Training Session Notes

Gender Analysis in REDD+
Prepared by Dr. Kalpana Giri

2012
The Lowering Emissions in Asia’s Forests (LEAF) Program, a five-year cooperative agreement, is funded by the United States Agency for International Development’s (USAID) Regional Development Mission for Asia (RDMA). LEAF is being implemented by Winrock International (Winrock), in partnership with SNV – Netherlands Development Organization, Climate Focus and The Center for People and Forests (RECOFTC). The LEAF program began in 2011 and will continue until 2016.
Training Session: Gender Analysis in REDD+

OBJECTIVES:

At the end of the session, participants will have:

1) increased awareness on gender roles, relationships and its effect on gender equality in Vietnam/Nghe An.
2) developed an understanding of how gender relates to REDD+ principles and activities in Vietnam/Nghe An.

TIME: 1 hour

METHODS: Quiz, Group exercise, Presentations, Brainstorming

MATERIALS: Flip-charts with pre-written questions, Markers, Power-point, Laptop, Meta cards

STEPS

A. INTRODUCTION AND LINKAGE TO EARLIER SESSION

1. INTRODUCE the session by stating that in this session participants will learn about how and why gender is critical to REDD+. HIGHLIGHT that in this session, as a facilitator, you will indicate how gender seeps into all the previous session topics related to REDD+.
2. REMIND participants that gender is not a new requirement. HIGHLIGHT that it has been in place in forestry sector for decades. STRESS that still people are unsure of how gender matters to REDD+, more so in mitigation- since mitigation is considered purely technical- equated with lowering of emissions.
3. EXPLAIN to the participants that before understanding REDD+ from gender point of view, they need to know first what gender is. To start with, ORIENT them to a “Gender Quiz” to explore how gender situation looks like in Vietnam.

B. TRAINING BLOCK 1- GENDER ROLES & EQUALITY

4. Activity 1- Gender Quiz: ASK the quiz in the form of powerpoint slide and let the group guess answers. Once the group guesses, provide correct answers. At the end of the quiz, HIGHLIGHT the differences found.
5. Activity 2- Powerpoint presentation on Gender Concepts: PRESENT about gender concepts and approaches of gender mainstreaming in development. ORIENT them to next activity stating that the next exercise (Activity 3) will provide practical experiences of gender in Vietnam/Nghe An.
6. Activity 3- Gender roles and expectations: DIVIDE the participants into 2 groups- men & women (if large number upto 30, divide into 4 groups- men, women). Within those groups, appoint a person to write in flipchart, and a person to present within each of these groups. ENSURE that the participants understand
the questions. FACILITATE participants’ thinking by stating that they can think of their memories of childhood, adulthood, access to resources, education, training, opportunities and challenges they faced for being women or men. STATE they have 5 minutes to discuss and 2 minutes to present. Provide markers, and flipcharts with pre-written questions as following:

**Questions to women group:**
- In my culture, because I am a woman, I MUST ..... 
- If I were a man (and not a woman), I COULD.....

**Questions to men’s group:**
- In my culture, because I am a man, I MUST ..... 
- If I were a woman (and not a man), I COULD.....

7. After 5 minutes, ask the groups to present the findings. After both groups finishes presenting, facilitate to stimulate live discussions about the implication for the women and men about the roles and responsibilities, expectations, life choices. Use following questions to stimulate discussions:
  - Do women and men have to be or do things that you wrote down?
  - Why don’t women and men do the “other things” expected of the opposite sex?
  - Will you personally be comfortable in doing the “other things” at home and in public places?
  - Where do you learn about these things? (Responses can come like while growing up (childhood, adulthood), family, school, religion, media, workplace etc.)
  - How have these learning (Dos & Don’t) affect your choices/opportunities at home, workplace, other institutions? (Link to access to resources/control, equality etc.)?

8. BUILD UPON their reactions and lead them to discuss about socialization processes and key concept of gender. HIGHLIGHT that that both men and women are limited in their behaviors, roles, responsibilities and life choices, because of culturally determined roles and responsibilities- mediated through family, society, religion, ideology etc. STRESS that socialization process fixes the way we perform in societies; it gives women and men specific roles, specific resources and specific opportunities. Thus, these may impact what we can achieve in our lives. SUMMARIZE with these points: gender roles are deeply entrenched in culture, as well as in the belief and value systems of the society, and because of this, they are perceived as highly resistant to change. BUT they affect level of opportunities between women and men and thus, impact gender equality.

**C. TRAINING BLOCK 2: GENDER IN REDD+**

9. **Activity 4: Powerpoint presentation on Gender and REDD+**. Present the powerpoint slide and indicate how and why gender matters REDD+. (Start by linking with REDD+ activities indicated in previous sessions and its linkage to
gender, use local examples whenever applicable). CONCLUDE the powerpoint presentation by highlighting the social dimensions of REDD+ in terms of specific activities wherein gender consideration can be crucial.

