

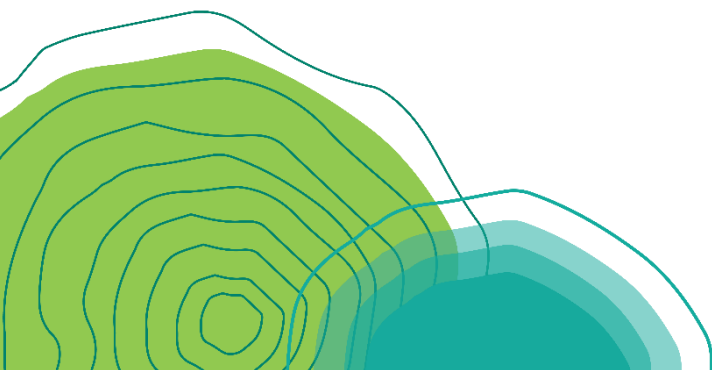


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TRAINING REPORT

Capacity building on gender mainstreaming in Sustainable Forest Management in Binh Dinh Province



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In cooperation with

Unique land use GmbH

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Disclaimer

The findings, interpretations and conclusions expressed in this document are based on information gathered by GIZ and its consultants, partners and contributors. They do not represent the views of GIZ nor BMZ. Neither GIZ nor BMZ guarantee the accuracy or completeness of information in this document, and cannot be held responsible for any errors, omissions or losses which result from its use.

ACKNOWLEDGMENTS

The one-day tailor-made training course on gender mainstreaming into sustainable forest management had been successfully implemented on 28 December 2023. There are a total of 34 participants (6 men and 28 women) who are representatives from relevant agencies at the provincial, district, and commune levels.

Taking this occasion, I would like to express my sincere thanks to the GIZ project team and Central Project Management Board for your strong support and close collaboration during the preparation and conducting of this training course. Your support help the trainer can deliver the course most effectively. Special thanks would like to send to Ms. Carina van Weelden – Technical Advisor - GIZ; Mr. Nguyen Re – Deputy Director of the Provincial Project Management unit, Mr. Tran Dinh Khoa – a representative from Central PMU, and Ms. Nguyen Lam Giang – project consultant.

I would like also to express my thanks to all participants who have actively participated in the training course and contributed valuable ideas and experiences to the training course. Your knowledge, experience, enthusiasm, and strong commitment make the training course successfully.

I hope this report could present results and some practical recommendations to improve the quality of similar training courses in the future. For any questions or comments related to the report please contact me at:0912 621 895 or email: lesonvan@yahoo.com

Best regards,



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Part 1: Key results of the training course

1.1. Specific outputs of the training course

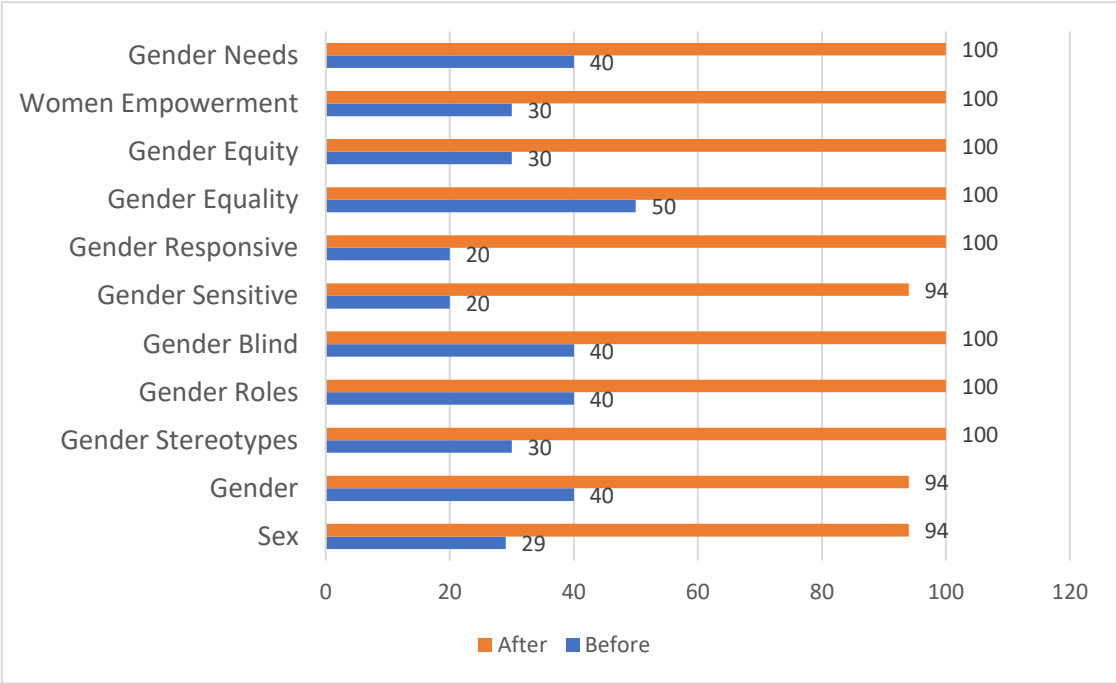
Build a common understanding of the basic gender concepts and their implication in the sustainable forest management

