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Technical Training on Gender Integrated Planning in Climate Change/REDD+



Vinh City, Nghe An Province, Vietnam
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Disclaimer: The USAID-funded Lowering Emissions in Asia's Forests (LEAF) program is working in collaboration with Women Organizing for Change in Agriculture and Natural Resource Management (WOCAN) to facilitate the Technical Training on Gender Integrated Planning in Climate Change/REDD+. The materials in this training are mainly taken from WOCAN's "Outline of Training Manual: Integrating Gender into Planning" and have been adapted for climate change and REDD+ sectors. Anyone using or modifying the training materials is requested to make proper citations to WOCAN's training materials and this training.

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1. Overview

The USAID-funded Lowering Emissions in Asia's Forests (LEAF), in partnership with Women Organizing for Change in Agriculture and Natural Resources Management (WOCAN) and the Department of Agriculture and Rural Development (DARD) of Nghe An conducted technical training on "Gender Integrated Planning in Climate Change/REDD+ (GIP)" from October 21-25 in Vinh City, Nghe An Province, Vietnam. The event brought together 25 participants from provincial forestry offices, Con Cuong Women's Union, Vinh and Da Lat Universities, and participants from the USAID-funded Vietnam Forests and Deltas (VFD) program to enhance capacities to understand and integrate gender issues in climate change and REDD+ programming (see Annex 1).

The training was facilitated by lead trainers Dr. Barun Gurung from WOCAN and Dr. Kalpana Giri from LEAF. and translated by Ms. Nguyen Minh Hue.

This training is part of the regional series trainings on Gender Integrated Planning that provides state forestry agencies and women constituencies with guidelines and skills to develop gender equitable plans. The lessons from the trainings will be used to inform and adapt training materials that will be shared at the regional level.

The following is a narrative content of the five-day workshop, preceded by the background of the course.

2. The Course: Gender Integrated Planning

2.1 What key issues does it seek to address?

The neglect of gender issues remains a serious obstacle to achieving development outcomes in a way that distinctly recognizes the contributions of men and women and fairly rewards them. The USAID's report (2011) "Getting REDD+ Right for Women" assessed the extent of gender perspectives in climate change and early REDD+ programs in Asia, and identified that women have not been systematically recognized as stakeholders in REDD+ initiatives and, consequently, have not been involved in related discussions and activities. Recently, the scoping study of "Good Practices for Strengthening Women's Inclusion in Forest and other Natural Resource Management Sectors" (2013) conducted by LEAF in collaboration with WOCAN and the UN-REDD programme also stresses that the good lessons learned about gender equality in forestry sector are not likely to be incorporated into the emerging climate change/REDD+ framework.

As a matter of fact, most of the early initiatives on climate change and REDD+ are undertaken in forestry and other natural resource management sectors. Thus, it is absolutely critical to build the capacity of forestry agencies to identify gender-differentiated dimensions and integrate those in the forestry operations under the

emerging framework of climate change/REDD+. Integration through planning is vital to ensure that gender activities do not act in isolation but are rather incorporated into forestry operations. Moreover, gender integration is considered a key safeguard issue in emerging programs such as climate change REDD+.

Toward this end, this training aimed to promote the capacity of individuals of selected organizations in LEAF countries on gender and REDD+ and thus, to support the broader goals of gender equality and women's empowerment.

2.2 LEAF's engagement with WOCAN

LEAF is a five-year USAID-funded program engaging regional governments, forestry and climate mitigation specialists, and relevant stakeholders in capacity building focused on REDD+. The program's goal is to strengthen the capacity of targeted Southeast Asian countries to achieve meaningful and sustained reductions in greenhouse gas emissions from the forestry-land use sector and to allow these countries to benefit from the emerging international 'Reduced Emissions from Deforestation and Forest Degradation' (REDD+) framework. Gender equity and women's empowerment is a key theme of LEAF, and the project is taking appropriate measures to integrate gender into its management, objectives and indicators¹

LEAF collaborated with Women Organizing for Change in Agriculture and Natural Resource Management (WOCAN) to facilitate the technical training on Gender Integrated Planning in Climate Change/REDD+. The materials used in this training are mainly taken from WOCAN's "Outline of Training Manual: Integrating Gender into Planning²" and have been adapted for the climate change and REDD+ sectors.

3. Key Gender Equality Issues in Planning of Climate Change/REDD+

During the course of the training, the following key issues were identified for gender integrated planning in the context of climate change/REDD+ in Vietnam:

- **More discussions on and dissemination of climate change related knowledge and its linkages with existing forestry practices and gender issues need to be established.** There is a broad disconnect between climate change knowledge and its relevance with existing forestry practices such as improved forest management and forest-based alternative energy technologies. As a result, there is limited understanding of women's and men's contributions and vulnerabilities in forestry

¹ LEAF's Gender strategy and Checklist at <http://www.leafasia.org/library/leaf-gender-mainstreaming-strategy-checklist>.