- 10. UNDERSCORE LEAF’s gender mainstreaming approach and HIGHLIGHT that LEAF can provide technical support to address gender integration into many of their REDD+ related activities/interventions. However, ENSURE that gender-integration support is integral (and NOT additional) support that LEAF intends to provide to their organizations.

- 11. **Activity 5: Brainstorm** to pick up 3 priority activities/interventions wherein, the participants (their organizations) would need gender mainstreaming support. Provide metacards to write their options within 5 minutes. Once collected, read each metacards loudly and make a list of those identified support items.

- 12. CONCLUDE the session by stating that the participants might have a better understanding of how gender relates to REDD+ and what kind of implications it has on gender equality. Thank them for their participation in the session and link to the next session.

**Detailed Timeplan:**

<table>
<thead>
<tr>
<th>Session/objectives</th>
<th>Methods</th>
<th>Time</th>
<th>Total time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness on gender roles and its impact to gender equality in Vietnam/Nghe An</td>
<td>Introduction &amp; link to previous session <strong>Activity 1:</strong> Gender quiz</td>
<td>3 minutes</td>
<td>35 minutes</td>
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<td></td>
<td><strong>Activity 2:</strong> Presentation on gender concepts</td>
<td>10 minutes</td>
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<td></td>
<td><strong>Activity 3:</strong> Group exercise (2 Groups, 5 minutes of group work, 2 minutes for each group’s presentation) Group discussions Summary &amp; conclusion</td>
<td>5 minutes 5 minutes 10 minutes 2 minutes</td>
<td></td>
</tr>
<tr>
<td>Understanding of gender dimensions in REDD+</td>
<td><strong>Activity 4:</strong> Presentation on Gender and REDD+</td>
<td>15 minutes</td>
<td>15 minutes</td>
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<tr>
<td>Identify priority areas of technical support for better gender mainstreaming</td>
<td><strong>Activity 5:</strong> Brainstorming to identify 3 priority areas of technical support from LEAF for better gender mainstreaming into their organizations.</td>
<td>5 minutes</td>
<td>10 minutes</td>
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Notes to the facilitator:

This is purely an introductory session to make sure that participants understand gender roles, relationships and its effect on gender equality, particularly in REDD+. This session will provoke thinking, discussion and learning on gendered nature of Vietnamese society (as it applies to Nghe An district), making sure that participants understand its implications in relation to REDD+.

It is expected that the facilitator prepares beforehand by reading the session plan, handouts and powerpoint (provided by the LEAF’s Gender Advisor). Handout 1& 2 provides useful information for Activity 2 & Activity 4 respectively. In case of questions and clarifications, it is strongly recommended that the facilitator timely contacts LEAF’s gender advisor in Bangkok, Thailand at +66 (0) 2 631 1259 or through email at kalpana22us@yahoo.com.

A report (not more than 3 pages) is to be prepared outlining the results of the session. Please ensure to capture the participating organizations’ need and their expectations of technical support from LEAF in the report. Do also ensure that the report also captures levels of emotion (disinterest, self-realization, angry, happy, relief etc.) along with the lessons, when participants discuss about gender issues.
HANDOUT 1: Introduction of gender concepts and definitions

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

**Gender** refers to roles, responsibilities, rights, relationships and identities of men and women that are defined or ascribed to them within a given society and context – and how these roles, responsibilities and rights and identities of men and women affect and influence each other. Gender is culturally based and learned behavior which can change over time.

**Gender roles** refer to how men and women should act, think and feel according to norms and traditions in a particular place and time.

**Gender/sex division of labour** concerns the allocation of the tasks and responsibilities of men and women at home, at work and in society according to patterns of work that are felt to be acceptable in a particular place and time.

**Gender relations**: Gender relations are concerned with how power is distributed between the sexes. Gender relations are simultaneously relations of cooperation, connections, mutual support, and of conflict, separation, and competition, of difference and inequality. They create and reproduce systemic differences. They define the way in which responsibilities and claims are allocated and the way in which each is given a value. Gender relations vary according to time and place, and between different groups of people. They also vary according to other social relations such as class, race, ethnicity, disability and so on.

**Access**: This is defined as the opportunity to make use of a resource. **Gendered access** to resources, facilities, services, funds, benefits and decision making refers to the differences between men’s and women’s rights and opportunities to make use of these resources and to take part in decision making, due to norms and values existing in a particular place and time.

**Control**: This is the power to decide how a resource is used, and who has access to it. **Gendered control** over resources and decision-making processes refers to differences between women’s and men’s rights and power to decide on the use of resources, gain benefits, and take part in decision-making processes, due to norms and values existing in society.

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1 Compiled from various sources, mainly from Source: UNDP. (2007). Gender Mainstreaming: a Key Driver of Development in Environment and Energy. USA: UNDP.
Gender perspective means that:
• A differentiation is made between the needs and priorities of men and women;
• The views and ideas of both men and women are taken seriously;
• The implications of decisions on the situation of women relative to men are considered: who will gain and who will lose; and
• Action is taken to address inequalities or imbalance between men and women.

