Strengthening Gender Equity and Social Inclusion Approach within the Center of People and Forests and its Partners

18- 21 February, 2020 (TBC)

Kratie, Cambodia

**Objectives**

The learning objectives of this training workshop are to:

* Explain at least three key gender issues relevant to the forestry sector (representation, benefits, leadership).
* Analyze underlying attitudes that influence and constrain implementing gender and social inclusion approach in RECOFTC’s work.
* Evaluate reasons and results of implementing gender and social inclusion approach in the RECOFTC’s work.
* Apply basic gender/social inclusion skill sets to identify contextually-relevant gender issues in forestry sector.
* Develop a plan of action to implement gender/social inclusion approach in RECOFTC’s work.

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|  | **Day 1 Tuesday** | **Day 2 Wednesday** | **Day 3 Thursday** | **Day 4 Friday** |
| **AM** | Registration  Welcome, introduction and course and norm  Building your personal profile using a gender/social inclusion lens | Gender equality and equity in forestry  Unpacking communities  Effective participation for gender equality/ social inclusion  Empowerment towards gender equality and social inclusion  Gender/social inclusion tool #1 | **Departure to the field site**      Data collection and assessment with various stakeholders at community level | Field reflection – giving meaning to field data and analysis |
| **PM** | Walking in your shoes Gender and gender roles | Gender/social inclusion tool #2  Preparation for field visit | Developing plan of action  Close |

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| Date/Time | Session title | Objective | Steps | Notes | Lead |
| Tuesday |  |  |  |  |  |
| 8.00 - 8.30 | Registration |  |  |  | Chansey |
| 8.30 - 10.00 | Introduction & Course setting  & setting up of social teams | At the end of the session, the participants can/have:  -restate the training objectives and agenda  -identified their expectations of the training  -agreed on norms they need to follow during the training  -The social teams are set-up | 1. Introduce training team1.Welcome by KG & big picture RECOFTC SIGE  2. CCP context in terms of SIGE & esp. the Kratei women’s credit scheme work  3. Introduction of each other : “Wanted”poster activity  4. Introduce the training objectives , and build the flow. Check expectations and see where can be accomodated  5. Training norms, social events etc.  6. Pre assessment forms  7. Housekeeping | Identify and inform case holders of their role for Day 2 am session  Pre-Assessment before 10am | RK |
|  | Break |  |  |  |  |
| 10.15 - 12.00 | Intersectionality  Who am I ? | At the end of the session, the participants have examined their intersectional identities and the advantages and disadvantages that come with them | Draw 2 significant events in their lives: one personal and one related to their work  Sharing of significant events stories in small groups  Sharing of summary of group sharing in the plenary  For details, see <https://docs.google.com/document/d/1VVO0MROoHyaKqeprrhUFIFejJ8rbMYTW3w8C22-ZrMY/edit> | Key messages:  - We all have intersectional identities, a combination of multiple factors (gender and social factors) make us as a person.  - These factors affect the opportunities and constraints that we can have in our lives.  - Our personal experience is related with our knowledge, and attitudes as well as with biases and stereotypes. | KG |
| 12.00 - 1.00 | Lunch |  |  |  |  |
| 1.00 - 2.30 | .Walking in your shoes (gender roles) | At the end of the session, the participants can:   1. Reflect on gender roles and stereotypes in a social context 2. discuss how gender role /stereotypes shape behaviors/ actions | -roles (head of house , politician doctor) - societal roles | Key message : - what is acceptable for women and men from society POV  - Need to consider the factors that influence these stereotypes  - how these influence/ impact what you do in your work context  - starts with your sex, but other things come in : education, social , diactates what i can do and cant do  - men & women - depending culture and context some out weigh others ( Nepal : caste and sex) ; US - migrant status) + sex  - low status dictated by factors - which type of men and women are affected  - RECOFTC : cherry picking about what we want to do ( gender gaps )  - in your country, look at sexual orientation against factors you think is important - women, IPs and youth  - should not hinder approaching other groups  - stereotypes :our own biases explicit or not - we join RECOFTC or we stay in RECOFTC because we see these values.  - In the organisation , our own stereotypes / biases are affecting our work  - RECOFTC quite superficial work at | RK |
| 2.30 - 2.45 | Break |  |  |  |  |
| 2.45 - 4.00 | Gender and their work | -Examine how gender roles influence how they implement their work, in particular SIGE initiatives |  |  | KG |
| 4.00 - 4.30 | Daily feedback | - For the participants to provide feedback on how they feel on the day’s sessions  - For the facilitators to be informed on how the participants feel and do adjustments if necessary | 1. Give a personal reflection of today’s sessions 2. Give a new learning, insight (your own or from others), or idea you have of today’s sessions that you can apply to your work 3. Is there something that is confusing to you in today’s sessions that needs more explanation? |  | MN |
| 5.00 - 6.00 | Team reflection |  |  | IMP: Identify grouping for the field trip |  |
| 7.30 - 8.30 | Social events | - To provide opportunity for interaction beyond the formal sessions |  |  | KG |

