



Food and Agriculture
Organization of the
United Nations



TRAINING MANUAL

MAINSTREAMING GENDER INTO FORESTRY INTERVENTIONS IN ASIA AND THE PACIFIC



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ACRONYMS

| | |
|----------------|--|
| 3R | Rights, Responsibilities and Returns (Analysis) |
| ADB | Asian Development Bank |
| BDPA | Beijing Declaration and Platform for Action |
| CDTS | Capacity development and technical services |
| CBD | Convention on Biological Diversity |
| CBFM | Community-based forest management |
| CEDAW | Convention on the Elimination of All Forms of Discrimination against Women |
| CF | Community forest |
| CFMC | Community forest management committee |
| CFUG | Community forest user group |
| CIFOR | Center for International Forestry Research |
| CIDA | Canadian International Development Agency |
| COP | Conference of the Parties |
| CSO | Civil society organization |
| CSW | UN Commission of the Status of Women |
| DENR | Department of Environment and Natural Resources |
| DFID | United Kingdom Department for International Development |
| ECOSOC | United Nations Economic and Social Council |
| EU | European Union |
| FAO | The Food and Agriculture Organization of the United Nations |
| FAO-RAP | FAO Regional Office for Asia and the Pacific |
| GAD | Gender and Development |
| GESI | Gender Equality and Social Inclusion |
| GGCA | Global Gender and Climate Alliance |
| GHG | Greenhouse gas |
| GPSE | Gender, poverty and social equity |
| ICRAF | World Agroforestry Centre |
| IFAD | International Fund for Agricultural Development |

| | |
|----------------|--|
| ILO | International Labour Organization |
| IUCN | International Union for Conservation of Nature |
| LEAF | USAID-funded Lowering Emissions in Asia's Forests |
| MCW | Magna Carta of Women |
| MDG | Millennium Development Goal |
| MoFSC | Ministry of Forest and Soil Conservation |
| M&E | Monitoring and evaluation |
| NGO | Non-governmental organization |
| NTFP | Non-timber forest product |
| NWFP | Non-wood forest product |
| OHCHR | The Office of the United Nations High Commissioner for Human Rights |
| PCW | Philippine Commission on Women |
| PRA | Participatory rural appraisal |
| Q&A | Question and answer |
| RECOFTC | RECOFTC – The Center for People and Forests |
| REDD | Reducing Emissions from Deforestation and Forest Degradation |
| SDG | Sustainable Development Goals |
| SME | Small and medium scale enterprise |
| SWOT | Strengths, weaknesses, opportunities and threats |
| UDHR | Universal Declaration of Human Rights |
| UN | United Nations |
| UNDP | United Nations Development Programme |
| UNDRIPS | UN Declaration on the Rights of Indigenous Peoples |
| UNESCAP | United Nations Economic and Social Commission for Asia and the Pacific |
| UNFCCC | UN Framework Convention on Climate Change |
| USAID | US Agency for International Development |
| WID | Women in Development |

INTRODUCTION

Why do we need this manual?

Gender mainstreaming, as a formalized concept, was established by the Beijing Declaration and Platform for Action in 1995 and grounded upon international frameworks – both obligatory and voluntary – that provide rationale and commitments upon United Nations (UN) Member States for its implementation. Gender mainstreaming is not an end in itself but a strategic process towards the realization of gender equity and gender equality. Although, in practice, it possesses a variety of gender-sensitive actions, the core components include the gender analysis, the generation and utilization of sex- and gender-disaggregated data, the effective participation of men and women and the empowerment approach for equal opportunities.

The concept has been accepted and implemented in development projects and programs by many governments, non-governmental organizations and international organizations. However, for many forestry professionals – or for professionals who have worked in a forestry-related field – gender and gender mainstreaming remain relatively new concepts. They can also be challenging to grasp, partially because gender norms and prejudices have long established the idea of forestry as a male-dominated field. Against such a backdrop, this manual aims to support capacity development and experiential learning to gain deeper understanding of gender issues with the intent of promoting socially inclusive forest management through gender mainstreaming.

Within the forestry context, explicit socio-economic, political and cultural barriers have excluded and marginalized women's voices in decision-making processes. The essence of conducting gender mainstreaming is to ensure that the different knowledge, skills and activities of both men and women of indigenous peoples, local communities and other marginalized groups whose livelihoods depend on forest resources are taken into account in forest decision-making processes. Gender mainstreaming also serves to ensure that forest stakeholders can access, control and derive equitable benefits from forestry related policies and interventions.

“Mainstreaming Gender into Forest Policies in Asia and the Pacific,” a study conducted by RECOFTC with the support of FAO in 2015, suggests that the existence of gender-sensitive forest policies alone is not enough to reduce pervasive gender inequalities in the forestry sector; such policies must also be supported by technical expertise and developed capacities for facilitating gender-responsive policy implementation and practice. However, although many how-to-guides and training and reference manuals on gender mainstreaming have been written for use in various development sectors, few have specifically dealt with necessary interventions in the forestry sector until now. The development of training manual for capacity development on gender mainstreaming in forestry was both needed and overdue (Agarwal, 2010a).

This training manual has thus been developed to enhance the knowledge and skills in gender mainstreaming, including gender analysis and the integration of the findings from the analysis into the design of forestry interventions. This manual is particularly relevant for forestry-related interventions and practices that seek to promote participation and reduce the inequality that exists between forest-dependent women and men, especially among marginalized people living in rural areas.

This training manual aims to help trainers facilitate a learning process that focuses on the development of knowledge and skills to mainstream gender into forestry interventions. In the long-term, FAO and RECOFTC intend for the manual to help achieve gender equality in the forestry sector, and expect it to contribute substantively to two important objectives of FAO's Gender Equality Policy:

- Women participate equally with men as decision-makers in rural institutions and in shaping relevant laws, policies and programmes.
- Women and men have equal access to and control of decent employment and income, land and other productive resources, specifically in the forestry sector.

The manual was also designed based on two important objectives in the global gender mainstreaming strategy (UN, 2002):

- Ensure that the identification and analyses of problems and the formulation of policy options are informed by gender considerations.
- Seek opportunities to narrow gender gaps in forestry.

Who is this manual for?

The primary target audiences for this manual are trainers or professionals who work in designing and implementing forestry-related learning interventions. The manual is also relevant for government officials and development workers who want to assess gender issues in relation to forestry practices and organizational management. As such, this manual is also useful for gender focal points or experts working for public institutions and government authorities.

The development team of this training manual also recommends that a training team with a variety of skill sets be assembled to conduct the training proposed here. Most importantly, it is necessary that the training team's members have a basic understanding of gender concepts and be able to conduct a self-reflection of their own personal gender values. Ideally, at least one member of the training team should be familiar with gender concepts and social or cultural norms that might hinder the learning process and perpetuate gender stereotypes. If that is not possible, it is highly recommended for the training team to run Session 2 of the manual (see below: *Reflection on gender in personal life*) among its own members to reflect on their own gender construction in the personal life timeline and challenge their normative beliefs about gender in preparation for conducting the full training.

During the training sessions, trainers are encouraged to create an environment that guides the learning process and encourages participants to view forestry interventions through a gender lens – that is, to reflect upon their experiential exposure with gender issues in their work in forestry and to recognize and integrate gender considerations into the assessment and design of forestry interventions.

It is important that trainers who use this manual develop an understanding of the entire training programme prior to conducting a training course. This means that a trainer should understand, and be familiar with, the training objectives, expected outputs, methods, tools, session processes and content of the modules.

How is this manual organized?

LEARNING BLOCK 1: SETTING THE STAGE

This learning block serves as an overall introduction to the training. It creates a space in which participants can get to know each other and reflect on their personal understanding of basic gender construction, including the difference between sex and gender. This learning block is intended to prepare participants for the overall training – specifically, to help them clearly understand the objectives of the training and their learning journey.

Session 1: Welcome and introduction

Session 2: Reflection on gender in personal life

Session 3: Training objectives and learning flow

LEARNING BLOCK 2: BUILDING A FOUNDATION FOR GENDER ANALYSIS

This learning block unpacks the concept of gender through identifying gender roles at the household and community levels and reflecting upon definitions of gender (Session 4). The learning block introduces gender analysis through the Harvard Analytical Framework and helps facilitate the understanding of the practical implications of assigned gender roles, and how these specifically assigned roles can perpetuate stereotypes and discrimination (Session 5). The final session of this learning block explores the meaning of gender equity and gender equality and the relationship and importance of these two concepts in forestry interventions. Emphasis is placed on understanding how gender dynamics in forest resource management can transform and promote the advancement of women's rights, empowerment, equity and equality through gender mainstreaming processes (Session 6 and Session 7).

Session 4: Gender and gender roles

Session 5: Gender analysis

5a: Activity profile

5b: Access to and control of resources

5c: Influencing factors

Session 6: Gender equality and gender equity

Session 7: Gender equality and gender equity in the forestry context

LEARNING BLOCK 3: GENDER MAINSTREAMING

This learning block serves as an overview to gender mainstreaming. The learning block consolidates important considerations of gender mainstreaming, including its definition, rationale, mandates and key components.

Gender mainstreaming, as a formalized strategy and process, was established by the Beijing Declaration and Platform for Action in 1995 and grounded upon international frameworks – both obligatory and voluntary – that provide the rationale for its implementation and ensure that UN Member States commit to implementing the process (Session 8). Gender mainstreaming is not an end in itself but a strategic process towards the realization of gender equity and gender equality; in many cases, it has important practical benefits as well. Although gender mainstreaming manifests in a variety of gender-sensitive actions in practice, the core components are: gender analysis, the generation and utilization of sex- and gender-disaggregated data, the effective participation of men and women and the empowerment for equal opportunities (Session 9 and Session 10).

Session 8: International and national frameworks for mainstreaming gender into forestry interventions

Session 9: Gender mainstreaming

Session 10: Effective participation of men and women for gender mainstreaming

LEARNING BLOCK 4: MAINSTREAMING GENDER INTO FORESTRY – PRACTICAL TOOLS

The primary objective of this learning block is to allow participants to further explore how to practically integrate gender analysis and gender-sensitive actions into forestry interventions. In this learning block, participants will have the opportunity to apply their newly acquired knowledge and skills of gender analysis in project management. The learning block begins with a gender analysis exercise of forestry-related cases for participants to get an overview of common gender issues that should be addressed in forestry interventions (Session 11). Participants then reflect on gender issues that should be considered in each phase of the project cycle: assessment, planning, implementation and monitoring and evaluation. The results and lessons of gender projects can be adopted in an iterative re-planning process for the development of follow-up projects (Session 12). Participants explore the assessment phase of a forestry intervention in depth by developing questions to conduct gender assessments on the ground with communities and sharing and using the participatory assessment tools they are already familiar with in order to collect information (Session 13). Participants further integrate the results of the gender assessments into the planning phase of a forestry intervention by developing gender-sensitive objectives and indicators (Session 14). In the final session of the learning block, participants reflect upon the various challenges and possible solutions that could be encountered when mainstreaming gender in a forestry intervention (Session 15).

Session 11: Gender analysis in the forestry context

Session 12: Gender-sensitive forestry interventions

Session 13: Assessments through a gender lens

Session 14: Gender-sensitive objectives and indicators

Session 15: Challenges and solutions in gender mainstreaming

LEARNING BLOCK 5: REFLECTION FOR FUTURE ACTIONS AND EVALUATION

The final learning block is intended to provide a platform for participants to discuss and explore organizational changes required for gender mainstreaming (Session 16); to consider their individual action points on how to move forward within their own organizations or their planned/existing forestry interventions after the training course has been completed (Session 17); and to evaluate and reflect on their learning journey (Session 18).

Session 16: Gender considerations at the organizational level

Session 17: Action planning

Session 18: Reflection on the learning journey

What is the learning process?

This training manual is intended to guide a learning process that draws on ideas based on adult experiential learning (Kolb, 1984; Kolb *et al.*, 2000) and social learning theory (e.g. Buck *et al.*, 2001; Cundill *et al.*, 2014). The training approach is based on the following essential features:

- Training participants are rich sources of information and their individual backgrounds offer a substantial resource for problem-solving and learning. Participants should thus be actively engaged in the process of their own learning, especially in any pre-training assignments and exercises during the training period.
- Learning is activated by motivating training participants to seek new knowledge, skills and behaviour, and to apply the newly learned knowledge and skills in their work and personal environments. Facilitation of such learning occurs only by fully involving participants in new experiences and by having them observe, reflect and draw upon these experiences for new learning.
- Learning thrives in a setting that encourages collaboration and the exchange of ideas and perspectives. People learn by modeling, observing and imitating others. Establishing learning conditions in which participants can work and learn together is thus crucial in this regard.

In line with this training approach, and to reach the learning objectives, the training sessions in this manual have been organized around the following basic steps:

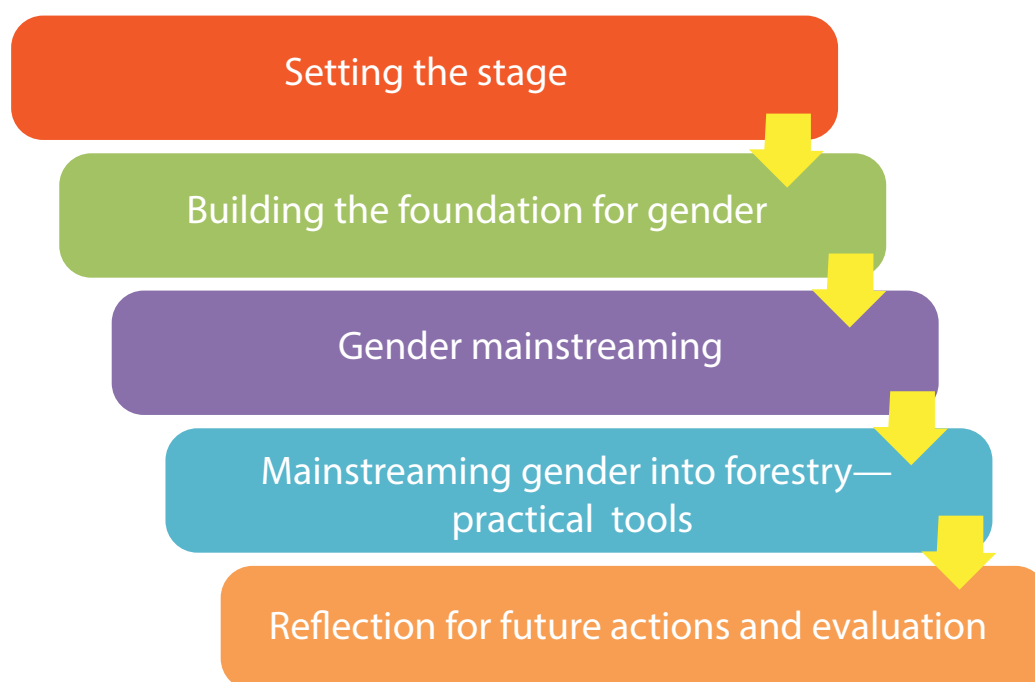
- An *activity* that helps participants understand concepts through facilitated and structured experiences, both through indirect (such as observation or case studies) and direct (such as role-play) exposure.
- An *analysis* that allows participants to examine and reflect on the completed activity.
- *Integration* to help participants synthesize their ideas and perspectives.
- *Application*, carried out by means of assignments or action plans, in order to assist participants in learning how to practically use their new knowledge and skills when faced with workplace issues. The fourth step helps both participants and trainers evaluate the learning achievements in relation to the expected results.

How to use this manual

This manual can be used as a guide for either a one-off training course or event or a capacity development programme that is implemented over an extended period of time. In the latter case, the manual is flexible and its modules can be used separately to guide events that stand on their own – for example, when policy-makers convene around a given agenda. Following modules may then be used in subsequent meetings.

The manual has been designed to foster a learning flow that begins with the essential concepts of gender mainstreaming and gradually moves towards the practical aspects of implementation as depicted in Figure 1. This learning flow provides the basis for the designs of the five learning blocks, the session plan and the processes described in this section.

Figure 1: The learning flow



In order to complete the learning process outlined in Figure 1 over the course of all five learning blocks, trainers can choose to implement either a four-day indoor training course or a six-day training course with practical exercises in the field. Sessions can be selected and tailored to respond more specifically to the objectives of a particular training course, such as one targeted for policy-makers or practitioners. Below are two examples of session-based training scenarios.

FOUR-DAY IN-CLASS TRAINING COURSE

| Time | Day 1 | Day 2 | Day 3 | Day 4 |
|-----------|--|--|--|---|
| Morning | Welcome and introduction Reflection on gender in personal life Training objectives and learning flow | Gender equality and gender equity Gender equality and gender equity in the forestry context International and national frameworks for gender mainstreaming | Gender analysis in forestry context Gender-sensitive forestry interventions | Challenges and solutions in gender mainstreaming Gender considerations at the organizational level |
| Afternoon | Gender and gender roles Gender analysis | Gender mainstreaming Effective participation of men and women for gender mainstreaming | Assessment through a gender lens Gender-sensitive objectives and indicators | Action planning Reflection on the learning journey |

SIX-DAY TRAINING WITH PRACTICAL EXERCISE IN THE FIELD

| Time | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
|-----------|--|--|--|---|---|---|
| Morning | Welcome and introduction Reflection on gender in personal life Training objectives and learning flow | Gender equality and gender equity Gender equality and gender equity in the forestry context International and national frameworks for gender mainstreaming | Gender analysis in forestry context Gender-sensitive forestry interventions | Data collection and assessment with various stakeholders at the community level | Return trip Reflection session on the field trip and presentations | Challenges and solutions in gender mainstreaming Gender considerations at the organizational level |
| Afternoon | Gender and gender roles Gender analysis | Gender mainstreaming Effective participation for gender mainstreaming | Assessment through a gender lens Field trip | Data collection and assessment in coordination with various stakeholders at the community level | Planning with gender-sensitive objectives and indicators | Action planning Reflection on the learning journey |

TRAINER'S NOTE:

Readers may notice that many sessions in this manual contain “Trainer’s notes.” These notes provide additional instructions to help trainers maximize the results of the training sessions. They also provide options and suggestions for how to run the training sessions.

The manual development team also believes that it is important for trainers to consider a number of additional points in relation to the topic of gender. Below are general notes that should be considered prior to and throughout the training course:

- **Gender is a complicated subject matter as there are many social and cultural facets to consider.** It is therefore important for trainers to recognize and address their own previously held gender norms or biases prior to beginning a training course by tackling the following questions:
 - How has your own gender identity been constructed based on your experiences and influences?
 - What are some of the limitations you have experienced due to gender norms? How did you deal with these limitations?
 - Do you have any gender biases? What are they? How do they affect your actions and attitudes?
 - Can you communicate in a way that does not perpetuate gender discrimination and stereotypes? How would you do this (i.e., through the visuals and the language used)?
- **Trainers should also note that:**
 - Gender deeply influences every part of a person’s life and identity.
 - There is a need to allow all people to reflect on their own experiences of selfhood. Fostering such self-reflection not only allows individuals to fully explore who they are, but also helps them reach a deeper understanding about the possible ways to include individuals who are challenging societal gender norms.
 - In general, cultures have entrenched gender roles and expectations that most individuals do not challenge, question or criticize. Due to this *de facto* acceptance of societal norms, resistance and frustration typically arise when gender dynamics and power relations are in the midst of being transformed through women’s empowerment.
 - Individuals communicate their gender identity to others through their behaviour, clothing, hairstyles, tone of voice and a variety of other forms of presentation. Such gender expression is not an indication of sexual orientation. Prejudice against non-heterosexual preferences must be noted and avoided.
- **Enabling a successful learning environment:**
 - There is no right or wrong answer when exploring gender perspectives. Since the concept of gender is entrenched in society as dogma, it exists within every individual as a deep-seated belief; to challenge these internal beliefs is a very difficult process, and it is thus important to allow training participants to vocalize their beliefs in an effort to understand and reflect on their gender norms.
 - Trainers should foster a learning atmosphere that allows participants to challenge their views on gender; for this reason, trainers must pay attention to their training participants’ levels of understanding of gender, as well as their attitudes towards challenging their own views on the topic during the early training sessions set forth in this manual. Doing so will guide trainers in terms of how deeply they can facilitate the process of participants challenging their personal views on gender.

- Suggestions should be kept to a minimum to allow participants to explore their own gender perspectives.
- Trainers should be alert and attuned to mental stresses when discussing and debunking gender myths by allowing for short breaks and “icebreakers” as well as maintaining lightness or humour when appropriate.
- Most importantly, the language used throughout the training course should be as simple as possible, where possible; this means reducing jargon and eliminating complex vocabulary that may confuse the issues being discussed.

■ **Gender analysis frameworks**

The table below (Table 1) highlights some of the methodologies used for conducting gender analysis. These gender analysis models are not exhaustive. They can be combined and should be adapted to suit the situation on the ground. For this training manual, the development team has chosen the Harvard Analytical Framework as it is the best-suited for the field of forestry.

Table 1: Gender analysis frameworks

| Framework | Description | Usage |
|--|---|---|
| <i>Harvard Analytical Framework</i> | Division of labour between men and women in rural/agricultural areas. | This framework considers division of labour between men and women. The framework can be a good start for understanding a given situation, but it should be used in concert with another gender analysis tool for completeness. Generally used for community-based projects. |
| Moser (triple roles) Framework | Division of labour between men and women. Better-suited for an urban setting. | This framework considers activities of women and men separately. The framework can be a good start for understanding a situation, but it should be used in concert with another gender analysis tool for completeness. Generally used for community-based projects. |
| Framework | Description | Usage |
| Levy Framework | Gender mainstreaming in institution. | This framework considers activities of women and men separately. The framework can be a good start for understanding a situation, but it should be used in concert with another gender analysis tool for completeness. Best used for understanding gender among stakeholders and project personnel. |
| Longwe Framework | Impacts assessment of interventions for women's empowerment. | This framework is limited in application as it is unable to capture the complex societal systems of rights and responsibilities that exist within communities. |
| Capacities and Vulnerabilities Framework | Humanitarian and disaster preparedness assessment. | This framework can result in a gender-blind analysis if participants have prior weak gender awareness. Generally used for mitigation programmes and disaster preparedness. |
| Social Relations Framework | Analysis of existing gender inequalities in the distribution of resources, responsibilities and power. | This framework appears complicated but can be adapted and simplified. Best used to link national priorities to the activity level for all types of programmes. It is useful also in monitoring and tracking outcome achievements. |
| Gender Box Framework | Analysis of key social issues to be addressed for equitable social forestry by clustering relevant issues into three scales – macro, meso and micro – as a convenient organisational framework. | This framework seems to comprehensively cover various scales of gender analysis, including cultural assumptions and practices which require time and dedicated research and assessment. Generally used to consider how these factors function in the site and in what ways they may hinder or reinforce the work at the field level. |

Source: Adapted from *Gender in Development Programme: Learning & Information Pack, Gender Analysis* (UNDP, 2011b) and *The Gender Box: A framework for analysing gender roles in forest management* (Colfer, 2013).

The frameworks defined above enable the gender analysis of different parts of people's life and how they conduct their daily activities, as well as facilitating observation on the trends that condition and influence behaviour. The frameworks also help analyse how policies and institutions affect those observed trends and conditions. Gender analysis fosters the understanding and explanation on how these policies interact with social and cultural attitudes that influence the outcome of specific interventions.

SETTING THE STAGE



This learning block serves as an overall introduction to the training. It sets up an environment in which participants can get to know each other and reflect on their personal understanding of basic gender construction, including the difference between sex and gender. By the end of the learning block, the participants should be clear on the objectives of the training and their learning journey.

SESSION 1: WELCOME AND INTRODUCTION

OBJECTIVES

At the end of this session, participants will:

- Be familiar with each other; and
- Have reflected upon gender aspects in the household or work settings.

TIME: 1 hour and 30 minutes.

METHODS: Plenary discussion and picture drawing.

MATERIALS: Small pieces of paper (slips), a basket (or hat), A4 blank sheets of various colours, post-it notes, markers, flipcharts and masking tape.