The one-day training course helped participants to have a clear understanding of key gender concepts including (1) gender and sex; (2) gender roles, (3) gender needs, (4) gender stereotypes/gender norms/gender discrimination; (5) gender blind, gender-sensitive and gender-responsive; 6) gender equality and gender equity and 7) women empowerment.

The trainer used different participatory training methods to deliver the concept session, such as games, debates, experience sharing, group exercises, and presentations. Thanks to this effort, the participants had an excellent chance to share their idea and learn new things from others. With facilitation from the trainer, all participants had a chance to actively participate in the discussion and share their gender perception which make them more excited. The most important result of the concept session is that the participants have a clear understanding of gender concepts and their implications in sustainable forest management works. For example, when discussing the gender need concept, participants can explain how gender needs are implied in the forest management works rather than defining it abstractly.

According to the result of the training post-test, there is a positive change in terms of understanding of participants on gender concepts in comparison with before the training course. In general, there are from 90 % – 100% of participants have correct knowledge of gender concepts. Especially, up to 100% of the participants have a correct understanding of gender equality, gender equity, women empowerment, and gender roles.

Figure 1: Correct understanding of the participants before and after training

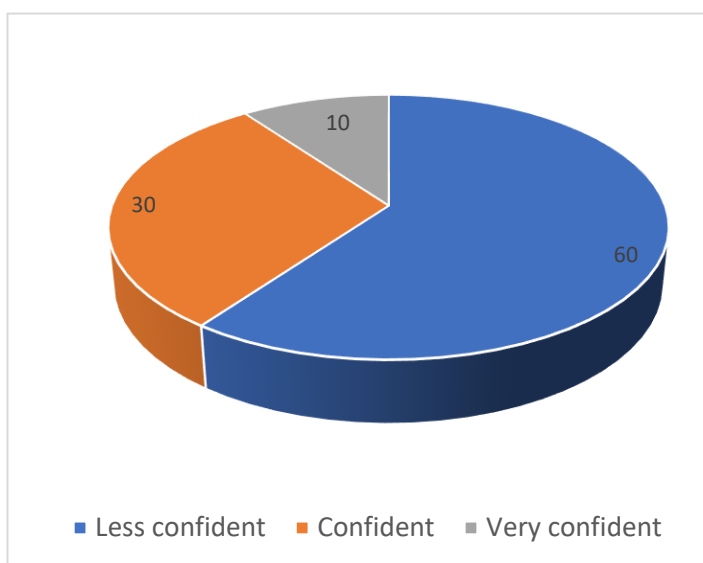


(Source: results of training pre-test and training post-test)

