who has control or decision-making power over the resource?</i> • <i>Who benefits from this resource?</i> At the same time, encourage group discussion using guiding questions such as: • <i>What differences do we observe between groups?</i> • <i>Who holds more decision-making power?</i> • <i>Who is excluded or has less participation?</i> • <i>What factors explain these gaps?</i> In plenary, groups share their reflections, including identified gaps, possible causes, and the implications for the landscape.	Flipcharts with analytical matrices, cards, markers	90 min

Sample Workshop Agenda (activity #6)

Objective	Description of Activity	Materials	Time
Define concrete actions and indicators to reduce identified gaps in access and control over landscape resources	ACTIVITY 6 Designing actions and indicators The facilitator connects this activity with the previous one: <i>"We have identified important gaps. The next step is to ask: what can we do about them? These gaps do not close on their own—they require intentional actions and ways to track progress."</i> Introduce conceptually what affirmative actions and indicators are, using examples from the landscape context or drawing on the cases discussed in activity 5. In groups, participants revisit the resource analyzed in Activity 5 and discuss: <i>What concrete actions could help reduce this gap?</i> This question can be supported with additional prompts such as: • <i>What needs to change in practice?</i> • <i>Which actors should be involved?</i> • <i>What capacities need to be strengthened?</i> • <i>What specific barriers need to be reduced or removed?</i> In a second step, introduce the next key question: <i>How will we know that we are making progress toward greater equity?</i> Supporting questions: • <i>What changes would we expect to see?</i> • <i>How can we measure or observe those changes?</i> • <i>How will we know that access and control are becoming more equitable?</i> In plenary, each group presents one priority gap, the proposed actions to address it, and key indicators. The facilitator identifies common patterns and highlights ideas that are feasible to implement in the landscape. As part of the plenary discussion, it is important to emphasize that some actions may generate resistance or increase women's workload, so they must be designed carefully and responsibly.	Flipcharts, cards, markers	70 min

Objective	Description of Activity	Materials	Time
Consolidate learning and project continuity	Guide a final reflection to share: <i>What has changed in the participants perception of the role of a gender approach in ILM?</i> Based on this reflection and the work developed throughout the workshop, invite participants to project concrete actions or commitments that could later be followed up within the landscape partnership: • <i>What concrete steps could we take as a landscape partnership?</i> • <i>Who could lead or support these actions?</i> • <i>What capacities do we need to strengthen to move forward?</i> Suggested key messages: • Integrating diverse voices strengthens decision-making, governance, and the sustainability of the territory. • Working with a gender approach means building more just, inclusive, and sustainable landscapes for all people. • The challenge is not to do things perfectly, but to act with awareness, intention, and commitment through concrete, sustained, and measurable actions.	Cards, markers	25 min

Acknowledgements

This learning module is part of an ongoing effort to generate practical learning and reflection around integrated approaches to sustainable landscape management. It is intended to serve as a resource for landscape practitioners to gain an understanding of the **gender approach to integrated landscape management (ILM)**, both as the basis of a facilitated session and as a standalone document.

This learning module is part of the **Forest Leaders for Integrated Landscape Management** project to strengthen landscape leaders' capacities to improve landscape resilience across model forests in Latin America through the promotion of inclusive multi-stakeholder alignment and collaboration.

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Authors:

Natalia Ruiz Guevara
Claudia Rojas
Max Yamauchi Levy
Réka Blakemore

Reviewers:

Daniela Balarezzo
Martha Tax
Bemmy Granados
Patricia Bon

EcoAgriculture Partners

EcoAgriculture Partners (EcoAg) is a global nonprofit organization advancing collaborative action so people and nature flourish. EcoAg helps local leaders, communities, governments, businesses, and funders envision, design and implement landscape approaches that build climate resilience, strengthen food systems, and sustain ecosystems and livelihoods. For more than 20 years, EcoAg has worked across Africa, the Americas, and Asia to strengthen leadership, foster inclusive governance, unlock catalytic financing, and build strategic partnerships that amplify impact.

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Latin American Model Forest Network

The Latin American Model Forest Network is a voluntary alliance of 32 Model Forest territories in 14 countries across Latin America, the Caribbean, and Spain, covering more than 38 million hectares. It promotes sustainable and inclusive development through participatory, landscape-scale governance, strengthening collaboration, knowledge exchange, and local capacities as part of the broader International Model Forest Network.

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International Model Forest Network

The International Model Forest Network (IMFN) is a voluntary global community that promotes sustainable management of forest-based landscapes through a partnership-based Model Forest approach. Model Forests bring together diverse stakeholders — such as communities, governments, academia, and the private sector. The network fosters collaboration, knowledge sharing, and practical solutions to address environmental, social, and economic challenges at the landscape level.

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1000 Landscapes for 1 Billion People (1000L) is a coalition of organizations united in a shared mission to advance local landscape efforts to sustain and restore ecosystems, build rural prosperity, confront climate change and contribute to the Sustainable Development Goals. 1000L is building the infrastructure to help landscape partnerships connect and ally with one another, strengthen their capacities and leadership, access digital data and tools for greater impact, and mobilize financing to scale landscape investment.

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