STEPS

1. Welcome the participants and introduce the training team.
2. Explain or ask how people in different countries greet each other. Write down participant suggestions on slips of paper, then fold the slips and place them in a basket or hat. Pre-prepared slips that include the following possible greeting examples can also be added: place hands together and bow (from India); kiss both cheeks (from France); hug warmly (from Russia); and rub noses (from Iceland).
3. Pass the basket or hat around the room and invite each participant to pick a slip.
4. Once every participant has picked a slip, ask them to go around the room greeting each other in the manner indicated on their slip.
5. When these greetings have finished, ask all the participants to take a seat.
6. Invite them to draw a picture of themselves. Ask whether they are willing to share basic information about their lives at home or at work. Then ask them to write key words in the picture that describe themselves (e.g. name, job title, organization). Then ask each participant to draw a picture of the regular scene at their homes or offices and their regular actions in those settings. The selected action or scene should represent the activities they typically carry out. Ensure that participants have understood the instructions. Allow the participants 15 minutes to complete the task.
7. Ask the participants to each pair up with another participant they did not know prior to the training course and to share their pictures to each other. The participants should explain their rationale for why they depicted themselves the way they did. Allow the participants 10 minutes to complete the task.
8. Invite all the participants to form a circle and ask the participant pairs to introduce and describe the drawings of their partners to the group. At this stage, the training team should not draw gender-related reflections, but should rather make note at the conclusion of the exercise that it is important to consider the perspectives and views we inherently possess about our roles at home or at work, i.e. as a family leader, income generator, administrator, team manager, etc. Depending on available time and the size of the group, allow 45 minutes for this exercise.
9. Ask participants to tape their drawings on the wall at the back of the training room and let them know that the training team will return to some of the points they raised in their drawings throughout the training course.
10. Conclude the session by explaining that this exercise served as an informal way for all participants – trainers included – to get to know each other and to foster a friendly environment in which every participant can – and should – feel free to speak out and share ideas. Explain that the exercise was also a starting point for exploring some of the initial ideas related to gender mainstreaming.

TRAINER'S NOTE:

The greeting exercise is one way of fostering a friendly environment that is conducive to participants opening up and discussing gender issues freely. The exercise has been drawn from the Oxfam Gender Training Manual (Williams *et al.*, 1994). Trainers can find other helpful and fun exercises in that manual that can be useful ways to begin a training course. Choose one that fits your context. Trainers can also refer to other sources for additional exercise options by consulting the “Useful resources” section at the end of this manual.

At this juncture, it is important that trainers should not make any specific references to gender-assigned roles and other related perceptions that may be shared by participants. Trainers can remind participants that the points that were drawn out during the introduction on roles in the home or workplace will be returned to in the subsequent sessions.

SESSION 2:**REFLECTIONS ON GENDER IN PERSONAL LIFE****OBJECTIVES**

At the end of this session, participants will:

- Be able to differentiate between sex and gender; and
- Have reflected on their personal experiences in terms of gender construction during childhood and into adulthood.

TIME: 1 hour.

METHODS: Group exercise, plenary presentation and discussion.

MATERIALS: Two ropes, meta-cards, pins and markers.

STEPS

1. Briefly introduce the objectives of the session.
2. Ask the participants to separate themselves into two groups: male and female. Once the participants have separated in the two groups,
 - Ask each group: Why do they associate themselves as male or female? Trainers can also ask: Who is a woman? Who is a man? Encourage the participants to discuss both physical and biological traits.
 - Ask the male group: Why are the women in the same group? Why do they associate themselves as female?
 - Ask the female group: Why are the men in the same group? Why do they associate themselves as male?
3. When this clarification on the sexes is finished, continue to the personal timeline activity, which is the central activity of this session. Introduce the rope as a male or female life timeline. Both groups – male and female – are then provided with meta-cards (preferably divide the colours of the meta-cards to represent childhood, adolescence, young adulthood, adulthood and old age). Ask the groups to indicate how they were raised by asking, for example:
 - What kinds of toys did you play with growing up? What kinds of activities did you participate in?
 - What were your favorite television shows? What were your favorite subjects in school?
 - What were the socially preferred careers for men and women?
 - How did your parents talk to you differently from your brothers or sisters? What did your parents expect of your future as a son or a daughter?
4. Pin the meta-cards along the rope, which indicates how a man or woman's gender is formed over the course of a life.
5. Ask each group to present their meta-cards, focusing on the differences and similarities between sex and gender; invite the other group to share their opinions about the presentation.
6. Draw out the discussion to the conclusion that sex and gender are different. Explain that gender is socially constructed through cultivation and socialization processes. Explain that participants should therefore be mindful of changing gender dynamics.
7. Conclude the session by allowing some time for clarifications.

TRAINER'S NOTE:

During the participant discussion on why they associate themselves as women or men, trainers should help explain the biological differences between women and men if the participants consider such a discussion to be taboo and are uncomfortable having such a discussion openly.



SESSION 3: TRAINING OBJECTIVES AND LEARNING FLOW

OBJECTIVES

At the end of this session, participants will:

- Have formulated expectations about the training;
- Have set the “house rules”;
- Be clear about the objectives of the training, the learning blocks and the agenda; and
- Have reflected on their knowledge and skills on mainstreaming gender into forestry interventions.

TIME: 45 minutes.

METHODS: Presentation and plenary discussion.

MATERIALS: Post-it notes, markers, flipcharts, flipcharts with training objectives and learning blocks already written and printed copies of self-assessment questionnaires.

STEPS

1. Briefly introduce the content of the session.
2. Ask participants to think about what their expectations are in attending the training course. Ask them to write down their expectations on post-it notes and stick them on a blank flipchart at the front of the room. Group the expectations according to the themes/topics noted by the participants and make note of them on the flipchart in order to use in the following activity.
3. Hang the flipchart with training objectives and then explain each objective.
4. Introduce the learning blocks and explain how each block is connected to the others.
5. Return to the participant expectations and clarify both what the training will and will not cover, and whether adjustments can be made to meet the participant expectations.
6. Briefly present the agenda for the day.
7. Take a few minutes to discuss the logistical arrangements, the rules that can encourage active participation in the training and any additional issues.
8. Invite the participants to fill in the self-assessment questionnaires and allow 15 minutes for the task to be completed.
9. Conclude the session by allowing some time for clarifications.

TRAINER'S NOTE:

Ensure that the training flow is displayed clearly in the training room because it will be referred to throughout the training course in order to remind participants of the flow of the learning process. The training flow will also be useful as a reminder of what the participants have learned thus far and what they will learn throughout the training course.

Before conducting this session, prepare the self-assessment questionnaire and print out copies for distribution. The questionnaire should cover the main topics of the training course. For each topic, participants are required to score their prior level of knowledge and skills. The participants then hand in their completed questionnaires; the trainers will re-distribute the questionnaires again at the end of the course in order for the participants to reflect on their improvements over the duration of the course. A sample of the self-assessment questionnaire can be found in the next page of this session. Trainers should feel free to change and adapt the sample questionnaire to the needs of their training programs.



EXAMPLE: SELF-ASSESSMENT QUESTIONNAIRE

Name of the participant: (Optional)

Self-assessment of your development in “Mainstreaming gender into forestry interventions in Asia and the Pacific” Below is a list of attributes/topics that you may use to measure your prior competencies and degree of knowledge, skills and attitudes towards mainstreaming gender into forestry interventions. Read through the attributes and along the continuum for each of the attributes, draw a circle (O) where you think you were before the course and a triangle (Δ) where you are now. Any additional remarks are appreciated.

BEFORE taking this course: O

AFTER learning from this course: Δ

| Attributes/topics | Mainstreaming gender into forestry interventions: Development of knowledge, skills and attitudes | | | | | Remarks |
|--|--|---|---|---|---|---------|
| | Very low No general understanding or knowledge about the topic | Moderate Basic understanding or knowledge of the topic | | Very high Can confidently describe the content and explain with examples | | |
| Gender and gender roles | 1 | 2 | 3 | 4 | 5 | |
| Gender analysis | 1 | 2 | 3 | 4 | 5 | |
| Gender mainstreaming | 1 | 2 | 3 | 4 | 5 | |
| Gender equity and gender equality | 1 | 2 | 3 | 4 | 5 | |
| International and national frameworks for gender mainstreaming in forestry interventions | 1 | 2 | 3 | 4 | 5 | |
| Gender analysis in forestry context | 1 | 2 | 3 | 4 | 5 | |
| Assessments made through a gender lens | 1 | 2 | 3 | 4 | 5 | |
| Gender-sensitive objectives and indicators | 1 | 2 | 3 | 4 | 5 | |
| Gender mainstreaming in forestry organizations | 1 | 2 | 3 | 4 | 5 | |

BUILDING A FOUNDATION FOR GENDER ANALYSIS



This learning block unpacks the concept of gender through identifying gender roles at the household and community levels and reflecting upon definitions of gender (Session 4). The learning block introduces gender analysis through the Harvard Analytical Framework and helps facilitate the understanding of the practical implications of assigned gender roles, and how these specifically assigned roles can perpetuate stereotypes and discrimination (Session 5). The final session of this learning block explores the meaning of gender equity and gender equality and the relationship and importance of these two concepts in forestry interventions. Emphasis is placed on understanding how gender dynamics in forest resource management can transform and promote the advancement of women's rights, empowerment, equity and equality through gender mainstreaming processes (Session 6 and Session 7).

SESSION 4: GENDER AND GENDER ROLES

OBJECTIVES

At the end of this session, participants will:

- Be able to explain what gender is;
- Have been familiarized with the key concepts commonly associated with gender;
- Have understood how gender roles are socially constructed and assigned; and
- Have questioned and reflected upon their gender-assigned roles.

TIME: 2 hours.

METHODS: Short story analysis, group work and plenary discussion.

MATERIALS: The short story “Husein’s family” (see exercise page), flipcharts and markers for group work, flipcharts with different definitions of gender and photos/drawings representing the meaning of the terms: ‘gender-sensitive’, ‘gender-neutral’ and ‘gender-blind’.

STEPS

1. Introduce the session by explaining the main objectives.
2. Divide the participants into three groups and hand out copies of the short story “Husein’s family” to each group.
3. Explain that “Husein’s family” focuses on three generations of a family, and that each group will be matched with one of the generations.
4. Ask each group to read the story and to then analyse their assigned generation by filling in the table provided in the short story exercise section. Each group has to identify what male and female family members *do* – i.e. what tasks they perform – and *are* – i.e., what role do they take on – in the family. Allow the groups 15 minutes to complete the work.
5. Give each group two to three minutes to present their findings. According to the table provided, their findings will focus on:
 - What do men and women *do* in the family?
(Examples: cleaning, studying, cooking, going to market, etc.; participants should indicate the tasks and activities performed by family members.)
 - In the family, who *are* they?
(Examples: breadwinner, decision-maker, caretaker of the house, caretaker of the children, etc.; participants should indicate the specific roles of the men and women in the family.)
6. Conduct a brief plenary reflection by asking participants the following questions:
 - Why do men and women have different tasks (*do*) and roles (*are*) within the family?
 - What does the story tell you about social norms, expectations and practices?
 - Are there any differences across generations? What are they? Why have they occurred?
7. Summarize the various answers of the participants and conclude that the short story conveys that the tasks and roles of men and women:
 - Are related to perceptions, cultural and social norms; and
 - Change over generations (due to time and social development); hence they are not fixed but assigned to men and women.

Explain to the participants that gender is a social construct. The idea that gender is socially constructed comes from the variation of people's perceptions, cultural and social norms; the clear changes over generations; and the fact that the differences are assigned rather than innate. Explain that gender roles therefore are not fixed: they depend on the specific time, place, community and so forth.

8. Ask participants to return to the drawings they drew during Session 1 and reflect on the tasks and roles to determine which of these are related to social and cultural norms. Ask the participants: Are these tasks and roles different from the tasks and roles of their parents? If so, how? Ask for a few volunteers to answer these questions and to give examples about how their roles in their family were socially constructed.
9. Explain that it is time to explore in detail how gender can be defined. Hang existing definitions of gender, then invite the participants to consider them and to stand near the definition that is closest to their understanding of gender. Allow the participants five to ten minutes to make their choice.
10. Ask the participants to discuss within their groups why they have chosen that definition, and to identify and explain key words within the chosen definition. Allow 10 minutes for the participants to complete the task.
11. Ask all the participants to stand in front of one definition and let the group that originally chose that definition present their findings from their group discussion, including the key words that they have identified. Repeat the same for each group/definition. For guidance on the key words, refer to the exercise section "gender definitions" below.
12. Conclude by summarizing the key concepts related to gender:
 - It is socially constructed;
 - It is based on relationships and power;
 - It is not the same as sex;
 - It is not only about women, but about men, too; and
 - It influences the cultural, economic and political lives of men and women.
13. Conclude by re-stating the meaning of gender and emphasize that every person has a gender role, and that this role is socially constructed. Explain that gender, as a social construct, assigns different roles to men and women. Explain also that having assigned roles is not necessarily wrong; this can, in fact, help in distributing responsibilities within a family. Nevertheless, in many cases, the social assigning of gender roles has negative implications and impacts for the lives of both men and women through stereotypes and discrimination.
14. Before closing the session, ask participants to look at the two pictures in the exercise "gender-blind and gender-sensitive" (in the exercise section below) one at a time. For each picture, ask the participants: What do you see in the picture? Is there a problem? What do you think this image represents in terms of gender?
15. After gathering the participant responses to the first picture, draw out the conclusion that the picture represents the idea of being gender-blind: not realizing that men and women have different interests and needs.
16. After gathering the participant responses to the second picture, draw out the conclusion that the picture helps illuminate what it means to be gender-sensitive: the ability to acknowledge gender differences.
17. Explain that these concepts associated with gender are important to note and differentiate because, through gender mainstreaming, gender-sensitive forestry interventions can be achieved.

TRAINER'S NOTE:

If trainers would like, they can show an accompanying two-minute video to the story "Husein's family" to reinforce the gender concepts in the story through visual imagery:
<https://www.youtube.com/watch?v=OaQ2cB0vnUU>

Trainers should not underline any words in the definitions of gender during the gender definitions exercise. It is important and beneficial for the participants to identify the key words in the definitions by themselves.

Emphasize the difference between gender and sex and spend some time clarifying the two concepts. You can base your explanations from the handout or from the preceding exercise. Many people inaccurately use the terms 'sex' and 'gender' interchangeably. Ensuring that the participants are clear on the difference between these two essential concepts will help later on in the training, especially when discussing sex- and gender-disaggregated data.

Trainers can use other definitions of gender for the exercise. However, it is important to keep in mind that if other definitions are chosen, they ought to be such that allow trainers to still bring out all the key features and concepts related to gender.

It is important to be clear about the terms used in the "gender-blind and gender-sensitive" exercise:

- **Gender-blind** refers to when the differences between men and women are not recognized, assuming commonality of needs and interests. By not taking into account gender differences, planned interventions can unintentionally perpetuate existing gender power relations and yield benefits to those who already have better access to and control of resources and opportunities.
- **Gender-sensitive**: one is aware about the differences that exist between men and women – their different needs and their different ways of using and benefiting from resources. When one is gender-sensitive, one can then take further action by critically examining gender norms and creating new opportunities to strengthen and support gender equality for women, men, boys and girls.

It is important to note, however, that when one is gender-sensitive, a negative path can also be taken (rather than the positive step towards becoming gender-transformative), through which an individual wrongly uses – or exploits – opportunities and gender norms with the result of reinforcing gender stereotypes and inequalities. For example, some programs have acknowledged the different capacities between men and women but have abused the unpaid nature of women's labour in their own activities. Gender-sensitivity is an essential foundation for gender equity and gender equality, but ultimately, it is the action taken to positively transform the situation that leads to actual results.

The above is simply a reference for trainers in case participants would like to know more about the concepts. For the purpose of the particular learning journey of this training manual, the concepts *gender-blind* and *gender-sensitive* are sufficient.

EXERCISE SHORT STORY

“Husein’s family”

Husein’s family has lived from generation to generation in a coastal area. The family relies on a mangrove forest and the sea as its livelihood sources. Husein’s extended family lives in two houses located next door to each other.

Husein has been married for over 25 years and has three daughters. Husein’s sister did not marry and his parents are very old. Husein’s sister takes care of the elder parents, especially her mother who is very sick. Husein’s parents used to work as fishers and Husein explained that, in the past, the work could fulfill all of their needs. Neither parent went to school because they started to work when they were very little and then started a family when they were still young.

Husein is also a fisher, and goes out to sea twice a day to catch crabs. He puts out the crab traps in the afternoon, and collects them in the middle of the night. In the afternoon, he has the help of Farah, his youngest daughter. She says that for her, the work is fun, because after the work is finished, she swims and plays in the mangrove forest. Still, Farah has always wanted to be a doctor, and she is studying very hard so that one day she will be able to attend a university.

When Husein is at sea, his wife prepares food for the whole family and attends to other domestic tasks, like going to the market to buy groceries together with the other women of the village. Another woman of the family, Husein’s sister, goes to the mangrove forest before dawn during the low tide and collects seashells. She normally spends four to five hours collecting shells until her bucket is full. Shellfish is the food for the family, but when there is extra, Husein’s sister sells them at the market. After Husein comes back to shore, he puts some of the catch in a pot and sets up a fire to cook the crab.

Husein usually goes to his village’s regular meeting during which the villagers discuss various topics, including the village elections, social events and regulations related to mangrove management. Although Husein is a regular attendant, he rarely expresses his opinion during the meeting.



The women in Husein's family are rarely able to attend the village meeting. In a single day, Husein can catch at least 10 kilograms of crabs, and it takes the women almost the entire day to sit and peel them. This lasts until the late afternoon when the women usually rest. Then they either go to collect shellfish again during the low tide or start preparing dinner. This routine is a cycle that they go through every day. As a result, the women in the family – and the other women in the village – are rarely able to be involved in the meeting except for preparing snacks when needed. every day. As a result, the women in the family – and the other women in the village – are rarely able to be involved in the meeting except for preparing snacks when needed.

Crabbing is a declining livelihood source and, with the money the family earns from the work, Husein's wife can only buy food, medicine for Husein's mother and other basic necessities. Husein never chose to be a fisher; it is something that he has been doing since he was a little kid, and he realizes that the situation has changed: the family can no longer rely only on the catch for their livelihood. Husein believes that his daughter should be able to be what she wants and work towards better life.

Each group reads the story and then focuses on analysing one generation. Use the following templates as a guide for the group discussions. "Do" denotes the tasks and activities each member does. "Are" refers to the role each family member has, such as head of household, decision-maker, income generator, etc.

GROUP 1

Do

Are

Husein's mother

Husein's father

GROUP 2

Do

Are

Husein

Husein's wife

Husein's sister

GROUP 3

Do

Are

Husein's daughters

EXERCISE

GENDER DEFINITIONS

Trainers can use the following definitions of gender during this exercise. Write the definitions on flipcharts and hang them up. Ask the participants to choose one of the definitions, explain the reasons for their choice and identify and explain key words within the chosen definition.

Each definition is valid and relevant; each emphasizes various aspects of what gender is, and therefore allows the discussion to bring out all the core elements of gender.

GENDER REFERS TO THE RELATIONS BETWEEN MEN AND WOMEN, BOTH PERCEPTUAL AND MATERIAL. GENDER IS NOT DETERMINED BIOLOGICALLY, AS A RESULT OF SEXUAL CHARACTERISTICS OF EITHER WOMEN OR MEN, BUT IS CONSTRUCTED SOCIALLY. (FAO, 1997)

The key words and phrases in this definition are: *relations* – implying the notion of power; *perceptual and material* – in particular “perceptual,” meaning that gender is about perceptions, and hence, not universal or fixed; *socially constructed*, which is also related to the preceding ideas; *not determined biologically*, which refers to the fact that gender is not the same as sex. Sex is fixed – we are born either male or female – but gender is not.

GENDER REFERS TO THE SOCIAL ATTRIBUTES AND OPPORTUNITIES ASSOCIATED WITH BEING MALE AND FEMALE AND THE RELATIONSHIPS BETWEEN WOMEN AND MEN AND GIRLS AND BOYS, AS WELL AS THE RELATIONS BETWEEN WOMEN AND THOSE BETWEEN MEN. (UN, 2002)

The key words and phrases in this definition are: *social attributes and opportunities* – indicating social construction/shaping – and *relationships* – not only between men and women, but also among women and among men: gender is not only about women.

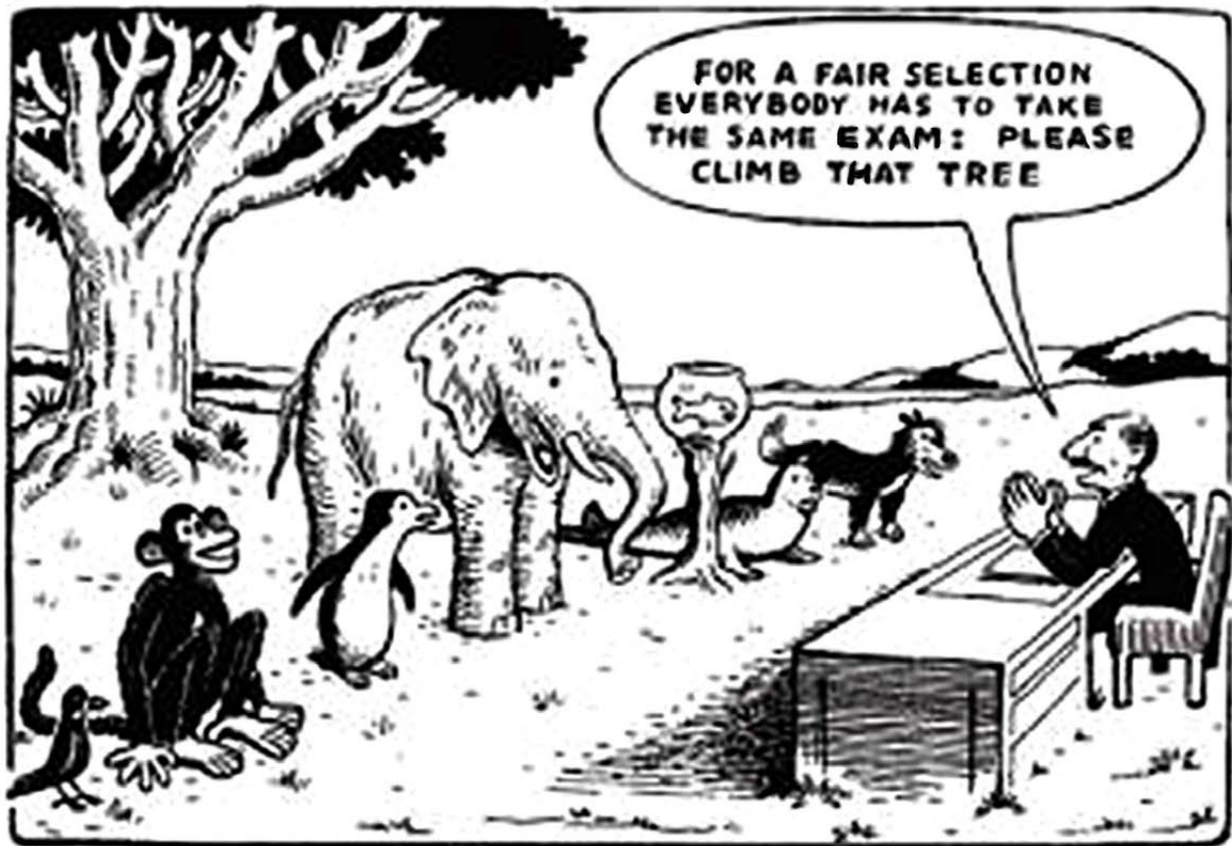
GENDER REFERS TO THE CULTURAL, ECONOMIC, AND POLITICAL FEATURES ASSOCIATED WITH BEING MEN OR WOMEN. (MANFRE AND RUBIN, 2012)

The key phrase in this definition is: *cultural, economic and political features*, which refers to the spheres of life that influence gender.

EXERCISE

GENDER-BLIND AND GENDER-SENSITIVE

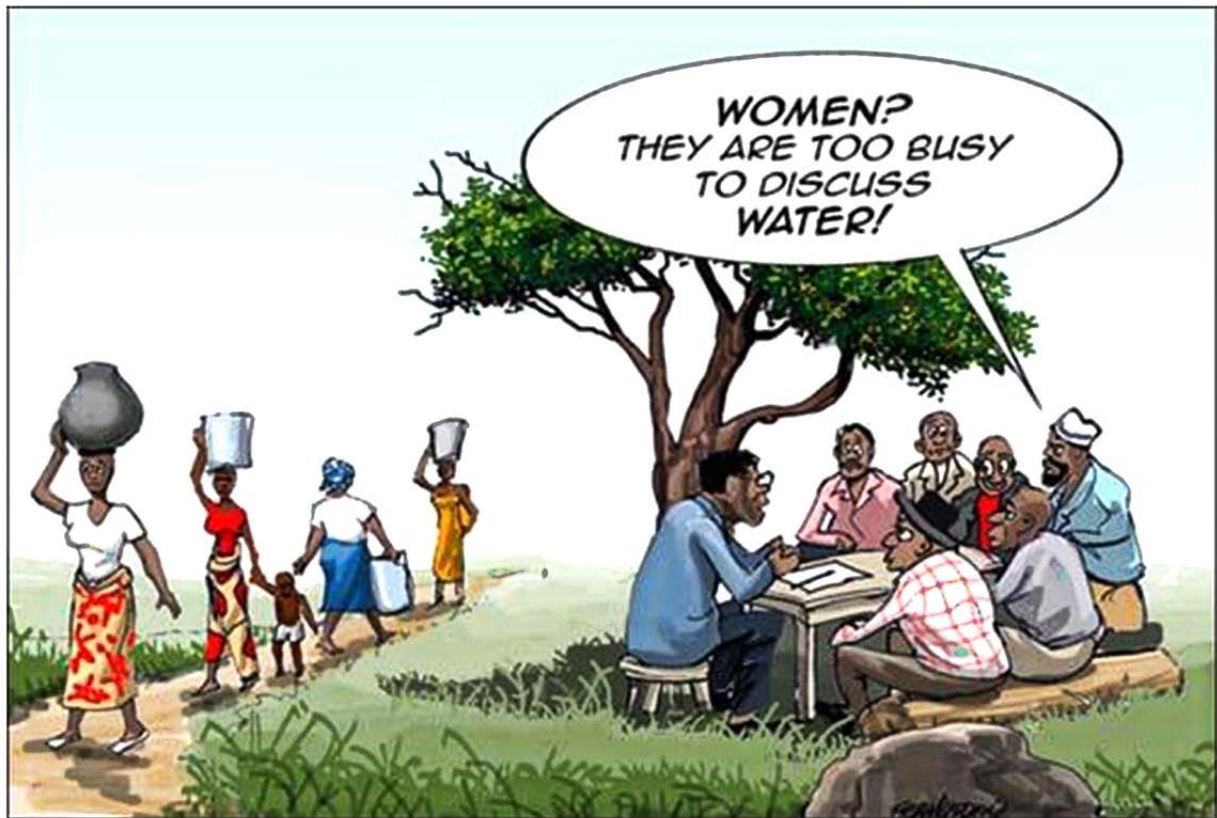
GENDER-BLIND



Source: <http://www.drzam.com/which-animal-is-your-child/>

Someone or something is **gender-blind** if he or she (or it, i.e. a policy or a program) does not recognise the differences between men and women. Gender-blindness is thus the failure to recognise that gender is an essential determinant of social outcomes, which then impacts policies and development projects. A gender-blind approach assumes that a policy or intervention does not have unequal (even if unintended) outcomes on women and men.