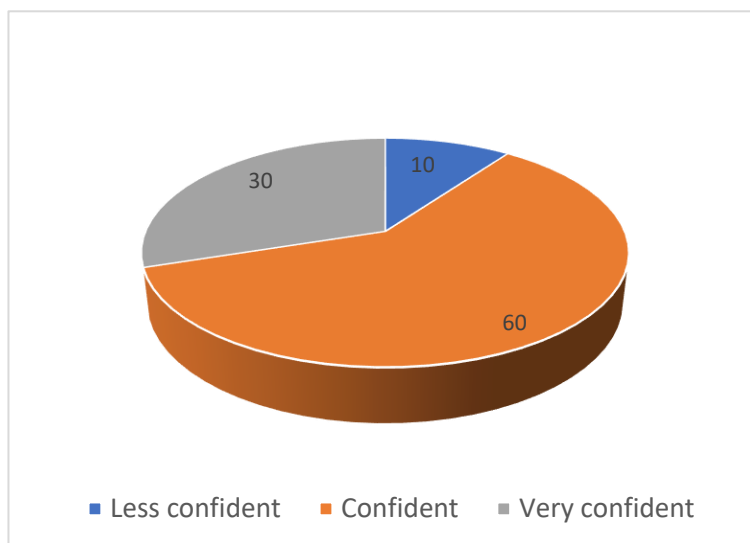
The level of confidence to explain gender concepts is increased after the training course. After the training course, 60% of participants shared that they feel the confidence to explain gender concepts and 30% of participants feel that they are very confident to explain the concepts while this percentage is low before the training course (only 10%)

Figures 2 and 3: the level of confidence to explain gender concepts before and after training (%)

BEFORE TRAINING (%)



AFTER TRAINING (%)

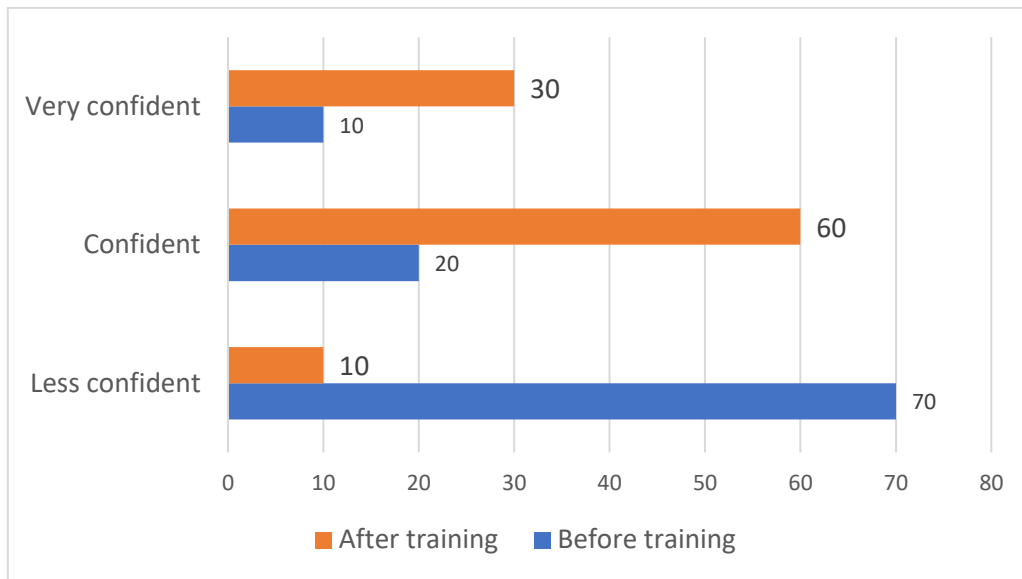


A clear understanding of the importance of gender mainstreaming into the sustainable forest management activities

Before the training, most participants did not understand clearly the importance why, and benefits of gender mainstreaming in sustainable forest management works. They shared that gender is about women and prioritize women as a target group.

By participating, the participants have a better understanding of the importance of gender mainstreaming in planning and implementing sustainable forest management activities. The participants had a good discussion on four reasons to explain why gender equality is important for sustainable forest management activities including (1) gender is a human right approach; 2) improves the quality of forest management activities; (3) gender is a cross-cutting issue; and 4) gender inequality issues are existing.

Figure 4: Level of confidence to explain the benefits of gender mainstreaming before and after the training course (%)



(Source: results of training pre-test and training post-test)

This change in perception and understanding of the importance of gender mainstreaming helped participants to promote motivation and willingness to facilitate gender mainstreaming in forest management activities.