² www.wocan.org

sector and its linkages to the emerging framework of climate change/REDD+. This requires more effort to first discuss climate change in terms of existing forest management practices and subsequently addressing the relevance of gender equality into those specific practices.

- **Targeted, comprehensive and systematic capacity building strategy is required for gender integration in forest management.** This requires adopting a systematic process of capacity building that allows for integrated planning mechanisms between forestry institutions with key women's constituencies (such as women's union in Vietnam). VNFOREST has a gender equality strategy and strong presence of women's union. At local level, Nghe An DARD engages with Con Cuong Women's Union to cooperate and implement forestry protection related work such as improved cook stoves. Such engagement provides a common platform for joint planning of forestry activities between district forest agencies and women's unions. As a result, women's union members participate in several forestry consultations. However, women's union members need more knowledge and skills to understand the gender dimensions of forestry operations and more opportunities to integrate those into forestry activities. Likewise, forestry staffs need more awareness about integrating gender into their forestry programming.
- **On-site support is required as part of strengthening gender capacity.** Lack of human resources, particularly those with gender expertise in forestry and climate change, hinders the integration of gender perspectives into planning and implementation. In Vietnam, though women's unions work towards promoting women's involvement, their capacity and knowledge on gender issues of climate change and forestry issues is rather limited. These groups require periodic on-site support to strengthen their gender capacity (such as follow-up technical support for gender analysis in DARD Lam Dong for example). Thus, capacity-building programs for gender equality should be linked from regional to national to provincial to district levels with on-site mentoring and support. Indeed, one-off regional capacity events without national and on-site linkages pose a serious challenge.
- **Creating an institutional enabling environment is key to success.** Most of the participants may have limited space to put the acquired learning into practice, particularly to integrate those into planning operations. Planners are strategically positioned to influence gender integration into the planning processes. However, whenever training for gender is mentioned, there is a tendency to send women and men staff who have little space to influence the actual planning. Thus, there is a need to create the institutional enabling environment to put the newly acquired learning skills to practice and send in staffs that could evidently influence change.

4. Key Reflections

Reflections were captured through participant's feedback using group discussions and an evaluation survey. Participants noted that **the most useful elements of the training included:**

- Better understanding of gender concept and its linkages to climate change;
- Improved skills for gender integrated planning,;
- Overall understanding of the planning processes and the importance of integrating gender into planning;
- Improved skills to conduct gender analyses and identify gender issues; and
- Skills on interviewing and working with community;

Participants also indicated that they enjoyed the learning atmosphere of the training that catered to participants' knowledge levels created through adequate knowledge, timely adjustment of training content, and apt combination of theory and practical knowledge on gender equality and climate change.

Participants expressed that the **knowledge and experience gained from the training would be used in their work** especially to:

- Integrate gender issues while developing forestry project plans and economic development plans;
- Increase awareness on gender equality in local communities;
- Conduct gender analysis and analyze data from gender perspective; and
- Incorporate the lessons into future trainings on gender integration and other related topics.

I will use what I learned to promote, mobilize and persuade staff and local community for better implementation of policies on gender equality.

This training is useful for me in developing plans both with my family and at the office in ways that allow for appropriate division of labor.

I will apply the knowledge of gender integration into economic development plans relating to climate change.

These lessons learned can be adapted into training programs of the USAID-funded VFD project.

Reflections from GIP training participants; Nghe An, Vietnam

Additionally, the participants wished to receive more training courses in the following areas:

- Gender Analysis;
- Gender and Leadership;
- Gender equality in forest sector and/or in forest protection; and
- Training courses on community development skills.

The following section contains the proceedings of the training course.

5. Proceedings

5.1 Day 1: Concepts on climate change/REDD+ and gender equality

Welcome and Introduction

The training course began with a welcome speech by Ms. Ly Thi Minh Hai, Manager of LEAF Project in Vietnam, followed by Mr. Nguyen Tien Lam, Deputy Director of Nghe An Department of Agriculture and Rural Development and Dr. Kalpana Giri, the co-facilitator from LEAF.

Setting Expectations and Objectives

Following the introduction, the facilitators conducted an exercise to elicit the participants' expectations and linked it with the workshop's objectives. As a warm-up exercise, the participants were asked, "What kind of species (tree or wild animal) can represent you". The participants related themselves with a tree species or a wild animal. This exercise made the atmosphere more relaxing and open.

Participants also wished to have flexible timings to accommodate the needs of some of their female colleagues who required some time during the lunch-break for nursing their children. As a result, they agreed to start early and have adequate time during lunch break. This adjustment may albeit appear as a small step, but, is nonetheless important as it sets the stage to unwind the concept of gender equality in more practical terms.