GENDER-SENSITIVE



Source: <https://www.google.com/url?q=https%3A%2F%2Fs-media-cache-ak0.pinimg.com%2F736x%2F9e%2Fec%2F27%2F9eec27c2559ecea52c87e351b5e3798b.jpg&sa=D&sntz=1&usg=AFQjCNHayM9TU3m1g78AYUuz2-63dPQuXA>

Someone is **gender-sensitive** if he or she possesses the ability to acknowledge and highlight existing gender differences, issues and inequalities, and to then incorporate them into strategies and actions.

Source for definitions of concepts: Gender Equality Index, 2015

HANDOUT FOR SESSION 4: GENDER AND GENDER ROLES

Gender refers to the cultural, economic and political features associated with being men or women (Manfre and Rubin, 2012). In daily life, gender manifests as qualities and behaviours considered appropriate by society for men and women (Groverman and Gurung, 2001). This implies that the rights, responsibilities and identities of women and men in relation to one another are defined by a given society or culture. Gender relations, therefore, vary widely between and within societies, and can change over time with changing societal norms and values.

Sex refers to the biological nature of being male or female. The biological characteristics of men and women are universal. There are also some sexual roles that are bound to one particular sex due to biological factors, like giving birth, for example.

Gender roles refer to how men and women should act, think and feel according to norms and traditions in a particular place and time. (These are *not* sexual roles.) Gender roles are the tasks, responsibilities and behaviours of women and men that are viewed as appropriate by a society or community (Mafre and Rubin, 2012). These roles are therefore socially determined and are noticeable in the activities that women and men actually carry out (ILO, 2010a). Gender roles are learned and socialized, and they vary according to individual characteristics of people, families, societies, cultures and historical periods (ILO *ibid*; UNDP, 2007).

Gender-blind refers to when the differences between men and women are not recognized. By not taking into account gender differences, planned interventions can unintentionally perpetuate existing gender power relations and yield benefits to those who already have better access to and control of resources and opportunities.

Gender-neutral refers to ideas or expressions that avoid differentiation between women and men by assuming a commonality of needs and interests. Gender-neutral actions or policies neither disturb nor make changes to existing gender relations. Gender-neutral policies should not be implemented in gender-diverse communities (UNDP, 2012).

Gender-sensitive refers to the ability to acknowledge and highlight existing gender differences, issues and inequalities, and incorporate them into strategies and actions.

Gender-transformative refers to an approach that challenges and redefines rigid gender norms by creating new opportunities to strengthen and support gender equality.

SESSION 5: GENDER ANALYSIS

SESSION 5A: ACTIVITY PROFILE

OBJECTIVES

At the end of this session, participants will:

- Be able to identify different components within a gender analytical framework; and
- Have assessed implications of gender-assigned roles through activity profiling: overburden of work, invisibility of interests and needs, stereotyping and discrimination.

TIME: 1 hour.

METHODS: Presentation, group works, brainstorming and plenary discussions.

MATERIALS: Flipchart with the three components of the Harvard Analytical Framework, meta-cards and flipcharts for the activity profile (see exercise section below).

STEPS

1. Introduce the objectives of the session and explain that by using gender analysis, the participants will learn about the implications of gender-assigned roles.
2. Introduce the Harvard Analytical Framework by using the information in the handout and briefly presenting the three components of the framework: 1) activity profiling; 2) access to and control of resources; and 3) influencing factors. Explain that the Harvard Analytical Framework is just one of the many existing frameworks for doing gender analysis.
3. Allow some time for questions and clarifications.
4. Explain that the next step will be doing activity profiling. Divide participants into three groups; each group will discuss one generation of Husein's family.
5. Invite participants to think back to the story of Husein's family and the activities each group (representing one family generation) has identified for male and female family members. Distribute meta-cards of two colours and ask participants to write down the activities they have identified for female family members on meta-cards of one colour, and the activities of male family members on the meta-cards of the other colour. Allow five minutes for the participants to complete the task.
6. Hang a flipchart with the three main domains of action for men and women (as pictured in the exercise section below): 1) reproductive activities; 2) productive activities; and 3) community activities. Explain and clarify the domains so that all participants understand them clearly: *reproductive activities* refer not only to biological reproduction but also to care of children (or, in technical terms: the maintenance of the future workforce); *productive activities* include work done for pay in cash or kind or for subsistence purposes; and *community activities* refer to being part of decision-making processes within a community. Refer to the exercise and handout sections for guidance.
7. Ask participants to put the meta-cards in the corresponding domains.
8. Briefly check with participants whether the meta-cards have been placed in the correct domain.
9. In the plenary session, ask participants the following questions:
 - What stuck out from the analysis of the domains?
 - Do you see any problems? Why?
 - Do you see any differences between men and women? What are they?
 - What do men mainly do? What do women mainly do? Why?

10. Summarize the responses and conclude the plenary session by emphasizing that normally (as the activity profile should show):
 - Activities are not equally distributed between male and female members: female members are normally overburdened with work in both productive and reproductive activities, much of which is unpaid.
 - Women tend to participate less – or not at all – in community gatherings in which decisions are made; hence, their interests and needs are seldom directly addressed or discussed as their roles are confined to the private and household spheres.
 - Men and women have assigned-roles based on cultural and social norms; in many cases, therefore, these roles are perceived according to oversimplified assumptions – for example, women as “housewives” and men as “breadwinners.” Such oversimplified assumptions are *stereotypes*: they restrict both men and women in their ability to fulfill their potential by limiting their choices and opportunities. Explain that stereotypes are at the root of gender discrimination.
11. Conclude by referring back to Session 4. Explain that the activity profiles of men and women are based on their socially assigned gender roles. Explain that these roles can be changed over time or in a different social context.
12. Explain that these are only some of the implications of gender-assigned roles; the next component of gender analysis (the next session) will note more.

TRAINER'S NOTE:

Trainers should hang the flipchart describing the Harvard Analytical Framework and it should remain visible for the duration of the training course. The framework will be referred to over and over in many sessions of the course as the theoretical model for doing gender analysis. It will thus be helpful to always keep it visible for the participants to keep referring back to.

EXERCISE

THREE ACTIVITY DOMAINS

Ask participants to place meta-cards listing activities of men and women in the corresponding column.

| Reproductive activities | Productive activities | Community activities |
|-------------------------|-----------------------|----------------------|
| | | |

SESSION 5B – ACCESS TO AND CONTROL OF RESOURCES

OBJECTIVE

At the end of this session, participants will be able to assess the implications of gender-assigned roles through an access to and control of resources analysis.

TIME: 45 minutes.

METHODS: Presentation, individual reflection and plenary discussion.

MATERIALS: Flipchart for “access and control” analysis (see exercise section below), meta-cards and tape.

STEPS

1. Introduce the session by explaining its objective.
2. Explain that the previous session focused on an analysis of men and women’s activities. Clarify that, based on the activities we all do, we all have access to and control of resources.
3. Spend a few minutes explaining the meaning of “access to and control of resources”: **access** means being able to use a resource; **control** means being able to make decisions about the use of that resource. Refer to the handout for more details about access to and control of resources.
4. Use the flipchart to show the table for the access and control analysis. Explain that this exercise will focus on analysing men and women’s abilities in accessing and controlling resources.
5. Ask the participants to individually reflect on the activities men and women carry out in their families and to then write down the resources – cash, services, information, equipment, land, etc. – they have in order to do those activities on meta-cards. Allow ten minutes for the participants to complete this activity.
6. Ask the participants to place the meta-cards in the first column of the table (under “Resources”).
7. During the plenary session, ask the participants to decide whether, for each resource, men and women have access and control.
8. After the identification of resources is complete, ask:
 - What can you notice about how resources are distributed between men and women?
 - Can you notice any unequal access to resources between men and women? If so, can you explain why that is happening?
 - Can you notice any inequality between men and women in controlling resources? If so, can you explain why that is happening?
9. Summarize the responses and conclude the plenary discussion by emphasizing that:
 - Because of different gender roles, men and women have different access to and control of resources;
 - This means that there are differences between men and women’s rights and opportunities to make use of and extract resources; and
 - There are differences between women’s and men’s rights and power to decide on the use of resources, to gain benefits and to participate in any relevant decision-making processes.

10. Explain that unequal access to and control of resources is another implication of gender-assigned roles. Analysis of access to and control of resources, together with activity profiling, have helped illuminate the importance of considering gender roles and the consequences they have on every man and woman's life.
11. Remind participants that the gender analysis is not yet complete because the consequences for gender roles still need to be identified. Explain that this will be done during the next session.



EXERCISE**ANALYSIS OF ACCESS TO AND CONTROL OF RESOURCES**

Draw the following table on a flipchart in order to conduct an access and control analysis with the participants.

| ACCESS AND CONTROL PROFILE | | | | |
|----------------------------|--------|-----|---------|-----|
| | Access | | Control | |
| | Women | Men | Women | Men |
| Resources | | | | |
| Examples: | | | | |
| Land | | | | |
| Equipment | | | | |
| Labour | | | | |
| Cash | | | | |
| Education/training | | | | |
| Other | | | | |

SESSION 5C – INFLUENCING FACTORS

OBJECTIVES

At the end of this session, participants will have identified the factors influencing the gendered division of labour and access to and control of resources.

TIME: 45 minutes.

METHODS: Individual reflection, brainstorming and plenary discussion.

MATERIALS: Flipcharts and markers.

STEPS

1. Introduce the objectives of the session and, by referring to the gender analytical framework (hanging on the wall), indicate the current stage of analysis.
2. Clarify the meaning of influencing factors – that these are factors that influence the differences in the gendered division of labor (activities) and in the access to and control over resources as identified through the activity profiling and the access and control analysis. Explain, too, that these factors present opportunities for and constraints to increasing the involvement of women in development projects and programmes. Examples of influencing factors are: social and cultural norms, political changes, people's attitudes and education. Refer to the handout for more details.
3. Ask participants to look back to the flipcharts of the activity profile and the access and control analysis. Then ask them to identify the influencing factors for the findings on the flipcharts.
4. Conduct a brainstorming session on possible influencing factors. Each participant should choose one finding of the previous analyses and identify one of the influencing factors for it. For example, women in Husein's family take on many more activities than the men and thus have less free time to rest and relax (finding); this is due to socially accepted norms within the community in which Husein's family lives (influencing factor).
5. Write down the responses of all participants on a flipchart, which trainers should then hang together with the other two flipcharts of activity profiling and the access and control analysis.
6. Conclude the brainstorming exercise by choosing some examples of influencing factors mentioned by the participants. Choose different kinds – social norms, legal issues, education, culture, people's attitudes – so that the participants can see a variety of influencing factors that should be considered.
7. For each influencing factor discussed, trainers should ask the participants whether the factor can be considered a constraint to or an opportunity for improvement. For instance, the generally accepted social norm that women ought to take care of family needs while also contributing to family income is a constraint to their daily lives because they have limited time to do both. If the group were to plan a project for improving the forest-related livelihood of a community, it should take into consideration the limited time that women can dedicate to livelihood development and suggest ways to reduce women's time constraints.
8. Emphasize the importance of identifying influencing factors: they provide an overview of the constraints and opportunities available in a given situation, and hence, allow the anticipation of challenges and the use of opportunities when planning a forestry intervention.

9. Conclude the session by listing the key learning points of the three sub-sessions of Session 5:
 - Participants became familiar with the main components of the Harvard Analytical Framework, which will be used and referred to throughout the rest of the training course;
 - While carrying out a gender analysis, participants discovered the main implications of gender-assigned roles: unequal distribution of work, invisibility of interests and needs, stereotyping, discrimination and unequal access to and control of resources; and
 - While carrying out a gender analysis, participants also discovered the main factors influencing the above-mentioned implications.

HANDOUT FOR SESSION 5 (SESSIONS 5A, 5B AND 5C)

INTRODUCTION TO THE HARVARD ANALYTICAL FRAMEWORK

Source: Adapted from *A guide to gender analysis frameworks* (March et al., 1999)

The Harvard Analytical Framework is often referred to as the Gender Roles Framework or Gender Analysis Framework. Published in 1985, it was one of the first frameworks designed for gender analysis.

The Harvard Analytical Framework is a grid also known as a matrix) for collecting data at the micro-level (i.e., at the community and household levels). It is a useful way of organizing information and can be adapted to many situations. The Harvard Analytical Framework has three main components: 1) activity profile, 2) access and control analysis, and 3) influencing factors.

HARVARD TOOL 1: THE ACTIVITY PROFILE

This tool identifies all relevant **productive** and **reproductive** tasks and answers the question: Who does what? It is important to note that many activities are not clearly dividable into productive and reproductive and that the level of detail needed depends on the nature of the project.

Information about who does what can be organized in a table as follows:

| Reproductive activities | | Productive activities | | Community activities | |
|-----------------------------------|-----------------|-----------------------------|------------------------|----------------------|-----------------------------------|
| Women/girls | Men/boys | Women/girls | Men/boys | Women/girls | Men/boys |
| Cleaning home | Repairing house | Farming | Farming | | Participating in village meetings |
| Preparing food for family members | | Selling goods at the market | Working at the factory | | |

HARVARD TOOL 2: THE ACCESS AND CONTROL ANALYSIS

This tool enables users to list what resources people use to carry out the tasks identified in the activity profile. The tool indicates whether women or men have access to resources, who controls the use of those resources and who controls the benefits of a household or a community's use of resources. Access simply means that one is able to use a resource; it says nothing about whether a person has control of that resource. For example, women may have some access to local political processes but little influence or control of which issues are discussed and which decisions are made. The person who controls a resource is the one who is ultimately able to make decisions about its use, including whether it can be sold.

An example about how to organize and analyse information about access and control can be found below:

| ACCESS AND CONTROL PROFILE | | | | |
|----------------------------|--------|-----|---------|-----|
| | Access | | Control | |
| | Women | Men | Women | Men |
| Resources | | | | |
| Examples: | | | | |
| Land | | | | |
| Equipment | | | | |
| Labour | | | | |
| Cash | | | | |
| Education/training | | | | |
| Other | | | | |

HARVARD TOOL 3: INFLUENCING FACTORS

This tool allows users to chart factors, which influence the differences in the gendered division of labour and access and control as listed in the two tools above (Harvard tools 1 and 2). Identifying past and present influences can give an indication of future trends. These factors must also be considered because they present opportunities and constraints to increasing the involvement of women in development projects and programmes. Influencing factors include all those that shape gender relations and determine different opportunities and constraints for men and women. These factors are far-reaching, broad and interrelated. They include:

- Community norms and social hierarchies, such as family and community decision-making processes, cultural practices and religious beliefs;
- Demographic conditions;
- Institutional structures, including the nature of government bureaucracies, and arrangements for the generation and dissemination of knowledge, skills and technology;
- General economic conditions such as poverty levels, inflation rates, income distribution, international terms of trade and infrastructure;
- Internal and external political events;
- Legal parameters;
- Training and education; and
- Attitudes of community members toward development/assistance workers and vice versa.

The purpose of identifying these influencing factors is to consider which ones affect women or men's activities or access to and control of resources and vice versa. This tool is intended to help users identify external constraints and opportunities, which should be considered in planning development interventions. The tool should help users anticipate what inputs will be needed to ensure that the intervention will be successful from a gender perspective.

Example of how to organize information about influencing factors:

| Influencing factors | Constraints | Opportunities |
|--------------------------------------|-------------|---------------|
| Community norms and social hierarchy | | |
| Demographic conditions | | |
| Institutional structures | | |
| Economic factors | | |

Gender division of labor

The dividing up of tasks and responsibilities according to one's gender. Because this practice is cultivated through the social norms established within a community, all community members implicitly understand and tend to agree with the practice without reflecting upon it critically. That is, the practice is simply the default situation within a community.

Reproductive activities refer not only to biological reproduction but also to the care of children (or, in more technical terms: the maintenance of the future workforce). This includes but is not limited to: child bearing, taking care of the elderly, cooking and other household tasks. Reproductive work is essential: without it, people could not conduct productive work as effectively. However, this work is usually unrecognized, hence it is considered to be "free," or unpaid.

Productive activities include work done for pay in cash or kind or for subsistence purposes. These activities include both market production with an exchange-value and subsistence/home production with actual use-value and potential exchange-value. For women in agricultural production, these activities include work as farmers, peasants and wage workers.

Community activities are beyond the sphere of the household setting. These activities are undertaken primarily in the public arena at the community level where issues are commonly discussed and decisions are made.

Implications of gender-assigned roles

In many contexts, the above activities are unequally distributed between men and women: women tend to work more in the unpaid sector (reproductive work), while men tend to work more in the productive sector. It is common that labour in reproductive work is considered to be a "natural" part of nurturing activities, and thus the time and energy devoted to this work is considered free. As a consequence, women, who do most of the reproductive work, are considered to "not be doing any work." There is therefore the tendency to assign women additional tasks in their free time, which will lead to an **overburden of work**.

In general, men are usually present in community gatherings in which decisions are made because they are considered to be the decision-makers. The presence of women at such meetings is therefore considered less important and women tend to be less involved in decision-making processes. Women's needs and interests are therefore rarely discussed or addressed. It is important to note, however, that this practice varies in different places and contexts.

Gender analysis allows us to identify the implications of gender-assigned roles, such as excessive work burden and invisibility of interests and needs as identified above. Other implications related to gender-assigned roles are: unequal access to and control of resources, stereotyping and discrimination.

Gendered access to resources – facilities, services, funds, benefits, information, natural resources – refers to the differences between men and women's rights and opportunities to make use of and extract resources. Such practices are determined by the values and social and cultural norms existing in a particular place and time.

Gendered control of resources refers to differences between women and men's rights and power to decide on the use of resources, to derive benefits and to participate in any relevant decision-making processes.

Gender stereotypes are the oversimplified assumptions and perceptions about a person or a group of people in relation to particular traits – race, sex, age, gender, etc. – based on socially constructed norms, practices and beliefs. Negative stereotypes hinder peoples' ability to fulfill their potential by limiting their opportunities and free choices. They are at the root of overt and covert, direct and indirect and recurrent gender discrimination. Stereotypes set the foundation for **gender discrimination** more broadly and reinforce and perpetuate historical and structural patterns of discrimination (UN Women, 2011).

SESSION 6: GENDER EQUALITY AND GENDER EQUITY

OBJECTIVES

At the end of this session, participants will:

- Be able to explain the difference between gender equality and gender equity;
- Have a shared understanding of gender equality and gender equity; and
- Be able to analyse the implications of not considering gender equality and gender equity in forestry-related initiatives.

TIME: 1 hour and 15 minutes.

METHODS: Presentation, video, plenary discussion and group discussion.

MATERIALS: Flipcharts with definitions of gender equality and gender equity and A3 and A4 coloured paper.

STEPS

1. Begin the session by recalling the importance of gender analysis in addressing the issues of unequal access to, control of and benefits from natural resources discussed in the previous session.
2. Explain that the training course will now turn to the definitions of gender equality and gender equity.
3. Ask the participants to divide into groups of five to six people, and distribute the coloured paper to each participant.
4. Ask the participants to individually draw a line down the middle of their sheet of paper. After that, ask the participants to depict in a picture what they think is gender equality on one side of the line and gender equity on the other. The participants should consider what they have learned thus far during the training course. Each participant should use the entire sheet of paper for their drawings. Allow the participants 10 minutes to complete the activity.
5. After they have finished drawing their pictures, participants will share their pictures with the other members of their group.
6. Provide the A3 paper to each of the groups. Inform the participants that they now have to draw a larger representation of their shared understanding of the two terms. Allow ten minutes for the groups to complete the task. Emphasize that it is not a matter of choosing the best picture but creating a picture that shows their collective understanding of the two terms.
7. Have each group present the picture to the entire group of participants and trainers. Encourage questions for clarification if the participants have any.
8. After all of the groups have shared their pictures, ask the participants the following reflection questions:
 - How did you feel doing this exercise?
 - Was it difficult to draw the pictures of the two terms? What were some of the difficulties? Why do you think you encountered those difficulties?
 - What do you think is the relationship between gender equality and gender equity?
9. Present the definitions of the two terms as presented in the handout, and spend some time discussing the relationship between gender equity and gender equality.

TRAINER'S NOTE:

Although equity and equality are often used interchangeably, it is important to note that equity is the means to achieve equality, and thus, gender equity is the means to achieve gender equality. More specifically, equity focuses on equitable processes that enhance the capacities and opportunities of the vulnerable and marginalized groups in order to help increase their positions, status and power.

HANDOUT FOR SESSION 6:**WHAT ARE GENDER EQUALITY AND GENDER EQUITY?**

Gender equality, the equality between women and men, refers to the equal rights, responsibilities and opportunities of women and men of all ages and in all spheres of life. Gender equality does not mean that women and men are the same, but that women and men's rights, responsibilities, opportunities, social status and access to resources do not depend on whether they are born male or female. Gender equality is not a "women's issue"; it should concern and fully engage men as well as women. Gender equality also recognizes the interdependence and partnerships that exist between women and men within the family, workplace and community.

Gender equity refers to "equality of outcomes": the benefits derived from any policy, intervention, programme, project or activity engaging men and women must be fairly shared between them. Gender equity is about a just and fair treatment of both men and women, while also taking into account their different needs, interests, vulnerabilities and social and cultural barriers. Equity, then, is the process of being fair or impartial to men and women, and can be defined as a tool for achieving gender equality. In other words, equity is a means whereas equality is a result of the process of equity.

Therefore, gender equality means men and women have equal rights and responsibilities in a society, along with equal access to the means – resources, opportunities – to exercise these rights (RECOFTC, 2015).

It is a challenge to decide on or reach an equitable outcome if stakeholders or communities are not provided the equal opportunities to participate in decision-making processes. The rationale for promoting gender equality and gender equity is dual (UN, 2002). First, achieving gender equality and gender equity is a matter of human rights and social justice. Second, greater equality and equity between men and women is also a precondition for sustainable development. Gender inequality and gender inequity lead to an enormous loss of human potential, with costs not only for women but also for men and children, and hence, all of society (UNDP, 2007).

SESSION 7: GENDER EQUALITY AND GENDER EQUITY IN THE FORESTRY CONTEXT

OBJECTIVES

At the end of this session, participants will be able to analyse the implications of not considering gender equality and gender equity in forestry-related initiatives.

TIME: 1 hour.

METHODS: Video and plenary and group discussions.

MATERIALS: Video: "A Fair Climate: Gender Equity in Forestry and REDD+" (https://www.youtube.com/watch?v=z7wsl_AP4Qs).

STEPS

1. Inform participants that they will be watching a video titled "A Fair Climate: Gender Equity in Forestry and REDD+" to illustrate gender equity. Ask the participants to pay close attention to the video they are about to watch, because after watching it, they will be discussing in groups the points raised in the video.
2. After watching the video, facilitate a plenary discussion on the following questions:
 - What are the key messages of the video?
 - What are the roles of the men and women in the video? Do they have the same or different roles?
 - Do the men and women have equal access to resources? Why do you think they do or do not?
 - What are the tools used to promote gender equity in resource management? What are your thoughts about the tools?
 - How do you think gender equity is related to gender equality in this video?
3. Conclude the plenary by clarifying again the concepts of gender equity and gender equality:
 - Gender equity refers to fair treatment of men and women.
 - Gender equality refers to equal rights, responsibilities and opportunities of women and men of all ages and in all spheres of life.
 - Explain again the relationship of the two concepts.
 - In order to achieve gender equality, and given the different needs of men and women, different tools, approaches and activities need to be used with men and women.
 - Using adapted or different tools, approaches and activities means providing fair treatment of men and women. This is gender equity, and it leads to gender equality.
4. Explain that the video highlights a good example of gender equity in a forest community. Tell participants that after this preliminary discussion, they will analyse more in depth some of the issues raised about gender equality and gender equity.