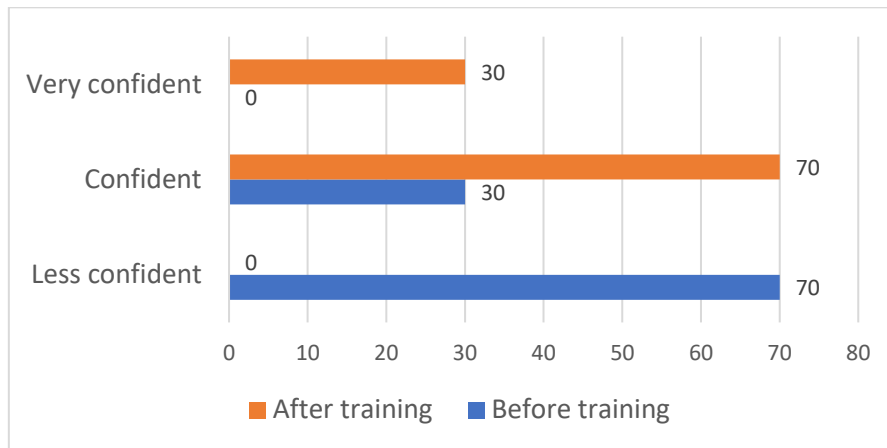
Have the ability to realize gender inequality issues in forest management activities

Before this training course, most of the participants do not have any idea of how gender issues could be identified. They also do not have the skills to explain what is a gender issue. However, the participants have been trained in skills to identify gender issues in forest management through the one-day training course.

Under this training, the participants have improved their basic knowledge and understanding of gender analysis objectives and specific methods to identify gender inequality issues. They learned about 5 aspects of gender analysis including (1) gender division of labor; (2) Gender needs; (3) access and control over the resource; (4) decision-making and participation; and (5) influencing factors.

By providing gender analysis methodology and guiding key research questions to identify gender issues, the participants have improved their skills to identify gender issues and build up their confidence to explain gender issues in forest management. This is a big change in the participants in comparison with before training.

Figure 5: Level of confidence to identify gender issues before and after training course (%)



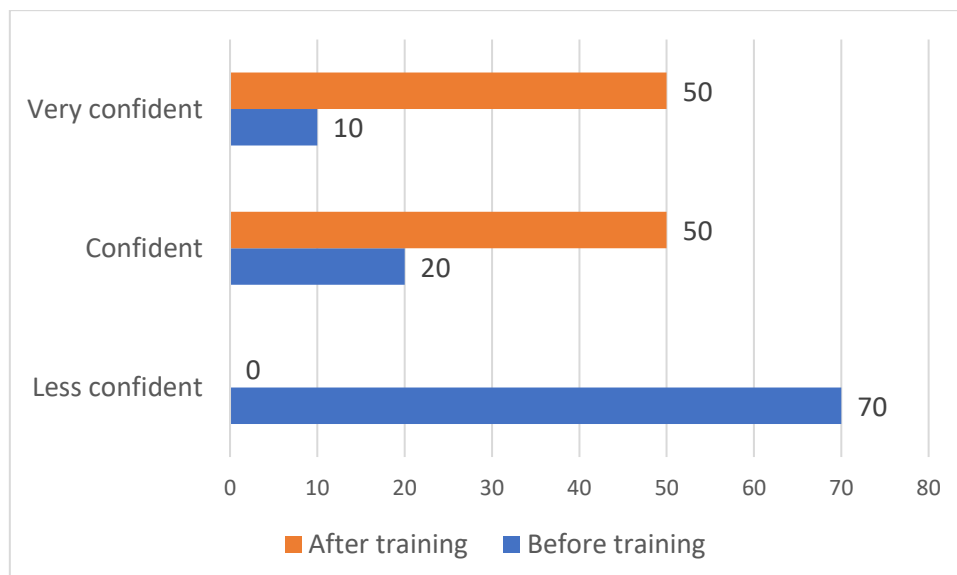
(Source: results of training pre-test and training post-test)

This change could be seen through a high percentage of the participants who showed their confidence in using questions to identify gender issues, specifically, more than 30% of trainees feel very confident to identify gender issues in forest management activities.

An improved understanding of key gender actions should be implemented in sustainable forest management.

There is a significant achievement of this training course is the improvement of the knowledge and skills of the participants on gender mainstreaming in planning and implementing sustainable management activities. Through this training course, the participants not only have a better understanding of gender mainstreaming objectives and key principles but also have a better capacity to identify solutions and actions to promote gender equality in forest management activities.