Gender equality refers to equal rights, voice, responsibilities and opportunities for men and women in societies, at work and in the home.

Gender equity refers to fairness between men and women in access to society’s resources, including socially valued goods, rewards and opportunities.

Gender mainstreaming refers to the consideration of gender equality concerns in all policy, programme, administrative and financial activities, and in organizational procedures, thereby contributing to organizational transformation.

Gender analysis is a methodology for analyzing the activities, resources and constraints of both women and men, and applying that analysis to decisions about development programmes. It explores and highlights the relationships of women and men in society, and the inequalities in those relationships, by asking: who does what? Who has what? Who decides? How? Who gains? Who loses? When we pose these questions, we also ask: which men which women?

Women’s empowerment refers to the process in which women reflect upon their reality and question the reasons for their situation in society. It includes developing alternative options and taking opportunities to address existing inequalities. It enables them to live their lives in the fullness of their capabilities and their own choices in respect of their rights as human beings. In the Beijing Declaration, it was 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.
LESSONS LEARNED (ASIA-PACIFIC)

GENDER EQUALITY & WOMEN’S EMPOWERMENT:
WOMEN IN REDD+

UN-REDD Asia/Pacific Work on Gender Equality and Women’s Empowerment

Gender, Gender Equality, Gender Mainstreaming, and Women’s Empowerment

Gender denotes the socially constructed roles, rights and responsibilities ascribed to men and women and the relationship and distribution of power between them, and has interpersonal, cultural, institutional, policy, political and socioeconomic dimensions.

Gender equality exists when men and women are attributed equal social value, equal rights and equal responsibilities and have equal access to the means (resources, opportunities) to exercise and benefit from them.

Women’s empowerment refers to tools, strategies and approaches that seek to correct asymmetries of power, access and privilege that result from gender inequalities. Promoting gender equality also requires efforts to ensure women’s empowerment.

Gender mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a means to achieve the goal of gender equality.

Women are rarely recognized as primary stakeholders of the forest and where they are, it is as a vulnerable group. There are few cases where gender has been effectively integrated throughout REDD+ strategies, program designs and policies. To integrate gender, REDD+ can build upon key lessons obtained through considerable body of experience, knowledge and best practices, particularly from natural resource management.

THE UN-REDD PROGRAMME

The UN-REDD Programme is the United Nations Collaborative Initiative on Reducing Emissions from Deforestation and Forest Degradation (REDD). It builds on the convening role and technical expertise of the Food and Agriculture Organization of the United Nations (FAO), the United Nations Development Programme (UNDP) and the United Nations Environment Programme (UNEP). The Programme supports developing countries prepare and implement national REDD+ strategies.
GENDER EQUALITY & WOMEN’S EMPOWERMENT:
WOMEN IN REDD+

Lesson 1: Women can play important roles for environmental outcomes when their right to participation and influence is recognized, as the increased forest restoration in Community Forestry and carbon emission gains from REDD+ pilot sites in Nepal indicates. Women’s recognition as forest manager provides critical spaces for women to gain experience and confidence and build networks that could be leveraged in seeking high-level support and promoting change in political structures.

Lesson 2: Transparent, equitable and accountable benefit sharing system can tailor to wider benefits to women. Benefit sharing systems that allow equitable access to women, and earmark some of its funds to meet women’s persisting demands, has helped to enhance livelihoods of poor female-headed households, promote girl’s education through scholarships and provide for better maternal health services. Such services enhanced behavioral change and commitment to forest conservation, ensuring forest sustainability.

Lesson 3: Micro-credit and alternative livelihood options can help women increase income, and realize other benefits. As in Vietnam, a range of alternative livelihood options within the value chains of bamboo and essential oil sectors resulted to increased income for 1400 households with over fifty percent of the revenue generated by women. Women’s access to micro-credits has resulted into enhanced confidence and decision-making.

Lesson 4: Technology to reduce women’s workload can save women from being overburdened. Since women in Asia and South-East Asia, in general, work longer hours than men, intervention strategies that demands women’s time for participation should not overburden women. Use of energy-efficient stoves in Lao, Nepal and India has significantly reduced women’s workload, reduced health risks and also abates risks to deforestation and forest degradation.

Lesson 5: Strengthening women’s organizations can enable them to negotiate the terms of their engagement within environmental programs. When women’s groups were linked by an NGO in Cambodia to form networks, they were able to increase their power to negotiate prices, arrange transport to markets, set up and run community rice mill cooperatives to increase productivity and earnings, and influence decisions at all levels of governance.

Lesson 6: Engaging with political actors, men and religious leaders to support gender equality and women’s empowerment can facilitate positive behavioral shifts to abate discriminatory socio-cultural practices against women. In Laos and Indonesia, engaging with political actors, men and religious leaders has generated support to women’s empowerment. Behavioral change on parts of men and wider society is essential for women to fully claim and enjoy their rights.


Contribution made by LEAF, USAID and WOCAN

For more information, please visit www.UN-REDD.org or contact:
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