5. Divide the participants into three groups and allow them 20 minutes to discuss the following questions:
 - What are the consequences of not considering the role of women in forest management?
 - Why is it important to develop the capacities of women for engaging in decision-making processes?
 - Why is it important to have benefit-sharing mechanisms in forest management for both men and women? Can you provide some examples of this from your own contexts?
6. Ask the groups to present their findings and allow time for questions from the other groups.
7. Summarize the main findings of the group discussion and explain that each question was about one key aspect of equity:
 - Representation of both men and women's perspectives.
 - Women's influence on decision-making processes for forest policies and programs.
 - Equitable rights to fair benefit-sharing mechanisms from forest management.
8. Conclude by explaining that the ultimate goal of gender mainstreaming is gender equality – but, in order to achieve that, all aspects of gender equity must first be ensured.

GENDER MAINSTREAMING



This learning block serves as an overview of the main concept of this training course: gender mainstreaming. The learning block consolidates important considerations of gender mainstreaming – its rationale, mandates, definition and key components. Gender mainstreaming, as a formalized strategy and process, was established by the Beijing Declaration and Platform for Action in 1995 and grounded upon international frameworks – both obligatory and voluntary – that provide a clear rationale for its implementation and ensure that UN Member States commit to implementing the process (Session 8). Gender mainstreaming is not an end in itself but a strategic process towards the realization of gender equity and gender equality; in many cases, it has important practical benefits as well. Although gender mainstreaming manifests in a variety of gender-sensitive actions in practice, the core components are gender analysis, the generation and utilization of sex- and gender-disaggregated data, the effective participation of men and women and the empowerment for equal opportunities (Session 9 and Session 10).

SESSION 8:**INTERNATIONAL AND NATIONAL FRAMEWORKS FOR MAINSTREAMING GENDER INTO FORESTRY INTERVENTIONS****OBJECTIVES**

At the end of this session, participants will be able to:

- Explain the rationale for gender mainstreaming by referring to the main international and national frameworks in the forestry context; and
- Link gender mainstreaming frameworks to their own contexts.

TIME: 1 hour and 30 minutes.

METHODS: Group exercise and plenary discussion.

MATERIALS: Flipcharts with brief descriptions of different international frameworks (without their titles), meta-cards with the titles of international frameworks (same set of meta-cards but different colours for each group) and markers.

STEPS

1. Introduce the session by linking it to the training flow. Explain that forestry interventions are influenced and guided by international and national regulatory frameworks on gender mainstreaming.
2. Ask the participants to share examples of international frameworks – usually in the form of declarations, conventions, covenants, etc. – they know of or have had experiences with. Write what they share on a flipchart and clarify the frameworks if needed.
3. Hang the flipcharts with descriptions of important international frameworks using or adapting texts from the exercise section below. Do not give participants the titles of these international frameworks.
4. Divide the participants into groups and distribute a set of meta-cards with the titles of the frameworks to each group. Each group should have different colour meta-cards (folded and pinned).
5. Allow each group 15 minutes to read the descriptions on the flipcharts and discuss where to post the corresponding title cards.
6. Conduct a plenary discussion on the results of the exercise and provide some time for a Q&A.
7. Ask the participants to group together according to their nationalities and to discuss which national or local legal frameworks or actions have been adopted in their countries in support of gender mainstreaming as elaborated under these international frameworks. Ask the participants to also discuss how these international frameworks are linked to their professional contexts or to any project/national policies that they know. Allow 15 minutes for them to complete the task.
8. Ask group volunteers to summarize their discussions for the entire group.
9. Conclude by revisiting the session objectives.

TRAINER'S NOTE:

Trainers should read up on the frameworks and mandates in the handout (see handout section below) before conducting this session. Those included in the list provided here are not exhaustive and trainers are encouraged to keep updated on any new developments in relevant international frameworks, particularly those that are still in negotiation. If this session is part of a national training, participants would all be from the same country. It is therefore advisable that trainers collect some information about the gender mainstreaming policies and frameworks in that particular country. Trainers will additionally study the national policies and frameworks for gender mainstreaming and deliver the session in a chosen format for a national level training.

EXERCISE**INTERNATIONAL FRAMEWORKS FOR GENDER MAINSTREAMING****Beijing Declaration and Platform of Action**

- Adopted at the 4th UN World Conference on Women in 1995.
- Viewed gender mainstreaming as a global strategy for promoting gender equality.
- An agenda for action aimed at removing all obstacles to women's active participation in all spheres of public and private life.
- Covered gender mainstreaming in relation to poverty; education and training of women; economics; power and decision-making; institutional mechanisms for women's advancement; human rights and the environment.

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

- Adopted in 1979 by the General Assembly of the UN.
- A principal fundament for the promotion of gender equality and gender equity.
- The most comprehensive legal instrument; often referred to as the bill of rights for women.
- "State Parties must ensure equal rights of men and women to enjoy all economic, social, cultural, civil and political rights."

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

- Explicitly states that all the rights and freedoms must be equally guaranteed to male and female indigenous individuals.
- Guarantees that particular attention is paid to the special rights and needs of women in its implementation.
- Indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination.
- Relates directly to the forestry sector, i.e. in connection to the rights to the management, protection and conservation of the environment and resources with equal participation in decision-making.

Sustainable Development Goals (SDGs)

- Achieve gender equality and empower all women rights.
- Some targets are:
 - End all forms of discrimination against all women and girls;
 - Eliminate all forms of violence and harmful practices;
 - Recognize and value unpaid care and domestic work;
 - Ensure women's full and effective participation and equal opportunities for leadership;
 - Ensure universal access to sexual and reproductive health and rights; and
 - Undertake reforms for women's equal rights to economic resources.

United Nations Framework Convention on Climate Change (UNFCCC)

- COP7 of 2001 held in Marrakech resulted in a decision on the enhancement of women's participation at all levels of decision-making related to climate change.
- Called also for women's engagement in key positions in decision-making and climate change negotiations.
- Lima work programme on gender proposed at COP20 in 2014 demanded the Parties to UNFCCC to advance gender balance as well as to promote gender sensitivity in developing and implementing climate policies.
- Lima work programme addressed the need for gender mainstreaming through all relevant targets and goals in activities in the UNFCCC and for capacity development of male and female delegates.

Convention on Biological Diversity (CBD)

- Established during the Earth Summit in Rio de Janeiro in 1992 and formed part of the "Rio Conventions."
- The only international environmental agreement referred to in the Beijing Platform of Action.
- Encouraged the effective protection and use of the knowledge, innovations and practices of the women of indigenous and local communities.
- Recognized the vital role that women play in the conservation and sustainable use of biological diversity and affirmed the need for full participation of women at all levels of relevant decision-making.

Voluntary Guidelines on the Responsible Governance of Tenure (VGGT)¹

- Policies and laws to ensure that tenure rights be non-discriminatory and gender-sensitive.
- Stated that information on tenure governance in applicable languages be provided to all potential stakeholders through gender-sensitive messages.
- Encouraged monitoring of the programme outcomes, including the gender-differentiated impacts on food security and poverty eradication.
- Provided technical and legal assistance to affected communities to participate in the development of tenure policies, laws and projects in non-discriminatory and gender-sensitive ways.

1 Can be found at <http://www.fao.org/docrep/016/i2801e/i2801e.pdf>

HANDOUT FOR SESSION 8: INTERNATIONAL AND NATIONAL FRAMEWORKS FOR GENDER MAINSTREAMING IN FORESTRY INTERVENTIONS²

This handout provides a basic – though not exhaustive – overview of the key international instruments that are legally binding and relevant to mainstreaming gender into the forestry sector. Over the past few centuries, state practice has developed a variety of terms that refer to the international instruments by which states establish rights and obligations among themselves in international relations, such as the terms ‘convention’ and ‘declaration’ or ‘voluntary guidelines’ (United Nations Treaty Collection website, 2015).

In the past three and a half decades, a substantial number of international instruments have been developed and implemented to secure women’s rights and promote gender equality and gender equity through gender mainstreaming – and lately in connection with sustainable development, too.

BEIJING DECLARATION AND PLATFORM FOR ACTION (BDPA)³

In 1995, the Fourth United Nations World Conference on Women in Beijing established gender mainstreaming as a global strategy for promoting gender equality. Governments supporting the Beijing Declaration have made the commitment that a gender perspective be reflected in all of their policies and programmes. The mandate for gender mainstreaming comes from the Beijing Platform for Action, which is an agenda for action with the principal aim of “removing all the obstacles to women’s active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making.” BDPA states that men must be encouraged to participate fully in all actions towards gender equality and gender equity for them to be realized. For implementation, the strategic objectives are established in BDPA cover a wide array of development areas: poverty, education, economics, power and decision-making, women’s capacity development, institutional mechanisms for the advancement of women, human rights and the environment.

Beijing 20+, the twenty-year review of BDPA, was held in March 2015 during the 59th session of the Commission on the Status of Women. The review was a strategic confluence of important global events, such as the elaboration of a new global development agenda and Sustainable Development Goals (SDGs), the Global Review of UN Resolution 1325, and the 2015 UN Climate Change Conference or COP21. This gave gender mainstreaming its strategic recognition and reinforcement of comprehensive commitments to continue to be a key mechanism towards accomplishing SDG 5: Gender Equality and Empowerment of All Women and Girls.

² A compilation of some Asian countries’ ratification to relevant international frameworks can be found at <http://www.recoftc.org/reports/mainstreaming-gender-forest-policies-asia-and-pacific>

³ Can be found at <http://www.un.org/womenwatch/daw/beijing15/overview.html>

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)⁴

International human rights are a principal fundament for the promotion of gender equality and gender equity. The most comprehensive legal instrument in this regard is the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which was adopted in 1979 by the General Assembly of the UN, and is often referred to as the bill of rights for women (IUCN and UNDP, with GGCA, 2009). CEDAW seeks to adopt the measures required for the elimination of different forms of discrimination against women. Its Article 1 defines discrimination against women as “any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.”

Under CEDAW, countries are obliged to ensure that women are provided equal rights and opportunities to participate in policy-making, development planning and implementation, as well as community activities; to engage in employment with equal remuneration; to be able to own or have equal access to property; and to engage in capacity development. Under the Convention, countries must also ensure that women have equal access to credit and loans, public and extension services, education and training.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES (UNDRIP)⁵

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) established a universal framework of minimum standards for the survival, dignity, well-being and rights of indigenous peoples. UNDRIP promotes the full and effective participation of indigenous peoples in all matters that concern them and outlaws discrimination against them. UNDRIP explicitly states that all rights and freedoms are “equally guaranteed to male and female indigenous individuals.” Where states take measures to improve economic and social conditions, UNDRIP guarantees that particular attention is paid to the special rights and needs of women in its implementation, and that “indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination.” UNDRIP is especially relevant to the forestry sector in connection to the rights of indigenous women and men to the management, protection and conservation of the environment and the productive capacity of their lands, territories and resources; to equal participation in decision-making; and to equity concerns in sustainable socio-economic development.⁶

4 Can be found at <http://www.ohchr.org/Documents/ProfessionalInterest/cedaw.pdf>

5 Can be found at http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

6 Solid examples can be found at <http://www.aippnet.org/>

SUSTAINABLE DEVELOPMENT GOALS (SDGs)

The Sustainable Development Goals (SDGs) is a post-2015 development framework adopted at the Special Summit on Sustainable Development in September 2015; it reaffirmed the specific goal for achieving gender equality and empowerment of all women and girls and proposed various indicators to mainstream gender throughout other goals as well. There are 17 interdependent goals in total that allow coordinated action on several fronts; they are more extensive than the preceding Millennium Development Goals (MDGs), which had served as a development blueprint to countries and leading development institutions up until 2015. While many Asia-Pacific countries have made tremendous progress in fostering gender equality in education, the MDGs did not, by and large, deliver on the goal of gender equality and women's empowerment as expected. Nonetheless, in some national MDG frameworks, gender priorities have already been incorporated into goals other than those specifically gender-related. Viet Nam, for example, has set complementary targets and indicators and associated systems for women's land ownership and housing deeds or titles. Bangladesh, Viet Nam and Thailand have set new targets and indicators for promoting women's participation in local government bodies. The Philippines, Thailand and other countries have set indicators for monitoring the proportion of women working as judges, governors, police and other traditionally male-dominated roles.

UNITED NATIONS FRAMEWORK CONVENTION ON CLIMATE CHANGE (UNFCCC)

Neither the UN Framework Convention on Climate Change (UNFCCC) nor the Kyoto Protocol made any reference to gender when they were initially set forth in 1992. But by the negotiations held during the Seventh Conference of Parties (COP7) in 2001, a decision on the enhancement of women's participation at all levels of decision-making related to climate change was reached. This decision connected for the first time the UNFCCC and the Kyoto Protocol to the Beijing Declaration. It was a strategic decision calling for women's engagement in key positions in decision-making and climate change negotiations.

Since COP11 in 2005, women's caucuses of subsequent COPs have strongly lobbied for gender. They have criticized the dominance of technical and methodological issues in the debate over the view of ecosystems and forests in their entirety and from a gender perspective (Gender Climate Change Network, 2007).

During COP13 in 2007, the Global Gender and Climate Alliance (GGCA) was established, which connected UN organizations, the International Union for Conservation of Nature (IUCN), the Women's Environment and Development Organization (WEDO) and other international organizations to a single platform for ensuring that climate change policies, decision-making and initiatives at the global, regional and national levels incorporate gender perspectives.

Since COP16 in 2010 onwards, all COP sessions have made important decisions related to gender under the UNFCCC. Since 2012, COP sessions have held an annual "gender day" in collaboration with governments, United Nations entities, intergovernmental organizations and civil society to address gender issues in climate change negotiations.

During COP20 in 2014, women made up over 35 percent of the Party Delegates (UNFCCC Secretariat, 2014). Among other matters, COP20 resulted in a two-year work programme with a bearing on gender: the "Lima work programme on gender." The programme calls for the Parties to the UNFCCC to advance gender balance, promote gender sensitivity in developing and implementing climate policies and to improve the participation of women in their delegations and all of the bodies established under the UNFCCC.

CONVENTION ON BIOLOGICAL DIVERSITY (CBD)⁷

The Convention on Biological Diversity (CBD) is the international framework for the conservation and sustainable use of biodiversity and the equitable sharing of its benefits. The CBD was formed during the Earth Summit in Rio de Janeiro, Brazil in 1992. The CBD is the only international environmental agreement referred to in the Beijing Platform of Action – specifically under Strategic Objective K.1: “Encourage, subject to national legislation and consistent with the Convention on Biological Diversity, the effective protection and use of the knowledge, innovations and practices of women of indigenous and local communities.” In the CBD text, gender is explicitly mentioned, too – specifically in the 13th paragraph of the preamble: “Recognizing also the vital role that women play in the conservation and sustainable use of biological diversity and affirming the need for the full participation of women at all levels of policy-making and implementation for biological diversity conservation.” A Gender Plan of Action under the CBD was introduced during COP9 in 2008, which marked the beginning of gender mainstreaming in biodiversity conservation. Since then, the Plan has provided important guidance for Parties on integrating gender equality considerations into their national biodiversity strategies and action plans (NBSAPs).

VOLUNTARY GUIDELINES ON THE RESPONSIBLE GOVERNANCE OF TENURE (VGGT)⁸

The governance of tenure is a crucial element in determining if and how people and communities are able to acquire rights – and associated duties – to use and control land, fisheries and forests. In response to growing and widespread interest, FAO and its partners embarked on the development of the Voluntary Guidelines on the Responsible Governance of Tenure (VGGT), which was endorsed by the Committee on World Food Security in 2012. It is important to note that, though these guidelines are voluntary, they are complementary to and support national, regional and international initiatives addressing human rights and secure tenure rights to land. Among the principles of VGGT implementation, gender equality is included to ensure the equal rights of women and men to the enjoyment of all human rights, while acknowledging the differences between women and men.

⁷ Can be found at <https://www.cbd.int/doc/legal/cbd-en.pdf>

⁸ Can be found at <http://www.fao.org/docrep/016/i2801e/i2801e.pdf>

HOW INTERNATIONAL AGREEMENTS CAN BE APPLIED IN A NATIONAL CONTEXT

National forestry legislations exist that take on gender concerns and can be used as a foundation. Some examples identified around the region include:

| Gender concerns in forest policies | |
|------------------------------------|--|
| Cambodia | <p>Although the Forestry Law (2002) provides a legal framework for involvement of user-groups in forest management and protection, there is no acknowledgement of the different needs, priorities, capacities and customary practices of women and men in terms of use and management of forests and forest resources.</p> <p>The Sub-decree on Community Forest Management (2003) includes a provision that encourages women's participation in the CFMC, but does not offer a specific quota that mandates women's participation in it.</p> |
| Fiji | <p>The 1992 Forest Decree, which replaced the Forest Act, was a response to the changing and broadening requirements of the forestry sector that took into account the changing social, economic, environment, cultural and political developments of the last few decades.</p> <p>The National Forest Policy Statement of 2007 was introduced, which outlined the vision for Fiji's forestry sector with primary objectives to upgrade the forest industry, produce high-value products and develop an institutional framework that encourages sustainable forest management. However, inclusion of women's concerns is unclear in the absence of gender-specific guidelines to enhance women's participation and representation in forestry.</p> |
| Indonesia | <p>Participatory forest strategies (community and social forestry) and policies related to forest industries and trade do not acknowledge gender rights and responsibilities. These policies presume communities to be social entities that are homogenous with common interests and priorities.</p> <p>The Presidential Instruction No. 9 (2000) instructs all government agencies to mainstream gender throughout the development process of policies and programmes. However, this has not been translated into specific forestry regulations or laws, e.g. neither the community forestry regulation nor the regulation on issuance of permits for harvesting of NWFPs have incorporated gender considerations.</p> |
| Nepal | <p>The Forest Act (1993) and the Forest Regulations (1995) provided the legal foundation for community forestry with the inclusion of women's concerns. Later, the Joint Technical Review of Community Forestry suggested household membership in every CFUG to constitute one male and one female. Following these changes, the MoFSC started drafting the GESI strategy along with the GPSE monitoring framework. Soon after the completion of the GESI strategy, the Community Forestry Guidelines were amended in 2009, mandating that women should account for 50 percent composition in CFUG executive committees.</p> |

| | |
|-------------|---|
| Philippines | <p>Gender mainstreaming in the DENR-FMB has been one of the nationwide mainstreaming efforts led by the PCW. The MCW and GAD approaches have helped lay the groundwork to facilitate integration of gender-inclusive forest policies and strategies. For example, the adoption of GAD principles helped in the integration of gender perspectives in the community resources management framework, environmental impact assessments and development of gender-sensitive methods and measures in the CBFM strategy.</p> <p>National forest strategy, such as the CBFM strategy of 1995 (Executive Order No. 263) and the Indigenous People's Rights Act (Republic Act 8371) of 1997 are people-oriented and have recognized the rights of people living in forest lands. These documents aim to ensure the sustainable development of forest land and resources, granting access to forest resources for forest-dependent communities, including women. The DENR's CBFM strategy mandates 30 percent representation of women in CBFM committees.</p> |
| Sri Lanka | <p>The main objective of the National Forestry Policy (1995) is the enhancement of the contribution of forestry to the welfare of the rural population, while balancing economic development. This policy recognizes the traditional rights, cultural values and religious beliefs of those living in and around forest areas without acknowledging women as stakeholders with different rights, interests, priorities and capabilities.</p> <p>The Forestry Sector Master Plan (1995-2020) emphasizes the empowerment of people and rural communities to manage and protect forests for multiple uses, but gender differences in rights and responsibilities and a benefit-sharing mechanism are not stated. Furthermore, there is no gender strategy in the Forest Department to facilitate the inclusion of women's concerns in forestry plans and interventions.</p> |
| Thailand | <p>A number of forest policies have been enacted in Thailand which have provisions focused on protecting and preserving the forests. For example, the Forest Act (1941), the National Park Act (1961), the National Forest Reserve Act (1964), the National Forest Policy No. 18 (1985) and the Forest Plantation Act (1992).</p> <p>The National Parks Act, for example, is a group of laws governing national parks and wildlife sanctuaries, which makes it illegal to harvest timber or even NWFPs from forests. As women are the primary users of NWFPs for both subsistence and income generation, this denial of access has affected their consumption patterns and livelihoods.</p> <p>Also, recognition of gender rights, women's participation and representation as key stakeholders in forest management and decision-making remains absent in these laws and acts.</p> |
| Viet Nam | <p>Although the Law on Forest Protection and Development (2004) provides equal land rights to men and women, forest lands are often not clearly demarcated, which is problematic because securing titles and access rights are crucial for women to actively use and manage forest resources. However, the National Forest Strategy (2006-2020) acknowledges the need for promoting a gender focal point unit, gender-sensitive research and monitoring and developing the capacity of forestry officials.</p> |

SESSION 9: GENDER MAINSTREAMING

OBJECTIVES

At the end of this session, participants will be able to:

- Explain and elaborate gender mainstreaming; and
- Identify and recognize the importance of key considerations of gender-mainstreamed forestry interventions.

TIME: 1 hour and 15 minutes.

METHODS: Group exercise and plenary discussion.

MATERIALS: “A Fair Climate: Gender Equity in Forestry and REDD+” (https://www.youtube.com/watch?v=z7wsl_AP4Qs) video and a flipchart with the definition of gender mainstreaming.

STEPS

1. Refer to Session 6 and Session 7 on gender equality and gender equity, and reiterate that gender mainstreaming is a strategy to achieve both outcomes through commitments made under international frameworks.
2. Refresh the participants’ memories about the discussion of the video “A Fair Climate: Gender Equity in Forestry and REDD+”; in particular, ask: What were the successful practices adopted to promote gender equity in the video?
3. Write the participant responses on meta-cards (one meta-card per response). If there are similar responses, cluster them together and title the category. Spend some time clarifying the terminology.
4. Ensure the responses are visible to all participants for the duration of the session. Explain that they can be used as a reference or for inspiration during the following group exercise. Participant responses should include:
 - Gender analysis;
 - Recognition of women as forest stakeholders;
 - Effective participation of women and men in project/policy design;
 - Gender- and sex-disaggregated data collection;
 - Empowerment and enhancement of equal opportunities; and
 - Capacity development for women to engage in decision-making processes.
5. Based on the discussion, ask the participants how they now understand and define gender mainstreaming. Restate the common definition.
6. Conclude the session by reiterating the meaning of gender mainstreaming and emphasize that gender mainstreaming in forestry interventions specifically is a process that leads to more equitable outcomes in the forestry sector for men, women and children by addressing gender inequality.

TRAINER'S NOTE:

Trainers must emphasize that gender mainstreaming as a strategy attempts to include gender equality and empowerment outcomes in technical initiatives such as forest management, climate change actions and biodiversity conservation. Typically, interventions in these technical sectors overlook the gender dimension and thus, often result in perpetuating gender inequalities and exclusion. Gender mainstreaming does not weaken the existing outcomes, but contributes to sustain, improve and ensure that the results of such interventions are more comprehensive and equitable.



HANDOUT FOR SESSION 9: GENDER MAINSTREAMING

WHAT IS GENDER MAINSTREAMING?

Gender mainstreaming was officially established at the UN Fourth World Conference on Women, which was held in Beijing in 1995, as a strategy to tackle structural constraints to gender equality (UN, 2002). It was defined by the UN Economic and Social Council (ECOSOC) as “the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programmes in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality” (ECOSOC, 1997).

The ECOSOC Agreed Conclusions 1997/2 established the basic principles for gender mainstreaming as follows:

- Issues across all areas of activity should be defined in such a manner that gender differences can be diagnosed – that is, an assumption of gender-neutrality should not be made.
- Responsibility for translating gender mainstreaming into practice is system-wide and rests at the highest levels. Accountability for outcomes must be monitored constantly.
- Gender mainstreaming also requires that efforts be made to broaden women’s participation at all levels of decision-making.
- Gender mainstreaming must be institutionalized through concrete steps, mechanisms and processes in all aspects of an organization.
- Gender mainstreaming is not a substitute for targeted, women-specific policies and programmes or positive legislation. It is also not a substitute for promoting and supporting gender units or focal points tasked to mainstream gender.
- Clear political will and the allocation of adequate and, if need be, additional human and financial resources.

In general, gender mainstreaming means the awareness to recognize gender concerns in an effort to improve gender equality. Gender mainstreaming requires the participation of a wide range of stakeholders under the guidance of gender experts. It is a technical process and it requires conducting gender analysis, preparing gender-responsive actions and monitoring and evaluating the undertaking and results of the process.