Key Concepts on Climate Change

The facilitators then divided the participants into four groups and asked them to discuss their understanding on climate change. The group's presentations provided several perspectives on climate change, ranging from definition to causes to impacts of climate change. It also revealed that participants were familiar with the concept of climate change, however, they often associated it with extreme events such as floods or fire rather than with forestry activities.

Building on their responses, the facilitators then provided a brief overview of climate change concepts, REDD+ and gender in REDD+. The presentation on climate change concepts was done to situate the relevance of forestry sector in climate change. It focused on how carbon dioxide increases earth's temperature and how several forestry activities (such as forest fire, deforestation, and sustainable forest management) are actually associated with release or sequestration of carbon dioxide. In the end, facilitators reminded the participants that all these activities have differentiated impacts on gender equality.

Climate change and gender equality

Participants were then asked to have a group discussion on how climate change has disproportionate impacts on gender equality. Before discussion, facilitators clarified that

impacts are of two types: direct and indirect impacts. The following four questions were used to guide the group discussions:

1. Do women and men have the same skills and capacity to cope with Climate change?
2. Are the impacts of climate change on women and men the same?
3. What would be the potential solutions to improve women's opportunities?
4. What lessons do you learn from this activity?

The group's presentation indicated that there are differentiated impacts of climate change on men and women and that women have different skills and capacities to cope with climate change. Using the group's responses,



Participants present their concepts on climate change and gender equality the facilitators established the inter-linkages amidst climate change, development and gender equality. This was followed by a group discussion on REDD+, highlighting that most of the forest management activities can actually be framed under REDD+ framework.

Observation: At the end of the day, trainees were equipped with concepts on climate change, REDD+, gender in REDD+ and impacts of climate change on women and men. Group's presentations also indicated that they had acquired understanding about the differentiated impacts of climate change on men and women owing to different skills, capacities and opportunities of women and men to deal with climate change.

5.2 Day 2: Gender concepts and tools for gender analysis

The second day began with a quick recap of the previous day and outlined the following learning that would emerge from the day as:

- Common understanding of gender terms
- Gender tools used for analysis
- Preparation for the field exercise

Introduction of key gender terms for planning

To begin with, participants were divided into groups of women and men, and asked to answer the following question: “What would be the consequence if (women/men) were absent from the community or house for one month?” It was observed that participants discussed openly and humorously about the absence. This exercise is a good way to allow women and men reflecting about the role of their partner in their house.

Table 1: Group responses on gender dynamics with the complete absence of male or female in a house

Men	Women
House dirty, in disorder	Lack of labor
Instability in house	Effects on educating their children
Food not delicious, no proper sleep	Feel a bit uneasy
More responsibility for caring children	Everything seem the same, no problem
It becomes terrible if women were absent and left kids at home	Feel less stressed, more comfortable
No discipline (e.g. hang-out with friends at any time, can do whatever they like)	Save money

After each group’s presentation, the groups were asked to reflect on what they understood through the exercise. Based on participants’ responses, the facilitators presented the summary of gender concepts as follows:

- Gender is not about men and women alone, but about the relationship between men and women.
- Gender also plays a role in determining the roles and relations of women and men in society.
- Gender is socially constructed and as a result, it changes over time and across cultures.

Introducing gender-integrated planning framework

Participants were asked to think of an event such as marriage in their communities and list all the activities required to plan such an event. Building on their responses such as looking for a bride/bridegroom, arranging finances, determining a venue etc., the planning framework was introduced.

A gender-integrated planning process always addresses four major questions. The questions are as follows:

1. What is the present gender situation? We will need to apply methods and tools of gender analysis to conduct a problem analysis to determine what the present gender situation is.

2. Once the present gender situation is identified, the next question to be asked is: **what changes are to be achieved in gender relations and/or the status of women?** This will lead to the development of objectives.

3. This will need to be followed by asking the question: ***how will these changes be achieved?*** This will lead to the development of activities and inputs.

4. Finally, ***how will one know if and when these changes have been achieved?*** This will lead to the development of monitoring and evaluation system.

In terms of key activities, the gender-integrated planning process consists of following key steps (Table 2):

Table 2: Key steps for gender-integrated planning framework

Step 6: Develop the <u>monitoring and evaluation plan</u>
Step 5: Identify the <u>indicators</u> or markers that will help you know if and when you have achieved these changes you have outlined.
Step 4: Identify the <u>risks</u> that may hinder the achievement of the changes you have outlined
Step 3: Develop the <u>activities and inputs</u> that will be required to achieve the changes you have established in your Objectives
Step 2: Develop the <u>objectives</u> for the change (s) you want to achieve in gender relations and/or the status of women?
Step 1: Conduct <u>situation analysis</u> to determine what is the present gender situation in terms of practical and strategic needs of women and men?

Methods and tools for gender analysis

Several methods and tools for gender analysis were then introduced for the gender-integrated planning.

