Sensitizing gender aspects of climate change education

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Gender sensitization in CC

• Need of gender-sensitization in climate change education (CC) - why?
• Potential strategies for gender-sensitizing climate change education - how?
• LEAF’s stance on gender mainstreaming
WHY-Gender sensitization in CC?

- Education: a major force that help triggers change for betterment of societies, by avoiding gap
  - What is lacking in current education?
  - What is needed to fill up the gap?

- Change can equally benefit women and men only when:
  - Gender sensitive education is in place along with
  - faculty and students are assisted in adopting classroom initiatives that reflect new images based on a positive gender equity ideology.

- Gender sensitivity in education is a pre-requisite for change
WHY-Gender Sensitization in CC?

• Gender sensitivity in education:
  – is not about pitting women against men.
  – education that is gender sensitive & benefits members of both sexes.
  – It helps them determine which assumptions in matters of gender are valid and which are stereotyped generalizations.

• CC has a gendered dimension
  – Men and women have unique and different roles to play in land-use: Knowledge, contribution, risks, benefits
  – Effects for environmental outcomes: CC mitigation/adaptation
  – Effects on gender equality: Close or widen the existing (or create new) gender gaps?
HOW- Gender sensitization in CC?

- Universities can play strategic role towards gender sensitive CC:
  - Strategically placed to act as agents of change to achieve gender equality, especially through what they teach and how they teach
  - Long-term change in society through generation of students

- Universities are not gender-neutral:
  - have vested interests, ideology and assumptions
  - Teacher’s (patriarchal) views and ideology are part of socialization process that surround them.
  - Institutional support (& not individual) for gender sensitivity often lacks

- Whether universities has tailor-made courses to identify and addressed the gendered uniqueness in CC and related subjects?
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<th>University</th>
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<td>MS (Forest Resource Management)</td>
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HOW- CC as masculine field only?

Existing CC mostly derives from landuse & forestry education:
- Landuse as a masculine field
- Technicality subsides the social/gender aspects.

In Reality:
- Women are the backbone of landuse sector
- Social dimensions (gender, governance, tenure) determines the effectiveness & sustainability

PUZZLE: Skills, getting rid of assumptions, environmental sustainability, gender equality?
HOW- Some strategies

- Training to faculty on gendered dimensions of CC
- Incorporate gender modules within existing lectures
- Use gender as an analytical lens in forestry essays, research, thesis
- Conduct Field visits and make students gain realistic gender perspectives
- Conduct seminars with key experts on existing status of gender in major REDD+/CC policies/processes in LMI countries & region
- Review of existing curriculum and teaching methods: existing status and remedial strategies for effective gender integration into forestry/CC curriculum
- Hold Policy workshops engaging key stakeholders for demanding change in curricula
- Curricula approval and endorsement
- Others...
Gender Integration at LEAF

• Program cycle of LEAF
• Capacity building a major element
• Not additional, but integral part of activities

• LEAF: promote gains+ reduce gaps- CC curricula
  – Whether students understand the nuances of gender relations vs. their knowledge of gender relations in CC?
  – Whether faculty have sufficient motivation, skills and space to promote gender-inclusive curricula in CC?
  – What kind of technical support can LEAF provide?
Thank you!