Figure 6: Level of confidence to identify gender actions in sustainable forest management (%)



(Source: results of pre-test and post-test)

Before the training, there is a low percentage of trainees who have the confidence to explain and apply gender mainstreaming into forest management activities. They have improved skills to identify and propose gender actions in all steps of forest management activities such as planning, implementing, monitoring and evaluation. Some key gender actions have been discussed and proposed to apply by the participants.

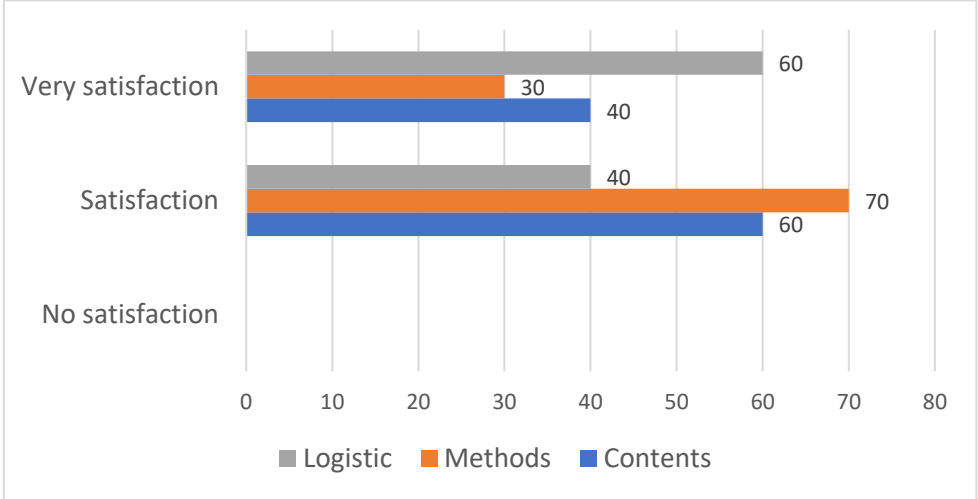
Besides, the participants also receive better knowledge and understanding of methods to do gender mainstreaming into some specific activities such as (1) training courses/workshops; (2) communication events; (3) key actions for women's empowerment

Part 2: General assessment

2.1. General assessment

According to the results of the general assessment provided by trainees, there is a high percentage of participants expressed their satisfaction with the training contents and training methodology used by the trainer (60% shared they felt satisfied content and with they also felt satisfying methods of the course). The participants also provided many positive feedbacks about the training methodology used by the trainer.

Figure 7: Level of satisfaction with the training course



(Source: results of training post-test with trainees)

From the trainer, the training has achieved its intended purpose and expected outcomes. The training has made an important contribution to improving the basic knowledge and skills of trainees on gender concepts and gender mainstreaming in forest management activities.

2.2. Limitation of the training

The training course was originally designed for a two-day training course, but Binh Dinh Project partners and central project management unit recommended the SFM project to reduce the training to one day only due to many officials from relevant agencies being busy with their work at the end of the year. This deduction has affected the quality of the course. The participants had not had much time for practicing gender analysis tools and discussion on gender actions. This makes participants feel a craving for discussion and sharing on gender analysis and gender mainstreaming actions.

2.3. Recommendations

Recommendations to participants and local partners:

Gender analysis and gender mainstreaming skills are not easy and it needs time for practicing rather than just delivering abstract things and concepts. There is the fact that only a one-day

training course is not enough for practicing gender analysis and gender mainstreaming in forest management activities. To help participants to buy into the idea of promoting gender equality in sustainable forest management activities, the project partners should invest in more training and coaching for participants so that they could apply gender mainstreaming in their works.

Recommendations to the SFM project team

To ensure that gender should be mainstreamed effectively into the project, GIZ should provide additional training courses, coaching, and mentoring after training for project partners. If possible, GIZ could combine gender sessions into technical training on forest management. This kind of training will help participants to have deep knowledge and skills in gender mainstreaming.

When designing the gender training sessions, GIZ should prioritize gender analysis and gender mainstreaming skills, which will be addressed through specific forest management activities. It could be, but not limited at some activities, including (1) gender mainstreaming in the development and implementation of the forest management plan, prepared by the forestry companies; (2) gender mainstreaming into training courses or communication events on forest management.