Activity Profile: This began with “Activity Profile”, one of the key gender analysis tools to diagnose the problem analysis. The trainer explained key concepts of production, reproduction and community work and asked the participants to provide examples of production, reproduction and community activities associated with a forestry activity such as forest plantation.

Table 3: Key activity profile concepts in relation to forest plantation

Key concepts	Practical examples
Production: refers to the production of goods and services for income or subsistence.	Establishment of nursery garden, transportation of seedlings, digging holes to place seedlings, tending and protecting seedlings
Reproduction: Refers to the work done within the household such as the care and maintenance of the household and its members	Cooking, washing dishes, cleaning house, etc.
Community activities refer to activities at the community level	Attending wedding, funeral, training courses, contribute labor force for commune’s forest protection etc.

Building on their responses, facilitators then explained that the reasons for separating activities into those three categories is to recognize different labor division and workload

of women and men in different type of activities. Generally, only production activities were incorporated into national statistics. In general, men often participate more than women in production activities, whereas women participate more than men in reproduction and community activities. This results in scenarios whereby men's work related to production activities are often recognized and also valued while women's work in reproduction and community work remains unnoticed. With such understanding, participants were then divided into three groups and asked to develop activity profile specifically for forestry sector.

Access and Control Profile: Building on the activities identified by the participants in the previous exercise, another tool: "Resource Access and Control Profile" was introduced. Facilitators emphasized how all activities are related to resources; and that resources can act as means to advance one's opportunity. However, there is a difference between access and control of resources. Access is the opportunity to make use of resources. Control is the power to decide how a resource is used. The Access and Control Profile shows who has access (use) to these resources, and who controls (decides, owns). Participants were then asked to develop "Resource Access and Control Profile" and discuss their profiles. Through exercises, participants identified that women worked much more than men but had little control over resources.

Problem tree: Is a useful tool to determine the causes and effects of an identified problem. The problem tree is depicted in the form of a tree, whereby, the stem of the tree refers to the identified problem, the root as the cause and the crown as the effects. Participants identified various socio-cultural practices to result into the existing situation where women work more but have less control over forestry resources

Preparation for field work

Participants were divided into three groups and asked to prepare a checklist of questions to be addressed during the field work the next day. A sample questionnaire based on forestry and gender was provided to participants with the qualification that they were free to add more appropriate and context specific questions on their own (see sample questions on forestry and gender in Annex 2)

Each group chose one topic for developing questions, and assigned two of their group members as facilitator and note-taker.

- Group 1 decided to choose topic on NTFP value chain
- Group 2's topic was Forests and alternative sources of energy
- Group 3 chose Benefit sharing

Participants who have good experiences working with community shared their experience with field data collection and interview techniques. Thus, preparation for field work was completed quickly.

Observation: Participants seemed to have enjoyed group discussions on activity and resource profiles and diligently performed their tasks. Groups also discussed and pre-prepared questions to interview the local villagers the next day.

5.3 Day 3: Field activity

The field activity occurred at Yen Khe Commune, Con Cuong District, Nghe An Province. About 25 local villagers, both women and men participated in the group interviews. Before the interview was started, Ms. Ly Thi Minh Hai, LEAF Project Manager introduced the purpose of the field visit. Ms. La Thi Ha, Vice Chairman of Con Cuong District Women's Union introduced the local villagers who participated in the group interviews. The local villagers were divided into 3 groups, and each group had 7-9 local villagers. It had been



mutually agreed that each of three interviewer teams will interview each of the three local villagers' group in rotation, allowing for cross-check of information. The facilitator of the interview team started the interviews in participatory ways, leading to mutual discussions and validation.



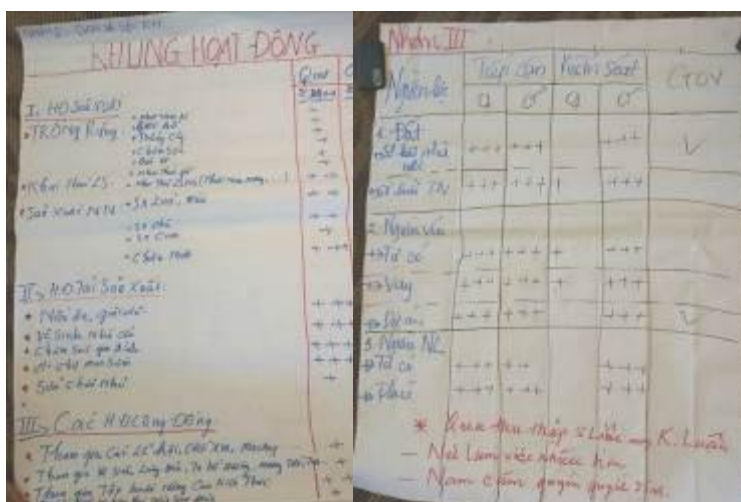
Observation: Group discussion looked very open and full of fun. It seemed that interviewees understood the purpose of field visit as a way of practicing data collection for gender analysis (as a part of training course). Thus, they were not afraid to open up and challenge some of the responses.