WHAT ARE THE KEY CONSIDERATIONS FOR GENDER MAINSTREAMING?

1. GENDER ANALYSIS

As commonly recognized, relationships between people and forests are complex and dynamic, and they are therefore difficult to predict (Colfer, 2013; FAO, 2014). Gender analysis rests on answering the questions: 1) Who does what? 2) Who controls what? and 3) What are the causes? Gender analysis is the process of investigating and disclosing the patterns and causes of gender disparities and inequalities and answering how these issues might be addressed (DFID, 2008). Gender analysis aims to make often-overlooked gender differences visible. Gender analysis includes:

- Analysing sex- and gender-disaggregated data to identify trends and patterns of inequalities;
- Reviewing girls, boys, women and men's needs, constraints and opportunities;
- Identifying challenges and opportunities in the wider social environment; and
- Assessing the capacities of service providers to address gender inequalities.

Gender analysis should be regularly carried out at all levels and promoted as the essential development practice. In situations where women's engagement is uncommon, understanding the value of and seeking support from local authorities and men may be vital for the success of activities. Developing partnerships on gender between women representatives and local authorities is thus essential for raising awareness about women's needs and capacities (DFID, 2008).

Gender analysis is also a tool for understanding and designing solutions that address how gender intersects with other factors such as class, ethnicity, economic status, social status, poverty and education level that contribute to the different forms of gender discrimination and allocation of privileges. Gender analysis conducted with an awareness of intersectionality can reveal the multiple identities and consequent discriminations. Undertaking careful gender analysis should support the identification of specific localized issues and solutions with appropriate actions.

2. GENDER- AND SEX-DISAGGREGATED DATA

Policies and programmes often overlook women and men's differing needs because policy-makers lack the data, information and methodologies for addressing issues of gender (World Bank, FAO and IFAD, 2009). Developing the understanding of gender issues is possible only when information is available and obtained from gender analyses.

Sex-disaggregated data is data broken down into male and female categories that offer statistical information on the differences and inequalities between women and men. Sex-disaggregated data reveals, for example, quantitative differences between girls and boys in school dropout rates; differences between women and men in employment in the forestry sector; differences between men and women in access to and repayment of credit; or differences between male and female membership in community forest committees.

Gender-disaggregated data can also provide gender analytical information that explains why there might be gender differences and inequalities. Gender-disaggregated data might clarify, for example, the political, socio-economic and cultural reasons why female membership in community forest committees tends to be lower compared to their male counterparts.

3. EFFECTIVE PARTICIPATION OF WOMEN AND MEN

Using gender sensitized participatory approaches in forestry interventions can ensure that women – and not just men – are consulted and have the potential to capture important gender issues. Such issues include the disadvantages of poor women, such as their greater time burdens due to increased environmental degradation and additional community responsibilities, and the use of women as “assets” in coping with resource hardship. The table below lists the various types of participation in development. Forestry practitioners must be aware of which actions they can apply will actually lead to effective participation for men and for women in decision-making and deriving equitable benefits.

Typology of participation (Agarwal, 2001)

| Type of participation | Features |
|---|--|
| Nominal participation | Participants are members of organizations (e.g. forest user groups, project-based farmer groups or village associations) with participation only in name not practice (sometimes also called numerical participation). |
| Passive participation | Participants are asked to attend meetings or are informed about decisions or plans by others. |
| Consultative participation | Participants are asked for their views but do not have the chance to influence whether these will be considered in decision-making. |
| Activity-specific participation | Participants are asked to carry out certain tasks. |
| Active participation | Participants convey views without being called upon or engage spontaneously in activities. |
| Interactive or empowering participation | Participants are able to influence group or collective decisions and gain benefits and power. |

When planning for participation in forestry interventions, acknowledging gender roles, particularly those related to domestic responsibilities, is important. In order to facilitate women’s participation, it is imperative to avoid increasing their time burdens and to arrange activities around their daily schedules.

4. EMPOWERMENT AND ENHANCEMENT OF EQUAL OPPORTUNITIES

As outlined in the “typology of participation” table, active and interactive or empowering participation are likely to increase both women and men’s agencies allowing them freedom in choice and the capacity to act (Colfer, 2005). Such participation will also increase the ability to act on one’s preferences, and to translate those preferences into desired outcomes (World Bank, 2012). Research has found that increasing a woman’s agency by expanding choice and influence over decision-making improves the management of enterprises (World Bank *ibid.*) and leads to an increased provision of public goods and better management of natural resources (Agarwal, 2010a). Gender-mainstreamed forestry interventions therefore include the participatory tools that enhance and empower women’s agency specifically in connection to forest and natural resource management.

Empowerment refers to the process through which women and men reflect upon their reality and question the reasons for the current gender dynamics in society. The empowerment process includes developing alternative options to make positive changes and taking opportunities to address existing inequalities. It enables women and men to live their lives according to their own choices and to the fullest extent of their capabilities. In the Beijing Declaration, decision-makers agreed that “women’s empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace” (UNDP, 2007). Women are potential agents of change, provided they can use their rights, capabilities, resources and opportunities to make strategic choices.

In mainstreaming gender into forestry interventions, efforts must not exacerbate gender inequalities, and attempts should be made to increase women’s voices and influence. To empower women’s agency, gender dynamics at the household level must be observed. For interventions at the household level, women’s participation should focus on addressing women’s lack of control and constraints in forest resource harvesting for domestic duties (e.g. efforts that ease the burden of collecting fuelwood for cooking and sterilizing water or wild vegetables for food consumption), as well as addressing negative social and health impacts from forest-related activities. If the interventions aim to introduce innovative practices that help carve out free time for forest resource collection and use, this should not mean that women should shoulder new responsibilities. The extra time made available by the interventions can be used instead to grow their opportunities for education and training.

SESSION 10:**EFFECTIVE PARTICIPATION OF MEN AND WOMEN FOR GENDER MAINSTREAMING****OBJECTIVES**

At the end of this session, participants will be able to:

- Define effective participation when it comes to the involvement of men and women in forestry;
- Explain how participation can ensure more effective gender mainstreaming; and
- List examples of strategies that can facilitate effective participation of both men and women to ensure more effective gender mainstreaming.

TIME: 1 hour and 30 minutes.

METHODS: Role-play and plenary discussion.

MATERIALS: Printed copies of character descriptions, costumes, flipcharts and markers.

STEPS

1. Introduce the objectives of the session and remind participants of the definitions of effective participation addressed in Session 9 as the key considerations for gender mainstreaming. Session 10 uses role-play to illustrate when and how women are not allowed to participate in a meeting effectively. Gauge whether the participants understand role-play and explain how the activity works.
2. Select a group of volunteers for the role-play and distribute the character description cards to each of them. Ask the role-play participants to not share the content of their cards with any other participants except among themselves. Allow the role-play participants about 15 minutes to read, rehearse and prepare for their roles. Explain that the task of the role-play group is to come up with a list of proposed actions to solve the problem at hand and to rehearse the roles of the different characters.
3. Explain that each volunteer should base their inputs on the way they imagine the character they have been assigned. Emphasize that they should act their respective role as closely as possible and attempt to reflect the behaviour or opinion of that role. Encourage all volunteers to contribute to the discussion.
4. Inform the other participants that they will be observers and that they will be asked to share their observations after the role-play has been completed.
5. Ask the volunteers to begin acting out the role-play. Allow 10 minutes for the activity to play out. Five minutes into the exercise, let the group know they have reached the halfway point of the role-play. If the volunteers have not finished after 10 minutes, ask them if they need extra time, and if they do, allow another five minutes.

6. After the role-play is complete, ask volunteers to return to their roles as participants and ask them to reflect on the activity. Ask questions like:
 - How did you feel in the role that was assigned to you and why?
 - What happened during the activity and why?
 - What influenced the decision-making process and final agreement of the group? In your opinion, to what extent did the process mainstream gender as an important consideration?
 - What are the challenges of fostering women's effective participation in decision-making processes?
 - What should women and men's roles be to facilitate effective participation?
7. After the reflection with the volunteer role-play actors is complete, ask the observers of the role-play to reflect on the following questions:
 - What happened during the role-play? As a man or a woman, how did it make you feel?
 - Who dominated the discussion? Who did not raise any questions? Why? Did every role-play actor have the chance to express their opinion?
 - Were there behaviours and attitudes exhibited that were not gender-sensitive?
 - What could have been done to promote more effective participation of all role-play actors?
 - Can you relate this role-play to your own context? Can you explain how?
8. Guide the plenary discussion so that the participants can draw out some of the strategies for effective women's participation. Base the discussion around the points raised by the participants during the reflection on the role-play activity. Ask the participants to divide up into three groups and provide them with the following questions:
 - Can the level of participation of each stakeholder change during the process?
What were some of the indications of this, if so?
 - What were some of the indications of a participatory decision-making process?
 - What is the aim of encouraging more balanced participation among men and women? How can a more participatory process ensure more effective gender mainstreaming?
 - What were some of the strategies that were used to ensure more balanced participation by men and women in the forestry context?
9. Ask the groups to write down answers for the last question on a flipchart and share during a concluding plenary discussion.
10. Conclude the session by summarizing the strategies that can encourage the participation of men and women to ensure more effective gender mainstreaming in the forestry context.

TRAINER'S NOTE:

Trainers should link this session with the discussion on effective participation during Session 9. The rationale to include this specific session on effective participation is to recognize the participatory approach as a strategy for engaging men and women equally in the decision-making processes that affect their daily lives. The effective participation of both men and women facilitates mutual learning; strengthens mutual respect and trust; and fosters empowerment for gender equality in community development.



EXERCISE ROLE-PLAY

A community forest user group (CFUG) of Village 1 meets in the morning in the community meeting room. The aim of the meeting is to discuss the continuous intrusion of the villagers of Village 2 in the community forest area of Village 1. Although the two communities are located next to each other within a single landscape, the demarcation of the community forest areas has been clearly set by authorities. However, in practice, the villagers – especially the women – have traditionally used and harvested forest products across these areas and have not been concerned with official land area demarcations. Only recently, when the CFUG of Village 1 became very active in sustainably managing its forests, and its forest resources became very rich in comparison those of Village 2, did intrusion become an issue.

At the end of the meeting, a list of proposed actions and roles of relevant persons to solve the problem must be developed.

The members of the meeting are:

- CFUG Chairperson/leader
- CFUG Vice Chairperson/deputy leader
- Women's group representative
- Village elder man
- Village elder woman
- Representative from another village
- Religious leader

Cards for the role-play

CFUG CHAIRPERSON/LEADER

As Chairperson of the Community Forest User Group, you are responsible for the final decision that will be implemented by the committee to end the encroachment in your community's forest areas by Village 2. Although you value the importance of women's participation in the meeting, you take control of the decision-making as the leader, particularly those decisions relevant to the community forestry issues. You do not really listen to the women and other marginalized or minority groups. You do not take into account their points.

CFUG VICE CHAIRPERSON/DEPUTY LEADER (FROM MINORITY GROUP)

As Vice Chairperson of the Community Forest User Group, you assist the Chairperson in conducting the meeting. Your main role is to keep the meeting on track in solving the issue of encroachment by Village 2. You believe that women are key actors in forest resource use and management and that their concerns and opinions must therefore be heard for the issue to be solved. However, ironically, even though you are an advocate for women's participation, you yourself are from the minority social group in the village and the Chairperson does not take your voice into account either.

WOMEN'S GROUP REPRESENTATIVE

As the representative of the community women's group, your main role is to ensure that the women's voices – especially those who are facing the issue of diminished livelihoods – are heard. You suggest that the management consider the voices of the women, who are typically marginalized in the community. However, you speak relatively less than the other participants in the community meeting because, as a woman, you sometimes do not feel confident to do so in the meeting and you are under-represented as the only woman representative of the CFUG. You point out to the committee that you are the only woman of the women's group who could make it as the others have to feed their children and then take them to school. You also point out that the committee has not considered the timing of the meeting would conflict with these women's responsibilities.

VILLAGE ELDER MAN

You are a very experienced person in the community and have been a leader of many community-based groups in the past. You are expected to contribute to this meeting due to your experience and to share your lessons learned. You feel that you can play a very important role in this meeting and would like to be consulted for any decisions made. Because of this, you tend to dominate the meeting. You believe that elderly men are the ones who should be making decisions: not women or anyone younger.

VILLAGE ELDER WOMAN

Over the years, you have long struggled to maintain your family and community's forest- and agriculture-based livelihoods. You are knowledgeable about the best and most sustainable ways to utilize forest resources. Although you moved to this village after marrying a local, you know the history of community forests very well: you understand who the real users are and why certain outsiders might decide to encroach on a forest. You attend the community meeting as a committee member, but you are not comfortable speaking in front of dominating male counterparts. Even though you have been invited because of your elderly position, you believe that your opinions will not be considered as you are illiterate and feel that you have not had enough exposure in your life to the greater world outside of the community.

CFUG LEADER OF VILLAGE 2

You have been invited to the CFUG meeting of your neighboring community: Village 1. You are there as the CFUG leader of the village blamed for illegally collecting fuelwood and fodder as well as other forest products from the forest of Village 1. You know you must deal with the issue tactfully and in a cordial manner. You might decide to share the point that the CFUGs of both villages have neglected to regularly update each other on the development of each other's CFUGs. You might share that this neglect has been due to the strained relationship between the two villages caused by not following the correct methods and procedures of setting up of the CFUG in your own village. You are surprised to see the presence of women in this meeting. You ask questions about their roles in the meetings. You are interested to see what they might possibly contribute to such a meeting. In your own CFUG meetings, you have not included women.

RELIGIOUS LEADER

As a respected person by both villages, you are invited to the meeting to contribute in mediating the conflict and helping find a solution. You try to lessen the tension when the debate becomes contentious. Even though you are aware that you should be neutral as a mediator, you believe that CFUG leaders should have a larger say and that women should not be part of the mediating process.

HANDOUT FOR SESSION 10**EFFECTIVE PARTICIPATION OF MEN AND WOMEN FOR GENDER MAINSTREAMING****What are practical measures to involve women in forestry project design and implementation?**

There are many practical measures to promote women's involvement in decision-making to ensure that project information reaches women, that they are able to attend meetings and that the meetings provide a forum in which women can actively participate. Open discussions involving both men and women may not be adequate, however, to facilitate women's participation: specific measures may be needed to overcome social prohibitions against women speaking out in front of men (DFID, 2002). Consultation processes sensitive to women's constraints can be organized in a variety of ways, such as:

- Meetings of smaller planning groups through which women's roles, responsibilities, priorities and constraints can be elaborated in more detail.
- Meetings held in the locations where women already gather for their daily activities (Flinton, 2012) to accommodate time availability and reduce time or travel constraints on women.
- Consultations that work on building support from men, particularly community leaders, can promote positive attitudes towards women's active participation in decision-making processes. Men's negative attitudes towards women's increased involvement have often shifted once the real benefits to the community, households and women themselves have been demonstrated (DFID, 2002).
- Ensuring women's involvement in management committees gives them practical opportunities to take an active role in community-level decision-making (UNDP, 2013).
- For women who are not used to assuming positions of authority, considerable groundwork and experience may be needed for them to develop the self-confidence and assertiveness skills necessary for dealing with village authorities (DFID, 2002). Therefore, women's representatives may need special training in leadership skills, confidence building and communication (UNDP, 2001).
- Developing gender-sensitive partnerships between community representatives and local authorities can be an effective way to raise awareness concerning women's needs (DFID, 2002). With appropriate support and training, community representatives can negotiate effectively for gender-sensitive services; at the same time, staff in municipal authorities can increase their understanding of gender issues and accept their responsibility for delivering gender-aware activities (UNDP, 2007).

Some considerations for effective participation when implementing gender mainstreaming initiatives

The considerations below are helpful strategies to facilitate more balanced participation between men and women, which thus leads to more effective gender mainstreaming. These considerations include:

- What are the different needs and priorities of women and men?
- How do women and men think they will benefit from the activities?
- Who uses and controls which resources (e.g. forest resources, land, water) and services (e.g. credit, training)?
- What constraints and factors may hinder women and men from participation (e.g. illiteracy, poverty, limited access to resources and services, lack of time, social-cultural constraints, logistical barriers such as meeting times and locations), and how do they think these issues could be addressed?
- Are men and women willing to bear the likely costs generated from participation in an action (e.g. through investing time or other resources)?
- What are the likely impacts of the initiative on the gender division of labour (workload)?
- Who would have access to and control of household income generated from the forestry interventions; in other words, will the activities positively affect women's household financial management?
- What kind of meeting formations women and men prefer when approached for consultations or involved in decision-making (e.g. will women attend mixed-meetings? Or do they prefer women-only meetings? Are men and women willing to meet at a central meeting place? Or is another location preferred?); What kind of meeting processes they prefer (e.g. group or one-to-one consultations; Large community meetings or small preparatory meetings prior to large meetings?); What process and meeting formations may help to increase women's agency at the community level?

MAINSTREAMING GENDER INTO FORESTRY – PRACTICAL TOOLS



The primary objective of this learning block is to allow participants to further explore how to practically integrate gender analysis and gender-sensitive actions into forestry interventions. In this learning block, participants will have the opportunity to apply the new knowledge and skills of gender analysis in project management. The learning block begins with a gender analysis exercise of forestry-related cases for participants to get an overview of common gender issues that should be addressed in forestry interventions (Session 11). Participants then reflect on gender issues that should be considered in each phase of the project cycle: assessment, planning, implementation and monitoring and evaluation. The results and lessons of projects on gender can be adopted in an iterative re-planning process for the development of following projects (Session 12). Participants explore the assessment phase of a forestry intervention in depth by developing questions to conduct gender assessments on the ground with communities and sharing and using the participatory assessment tools they are already familiar with in order to collect information (Session 13). Participants further integrate the results of the gender assessments into the planning phase of a forestry intervention by developing gender-sensitive objectives and indicators (Session 14). In the final session of the learning block, participants reflect upon the various challenges and possible solutions that could be encountered when mainstreaming gender in a forestry intervention (Session 15).

SESSION 11: GENDER ANALYSIS IN THE FORESTRY CONTEXT

OBJECTIVES

At the end of this session, participants will be able to:

- Apply gender analysis in the forestry context; and
- Elaborate on the different implications of forestry interventions for women and men.

TIME: 2 hours.

METHODS: Case study analysis in groups and plenary discussion.

MATERIALS: Hardcopies of case studies, flipcharts and markers.

STEPS

1. Introduce the objectives of the session.
2. Divide the participants into groups and distribute the case studies (see exercise section below). Depending on how many groups trainers have chosen to make, some groups (most likely at least two) will work on the same case study (separately).
3. Allow the groups 30 minutes to read their respective case study and apply the Harvard Analytical Framework by discussing the following set of questions (make these questions visible to all groups either on a flipchart or on a screen):
 - What are the different activities of men and women?
 - Who has access to which resources?
 - Who has control of which resources?
 - What are the factors influencing access to and control of resources?
4. Explain to the groups that they have to summarize the findings of their discussion on a flipchart in accordance with the instructions given on the exercise sheet.
5. Once groups complete their tasks, allow 10 minutes for each to present their findings. Remind the participants that before presenting their findings, they should give a small introduction about the context of the case study.
6. After all groups complete their presentations, allow some time for the participants to ask questions to the other groups. This will ensure that each group has an overview about each case study – not just their own.
7. Summarize the main findings of each group and keep their flipcharts visible for the duration of the session. Trainers may want to underline key words of the findings.

8. At this point in the session, trainers should facilitate the discussion towards commonly recognized gender issues in the context of forestry and natural resource management. Participants should draw conclusions about these gender issues from the findings of both case studies. Trainers can ask the following questions to start the discussion:

- Is there any similarity between the two case studies in terms of activities performed by men and women? Which ones?
- Do women and men have equal access to resources? If yes/no, why does that happen?
- Do women and men have equal control of resources? If yes/no, why does that happen?
- Do you recognize any of the gender issues in your own work environments? Can you provide examples?

9. Write down the participants' main responses on a flipchart. Some responses that are likely to arise are: family subsistence is mainly driven by women; unequal access to tenure rights; women's contributions to forest management are not valued in the same way as men's; unequal access to attending and sharing ideas at the community meetings (see the handout below for more information and references).

10. Conclude the exercise by emphasizing that, through gender analysis, participants should have realized that between men and women in the forestry sector (and in the sector of natural resource management more generally) there exists:

- Unequal access to and control of land and forest tenure;
- Unequal access to information and training;
- Unequal ability and opportunity to influence decision-making processes; and
- Unequal access to and control of resources could have negative consequences for the livelihoods and well-being of women and men.

Note, too, that it is important to acknowledge that many factors influence access to and control of resources. These include: the male-dominated system within the forestry sector and at the community level; not considering women as forest stakeholders; and the limited capacity within the forestry sector to understand and address gender issues.

In summarizing the conclusion, trainers should also emphasize the contextualized notion of gender – meaning that the above conclusions may hold true in some communities and contextual settings but are not always the case in all situations.

11. Explain that the key learning points above exemplify why gender mainstreaming is so essential in forestry programmes, policies and projects.

12. Conclude by informing participants that the next session will explore gender issues to be considered during each phase of a project cycle.

TRAINER'S NOTE:

This manual provides trainers with two case studies that allow participants to explore some of the main gender issues associated with natural resource management. However, although this manual has been discussing gender issues prominently as between men and women, it is important to note that among men and among women there are also important differences and inequalities: men and women are not homogenous groups. For this reason, a third, optional case study has also been included in this session in case trainers would like participants to reflect on this issue.

Trainers can also choose other case studies depending on specific needs – contexts, challenges, vulnerable groups, etc. If other case studies are chosen, trainers should make sure that the studies are suitable for answering all gender analysis questions, i.e. providing information on activities, access to and control of resources for both men and women and influencing factors.



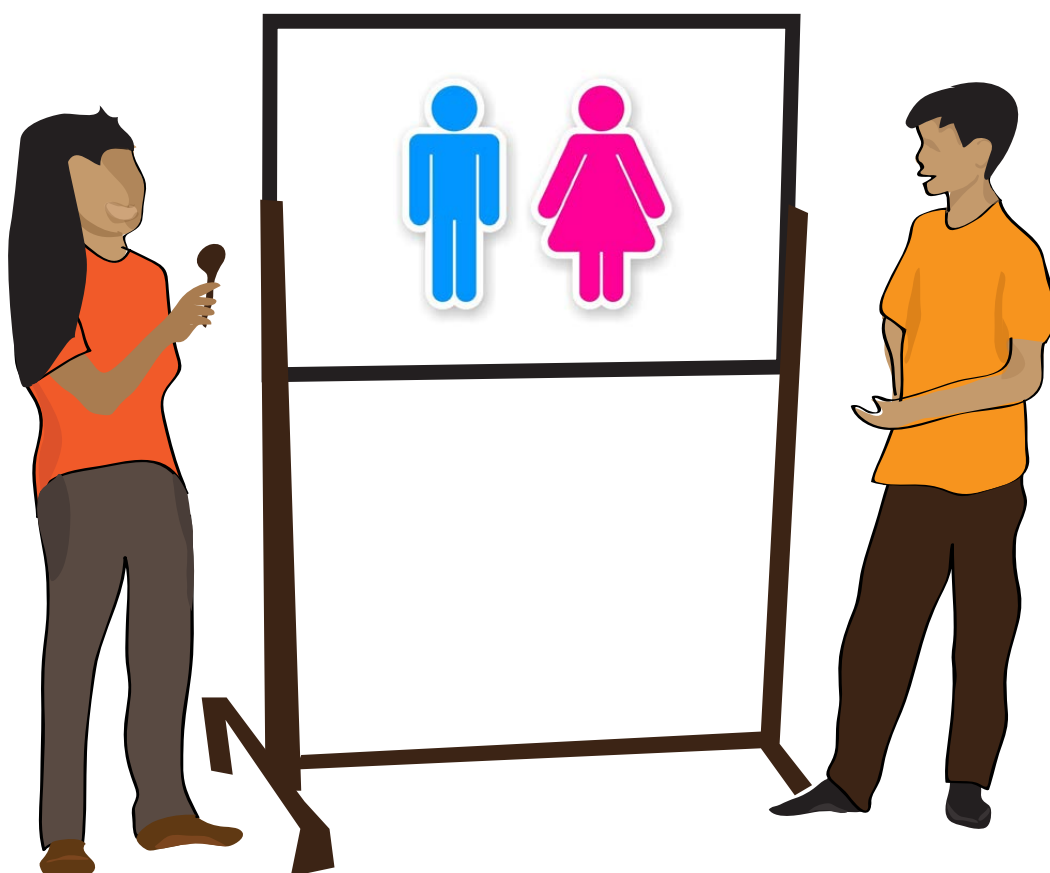
EXERCISE CASE STUDIES

INSTRUCTIONS:

After reading your assigned case study, you have 30 minutes to discuss within your group the following questions:

- What are the different activities of men and women?
- Who has access to which resources?
- Who has control of which resources?
- What are the factors influencing access to and control of resources?