Besides, there are some recommendations given by the participants who joined the training courses. The key recommendations that help local partners and relevant agencies to facilitate gender mainstreaming in forest management include (1) Making clear the roles of women unions in forest management activities, and building their advocacy capacity to mainstream gender equality in forest management activities; (2) build gender analysis and gender mainstreaming for leaders and key staff of women unions at the commune level; 3) strengthen gender mainstreaming capacity for local partners both local government agencies, women union, and the forestry companies.

In addition, the gender session could be integrated into some kind of technical training courses provided by the project if any. The objective is to make gender sensitive for technical training, such as forest planting and protection; communication events on forest management and protection. etc.

Annex 1: Training Agenda

TRAINING AGENDA

Mainstreaming Gender into the Scale-up of Sustainable Forest Management and Certification (SFM) for Forest Management Stakeholders in Binh Dinh Province

Time: 28th December 2022

Trainer/Facilitator: Mr. Le Van Son – Gender expert

Training objective

Overall Objective

- To enhance the knowledge and understanding of SFM partners in Binh Dinh province on gender concepts, women’s empowerment, and the linkage between gender equality and sustainable forest management;
- To raise awareness of gender issues in sustainable forest management, and key solutions of gender mainstreaming in the sustainable forest management plan

Expected outcomes

After a one-day training course, the participants are expected to:

- Well-understand key concepts: sex, gender, gender need, gender roles, gender equality, and gender equity;
- Have a clear understanding of the importance and benefits of gender equality mainstreaming in the sustainable forest management plan
- To be aware of the prioritized gender issues in the sustainable forest management plan
- Be able to apply gender mainstreaming solutions in planning and implementing the sustainable forest management plan;

Tentative detailed training agenda

Time	Activities	People in Charge
7:45 – 8:00	Registration	All participants
8:00 -8:10	Opening remarks Participant Introduction	GIZ and CPMU
8:10 – 8:20	SFM project introduction	CPMU
8:20 – 8:45	Training objective and expectation Training regulations Pre-test	The facilitator: Mr. Le Van Son
8:45 – 10:00	Key gender concepts and their implication in forest management activities	The facilitator: Mr. Le Van Son
10:00– 10:15	Tea break	

10:15 – 12:00	The benefits and importance of gender mainstreaming in planning and implementing the forest management plan	The facilitator: Le Van Son
12:00 – 13:30	Lunch break	
13:30 – 15:00	Identify key gender issues in the sustainable forest management plan	The facilitator: Le Van Son
15:00 – 15:15	Tea break	
15:15 – 16:45	Gender mainstreaming solutions in the sustainable forest management plan	The facilitator: Le Van Son
16:45 – 17:00	<ul style="list-style-type: none"> - Post-test - Closing remarks 	GIZ and CPMU

Annex 2: Training facilitation Plan

DETAILED TRAINING FACILITATION PLAN

Allocated time	Activities	Methods for training	Expected outputs	PIC/facilitation note
8:00 -8:10 (10 minutes)	<ul style="list-style-type: none"> Opening remarks Participant Introduction 	<ul style="list-style-type: none"> Short speech by GIZ, the local partner Each participant self- introduce 	People know each other and the reasons for organizing this course	GIZ Speech
8:10 – 8:20 (10 minutes)	<ul style="list-style-type: none"> Project Introduction 	<ul style="list-style-type: none"> Presentation on the SFM project 	Have a common understanding of the SMF project	GIZ/PMU
8:20 – 8:30	<ul style="list-style-type: none"> Training objective and expectation Training regulations Training Pre-test 	<p><u>Plenary discussion</u></p> <ul style="list-style-type: none"> Each participant speaks out at least one expectation about the course. Facilitator groups these expectations and summary the expected results Asking participants to set the rules for achieving those expected outcomes. A printed/online questionnaire will be developed and to be filled out by participants before the course. 	<p>-The participants have a clear understanding of the reason for this training, its objectives, and expected outcomes.</p> <p>- The current knowledge and skills of participants on gender concepts and gender mainstreaming will be captured before the training</p>	Trainer Color cards Powerpoint Presentation
8:30 - 9:00 (30 minutes)	Sex and gender	<p><u>Gaming:</u> Explore gender and sex identities.</p> <p>Step 1 gaming: The participants are identified and grouped into three groups (male, female, and others). After grouping, all participants will be organized into a line. Three flip charts are available.</p>	The participants have a clear understanding of sex and gender concepts; and the difference between sex and gender	Facilitator Three flip charts A0 paper Pens