Group discussions at Yen Khe Commune, Con Cuong District, Nghe An Province.

5.4 Day 4: Planning

Situation analysis

Upon return from field site, participants were asked to work in their respective groups and conduct situation analysis using the key tools (Activity Profile & Resource & Control Profile) and gender concepts: *Condition* and *Position* of women.



Group analysis presented through activity & resource and control profiles

After analysis,

- Two groups (group 1 and group 3) summarized their findings as problems: Women work much more than men but have little control over resources.
- The “benefit-sharing” group summarized their finding as opportunities: Men and women share work with one another and have similar power in decision making.

Upon completion of the problem/opportunity analysis, the groups were asked to use the “problem tree” tool to identify reasons of those problems/opportunities and the resulting impacts stemming due to those problems/opportunities.

The reasons for the problem statements of group 1 and 3 were revealed as:

- Out-dated customs and practices
- Acceptance of women to their fate
- Women with lack of knowledge and low education
- Men were appreciated as main pillar of the family

The reasons that were associated as opportunities from Group 2 were:

- There were Government projects that prioritized women to receive equitable benefits through various programs such as raising livestock projects.
- Favorable policies on Gender equality and women empowerment
- Active Women’s union that incorporate women’s opinions
- There were orange and green tea plantation farms leading to access to new techniques, better income.
- Infrastructure were in good condition, creating favorable condition to develop economical production, and trade activities, resulting in improved socio-economic conditions.

Building on their responses, facilitators stressed the importance of providing fair-benefit schemes to women as evident in Group 2 analysis.



Men and women participants performing the reverse role-play of being a male and a female

Planning: Developing Results

The next session focused on the development of two types of results: Long term results (or the Impacts) and medium term results (or the Outcomes). After a brief description of these terms, the groups were asked to develop long term and medium term results. The facilitators also reminded them to analyze whether these results will change condition or position. They were also reminded to have realistic results.

Facilitators went to check during the group discussion and help participants to better analyze their work. Facilitators reminded the groups to think of SMART (specific, measurable, attainable, realistic, time-bound) results.

Observation: The exercises of day 4 seemed to be more difficult to participants than those of previous days, especially the exercise about developing results and activities. This may be because most of participants were asked to implement activities which were already planned by others (senior staff, central level, projects). Thus, they were acquainted only with implementation of activities, and were not familiar with the planning process.

Planning: Developing Activities

The same groups were asked to develop the activities that would be required to achieve medium term results that they had identified in the earlier exercise. The groups were reminded to develop activities that fulfill the practical needs and strategic interests of women.

5.5 Day 5: Planning and action plans

Planning: Developing Indicators and Risks

Building on the previous sessions, facilitators introduced the concept of indicators and risks. Participants were asked to suggest some examples of indicators and based on their responses; two types (qualitative & quantitative) indicators were introduced. The participants stated that it was very difficult to identify qualitative indicators, especially for gender equality as they always used the number of women as the potential indicator for gender equality. After explaining, discussion and providing some examples to qualitative indicators of gender equality, the concept of risks and its importance to planning was briefed to the participants with examples. Groups were then asked to develop indicators and risks associated with the results they had identified in the previous exercises.

Developing Inputs & Outputs

In general, there are two types of inputs required (funds and human resources) to fulfill project needs. The groups were asked to look at the activities already developed by each group and identify capacity gaps and skills required to implement those activities.

A final step of the planning process is the development of outputs. Outputs are products or activities that contribute to achieving short/long term changes. They are normally quantitative results, products or services that are relevant for achieving outcomes. Outputs are the short-term products of completed activities. They can be measured regularly. Groups were asked to identify outputs for activities that they had identified before.

Observation: The indicators identified by the groups carried neutral terms such as household, community etc., until facilitators asked/reminded them to develop gender-sensitive indicators. Groups also modified their intermediate results (outcomes) to make it more achievable while formulating the indicators. When asked to identify the capacity gaps to implement the listed activities, participants were quick to identify the needs of the villagers/commune where they work rather than their own needs for capacity building.

At the end, the groups were asked to fill in all of their data (done previously through several exercises) into a matrix that would produce result-based action plans for gender equality (see Table 3,4,5). These plans also reflected the participant's learning about gender integrated planning during the course.

Presentation of Group Plans

The final concluding session included the presentation of each group's action plans. After the presentations, the participants were asked to fill out an evaluation of the workshop (the result of evaluation is appended in annex 3).

At the end of training session, Mr. Nguyen Khac Lam, Vice Head of Nghe An Sub-Department of Forest Protection, congratulated the participants on the good work they had done and also thanked the facilitators, organizers and the LEAF project for the technical support.

Dr. Kalpana Giri from LEAF also thanked Nghe An DARD for seeing value in the training and to all the participants for having worked so diligently over the last 5 days. Finally, certificates were distributed to participants by Mr Lam and representative of trainers, Dr. Barun Gurung.