Write the findings of your group discussion on a flipchart. You will have 10 minutes to present your gender analysis to the other participants. The content of your presentation should include: a brief introduction of the case study; a summary of the activity profile; a summary of the issues found in your “access and control” analysis; and a summary of influencing factors.



CASE STUDY 1:**TENURIAL CONFLICT AMONG THE NGAJU DAYAK, AN INDIGENOUS GROUP IN EAST KALIMANTAN, INDONESIA**

The Ngaju Dayak is a group of indigenous people in East Kalimantan, Indonesia. The livelihoods of the Ngaju Dayak are mostly based on the collection of non-timber forest products (NTFPs) and swidden agriculture. Ngaju Dayak men also hunt in the forest, while the women collect food and traditional medicine. Ngaju Dayak women are known for being strong, independent and powerful, spending long and arduous hours in the forest to gather what their families need. They are also among the most active swidden agriculture practitioners.

Changing forest policies and governance have affected the livelihoods and well-being of the Ngaju Dayak. These changes began happening in the 1970s with the establishment of “Forest Zones”: areas from which timber companies could extract timber if they have obtained “official” logging licenses from Indonesia’s Ministry of Forestry. The lands of the Ngaju Dayak were included in these zones and their customary forest tenure was not recognized by the law. This provoked a conflict over land use and ownership between the Ngaju Dayak and the Indonesian government, which sharpened even more when the government converted the land into the controversial transmigration programme and Mega Rice Project areas. The transmigration programme was a government initiative to move people from highly populated to rural areas, and East Kalimantan was one of these target areas. The programme eventually ended in 2015. The Mega Rice Project was another government effort, which attempted to turn 1.4 million hectares (ha) of peat swamp forest into rice paddy fields through large-scale investment in forestland clearing and irrigation system construction. Although the Mega Rice Project ended in 1999, the peat land ecosystem was left degraded and furthered the disruption of the Ngaju Dayak livelihoods. This tragedy continues today as some land parcels of the former Mega Rice Project area were subsequently allocated for oil palm plantations and sand mining.



Small parcels of land have remained available for the Ngaju Dayak. But as access to their customary land became more restricted, households began to manage their own individual plots of land rather than sharing all of the land communally as they had done in the past. The district government is working with local NGOs and villagers to formalize land tenure, and some villages have permanently assigned specific plots of land to individual families. This new form of land tenure management, however, has led to a male-dominated system. Women, who generally have a lower education level than men, are in a subordinate position in terms of control of the lands that they inherit, and have largely been excluded from land ownership: official land titles, in contrast to traditional land tenure, tend to be assigned to the male heads of households. Households headed by single women are especially impacted as they have limited access to and control of inherited lands.

The tenorial conflict was further exacerbated as a result of regulations on customary lands issued by the provincial government of Central Kalimantan. Some customary leaders are therefore authorized to issue a letter of reference on customary land which is an informal letter of title recognized only locally within their customary territories. These were used by oil palm companies to grab land from communities through legally endorsed mechanisms. Backed by oil palm companies, some customary leaders issued permissions and provided compensation fees – after skimming off some money and benefits for themselves – to community members whose lands would be used by the companies to create their plantations. In making these decisions, the customary leaders communicated mostly with the men of their communities. Because women were not included in these discussions, many of them lost their land and livelihood sources. Tenure insecurity continues in the area as community rights to customary land tenure management and ownership were not secured through legal frameworks in the first place.

Source: Adapted from Securing Women's Tenure and Leadership for Forest Management: A summary of the Asian Experience (Buchy, 2012).

CASE STUDY 2:**WOMEN'S PARTICIPATION AND LIVELIHOOD SECURITY IN COMMUNITY FORESTRY – BAN THUNG YAO, THAILAND**

In 1987, Thailand's Royal Forest Department was ready to declare the Ban Thung Yao community forest (CF) a national park, offering the community US\$2,667 to initiate an annual village development fund. Local men and women protested the announcement and demanded their rights to retain their CF: the CF had not only been a source of subsistence and cash income for the community, but also part of the identity.

In this village, women are prominent in protecting traditional knowledge, wisdom, spiritual beliefs and rituals related to forestry; keeping records of customary laws on forest protection and conservation; and in fund management. The women often advocate for local ownership of non-timber forest products (NTFPs) and help in forest patrolling and reporting violations to the forest executive committee. Women are more engaged in collecting and growing traditional herbal plants, producing into medicines, as well as in cultivating mushroom. The men, on the other hand, opt for organic farming and involve in CF management issues through enforcing the written agreements and laws of the CF on logging, tree-cutting and forest patrolling. Men have different capacities and interests in the CF's NTFP collection by hunting for poisonous insects in the forest at night, and exploring new routes and trails.

In terms of livelihoods, the women of Ban Thung Yao are more knowledgeable about the market demand for forest products than the men. The women are responsible to sell the NTFPs collected by both women and men in the family and have established linkages with vendors at the local and provincial markets. The revenue generated from NTFPs, mainly from different varieties of mushroom and red ant eggs, is about US\$500 to 1,000 a year per household.

However, despite women having active roles in the CF, empowerment activities – involvement in conflict resolution, participation in training programs – are often undertaken by the men of the community. Ban Thung Yao women strongly feel that they still need further support in developing their capacities, particularly in contemporary forest-related issues like climate change and REDD+ initiatives. The women would like for their voices to be heard when it comes to forest-related strategies, programs and policies.

Source: Gender and Community Forests in a Changing Landscape (Upadhyay, et al., 2013).

OPTIONAL CASE STUDY: “PARTICIPATING OR JUST SITTING IN?” – NEPAL

A community forest in Nepal wanted to limit the harvesting of leaf litter to two five-day periods per year. The high caste women of the community live farthest from the forest and were thus disappointed: this proposal would dramatically increase their work burden. During the meeting addressing this proposal, two high caste women in attendance left and gathered other women of the village to come and voice their concerns. One said, "How can we gather enough pine needles for six months in such a short period of time? And what will we do if a woman is sick or the daughter-in-law is having a baby during that week?"

The women had legitimate reasons for concern: the forest is at least a 45-minute walk from their homes and it would be difficult for them to collect more than two or three loads of leaf litter in one day. It would also be difficult for them to maintain that level of exertion for five straight days.

However, when the decision on limiting the harvesting periods was made, their concerns were not taken into account. Moreover, no provisions were made for women who are sick or otherwise unable to collect leaf litter during the specified time. There were also no provisions made to allow a longer collection period for the high caste women. Thus, while the high caste women were active participants in the decision-making process, they did not actually have any real power to affect the decision.

The situation of lower caste women is worse. They could not even be called to the meeting, but even if they could, they did not share the highest-caste women's concerns. Their village is on the border of the forest and they already collected leaf litter in short periods of time and stored it at their houses. It is important to note, however, that their opinions were not solicited before the measure was passed, yet like the high caste women, they are responsible for all the leaf litter collection for their households. When the decision was made, the high-caste women's concerns were not taken into account despite their speaking out at the meeting and the other women were not consulted at all.

Source: Participating or Just Sitting In? The Dynamics of Gender and Caste in Community Forestry (Nightingale, 2002).

HANDOUT FOR SESSION 11: GENDER ANALYSIS IN THE FORESTRY CONTEXT

Gender roles and responsibilities in forest management vary across cultures and geographical regions; nevertheless, in broad terms, they often show similar patterns worldwide (UNDP, 2007; FAO, 2014; Sunderland *et al.*, 2014). For instance, women frequently work on both income-earning activities, such as processing and selling of NTFPs, and household chores, which significantly contribute to subsistence needs, food security and rural livelihoods. While men may typically have technical jobs, women tend to be engaged in administration and financial management – as administrative staff in large-scale logging concessions, for example. Women are also frequently underrepresented in decision-making processes within organizations and community groups – which are largely dominated by men – often owing to limited logistical, social or cultural opportunities. Women, therefore, are typically not the points of contact with government officials.

Given men and women's roles and responsibilities associated with forests, understanding the gender issues existing in forestry is a prerequisite for embarking on mainstreaming gender into forestry. The following sections give a basic overview of the gender issues associated with key areas of forestry.

TENURE SECURITY

Tenure security is an essential foundation in sustainable forest management: it gives local people an incentive to sustainably manage their forests (FAO, 2011b). If people can benefit from the forest, they will take responsibility in looking after it. Control over natural resources is also a crucial factor affecting the efficiency of resource use and benefit distribution, and is an important source of power (UNDP, 2007; FAO, 2011b).

Women are major forest users: they harvest fuelwood, food and medicine for their own use or to sell, and are promoters of resource sustainability (Upadhyay, 2005; Mwangi *et al.*, 2011, both as cited in Sunderland *et al.*, 2014). Women are also the primary family caretakers, and they contribute to and manage household income (World Bank, FAO, and IFAD, 2009; FAO, 2011a). However, in spite of these roles and responsibilities, they tend to have less access to formal extension, training and credit services compared to men, and are often underrepresented in forest decision-making processes (World Bank, FAO, and IFAD, 2009; CPF, 2012; RECOFTC and FAO, 2014). Worldwide, women have fewer rights of ownership to forest resources and lands than men (Sunderland *et al.*, 2014). And, even in places where women do have ownership rights, men from outside – and even within – the community tend to ignore their existing formal rights.

Thus, due to discriminatory social norms and practices, women are frequently devoid of secure access to resources and land (FAO, 2011b; FAO, 2014). They also tend to have little say about the allocation or use of forest resources (Agarwal, 2001; Sarker and Das, 2002; both as cited in Sunderland *et al.*, 2014). Women's access to and control of land and productive forest resources are frequently limited by official land registration that often considers husbands as the sole eligible landowners; restrictive customary rules; and women's limited productive assets compared to men. Moreover, even in cases when women are given access rights over land, the land may be less productive and have little tenure security. In such conditions of tenure insecurity, women tend to depend more on common property resources for their livelihoods (UNDP, 2007; FAO, 2011; Sunderland *et al.*, 2014). The privatization of common property – driven by globalization and commercialization – may therefore adversely influence women's income and, in turn, their family's well-being (UNDP, 2007; USAID, 2014). Gender-based tenure arrangements or reform, if not based on sound gender analysis, may negatively affect women's rights, interests and needs and thus ultimately have a negative impact on an entire community (FAO, 2011b).

FOREST-BASED ECONOMIC BENEFITS

As defined by FAO (2014), (socio-)economic benefits derived from forests are “the basic human needs and improvements in quality of life that are satisfied by the consumption of goods and services from forests and trees or are supported indirectly by income and employment in the forest sector.” It is generally assumed that in most countries, income and employment in the informal forest sector contribute more to poverty alleviation than income and employment in the formal sector. Women are normally involved in support tasks, administration or cleaning work while men work in technical positions. Wage gaps are commonly accepted, as well as women’s role as a financial buffer: hired or employed as needed.

Dependence on forests is often due to a lack of alternative ways to make a living (FAO, 2014). Yet for poor women, who are often more subsistence-oriented in terms of their livelihood roles than men, selling forest products – particularly NTFPs – is a vital source of income or expense substitution (Sunderland *et al.*, 2014).

Small and medium scale forestry enterprises (SMEs) engage significant numbers of women, for instance in the processing of NTFPs – such as the production of juice from forest fruits – or in wood-based furniture industries. When done at home, SME activities offer women the flexibility to combine work with their household chores. Development initiatives, however, sometimes overlook women’s multiple roles when introducing formal processes and hence complicate women’s work. When providing training and credit opportunities for men rather than women, programmes sometimes create opportunities for men to replace the income once earned by women. Similarly, when programmes introduce the mechanization of product processing, they sometimes adversely affect women’s incomes and their labour becomes superfluous.

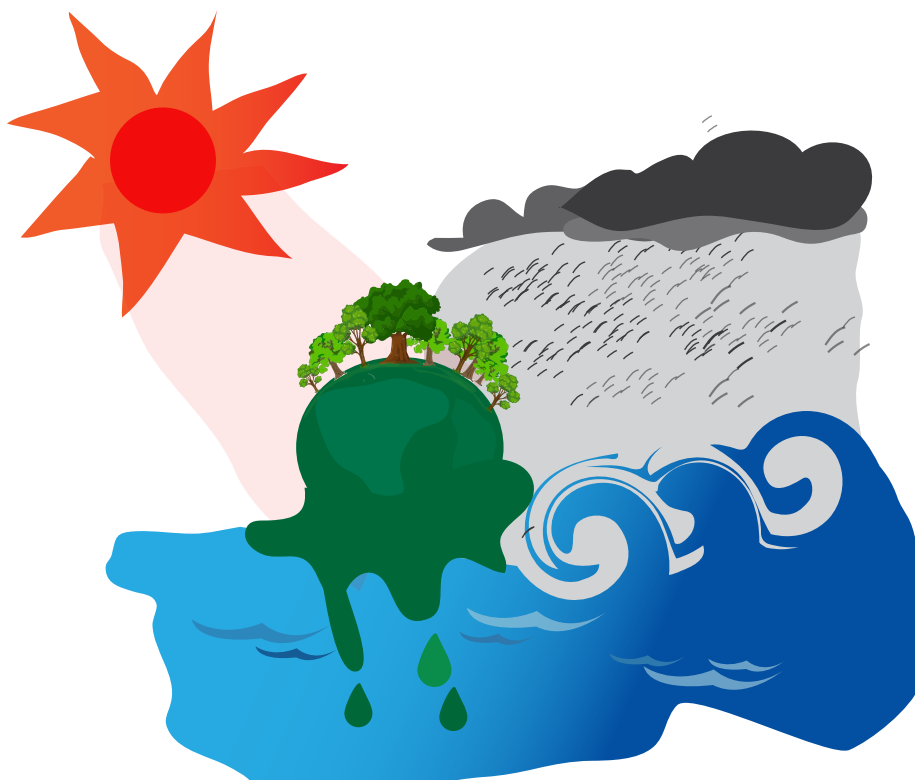
CLIMATE CHANGE

Asia and the Pacific is a major source of forest-related greenhouse gas (GHG) emissions (FAO, 2010) and the fastest growing emitter on the planet (UNDP, 2013). Forest-related emissions in the region have been attributed for the most part to deforestation and unsustainable logging in Southeast Asia (FAO, 2010). Moreover, the Asia-Pacific region is projected to experience the most severe impacts of climate change, compared to other regions around the world (UNDP, 2013).

Climate change has the potential to aggravate gender inequalities. Because of gender-based roles and obligations, women are likely to disproportionately shoulder the burden in times of climate change-related disasters and shocks (UNDP, 2013). In forested areas, women's dependence on forests makes them highly sensitive to changes in resource availability. Women may need, for example, to walk longer hours for the collection of fodder, fuelwood and water in the case of drought and natural disasters.

Generally, women and children – the poorer among them in particular – are highly vulnerable to the impacts of climate change. Compared to men, women have less capital, lower income levels, less access to resources – e.g., education, information, technology and public services – and are less involved in decision-making, which impairs their capacity to adapt to climate change (UNDP *ibid.*; IUCN and UNDP, with GGCA, 2009).

In mitigating and adapting to climate change, women must be recognized as capable users and managers of technologies and information and therefore as agents who can deliver solutions. For example, women's knowledge associated with genetic material could be of assistance in the identification and promotion of species adaptability and domestication in mitigation and adaptation efforts (World Bank, FAO and IFAD, 2009). Although gender considerations have already been integrated in policy commitments on climate change, translating these considerations into actual implementation remains a challenge (World Bank, FAO and IFAD *ibid.*). Among the necessary steps to be taken, three of the most important ones to address are: 1) women's income and asset bases; 2) gender inequality in resource access; and 3) women's decision-making ability to effectively respond to climate change. Any climate change mitigation and adaptation initiative must therefore address men and women's differing rights, roles, needs and interests related to forests by involving both in decision-making throughout planning, implementation, monitoring and evaluation and re-planning processes (IUCN and UNDP, with GGCA, 2009; UNDP, 2011a and 2013).



SESSION 12: GENDER-SENSITIVE FORESTRY INTERVENTIONS

OBJECTIVES

At the end of this session, participants will:

- Be able to identify potential gender issues to address in all phases of a forestry intervention: assessment, planning, implementation and monitoring and evaluation; and
- Have reflected on the importance of gender analysis in the project cycle.

TIME: 1 hour and 30 minutes.

METHODS: Group work and plenary discussions.

MATERIALS: Checklist forms, flipcharts, markers and a flipchart (or another visual aid) describing the project cycle.

STEPS

1. Introduce the objectives of the session.
2. Explain that check-listing allows participants to reflect on questions and issues to be considered in each phase of a forestry intervention in order to make it more gender-sensitive. (Refer to the handout in Session 5 for details on this component.)
3. Briefly introduce the project cycle by using a visual device (flipchart or powerpoint) to show the image provided in the handout below. Ask volunteers to explain how they understand the four phases: assessment, planning, implementation and monitoring and evaluation.
4. Ask the participants to return to their groups from Session 10. Explain the exercise and allow 45 minutes for the participants to complete the following tasks:
 - Identify an area of intervention from the findings of the gender analysis completed during Session 11 (for instance, "Improve tenure security for men and women"); and
 - Prepare a checklist of issues to consider during each phase of the intervention.
6. Before the participants start their group work, briefly go through the instructions and explain the table for check-listing again to ensure that everyone is clear on the task. (Refer to the exercise section below for further explanations and examples.)
7. As the groups begin their discussions, make a quick round to all the groups and confirm the area of intervention they have chosen. Make sure that they clearly define an objective and indicate a selected target group.
8. Once the groups have completed their work, allow 10 minutes for each group to present their checklists.
9. Allow some time for questions.
10. Conduct a brief reflection session by asking the following questions:
 - How did you feel about this exercise (was it useful, difficult, not useful, etc.)? Why?
 - What did you learn from the exercise?

11. Conclude the session by emphasizing the key learnings:

- When preparing for a forestry intervention, it is important to understand what effects the intervention will have on both men and women.
- Men and women can benefit from a project intervention only if the needs and interests of both groups are taken into consideration from the outset (the assessment phase) to the conclusion (the evaluation phase) of the intervention and also the re-planning phase.
- It is therefore essential to prepare a checklist of questions/issues to keep in mind during all phases of an intervention: assessment, planning, implementation and monitoring and evaluation.

12. Tell participants that the next session will focus specifically on the assessment phase.



EXERCISE CHECK-LISTING

You have 45 minutes to complete the following tasks:

- Identify an area of intervention from the findings of the gender analysis completed during Session 11 (for instance, “Improve tenure security for men and women”); and
- Prepare a checklist of gender issues to consider during each phase of the intervention.

You should develop questions or key gender issues along each phase of the project cycle that apply to the interventions. You can use the table below as a guide for developing your questions/issues.

Check-listing consists of evaluating a series of questions. These questions are designed to assist practitioners in examining a project proposal or an area of intervention from a gender perspective using gender-disaggregated data and capturing the different effects of social change on both men and women. The questions should be developed and considered for each phase of a forestry intervention. For instance, during the planning phase of a forestry intervention, the following questions can be worth considering: Which activities of men and women does the project intervention affect? Are these activities affected negatively or positively? Do they create tension/conflict between the women and men of a community?

Fill in the table below with similar considerations and questions for each of the project cycle phases. It is important to note that after monitoring and evaluation, a re-planning for following interventions can occur and the questions used in this phase can be drawn from the planning phase.

Area of intervention:**Assessment**

Examples:

- How can we assess both women and men's needs?
- How do we ensure that we consult all relevant stakeholders during the assessment?

Planning

Examples:

- Which activities of men and women will the project intervention affect?
- Will these activities be affected negatively or positively?
- Will they create tension/conflict between the men and women of a community?
- Does the project have an adequate budget for ensuring that women participate in project events?

Implementation

Examples:

- Are the project staff members aware of gender issues?
- Do we need to select female/male staff for specific project activities?
- How can we encourage equal opportunity to participate in project activities?

Monitoring and evaluation

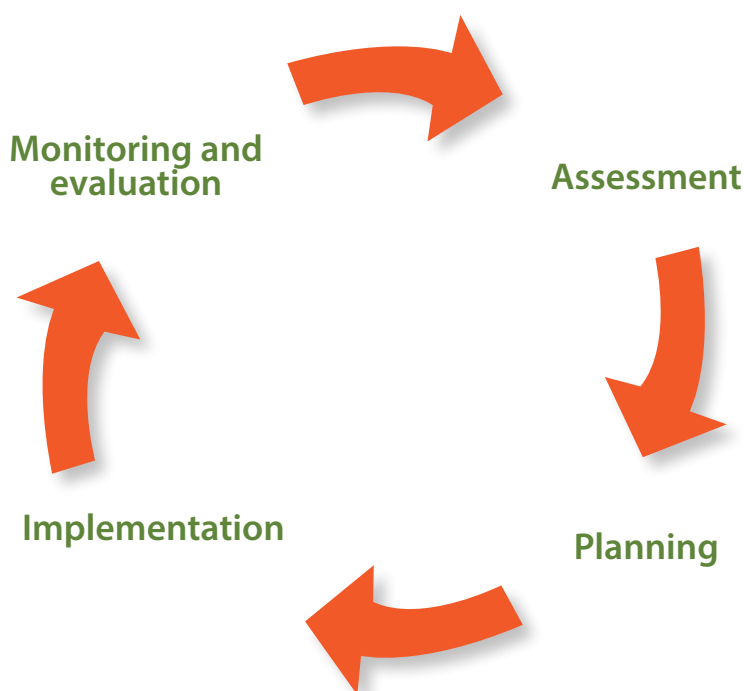
Examples:

- What data do we need in order to capture progress for both men and women?
- How do we collect data that is representative of all sub-groups of both men and women?
- How can we monitor progress with regards to gender issues?

HANDOUT FOR SESSION 12: GENDER-SENSITIVE FORESTRY INTERVENTIONS

PROJECT CYCLE

For any interventions, project staff will have to **assess** the situation, **plan** an intervention, **implement** activities, **monitor** the progress and finally, **evaluate** the impacts. The project cycle is an iterative process through which re-planning for following interventions can happen after a final evaluation of the project.



The image above should help participants understand visually that a project cycle is a continuous process: the work of a gender-sensitive forestry intervention does not end with evaluation because gender issues are socially constructed and change over time.

Assessment refers to the work of understanding the distinct challenges, needs, assets and interests of both men and women.

Planning entails activities such as setting objectives, budgeting and formulating indicators for monitoring and evaluation based on determined assessments. Gender equality outcomes can be integrated into the objectives with budget allocation for implementation and progress can be measured by specific indicators.

Implementation refers to the action plans, activities and the management of human and financial resources.

Monitoring is the measuring of progress towards achieving a set of determined objectives. It is essential to monitor progress during the implementation phase of any intervention.

Evaluation refers to the measuring of the achieved outputs, outcomes and impacts.

Check-listing consists of a series of questions designed to assist project staff in examining a project proposal or an area of intervention from a gender perspective. The process uses gender-disaggregated data and gender analysis to assess potential impacts on both men and women.

Source: Adapted from Gender Roles in Development Projects (Overholt et al., 1985).

The table below offers an example of check-listing for gender mainstreaming. For each phase of the project cycle, a set of questions/reminders has been developed in order to systematically incorporate a gender lens into the project cycle. These questions can be tailored or elaborated to suit the specific needs of different interventions.

ASSESSMENT

Assessing men and women's needs

- What needs and opportunities exist for increasing men and women's productivity and/or production?
- What needs and opportunities exist for increasing men and women's access to and control of resources?
- What needs and opportunities exist for increasing men and women's access to and control of benefits?
- How do these needs and opportunities relate to the country's other general and sectoral development needs and opportunities?
- Have men and women been directly consulted in identifying such needs and opportunities?

PLANNING

Defining general project objectives

- Are project objectives explicitly related to men and women's needs?
- Do these objectives adequately reflect women's needs?
- Have all stakeholders participated in setting those objectives?

Identifying possible negative effects

- Might the project reduce men and women's access to or control of resources and benefits?
- Might the project adversely affect men and women's situations in some other way?
- What will the effects on men/women be in the short- and long-term?

Project impact on men and women's activities

- Which of these activities – productive, reproductive, community – does the project affect?
- If the project is planned to change men/women's performance of such activities – i.e. locus of activity, remunerative mode, technology, mode of activity – what positive or negative effects would there be on men/women?
- If the project does not change, would there be a missed opportunity for increasing women's roles in the development process?
- How can the project design be adjusted to increase positive effects and to reduce and/or eliminate the negative ones?

Project impact on men and women's "access and control"

- How will each project component affect men and women's access to and control of the resources and benefits stemming from the production of goods and services?
- How will each project component affect men and women's access to and control of the resources and benefits stemming from the reproduction and maintenance of the human resources?
- How will each project component affect men and women's access to and control of the resources and benefits stemming from the community activities?
- What forces have been set into motion?
- How can the project design be adjusted to induce further exploration of existing constraints and possible improvements?
- How can the project increase women's access to and control of resources and benefits?