		<p>Each group will have 5 minutes. When the game started, each person in each group will write one gender identity of their group. One by one will come in front of a flip chart and write one gender identity.</p> <p>When time out, the facilitator will ask each group to count how many identities they have identified and a small gift will be given to the group having the highest number of gender identities.</p> <p>Step 2: Discussion and reflection after gaming The facilitators ask some questions to make a common understanding of participants on gender and sex and identify the difference between gender and sex including:</p> <ol style="list-style-type: none"> 1. Which identities are unique for males, females, or others? 2. Which identities could be the same for all males, females, and others? 3. Do you see any difference between sex and gender? <p>Step 3: Knowledge concluded by the facilitator The facilitator will present the concept of gender and sex and the difference between sex and gender through a short PowerPoint presentation.</p>		
9:00 – 9:30 (30 minutes)	Gender Roles	<p><u>Gaming:</u> Explore the gender roles in family and community</p> <p>Step 1: Gaming</p>	The participants have a clear understanding of gender roles, three types of gender roles,	Facilitator A0 paper Color cards

		<p>All participants are divided into two groups (males and females). Each group has 2 minutes to discuss and agree on 5 roles/activities that are often implemented by men (for the male group) and by women (for the female group). Then, the group agrees on which action (no word is used) they will use to describe these roles.</p> <p>When the game start, each group will show off the role action and the remaining group will guest the roles.</p> <p>A small gift will be awarded to the group having the highest number of correct answers.</p> <p>Step 2: reflection and discussion after the game The facilitator will ask some questions to make a common understanding of gender roles.</p> <ul style="list-style-type: none"> • Are the jobs/roles that men and women undertake could be same or different? • What basis is the division of work for men and women in the family and community-based? • As a man/woman, are you satisfied with the jobs you are undertaking? Why? <p>Concluded knowledge by a facilitator</p> <ul style="list-style-type: none"> • The facilitator introduced the concept of gender roles • Classification of 03 gender roles: productive, reproductive, and community roles. 	<p>and its implication in practice.</p>	
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		<ul style="list-style-type: none"> • What gender roles imply in practice. 		
9:30 – 10:00 (30 minutes)	Gender needs	<p>Small exercise</p> <p>Step 1: Group exercise</p> <p>A list of needs and interests of men and women which were identified under the assessment of the SFM project will be provided for discussion. Three questions will be asked for each need/interest as follow:</p> <ol style="list-style-type: none"> 1. Which needs/interests when met, only help women or men to play their traditional roles better? Why? 2. Which needs/interests when met, will transform decision power or promote equal roles between men and women? <p>Step 2: Knowledge conclusion</p> <p>The facilitator presents the three concepts: gender needs, strategic gender needs, and practice gender need in the PowerPoint presentation.</p>	Participants have a clear understanding of gender needs, practical gender needs, and strategic gender needs	Facilitator A0 paper Pens Color cards
10:00– 10:15 (15 minutes)	Tea break			
10:15 – 10:35 (25 minutes)	Gender stereotypes	<p>Role play: best wishes from the ancestors</p> <p>Step 1: Roleplay</p> <p>Facilitators invite 6 volunteers who will play the role of three couples. One couple has two sons; one couple has one girl and one daughter, and one couple has two girls. All remaining participants will play the role of an ancestor.</p>	Participants have a clear understanding of gender stereotypes and why gender stereotype is a root cause of gender inequality	Facilitator