A participant presents the result-based action plan for gender equality prepared by her team

Table 3: Result-based action plan to address gender equality with a focus on non-timber forest products

Team: Group 1

Key Activity: Gender analysis of non-timber forest products (NTFPs) value chain

Problem statement: Women work more than men but lack control over decision making

Impact	Outcome	Indicator		Risk		Output	Activities	Input
		Quantitative	Qualitative	External	Internal			
-Gender equality in NTFPs protection, management, harvest, and utilization in next 20-30 years	-Work is shared between men and women in NTFPs harvest and protection.	-60% of men at the local area go to forest to harvest NTFPs -Men contribute 50% of money that they gained from selling NTFP. -At least 50% of men participate in training courses on NTFP harvest.	-Men are happy to and voluntary share housework with women. -Women have more time to care about themselves and their children. -Women have more time for leisure activities	-Too many people harvest NTFPs causing the rapid exhaustion of this resource -Unstable price -Too many activities at the local area leading to limited participation in the project's activities -Perceptions of women's low status in society is prevalent	-Limited budget -Lack of project staff with gender expertise to carry out project activities -Timeline of the project is too short	-50 families (50% of men, 50% of women) -At least 2 training courses	-Organize training courses/seminars on sharing works in NTFP protection and harvest. -Produce detail plans to co-operate with local villagers Organize M&E of plan implementation	-Knowledge on sustainable NTFP harvesting and protection -Skill sets for communication, negotiation and mobilization -Skills for participatory research methods -Skills on community development -Skills on data collection, analysis and report writing. -Skills on local interviewing, field monitoring.

Table 4: Result-based action plan to address gender equality with a focus on benefit-sharing mechanisms

Team: Group 2

Key Activity: Benefit sharing mechanisms

Opportunity statement: Benefit sharing between men and women is quite equal.

Impact	Outcome	Indicators	Risk	Output	Activities	Input
Families with prosperity, equality and happiness in next 20-30 years	<ul style="list-style-type: none"> -Prosperity (in 5-7 years) -Equality and Happiness (20-30 years) 	<ul style="list-style-type: none"> -100 agro-forestry production models is established -50 improved cook- stove is built -3 new kinds of income generating activities developed (such as mushroom plantation, bee keeping, cooking skills) -Knowledge on science and technology, gender equality is improved through training courses -Study tours are organized 	<ul style="list-style-type: none"> -Drought, disease, natural disaster -Price of products -Investment capital -Lack of financial support or budget delay. -Cultural barrier -Lack of involvement of local villagers (especially women) -Lack of involvement of local authorities and social organization (especially Women Union) 	<ul style="list-style-type: none"> -Models of agro-forestry production (600-800 beneficiaries) -Improved cook stove (300-400 beneficiaries) -3 new kinds of job (800-1,000 beneficiaries) -Training courses is divided into 2 stages, each stage: 5 classes, each class: 50 participants 	<ul style="list-style-type: none"> -Establish models of agro-forestry production (100 models) - Establish improved cook stove (50 improved cook stove) -Develop 3 new kinds of job (mushroom plantation, bee keeping, cooking skills) -Organize training courses on science and technology as well as gender equality 	<ul style="list-style-type: none"> -Training to improve knowledge on agro-forestry production (micro-climate condition, ecological characteristics, livestock, plantation, insect-disease prevention, etc) -Training on techniques how to build improved cook stove. -Providing knowledge of new jobs through training, study tours and chances to practice these new jobs. -Training to improve & disseminate knowledge on gender, marriage and family law, gender equality, programs for women's progress -Training on skills of trainers (TOT). -Understand on local custom.

Table 5: Result-based action plan to address gender equality with a focus on forest-based alternative sources of energy

Team: Group 3

Key issue: Forests and alternative sources of energy

Problem statement: Women work more than men, but men have more control over decision making

Impact	Outcome	Indicator		Risk		Output	Activities	Input
		Quantitative	Qualitative	External	Internal			
-Gender equality	- Reduced workload of women -Increased household income	-100 ha of acacia planted (elephant grass is planted under canopy of acacia) -100 cows raised -50 families participated in the project activities, of which 70% are women. -Household income increased by 1.3 times compared to period of 2010-2013 -Living standard of women increased	-Closed canopy of forest is achieved at 3300 trees/ha. -Cow herd develop well and is well reproductive -Family life is improved -Role of women is more appreciated	-For forest plantation model: drought, disease, forest burning, damaged by buffalo, cows. -For cow raising: disease - Budget delay	-Lack of knowledge on forest plantation and livestock raising. -Lack of experience in forest plantation and livestock raising. - Low awareness of local villagers	-Number of beneficiaries: 250 persons/50 households) -4 training course include: + Gender + Forest plantation techniques + Policies on Benefit sharing + Rights and responsibilities of beneficiaries	-Forest plantation	<i>For Project staff:</i> -Skills on planning -Knowledge on gender -Skills on forest plantation -Skills on management -Skills on technical transfer <u>or local villages/local authorities</u> -Adequately participate in training (both men and women) -Local authorities and villagers have knowledge on gender -Knowledge on forest plantation (both men and women) -Skills on establishment of nursery garden (women is 70%) +Skills on seedlings transport, digging holds for planting (mainly is men)