IMPLEMENTATION

Personnel

- Are project staff members aware of and sensitive to gender issues?
- Are there gender-sensitive staff tasked with delivering goods or services to women beneficiaries?
- Do project staff members have the necessary skills to provide any special inputs required by men or women?
- What training techniques will be used to develop delivery systems? Is gender mainstreamed within those training techniques?
- Are there appropriate opportunities and equitable processes for both men and women to participate in project management positions?

Organizational structures

- Does the organizational setting enhance men and women's access to resources?
- Does the organization have the adequate power to obtain resources needed by men and women?
- Does the organization have the institutional capability to support and protect men and women during the transformative period?

Operations and logistics

- Are the organization's delivery channels accessible to both men and women in terms of personnel, location and timing?
- Do control procedures exist to ensure dependable delivery of goods and services to both men and women beneficiaries?
- Are there mechanisms to ensure that resources or benefits are not controlled by only men or women?

Finances or gender budgeting

- Do funding mechanisms exist to ensure the implementation of gender mainstreaming activities as indicated in the planning?
- Are the funding levels adequate for the proposed tasks? Is preferential access to resources by only men or women staff members avoided?
- Is it possible to trace funds that contribute to gender equality outcomes from allocation to delivery with a fair degree of accuracy?

Governance

- Does the intervention have a management information system that will allow project staff to detect the effects of the operation on both men and women?
- Does the organization have enough flexibility to adapt its structures and operations to meet the changing situations of men and women following the gender analysis?

MONITORING AND EVALUATION**Data requirements**

- Does the project's monitoring and evaluation system explicitly measure the project's effects on both men and women?
- Does the monitoring and evaluation system also collect data to update the gender analysis conducted during the assessment phase?
- Are both men and women involved in designating the data requirements?

Data collection and analysis

- Is the data collected with sufficient frequency so that necessary project adjustments can be made during the project?
- Is the data fed back to project personnel and beneficiaries in an understandable form and on a timely basis to allow project adjustments?
- Are both men and women involved in the collection and interpretation of data?
- Is data analysed so as to provide guidance to the design and adjustment of current and future projects?



SESSION 13: ASSESSMENT THROUGH A GENDER LENS

OBJECTIVES

At the end of this session, participants will be able to:

- Develop gender-focused questions and select participatory tools for assessments in the field; and
- Adapt their facilitation skills into doing gender assessments in the field.

TIME: 1 hour and 30 minutes to 2 hours.

METHODS: Group work, plenary discussion and a carousel station for participant feedback.

MATERIALS: Flipcharts, markers, tape and post-it notes.

STEPS

1. Introduce the session by explaining that while developing their checklists during Session 12, the participants have already identified some important areas of investigation during the various phases of a forestry intervention. Explain that in this session, the participants will go into even more detail of the assessment phase by identifying the questions and tools to be used in the field while conducting the assessment with stakeholders.
2. Remind the participants about the Harvard Analytical Framework introduced in the previous sessions by asking several volunteers to briefly present it.
3. Emphasize the components of the framework that the participants should bear in mind during this session: the activity profile, access to and control of resources and influencing factors.
4. Explain that in order to get information about activities, access to and control of resources and influencing factors, the participants need to think about tools for such data collection. Conduct a brainstorm on various assessment tools and write the ones participants note on a flipchart.
5. Explain that those tools can be referred to during the following group work and that the flipchart will remain visible throughout the session as a reference. Some tools to be considered are: timeline, resource mapping, community mapping, seasonal calendar, Venn diagram, strengths, weaknesses, cause-effect analysis, opportunities and threats (SWOT) analysis, as well as some data collection methodologies, such as interviews, group discussions, etc.
6. Give a brief presentation about the context and setting for the assessment exercise group work. (Refer to the trainer's note below: there are various options available.)
7. Divide the participants into groups and hand out the instructions for the exercise (see the exercise section below). Allow the participants 40 minutes to one hour to complete the exercise on flipcharts.
8. Ask the groups to hang up their work when they are finished. Allow each group to stop for a few minutes in front of each group's flipchart, write feedback on post-it notes and stick them on the flipchart.
9. After the participants have responded to each flipchart, ask them to go back to their group's work and consider the comments and suggestions received. Allow 15 minutes for the participants to review the feedback.
10. Conclude the session by highlighting what participants have done and learned during this session – that they have developed gender-focused questions and identified participatory tools to be used for a gender-sensitive assessment in the field.

TRAINER'S NOTE:

This manual targets trainers and facilitators, which means that users of this manual should be familiar with some tools for assessment. Nevertheless, if the brainstorming exercise (step 4) does not yield viable assessment tools – or if some participants have no prior knowledge of specific tools – trainers can still base the discussion on an example presented by any participant who has ever done an assessment at the community level. Trainers can also provide some examples of tools, but not doing so would not diminish the quality of the session.

Trainers should not, however, allow too much time for a discussion on assessment tools and methods (step 4) as this can sidetrack the gender analysis. The focus of this session is on guiding the participants in practicing incorporating a gender lens into these tools.

This session builds on participants' prior knowledge, skills and experiences in using participatory assessment tools and methods, and guides them in preparing for a gender-sensitive field assessment. It would therefore be ideal for the participants to have the opportunity to also practice creating an assessment plan. Although this can be done in the training room through simulation, the best situation would be to provide participants with the opportunity to practice doing so in a real world situation, such as with communities in the field or at work in their offices. It is therefore encouraged that trainers arrange a practical session following this session through which the participants can apply their learning.

In the session steps above, and in the exercise section below, no details are provided about the context and purpose of the assessment exercise. This is because the details depend on whether trainers choose to facilitate a practice session in the training room or in real world situation. If the practice session is facilitated in the training room, trainers can reference the Session 11 case studies in order to set the context and purpose of the assessment. If the practice session is done in the field, a brief introduction should be done about the stakeholders that participants are going to meet and about the context in which the stakeholders live. A resource person who is familiar with the community should be identified and invited to provide data inputs.

If the practice session is facilitated in a real world situation, trainers should also allocate time for a reflection session through which participants can analyse and present their findings, as well as reflect on their experience.

PROPOSED STEPS FOR A FIELD ASSESSMENT REFLECTION

1. Ask the participants in each group to share the results of their gender analysis of current issues and status.
2. Inform the participants that this data will be used in the next session (Session 14).
3. Ask the groups to discuss the following:
 - What are the assessment tools and methods used?
 - How did the group integrate gender into the application of assessment tools?
 - What are the advantages and limitations of such tools in gender mainstreaming?
 - How can the tools be improved, i.e. made more gender-sensitive?
4. Ask each group to present their findings on mainstreaming gender into the assessment phase.
5. Conclude the session by highlighting the key recommendations for improved practices.



EXERCISE PLANNING YOUR GENDER ASSESSMENT

1. Participants should discuss the following within their groups:

- **Questions** to ask various stakeholders in order to understand the situation in terms of activities done by men and women; their access to and control of resources; and the factors influencing access and control;
- **Key stakeholders** to be involved in the assessment in order to understand the above; and
- Most appropriate **assessment tools** to collect the required information.

2. Participants should write down their work on a flipchart, which will be shared with the other groups following the completion of the discussion. The table below can be used to prepare the flipchart.

The exercise should take 40 minutes to one hour.

| | Guiding questions | Target group/ persons | Assessment tools and methods to be used |
|----------------------|-------------------|-----------------------|---|
| Activity profile | | | |
| Access to resources | | | |
| Control of resources | | | |
| Influencing factors | | | |

HANDOUT FOR SESSION 13: ASSESSMENT THROUGH A GENDER LENS

Gender analysis is being increasingly used and considered as critical in forestry policy development and forestry programs. Before any forestry intervention takes place, it is important to identify gender roles in a given context as well as the implications of those roles in terms of access to, control of and benefits from resources.

Integrating gender analysis into the assessment phase of forestry interventions helps in identifying the specific interests and needs of men and women. Gender-specific information generated from gender analysis assists in deciding on targets, planning interventions and activities, as well as improving project effectiveness (DFID, 2002). Targeted analyses trigger critical discussions and assessments of needs while examining policy and intervention options, formulating goals and strategies and monitoring and evaluating progress (UNDP, 2007 as cited in UNDP, 2009).

The Harvard Analytical Framework guides practitioners through various aspects to consider for the assessment phase. Key aspects to consider while conducting an assessment: activities done by men and women; access to, control of and benefits from resources; and factors influencing activities and "access and control" issues. Below are some questions you can consider during your assessment phase. They are general suggestions that can be used as starting points for tailoring an assessment to your specific context.

Activity profile

- What do the men do as reproductive work?
- What do the women do as reproductive work?
- What do the men do as productive activities?
- What do the women do as productive activities?
- What do the men do in the community?
- What do the women do in the community?
- Is there an unequal distribution of tasks between men and women? If so, why?

Access to and control of resources (land, equipment, labour, cash, training, etc.)

- What resources do men use to carry out their tasks?
- What resources do women use to carry out their tasks?
- Do the men and women access the resources differently?
- Are there any differences among the men in resource access? Are there any differences among the women in resource access?
- What resources do the men control?
- What resources do the women control?
- Are there any differences between the men and women in controlling resources?
- Are there any differences among the men in resource control? Are there any differences among the women in resource control?
- What benefits do the men get from family resources?
- What benefits do the women get from family resources?
- Who has control of the benefits? How? Why?

Influencing factors

- Why do the men and women have the resources they have?
- Is this due to the legal context?
- Is this due to the cultural norms?
- Is this due to other reasons? What are they?



SESSION 14: GENDER-SENSITIVE OBJECTIVES AND INDICATORS

OBJECTIVES

At the end of this session, participants will:

- Be able to explain the value of having gender-sensitive objectives and indicators; and
- Have reviewed the objectives and indicators of forestry interventions to make them more gender-sensitive.

TIME: 2 hours.

METHODS: Plenary discussion and group and individual work.

MATERIALS: Copies of pre-training assignments prepared by the participants; powerpoint/flipchart with examples of forestry program and policy objectives and indicators; and powerpoint/flipchart with tips for making indicators gender-sensitive.

STEPS

1. Introduce the objectives of the session and explain that “forestry intervention planning” includes: budgeting, identifying objectives and setting indicators. Explain that this session will focus on objectives and indicators.
2. Ask volunteers to explain the meaning of “gender-sensitive” by recalling the image shown during Session 4.
3. Introduce a series of examples of program and policy objectives.
4. Ask the participants to identify which examples are gender-sensitive and which are not. Ask the participants to elaborate on their reasoning – trainers can explain, as an example, that an objective that mentions “communities” as the target group for an intervention is not gender-sensitive because it does not identify men and women as separate groups with different needs and interests. (For examples of objectives, trainers can refer to the handout section below).
5. Emphasize that a gender-sensitive objective describes results for both men and women.
6. Ask volunteers to explain and define “indicator.” Help the volunteers in doing so (if needed) by using the information provided in the handout section below, explaining that indicators are measures against which changes can be assessed.
7. Provide examples of indicator: some that are gender-sensitive, and some that are not. Trainers can refer to the handout section below for gender-sensitive examples. Ask participants to identify which example indicators are gender-sensitive and which ones are not. Ask the participants to elaborate on their reasoning – trainers can explain, as an example, that gender-sensitive indicators capture the impacts of the changes of the intervention for both men and women by disaggregating data by gender.
8. At this point, trainers should refresh the participants’ memories about sex- and gender-disaggregated data. Allow volunteers to first try to recall the definitions that were provided in earlier sessions.

9. Explain further that gender-sensitive indicators incorporate gender dimensions in their measurement of change; this can refer, for instance, to the distribution of activities/tasks between men and women, or access to and control of benefits and resources, etc.
10. Explain that in order to better understand gender-sensitive indicators, it is important to briefly discuss tips for developing the indicators.
11. Deliver a short presentation on tips for developing gender-sensitive indicators by using the instructions provided in the handout section below.
12. Ask the participants to share examples from their own contexts and prior experiences and to assess if these examples are gender-sensitive or not.
13. Ask the participants to divide into groups or work individually on their pre-training exercise (the program/policy document provided in the exercise section below). If any participants did not do the exercise, they can join a group of their choice.
14. Ask the participants to review – in their groups or individually – their program/policy documents and to identify what changes in the objectives and indicators should be made in order for them to be more gender-sensitive. Allow 40 minutes for the participants to complete the task.
15. Conduct a plenary discussion with all participants and ask volunteers to share the changes they made and why. Allow enough time for all participants to share their reflections on the experience. Trainers can use the following questions to begin the discussion:
 - How did you feel about the exercise?
 - What were the challenges you faced when you were revising the forestry intervention objectives?
 - What were the challenges you faced when you were revising the indicators?
 - What changes did you make? Why?
16. Conclude the plenary by summarizing each participant's experience. This should take no more than 10 minutes.
17. Conclude the session by reiterating that the participants should now be familiar with gender-sensitive objectives and indicators for forestry interventions, and that the participants should now be able to adapt the objectives and indicators to their own contexts, too.

TRAINER'S NOTE:

This session requires all participants to complete a pre-training assignment (below) before the training session begins. If a participant or participants are not able to complete the pre-training assignment, trainers may use the example below adapted from the “Empowerment of Local Networks and Local Authorities for Sustainable Inga Watershed Management in Thailand” project for participants to practice developing gender-sensitive objectives and indicators during the session.

PRIMARY GOAL OF THE POLICY/PROGRAM

Environmental sustainability of the Inga watershed is improved through policy development, active participation of local networks in developing a sustainable watershed management plan and implementation in partnership with local authorities.

| Strategic outcome (statement) | Indicators |
|---|--|
| Local networks play key roles in the sustainable management of the Inga watershed through enhanced capacities, institutionalized collaboration among local networks and local authorities and an integrated knowledge-based system. | 1. At least 20 percent of seats in key committees with official mandates on Inga watershed management are allocated to representatives from local networks by the end of project. |
| | 2. At least 50 percent of recommendations from local networks are incorporated into the Inga watershed management plan and policies at the landscape level. |
| | 3. At least 80 percent of development projects relevant to natural resource use in the Inga watershed in 11 target communities are considered through a meaningful public consultation process. |
| Outcome 1 (statement) | Indicators |
| Local networks, the Inga Watershed People's Assembly, target communities and local authorities organizations (LAOs) are applying knowledge and skills to actively participate in developing socially inclusive and sustainable watershed management plans, policy development and implementation. | 1. At least 60 percent of participants in capacity development activities demonstrate acquired knowledge and skills in watershed management initiatives in target communities at the end of project. |
| | 2. At least 20 percent of participants in capacity development activities are from marginalized stakeholder groups: women and ethnic minorities. |
| | 3. A minimum of 28 local resource persons and 11 youth leaders on sustainable Inga watershed management are playing an active role as community facilitators. |
| Outcome 2 (statement) | Indicators |
| Local networks are institutionalized in the Inga Watershed People's Assembly with increased leverage and collaboration for policy advocacy. | 1. The Inga Watershed People's Assembly has a participatory organizational structure and fund management mechanism. |
| | 2. The Inga Watershed People's Assembly increases network membership by 30 percent by the end of project. |

| Outcome 3 (statement) | Indicators |
|--|--|
| Local and scientific knowledge are systematically integrated for practical innovations; are utilized to frame policy recommendations; and are communicated for local network expansion and public awareness on sustainable Ing watershed management. | 1. At least 50 percent of target communities can effectively access and utilize the Ing watershed database for natural resource management. |
| | 2. Results of three participatory action research (PAR) projects on knowledge innovations are referred to and quoted in policy briefs and recommendations. |
| | 3. Knowledge and lessons on sustainable Ing watershed management is interactively transferred through three community-based learning centres. |
| | 4. At least 10 knowledge and communication products are produced and further published and distributed in outside media channels by the end of project. |

THE PRE-TRAINING ASSIGNMENT:

Ask participants to prepare a project or policy document as a pre-training assignment. The template and instructions are in the exercise section below.

Examples of objectives and indicators:

Trainers, if they have enough time and would like to make the exercise more entertaining, can select many examples of objectives and indicators that are related to the participants' working contexts. Trainers should include gender-sensitive and gender-blind examples. The participants can be divided into groups and can compete in identifying which objectives and indicators are gender-sensitive and which are gender-blind.

EXERCISE**THE PRE-TRAINING ASSIGNMENT**

Before arriving for the training course, we kindly ask you to prepare a short document –maximum two pages – describing a forestry policy or program that you are familiar with. The document will be used during the session on gender-sensitive objectives and indicators.

Choose a forestry policy or program and then describe it by following the template below:

Title of the policy/program:

Brief description of the policy/program:

| Main goal of the policy/program: | |
|----------------------------------|-------------|
| Strategic outcome (statement): | Indicators |
| | |
| | |
| | |
| | |
| Outcome 1 (statement): | Indicators: |
| | |
| | |
| | |
| | |
| Outcome 2 (statement): | Indicators: |
| | |
| | |
| | |
| | |
| Outcome 3 (statement): | Indicators: |
| | |
| | |
| | |
| | |

N.B.: fill in the table above with at least one strategic outcome and three outcomes; you can add more if you want.

HANDOUT FOR SESSION 14: GENDER-SENSITIVE OBJECTIVES AND INDICATORS

GENDER-SENSITIVE OBJECTIVES

When planning for a forestry intervention, objectives need to incorporate gender consideration if the different conditions of men and women and equitable benefits for both groups are to be addressed.

Below are some examples of objectives and indicators under the SDGs that are gender-sensitive:

EXAMPLE 1

"Recognize and value **unpaid care and domestic work** through the provision of public services, infrastructure and social protection policies and the promotion of **shared responsibility within the household and the family** as nationally appropriate"

Example 1 is one of the targets of SDG 5: Achieve Gender Equality and Empower All Women and Girls.

Recognition of gender roles that are normally not considered in public services, infrastructure and social protection policies.

Protection against overburden of work on either gender.

Recognition of need to address equality issues at work, including between men and women.

EXAMPLE 2

"By 2030, achieve full and productive employment and **decent work for all women and men**, including for young people and persons with disabilities, and **equal pay for work of equal value**"

Emphasis on both men and women, referred to as two separate groups.

Example 2 is one of the targets of SDG 8: Promote Sustained, Inclusive and Sustainable Economic Growth, Full and Productive Employment and Decent Work for All.

GENDER-SENSITIVE INDICATORS

Achievements of objectives are identified by sets of measurements called indicators.

Indicators are criteria or measures against which changes can be assessed (Imp-Act, 2005). They may be pointers, facts, numbers, opinions or perceptions used to signify changes in specific conditions or progress towards particular objectives (CIDA, 1997).

If a program or policy aims to benefit both men and women, gender considerations should be applied when indicators are developed. This does not mean that separate indicators for gender must always be developed; what is important is that gender dimensions are considered when developing indicators. A gender-sensitive indicator incorporates gender dimensions in its measurement of change; this can refer, for instance, to distribution of activities/tasks between men and women or access to, control of and benefits from resources.

Using a gender lens helps determine what changes indicators should capture. Some changes will be quantitative, such as sex-disaggregated statistical data, which provides separate measures for men and women. Indicators can also capture qualitative changes –increases in women's levels of empowerment or changes of opinions and attitudes towards gender roles over time, for example. The changes that indicators should capture will depend on the specific context and programme or policy under consideration.

The table below provides some considerations of gender-sensitive indicators. The table also describes tips for developing gender-sensitive indicators, and it can guide the development and improvement of indicators to tailor them to a specific context.



Seek to compare differences over time. Much of what we want to learn is how people's livelihoods change as the world changes around them. In forestry research, for instance, we want to understand how forests change people's lives and how people can change forests. In order to understand these dynamics, it is important to establish the status quo at the start of a research project and to measure changes over time. It is therefore essential to capture specific data on men and women at the beginning of a project in order to measure differences over the life of the project. For example, collecting baseline information about what products men and women use prior to establishing new rules will allow a researcher to measure whether changes have taken place after the new committees and rules have been instituted.

Check your assumptions. Ask yourself whether the indicators you have identified will help you understand the differing effects of the activities on men versus women. If not, look for an alternative or additional indicator that can help you capture them better. For example, you can ask yourself: Does an increase in household income benefit all household members equally? In such a case, you might also consider measuring the increase in income that is under women's control.

Move beyond measuring men and women's participation. Many gender-sensitive indicators simply disaggregate numbers or percentages by the sex of the individual. While these indicators help to capture data on men and women's participation in activities, it is important to also use indicators that reveal how men and women are benefiting from project activities. The following questions are important to ask: To what extent are women using the new technologies? Has the women's time spent collecting firewood or NTFPs increased after the new rules on forest access were established?

Capture quality and quantity. Capturing the quality of men and women's experiences can range from measuring their satisfaction with new policies and governance structures to measuring changes in their behaviour. If your research is focused on forest management committees, measure the number of times women volunteer to speak or the number of questions women ask in group meetings.

Examples of indicators:

- Proportion of annual household income (or consumption) derived from agroforestry or forest activities (disaggregated by the sex of the household head);
- Number of (and/or per cent change of) men and women actively participating in natural resource management committees;
- Changes in perceptions of men and women regarding the importance of forest protection and management, measured before and after the activity;
- Number of (and/or percent change of) women and men community and professional forestry extension workers;
- Level of satisfaction among women and men with access to and quality of extension and training;
- Satisfaction of men and women with the changes in forest access and resources dispute settlement;
- Changes in time spent collecting firewood daily before and after activities;
- Number of men and women benefitting from employment opportunities as a result of natural resource management initiatives; and
- Changes in women and men's access rights to common property forest resources (timber and non-timber).

Source: Adapted from *Integrating Gender into Forestry Research* (CIFOR, 2012).

SESSION 15: CHALLENGES AND SOLUTIONS IN GENDER MAINSTREAMING

OBJECTIVES

At the end of this session, participants will:

- Be able to recognize challenges associated with mainstreaming gender in forestry interventions; and
- Have reflected on possible solutions for those challenges.

TIME: 1 hour and 30 minutes.

METHODS: Margolis wheel and plenary discussion.

MATERIALS: Flipcharts and markers.

STEPS

1. Introduce the session by explaining that the participants have thus far already experienced gender mainstreaming in various activities: they have developed checklists to guide assessment, planning, implementation and evaluation of forestry interventions; they have developed gender-sensitive questions to ask during assessment activities; and they have reviewed objectives and indicators of forestry interventions to make them more gender-sensitive. This session will function as a final reflection on the challenges associated with gender mainstreaming – and the solutions to them.
2. Explain that gender experts, consultants and development practitioners in general, commonly recognize that implementing gender mainstreaming can present numerous challenges.
3. Ask participants to reflect on those challenges. To start the discussion, invite the participants to think about their own challenges while doing the various exercises and group work activities during the training course.
4. Ask volunteers to share their thoughts. Provide a few examples of challenges to help facilitate the discussion. For instance, trainers can remind participants that stakeholders targeted by a forestry project can be resistant to discussing gender issues. Another challenge example: monitoring and evaluation (M&E) staff might not have a clear understanding of gender analysis and might thus miss the points to measure.
5. Ask each participant to choose one challenge that is particularly interesting to them due to its relation to their work in general.
6. Explain participants that they will go through an exercise that allows them to discuss those challenges and look for solutions.
7. Conduct the Margolis wheel exercise as explained in the exercise section below. Depending on the time available and the number of participants in the training course, trainers can do one or two rounds of the Margolis wheel. Reserve time (45 minutes) for at least one round of discussion.

8. Once the Margolis wheel activity is complete, ask all participants to share the challenges they have discussed and write them down on a flipchart. Some of the issues that could come up might be: resistance to discussing gender issues; difficulty in measuring gender-related issues, such as effective participation of men and women; capacity of forestry staff to implement gender mainstreaming; baseline gender-disaggregated data not available; and insufficient budget allocation for gender mainstreaming.
9. Go through each of the challenges listed and clarify them if necessary.
10. Ask participants to determine solutions to each of the challenges mentioned and then write them down on a different flipchart.
11. Summarize the key solutions identified. The solutions could include: providing training to project staff on gender issues; allocating time to understanding and developing qualitative indicators for gender; and making sure that baseline research includes gender-disaggregated data for future projects.
12. Conduct a plenary discussion and ask the participants whether they think they could potentially use some of the solutions identified in their own work and how. Collect a few responses by writing them down on a flipchart, depending on the available time.
13. Conclude the session by emphasizing that implementing gender mainstreaming is not always easy and that this session should help participants explore how to solve some of the challenges associated with the process.

TRAINER'S NOTE:

This session provides a good opportunity to also mention gender budgeting: a challenge of gender mainstreaming that might come up during discussion. To achieve gender-sensitive objectives, sufficient budget must be allocated for ensuring women participation. For example, budget might be needed for family members to travel with women attending meetings or participating in activities outside their communities.

EXERCISE MARGOLIS WHEEL

Each participant identifies one challenge/problem associated with implementing gender mainstreaming. Ask volunteers to share their thoughts about the challenges/problems they have identified. Trainers can provide examples as well to help facilitate the exercise.