		<p>Ancestors are requested to write three wishes (each wish for each couple) and then they will send these wishes funnily (flying from the sky to each family and speaking the wish to each family).</p> <p>A small gift will be awarded to the ancestor, who has the best of the best wishes.</p> <p>Step 2: Reflection and discussion</p> <p>The facilitators will review each best wish given by the ancestors to three families and ask them what did they feel when they received these wishes. The questions will be asked for each family including:</p> <ul style="list-style-type: none"> • Which wishes make you happy? And why? • Which wishes make you stressed? And why? <p>Step 3: Conclusion by a facilitator</p> <p>The facilitator concludes with the definition of gender stereotypes, gender discrimination, and gender norms and how gender stereotypes affect men and women in different ways.</p>		
10:35 – 11:05 (20 minutes)	Gender-sensitive and gender-responsive	<p>Plenary discussion and presentation</p> <p>The facilitator will present four steps of gender equality way and explain the difference between each step including (1) gender blind, 2) gender-sensitive; 3) gender-responsive, and (4) gender transformative</p>	Have a clear understanding of the difference between gender-responsive and gender-sensitive and gender transformative	The facilitator Powerpoint Presentation

11:05 – 12:00 (45 minutes)	Gender equality, gender equity	<p><i>Gaming: what makes you equal?</i></p> <p>Step 1: Gaming</p> <p>All participants are divided into two groups: men and women. The main task of each group is to throw a ball into a box. The distance from the box to the starting line is different between men and women. A small gift will be awarded to the successful people.</p> <p>Step 2: Discussion and reflection</p> <p>Women throw a ball into the box from a short distance and men throw a ball from a long distance. Then the facilitators ask the questions to men and women:</p> <ol style="list-style-type: none"> 1. What do you feel when you are successful? 2. What do you feel when you fail? 3. How could all people successfully throw a ball into a box? 4. In this game, what are equity mean to you? 5. How could we make men and women equal? <p>Step 3: conclusion by the facilitator The facilitator presents a key concept of gender equality and gender equity through a PowerPoint presentation</p>	The participants have a clear understanding of gender equality and gender equity and the difference between gender equality and gender equity	The facilitator Powerpoint Presentation
11:30 – 13:30	Lunch break			

13:30 – 13:40 (10 minutes)	Warm-up	Chicken dance – game on gender equality		Music speaker
13:40 – 14:20 (20 minutes)	Gender analysis: Objectives, domains of analysis, and key tools	Plenary Discussion/presentation The facilitator will present the concept of gender analysis, the objective of gender analysis, and key elements for gender analysis, and key questions will be used for each element, through a PowerPoint presentation.	The participants have a common understanding of gender analysis	The facilitator Powerpoint presentation
14:00 – 15:00 (60 minutes)	Key gender issues in Sustainable Forest Management	Group exercise All participants are divided into five groups. Each group will receive one case study about the SFM project activities and then the group will spend time discussing each element of the case study: <ul style="list-style-type: none"> • Case study 1: Key gender issues in division of labor in the SFM project • Case study 2: Gender needs in the SFM project • Case study 3: Key gender issues in access and control resources in the SFM project • Case study 4: Key gender issues in decision-making in the SFM project • Case study 5: influencing factors in the SFM project A set of questions will be provided after each case study to facilitate the active participation of each group including: <ul style="list-style-type: none"> • What are the key issues? • What are the main causes of these gender issues? • Proposed key actions to make the change? 	Have the ability to recognize key gender issues in sustainable forest management	The facilitator Powerpoint presentation A0 paper and color cards, pens Case studies

		The group will present the result of the discussion on the A0 paper.		
15:00 – 15:15	Tea break			
15:15 – 15:35 (20 minutes)	Gender mainstreaming: objectives, principles, and key actions	<p>Plenary presentation</p> <p>The facilitator shares the concept of gender mainstreaming, objectives and key principles, and key solutions.</p>	Have a clear understanding of the gender mainstreaming objectives, principles, and key actions	<p>The facilitator</p> <p>A0 paper</p> <p>Color cards, pens</p>
15:35 – 16: 45 (70 minutes)	Key gender actions in the sustainable forest management plan	<p>Plenary discussion</p> <p>The facilitator ask participants to reflect on the result of the group discussion above and proposed all gender actions shared by group discussions above and then agree on the list of gender actions that should be conducted in the sustainable forest management activities.</p>	Have the ability to develop solutions for gender mainstreaming in sustainable forest management	
16:45 – 17:00 (15 minutes)	Closing remarks and post-test	<ul style="list-style-type: none"> • Feedback session • Post-test • Closing remarks 	Provide feedback about the training and evaluation of change in knowledge, attitude, and skills after training	<p>The facilitator</p> <p>GIZ/PMU</p>