Annexes

Annex 1: List of Participants

SN	Name of Participant	Sex		Name of Organization	E-mail
		M	F		
1	Nguyễn Xuân Sơn	X		Sub- FIPI	sonsafipi@gmail.com
2	Hoàng Thị Hồng Phúc		X	Sub-Department of Forestry Nghe An	phuclnna@gmail.com
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Annex 2: Sample questions on forestry and gender

Key issue 1: Non-timber forest products value chain

Questions:

- What forest products are harvested by women and by men?
- How much does it contribute to household food security?
- What forest products are harvested for sale/trade in the markets?
- What are the roles of women and roles of men in marketing NTFPs?
- Who has control over output or products from the forest? (e.g. men, women, local bodies, local governments etc)
- Who has access (women, men, middle men etc) to which markets and why?
- How is knowledge of the forests and its resources different for women and for men?

Key issue 2: Community/Village Forest Development Committee

Questions:

- What systems of forest management are applied?
- Are traditional, community management systems given recognition in the present and existing management system?
- Are gender-sensitive participatory approaches used to design the forest management system?
- What forest related tasks are undertaken by men, women, boys and girls?
- Who has the access and the power to decide whether and how the resources are used, and how they are to be allocated?

Key issue 3: Forests and alternative sources of energy

Questions:

- What other fuel sources (e.g gas, bricks etc) are used for household and community energy needs?
- Are there any energy saving techniques being used (e.g. improved cook stoves, bricks, bio gas, improved cooking techniques etc)
- What alternative fuel, energy saving, and reforestation initiatives have been undertaken?

Key issue 4: Benefit Sharing

Questions:

- What are the major issues of concern to the community over forest resources (e.g. non-community members purchasing forest / community lands, plantations, logging interests)
- What is the role / responsibility of the community in decision making over managing forests and resources
- Are there any forestry projects in the area?
- If so, what are the main benefits from the project for the community?
- If so, are the benefits different for women and men? How?
- What role/responsibility do you see for the community (women and men) in forest management? (Includes management duties and sharing of benefits)

Annex 3: Participant's Self-Assessment Questionnaire

Thank you for your time to complete this self-assessment form. It is important to complete this and to be frank in your response as it will help the LEAF program to improve the training. If you would like to share comments with us, please contact Ms Chutamas (chutamas@leafasia.org) or at +66(0)2 6311259.

Session 1: Self-assessment for pre-test and post-test of participant knowledge and skills.

1. What are the most useful things of this training?

- Knowledge exchange on planning for long-term and short-term
- Knowledge on Climate change/ gender in Climate Change
- Knowledge on how to integrate gender into plans developed to address climate change
- Making detail plans to address a problem or opportunity.
- More understanding on gender equality/the important of gender equality in works and life/ the role of gender to project activities.
- Gender integration should be always paid attention at all activities, including climate change
- Knowledge on gender integration on planning
- More understanding on gender equality and concept of gender
- Understand more clearly about the project
- Being equipped with basis knowledge on gender integration into forestry sector
- Learn new knowledge on gender equality, climate change
- Methods on establishment of projects that have high feasibility, of which gender issues will be considered.
- Skills on interviewing and working with community/ planning
- Methods (problems/objectives identification, plan making)
- Patience and flexibility is needed in the training

2. How useful is the training to you? How will you use what you learned in your work? Give some examples.

- Understand that whether plans can be completed or not depends on self-capacity

- Have more skills on making plans for forestry projects
- Learn how to collect gender information/data and what kind of gender data/information need to be collected.
- Identify medium term and short-term objectives
- Identify risks to achieve long-term objectives at work
- Used in mobilization, and dissemination for activities at communities.
- Used in making plans such as daily works at family as well as at office. For example, appropriate division of labor in family to get husband share household work
- Acquired knowledge will be used for making project plans or making plans to implement projects
- This training course helps our organization and others to increase awareness on gender equality.
- Apply knowledge on gender mainstreaming into economic development plans or plans in response to climate change
- Integrate gender equality into Payment for Environment Services (PES), especially in forestry sector
- Integrate gender into forest management and protection
- Apply acquired knowledge on proposing projects for similar programs/proposing forest projects with gender integration
- Use acquired knowledge to promote, mobilize and persuade staff and local community for better implementation on policies of gender equality
- Learned knowledge helps planning works more effectively
- Share learned knowledge with persons who are interested in mainstreaming gender into Climate change.
- Can act as a trainer on gender integration at Da Lat University
- Adopt some points/achieved lessons into training program of VFD Project

3. Which additional training courses/capacity needs that are related to your work do you need?

- An advanced training course on how to analyse gender data
- An Advanced training course on making plans
- Training courses on community development skills
- Training courses on gender equality in forest sector in order to increase awareness of local community on gender.