Prepare enough chairs for all participants and set them up in two circles: an inner circle and an outer circle. Then ask participants to take a seat in whichever chair they wish to sit.

Participants sitting in the outer circle are the *consultants*. Those sitting on the inside – and facing the consultants – are the *clients* or *problem-presenters*. Each client is seated in front of one consultant: they are a pair. Explain that each pair has three minutes to discuss problems to gender mainstreaming and potential solutions: clients present their chosen challenge to the consultants; consultants (attempt to) provide solutions. Trainers should also ask participants to write down the solutions.

After three minutes, the outer circle rotates by one chair, which sets up new client-consultant pairings. Allow three minutes for the client to present a problem and for the consultant to propose a solution. This process continues until each client has met with every consultant.

When this client-consultant wheel has been completed, allow two minutes for all clients and consultants to write down a summary of the problems and solutions discussed during the turning of the wheel.

(If trainers have enough time, a second round can be conducted by having the clients and consultants switch roles; then repeat the exercise as before.)

(If there are more than 12 participants, another client-consultant wheel can be set up to speed up the process.)

It is important that participants do write down a summary of the problems and potential solutions. These will then be used in a follow-up discussion.



REFLECTION FOR FUTURE ACTIONS AND EVALUATION



The final learning block is intended to provide a platform for participants to discuss and explore organizational changes required for gender mainstreaming (Session 16); to consider their individual action points on how to move forward within their own organizations or their planned/existing forestry interventions after the training (Session 17); and to reflect and evaluate on their learning journey (Session 18).

SESSION 16: GENDER CONSIDERATIONS AT THE ORGANIZATIONAL LEVEL

OBJECTIVES

At the end of this session, participants will be able to:

- Argue for the benefits of gender mainstreaming at the organizational level; and
- Determine how to mainstream gender into their organizations.

TIME: 1 hour and 30 minutes.

METHODS: Presentations, plenary discussion, debate and group exercise.

MATERIALS: Flipcharts, tape and meta-cards.

STEPS

1. Start the session by wrapping up the entire learning journey and all of the content examined during the training course.
2. Explain that as the foundation of gender-sensitive interventions, organizations and institutions must be “internally gender mainstreamed” first. This means that organizations and institutions need to have internal procedures and strategies to ensure gender equality in their management systems and in the activities they carry out.
3. Present the objectives of the session.
4. Ask the participants to brainstorm on the different dimensions of an organization and summarize them into the Nine-Box Framework (see the handout section below).
5. Divide the participants into the stakeholder groups they represent, i.e. government agencies, civil society organizations, the private sector or communities. Ask them to reflect on the status of their organizations and provide answers to the questions listed in the Nine-Box Framework in the exercise section provided below. Allow 30 minutes for the participants to complete the task.
6. Allow 10 minutes for an open exhibition of the groups’ presentations. The participants should identify the similarities and differences between their own organization and the other organizations of the group. Ask the participants to discuss this briefly during a plenary discussion.
7. Then continue with the second exercise by dividing the participants into three groups – two main debating teams and judges:
 - The first will argue for mainstreaming gender into forestry organizations;
 - The second will argue against doing so; and
 - The third group is composed of three to four participants who will take on the role of judges. Judges will work in a team to finalize their insights on the advantages and disadvantages of a gender-mainstreamed organization.
8. Then continue with the second exercise by dividing the participants into three groups – two main debating teams and judges:
 - The first will argue for mainstreaming gender into forestry organizations;
 - The second will argue against doing so; and
 - The third group is composed of three to four participants who will take on the role of judges. Judges will work in a team to finalize their insights on the advantages and disadvantages of a gender-mainstreamed organization.

9. Explain that each group will have to prepare a list of reasons to support their arguments. In addition, they have to nominate three members for the debate and a leader out of those three. Allow 10 minutes for the groups to prepare.
10. Each debater has one minute to voice his or her position. The team leader begins, followed by the leader of the other team. Then both debating teams continue rotating in presenting their arguments. The last round is concluded by the team leaders. The team of judges then provides their arguments for the benefits of gender-mainstreamed organizations.
11. Facilitate the conclusion of the debate for the importance of gender mainstreaming at the organizational level (refer to details in the session's handout) and briefly brainstorm with the participants on any possible ways or actions to help mainstream gender into their own organizations. Trainers can ask the participants to write down what actions they may take within their own organizations on meta-cards.

TRAINER'S NOTE:

This session functions as a connection between participants' reflection on the whole learning journey and the possible actions they can take within their organizations. The results of the discussion can be further referred to and elaborated upon in the following session.

EXERCISE:**NINE-BOX FRAMEWORK FOR ORGANIZATIONAL ANALYSIS**

Instructions: You have 30 minutes to reflect on the status of gender mainstreaming at the organizational level. The following questions serve as guiding questions only.

| Organizational dimensions | Organizational characteristics | | |
|----------------------------|--|---|--|
| | Mission/mandate | Structure | Human resources |
| Technical dimension | Policies and actions <ul style="list-style-type: none"> Is gender mainstreamed in the policies of the organization? In which ones? Please provide examples What issues does the policy address? Is there sufficient budget available? | Tasks and responsibilities <ul style="list-style-type: none"> How many men and women are employed at what levels and in what positions? Are there any differences between the tasks and responsibilities assigned to men and women? | Expertise <ul style="list-style-type: none"> Are male and female staff adequately trained to address gender issues? Do job descriptions include reference to gender? Are new staff members carefully selected in terms of gender sensitivity and capacity or introduced to gender issues? |
| Political dimension | Policy influence <ul style="list-style-type: none"> Are bodies of people who make decision in the organization aware of and supportive to gender issues? Does the management consult others within and outside the organization with regard to gender? | Decision-making <ul style="list-style-type: none"> Which men and women of what positions belong to decision-making bodies? Are decisions related to gender issues in the work and in the organization dealt without gender bias? | Room for innovation <ul style="list-style-type: none"> Are interesting career opportunities offered irrespective of sex or field of expertise? Are staff who take initiatives for gender equity rewarded or praised? Does the right space exist to work towards gender equity? |
| Cultural dimension | Norms/values <ul style="list-style-type: none"> What is the reputation of the organization on gender? Are both 'feminine' and 'masculine' values reflected in the symbols of the organization? Is high quality work considered to include attention to gender equity? Does the organization demonstrate gender-friendly behavior in terms of language used, jokes, comments, meeting style, etc.? | Cooperation <ul style="list-style-type: none"> Do male and female staff support each other in the work and in solving problems? Is work related to gender performed in teams and are people responsible for gender issues supported by others? Is there a willingness to cooperate with institutions/individuals outside the organization on gender issues? | Attitude <ul style="list-style-type: none"> Do individual staff members demonstrate commitment towards gender equity in the organization and in its programs? Do individual staff members accept responsibility to address gender issues in the organization and its programs? Are individual staff members motivated? Do they show readiness and adapt easily to changes related to gender? |

HANDOUT FOR SESSION 16: GENDER CONSIDERATIONS IN ORGANIZATIONS

NINE-BOX FRAMEWORK FOR ORGANIZATIONAL ANALYSIS

| Organizational dimensions | Organizational characteristics | | |
|----------------------------|---|---|--|
| | Mission/mandate | Structure | Human resources |
| Technical dimension | Policies and actions The guiding policy and its operationalization in action plans, strategies, approaches, and monitoring and evaluation systems. | Tasks and responsibilities The way people are positioned and the way tasks and responsibilities are allocated and related to each other through procedures, information and coordinating systems. | Expertise The number of staff and the requirements and conditions to allow them to work, such as job description, appraisal, facilities, training, etc. |
| Political dimension | Policy influence The way and extent to which management people from within the organization and people from outside the organization influence organizational policy. | Decision-making The patterns of formal and informal decision making processes. The way diversity and conflicts are dealt with. | Room for innovation The space and incentives provided to staff to give shape to their work, such as rewards, career possibilities, varieties in working styles. |
| Cultural dimension | Norms/values The symbols, rituals and traditions of an organization. The norms and values underlying the running of the organization and the behaviour of the staff. The social and economic standards set. | Cooperation The way the work relations between staff and with outsiders are organized, such as working in teams and networking. The norms and values underlying these arrangements. | Attitude The way staff feel and think about their work, the working environment and about other employees. The extent to which staff stereotype other staff. The extent to which staff identify themselves with the culture of the organization. |

The importance of organizational appraisal for gender mainstreaming

Gender inequalities and inequities are not exceptional or stand-alone occurrences: they are systematic phenomena rooted in societies' gender norms and values, and therefore, are deeply embedded in the ways in which organizations and workplaces operate.

Organizations in the forestry sector are usually male-dominated, especially at the senior management and decision-making levels. As a result, women's concerns and priorities are often invisible, absent from policy agendas and lacking necessary programme and budget attention. This institutionalization of gender inequalities and inequities within organizations reflects and replicates unequal practices and inequitable outcomes, which are often disadvantageous for women.



For this reason, it is vital to determine the gender perceptions of staff at all levels in forestry organizations. Furthermore, it is similarly important to determine if there are gender biases in institutional cultures, agendas, mechanisms and practices that need to be addressed before an organization as a whole and its individual staff have the capacity to effectively promote gender equality between women and men.

Source: Adapted from Gender Mainstreaming Strategies (GEMS) toolkit (ILO, 2010a).

Proportion of women engaged in public forestry institutions and organizations in Asia and the Pacific

In Asia and the Pacific, the proportion of female staff employed by public forestry institutions comes close to an average of 18 percent with China, Mongolia and the Philippines ranking highest at about 30 percent. Female professional staff account for only about 15 percent on average of the total professional staff in the Asia-Pacific region. The number of female researchers in public research institutes in countries of which data are available is highest in the Philippines at 57 percent, followed by Malaysia and Indonesia at respectively 38 and 32 percent (FAO, 2010).

Constraints of women's participation in forestry institutions and organizations

Literature suggests that women's participation in forest management organizations may be constrained by the lack of labour and skills; social and cultural limitations; logistical barriers (e.g. distance to the forest or meeting times); education level; lack of authority (particularly related to sanctioning); rules governing community or customary forestry; and biases of gender roles in social or community forestry initiatives and in technology and information dissemination (Dangol, 2005; Colfer, 2013; CIFOR, 2013; and Sunderland *et al.*, 2014). Despite the amount of worldwide efforts to advance women's participation, local forest management organizations remain dominated by men (Sunderland *et al.*, 2014).

Enhancing women in forestry institutions and organizations

In forestry activities, knowing what conditions could enhance women's participation in decision-making is essential for successful gender mainstreaming. Women are more likely to participate in less exclusive institutional settings; where household education levels are higher; in contexts with small economic gender inequality; and where commercialization of forest products is lower (Coleman and Mwangi, 2012; Sunderland *et al.*, 2014). Essential, too, is the understanding on the mechanisms for strengthening women's voices in decision-making and developing these mechanisms to thus empower women. For example, participatory action research in Indonesia used reflection meetings during which women became skilled at speaking up and collaborating, and also developing leadership skills (Kusumanto, 2007).

Promoting women's engagement and leadership in forest management decision-making

Legal and policy frameworks or administrative procedures, such as the guarantee of a 30 percent quota for women representatives, shape the legal and organizational conditions that enable women's growth within forestry organizations, enterprises and community associations. A relatively recent initiative, so-called gender championship or award policies for promoting and recognizing women's leadership in sustainable resource management have gained popularity among multilateral organizations and donors, as well as with governments in the Asia-Pacific region. In such cases, supportive efforts may need to accompany the overarching internal gender policy through training services or the provision of empowerment activities such as training courses on women's representation, gender mainstreaming and advocacy skills for both male and female staff.

SESSION 17: ACTION PLANNING

OBJECTIVES

At the end of this session, participants will have reflected on possible actions to take forward after the training course.

TIME: 45 minutes.

METHODS: Individual action planning and plenary discussion.

MATERIALS: Blank sheets of A4 paper and a flipchart depicting an action plan matrix.

STEPS

1. Introduce the objective of the session.
2. Explain to the participants that the training course is almost at its end, and that, at this point, they should be able to reflect on possible actions to take forward after the training course is complete.
3. Allow the participants to reflect what they have learned over the training course for 10 to 15 minutes. Ask the participants to identify areas they would like to focus on over the next six months in their work to promote gender mainstreaming.
4. Use a flipchart with a drawing of the action plan matrix (see the exercise section below) and ask participants to draw the matrix on a blank sheet of paper.
5. Explain that the participants have 20 minutes to fill in the matrix.
6. After the participants have completed the task, ask for volunteers to share their plans during a plenary discussion.
7. Summarize the actions shared and clarify if needed.

TRAINER'S NOTE:

While the action plans can be left to participants for their individual use, trainers can also make copies and keep them for future M&E activities related to the training or to other projects.

Given the focus of the previous session on gender and organizational arrangements, trainers can remind participants that their future actions outlined in their matrices could also include actions aimed at reviewing, changing or developing organizational arrangements within their individual organizations.

EXERCISE ACTION PLANNING

Invite participants to draw the table below on a blank sheet of paper.

Ask them to reflect on possible actions they can take after the training course is complete in order to put into practice what they have learned.

The participants should begin by listing actions in the first column and then continue to fill in the rest of the columns. Twenty minutes should be sufficient for the participants to complete their tables.

| What | How | With whom | When | Where |
|------|-----|-----------|------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

SESSION 18: REFLECTION ON THE LEARNING JOURNEY

OBJECTIVES

At the end of this session, participants will have:

- Identified and visually shared their learning experience on gender mainstreaming through the course thus far; and
- Reflected on their individual progress after the course.

TIME: 1 hour.

METHODS: Individual reflection, visualization and group discussion.

MATERIALS: Four evaluation flipcharts (see the exercise section below), post-it notes or meta-cards, markers and copies of self-assessment questionnaires.

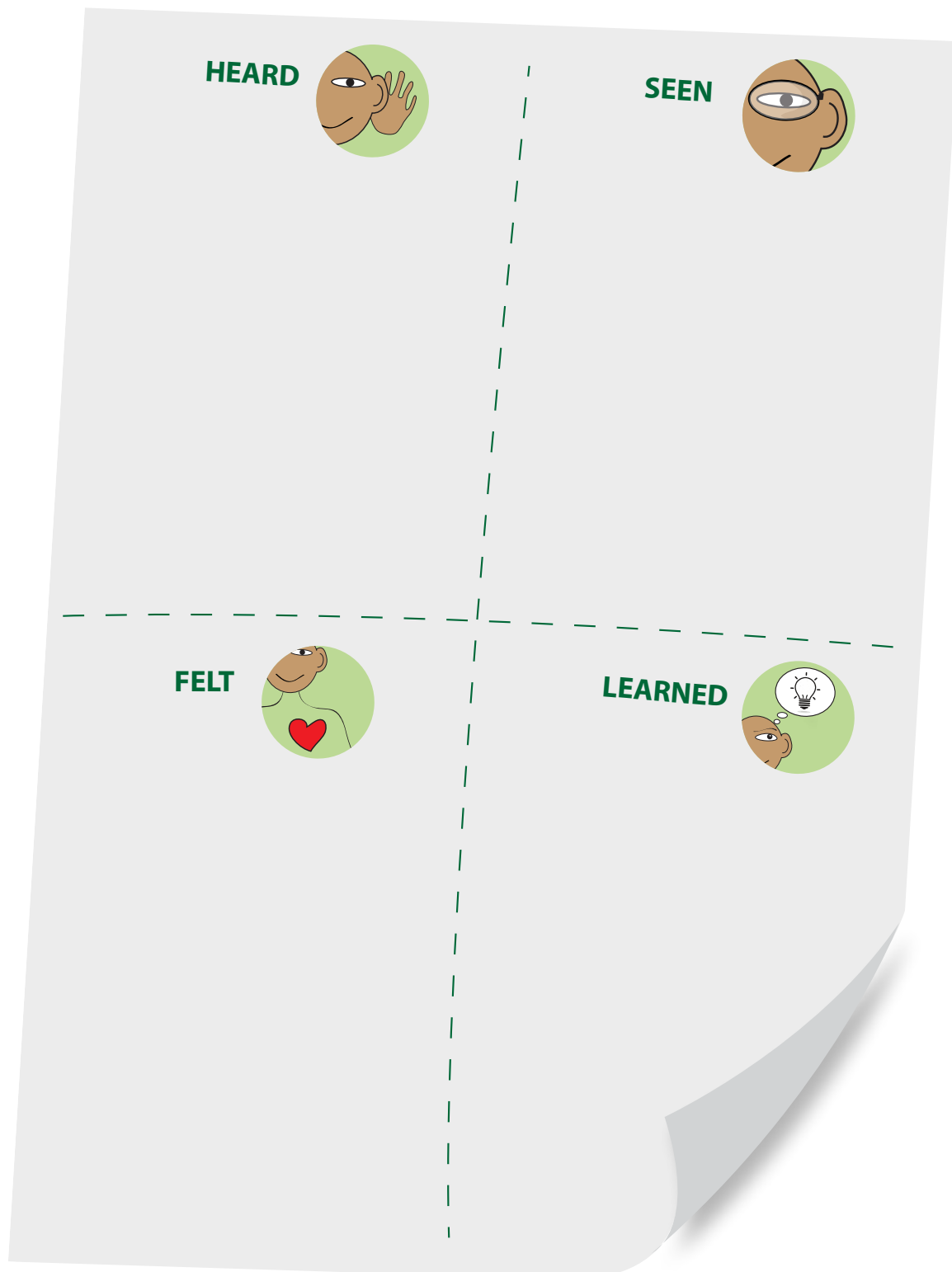
STEPS

1. Explain that the session will focus on individual and group reflections of the learning process on gender mainstreaming.
2. Refer to the flipchart representing the whole learning journey of the course that has been hanging throughout the duration of the course. Review the learning journey from its beginning to its end. This process will refresh the participants' memory about the various activities and episodes that they have completed and experienced during the course.
3. Hang the four evaluation flipcharts – one on each wall of the training room (see the exercise section below). Each flipchart focuses on a different learning aspect: what the participants have seen, what they have heard, what they have felt and what they have learned during the training course.
4. Divide the participants into four groups and ask them to position themselves so that each group is in front of one flipchart.
5. Ask each group to reflect on the learning aspect shown on their flipchart; the participants can write or draw the feedback: one piece of feedback per post-it note or meta-card. After five minutes, ask the groups to stick the post-it notes or meta-cards on the flipchart and then move to the next flipchart.
6. Repeat until all the groups have completed each flipchart.
7. Ask volunteers to summarize all of the feedback and point out any key issues or questions that emerged.
8. Deliver the pre-training questionnaires and ask the participants to fill in the "after the training" column (the column before the training should already have been filled in on day 1). Allow 15 minutes for the participants to complete the task.
9. Collect all the questionnaires and thank everybody for their participation.
10. Close the training.

EXERCISE EVALUATION

Facilitators should prepare four flipcharts: one with the title “Heard,” one with the title “Seen,” one with the title “Felt” and one with the title “Learned.” Draw symbols for seeing (an eye), hearing (an ear), feeling (a heart) and learning (a hand). Each flipchart should hang on one wall of the training room.

The four flipcharts



USEFUL RESOURCES

PUBLICATIONS

Some of the publications below have been referred to in the manual but are mentioned here as well for practical reasons. They are grouped into one of the two themes below:

Facilitation, learning theories and women's participation in forest contexts:

The art of building facilitation capacities. A training manual. 2002. Braakman L. and K. Edwards. RECOFTC, Bangkok, Thailand: <http://www.participatorymethods.org/resource/art-building-facilitation-capacities-training-manual>

Participatory learning and action. A trainer's guide. 1995. Pretty, J.N., I. Guijt, J. Thompson and I. Scoones. International Institute for Environment and Development, London, United Kingdom: <http://pubs.iied.org/pdfs/6021IIED.pdf>

Natural resource governance. A trainer's manual. 2001. Moore, P., X. Zhang and R. Triraganon. IUCN, Gland, Switzerland; RECOFTC, Bangkok, Thailand; and SNV Asia, Hanoi, Vietnam: http://cmsdata.iucn.org/downloads/governance_training_manual_v_5__web_.pdf

Field guide to adaptive collaborative management and improving women's participation. 2014. Evans, K., A. Larson, E. Mwangi, P. Cronkleton, T. Maravanyika, Xochilt Hernandez, P. Müller, A. Pikitle, R. Marchena, C. Mukasa, A. Tibazalwa and A. Banana. CIFOR, Bogor, Indonesia: http://www.cifor.org/publications/pdf_files/Books/ACMManual2014.pdf

Future scenarios as an instrument for forest management. Manual for training facilitators of future scenarios. 2003. Nemarundwe, N., W. de Jong and P. Cronkleton. CIFOR, Bogor, Indonesia (also available in Vietnamese and Spanish): <http://www.cifor.org/library/1256/future-scenarios-as-an-instrument-for-forest-management-manual-for-training-facilitators-of-future-scenarios/>

Forests and gender, gender indicators and gender good practices:

Gender in agriculture sourcebook. 2009. World Bank, FAO and IFAD. The World Bank, Washington DC, United States: <http://siteresources.worldbank.org/INTGENAGRLIVSOUBOOK/Resources/CompleteBook.pdf>

The gender box. A framework for analysing gender roles in forest management. 2013. Colfer, C.J.P. Occasional Paper 82. CIFOR, Bogor, Indonesia: http://www.cifor.org/publications/pdf_files/OccPapers/OP-82.pdf

Guidelines for mainstreaming gender into national biodiversity strategies and action plans. 2010. Sasvari, A., L. Aguilar, M. Khan and F. Schmitt. CBD Technical Series No. 49. IUCN, Gland, Switzerland: <https://www.cbd.int/doc/publications/cbd-ts-49-en.pdf>

An online sourcebook: Integrating gender in climate change adaptation proposals. 2014. USAID Climate Change Adaptation Project Preparation Facility for Asia and the Pacific. USAID Adapt Asia-Pacific: <http://asiapacificadapt.net/gender-sourcebook/>

Overview of linkages between gender and climate change. Gender and climate change. Capacity development series Asia and the Pacific. Training module, 1. 2013. UNDP, as part of the Global Gender and Climate Alliance (GGCA), New York, USA: http://www.undp.org/content/dam/undp/library/gender/Gender%20and%20Environment/TM1_AsiaPacific_Capacity.pdf

Good global economic and social practices to promote gender equality in the labor market. 2013. ADB and ILO. Asian Development Bank, Manila, Philippines: <http://www.adb.org/sites/default/files/publication/31166/good-global-economic-social-practices-promote-gender-equality-labor-market.pdf>

WEBSITES

The **Center for International Forestry Research (CIFOR)** conducts research on forests and gender and helps policy-makers, practitioners and communities make decisions based on science about how they use and manage their forests and landscapes. CIFOR is a member of the CGIAR community: <http://www.cifor.org/forests-and-gender/>

The **Food and Agriculture Organization of the United Nations (FAO)** is a recognized authority on gender and agriculture, forestry and other natural resource sectors. It researches, collects and analyses information and data on gender issues in these sectors and produces timely information products and tools for policy-makers, field staff and other development specialists. These products and tools include a gender website, a collection of resources, including multimedia and information on gender, agriculture, forestry and food security: http://www.fao.org/gender/gender-home/en/?no_cache=1

The **Global Gender and Climate Alliance (GGCA)** works to ensure that climate change policies, decision-making and initiatives at the global, regional and national levels are gender responsive, **which is critical to solving the climate crisis. GGCA members are from UN agencies, civil society and inter-governmental organizations** undertaking specific activities on gender and climate change at all levels: <http://www.gender-climate.org/>

The **International Labour Organization (ILO)** supports labour and gender actors in the Asia-Pacific region with mainstreaming gender equality concerns in their employment, economic and social policies and closing gender gaps through specific action measures with men and women alike: http://www.ilo.org/asia/areas/WCMS_100172/lang--en/index.htm

The **United Nations Development Fund for Women (UNIFEM)** dedicates to gender equality and the empowerment of women. It works to ensure the participation of women in all levels of development planning. It provides a specific website with resources connected to gender-responsive budgeting: http://www.un.org/en/ecosoc/julyhls/pdf10/2-pager_on_grb_portal.pdf

Womenwatch is the central gateway to information and resources on the promotion of gender equality and the empowerment of women throughout the UN system, including the United Nations Entity for Gender Equality and the Empowerment of Women (UNWomen), the United Nations Secretariat, regional commissions, funds, programmes, specialized agencies and academic and research institutions. The portal contains a directory of resources on selected topics (e.g. gender mainstreaming, MDGs, statistics and indicators): <http://www.un.org/womenwatch/>. A related website – and good resource – is the **UN Women Regional Office for Asia and the Pacific's**: <http://asiapacific.unwomen.org/en>

Women Organizing for Change in Agriculture and Natural Resource Management (WOCAN) is a women-led international membership network of women and men professionals that provides expertise to assist agriculture and natural resource management organizations, strengthen women's leadership and mainstream gender into their internal structures, programs, projects and policies: <http://www.wocan.org/>

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