- Training courses on technical transfer that support planning such as mapping/ forest development in sustainable ways.
- Skills on planning with gender integration in forest protection
- Advanced training courses on Gender and Leadership

4. What do you like the most in this training?

- The enthusiasm and thoughtfulness of training organizers
- Feel relaxed, comfortable
- Feel relaxed, enjoyed
- The warm, joyful atmosphere of the training sessions
- The friendliness of trainers
- The teaching skills of trainers make trainees take the initiative and actively participate in teaching sessions; therefore it helps trainees to easily understand the content of training.
- The teaching way of trainers help trainee understand/absorb the training contents quickly.
- The trainers paid attention to knowledge and attention levels and feeling of trainees in order to timely and spontaneously adjust training content.
- Teaching methods (serious and strict but also great fun)
- Active learning of trainees
- Basic knowledge on gender in forest sector
- Learn new knowledge
- Training program and content.
- Learning and playing but still understanding the training content
- The combination between theory and practice

Group discussion

- Ebullient discussion of trainees
- Group discussion because each member of group presents his/her own opinion at different angles.
- More knowledge, more relationships, more understanding about surrounding people.
- Knowledge exchange, making friends with other trainees, training organizers, trainers
- Being conveyed the training content in an adequate manner.
- Field visit

- Games for fun, relaxing,
- Known about trainers
- Tea-break

Section 2: Self-assessment for pre-test and post-test of participant knowledge and skills.

Instruction: This is a self-assessment rating form for participants to indicate their pre-test and post-test knowledge, skills and mastery of the trained topics.						
How would you rate your knowledge/skills/capabilities.....		Low	Medium			High
		1	2	3	4	5
1. Gender-integrated Planning Framework	Before this training	4	5	10	1	2
	After this training			1	4	18
2. Methods/tools for gender analysis and planning	Before this training	4	3	10	2	1
	After this training		1		5	17
3. Field survey to collect gender data	Before this training	2	5	7	6	2
	After this training		1		5	17

Section 3: Training Assessment

Select appropriate response to indicate your evaluation on the training received. Please check in the right column for your answers.

Training Evaluation			Rating (Trainee's response)		
			A	B	C
1. Stated course objective accomplished.			20	3	
A = Yes	B = Partially	C = No			
2. Meets with your expectation			19	4	
A = Yes	B = Partially	C = No			

3. Applicability of the training content to your job A = Significant B = Adequate C = Insignificant	15	7	1
4. Overall effectiveness of instructor(s) A = Excellent B = Good C = Poor	17	6	
5. Suitability of Instruction material and handouts (e.g. presentation slide, introduction document for the training) A = Excellent B = Good C = Poor	8	15	
6. Level of difficulty A = Too advanced B = Appropriate C = Too elementary	1	21	1
7. Length of course A = Too long B = Appropriate C = Too short	1	21	1
8. Organization of the training (e.g. smoothness of the training plan, activities, problem-solving of the organizer) A = Well organized B = Adequate C = Poorly organized	19	4	
9. Training Location A = Excellent B = Good C = Poor	16	7	
10. Facilities A = Excellent B = Good C = Poor	18	5	

Section 4: Overall assessment

Please take a moment to answer the following questions. Your comments are an **important contribution** as we design learning experiences to meet your professional needs.

1. How can we improve this training?

- The lunch time should be longer
- Each trainee must submit their report on training process at the end of training course.
- The starting time of morning session is quite late; the starting time of afternoon session should be a bit later at 13h30.
- Training location should be organized outside Vinh City in order to avoid absence of trainees from Vinh due to their work requirement.
- Time for field visit should be longer to collect data more precisely.

- Time for field visit should be longer to have more time discussion with local villagers to understand problems/issues more clearly.
- Extend participants of the training course
- Length of the course should be longer
- The training content need to be closer to trainee's awareness level and skills
- A training course that is more elementary should be provided to increase trainee's awareness and knowledge on gender issues.
- Trainers did not have critical analysis to outputs of practice due to limited time or limited capacity of trainees; therefore there is no chance to discuss concepts more deeply.

2. What other specific comments or suggestions do you have?

- More training courses, and seminars should be organized at communes to get involved with local community
- Training agenda and related documents should be sent to trainees before conducting training; therefore trainees have time to build more knowledge.
- Expenditure/financial support for all trainees (because the training courses of other projects has support for trainees)
- An advanced training course should be organized to help trainers and trainees to discuss more deeply on issues related to gender and climate change.