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| Date/Time | Session title | Objective | Steps | Notes | Lead |
| Wed |  |  |  |  |  |
| 8.30 - 9.00 | Reflection | -To reflect on the previous day’s main takeaway -To summarize the feedback and inform participants of adjustments, if any |  |  | MN |
| 9.00 - 10.30 | Diversity - unpacking communities  Influence and interest tool | At the end of the session, the participants can  - analyze the different gender and social groups that are often included or left behind in forestry activities  - recognize what value each group brings when included in activities | I. introduce and run the power walk activity  2. Introduce and using case holders , apply the Influence and interest tool | Role play /simulation/ scenario building  Case holders to present how they’re unpacking communities in their projects and programs  =Cambodia, Lao, Thailand and Nepal (Myanmar as back-up) | RK & MN |
|  | Break |  |  |  |  |
| 10.45 12.15 | Access & Control - benefits and information , processes (decision making,processes ) | At the end of the session, the participants can  - analyze differential access and control among the different groups  - recognize the benefits of providing equal access and control to different groups  - review the efficiency of the design and implementation of their project activities in addressing unequal access and control/ recognize the results that are brought about by project activities that do not consider unequal access and control |  | Role play /simulation/scenario building  Bhungroo case | KG |
| 12.15 - 1.15 | Lunch |  |  |  |  |
| 1.15- 2.15 | Influence and Interest | At the end of the session, the participants can - analyze differences in influence among the different groups  - recognize the benefits of providing opportunities for different groups to have influence  - review the efficiency of the design and implementation of activities in addressing inequalities in influence/ recognize the results of project activities that did not consider inequalities in control and influence |  | Role play /simulation/scenario building |  |
| 2.15 - 3.00 | Bringing it together | To emphasize on connectedness of diversity, access and control and influence |  | Reflection | KG |
| 3.00- 3.15 | Break |  |  |  |  |
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| 3.15 - 4.30 | Preparation for field visit | At the end of the session, the participants  - know background of the community to be visited  - the groups are set up and tasks for each group identified  - the groups have identified the questions they will ask in the field given the tools they will use | 1.Big picture- Gender equality Cambodia orientation by govt reps  2. Site picture: CCP team  3. Grouping & tasks  4. Preparation | Task : describe key issues and suggestions of interventions/activities  Tools : Social mapping / activity profile & access and control profile / problem tree to understanding underlying issues  -Other tools you think may be usually useful | MR & KG & CCP |
| 4.30 - 5.00 | Daily feedback |  |  |  | AM |
| 5.00 - 6.00 | Team reflection |  |  |  |  |
| 7.30 - 8.30 | Social activity |  |  |  |  |

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| Date/Time | Session title | Objective | Steps | Notes | Lead |
| Thursday | Field visit | At the end of the field visit, the participants would have   * Explored applying SIGE concepts and skill sets * Reflect on how the topics and issues are related and linked and relate to SIGE conditions in the field site * Apply some of the lessons and insights learned in the field in their own SIGE contexts |  |  |  |
| 3.00 - 4.00 | Individual team & Plenary reflection | For the participants to provide immediate feedback of the field visit |  |  |  |
|  | Travel back |  |  |  |  |
| 7.30 - 8.30 | Social event |  |  |  |  |

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| Date/Time | Session title | Objective | Steps | Notes | Lead |
| Fri |  |  |  |  |  |
| 8.30 - 9.00 | Reflection |  |  |  | AM |
| 9.00 - 10.30 | Preparation for field visit findings | At the end of the session, the groups have summarized their findings from the field visit including suggestions for interventions |  | From Findings: describe key issues and suggestions of interventions/activities | KG/MN |
|  | Break |  |  |  |  |
| 10.45 12.30 | Presentation ( 15mins/team)  Plenary reflection | At the end of the session, the participants can explain the significance of looking at diversity, access and control and influence |  | Reiterate 3 main issues - diversity/access/ control & influence | KG/MN |
| 12.30 - 1.30 | Lunch |  |  |  |  |
| 1.30 - 3.00 | Review individual program of work based on key learnings from the field (clinic session ) | At the end of the session, the participants have developed SIGE action points that they can implement in their work |  | Clinic session | KG - assisted by team |
|  | Break |  |  |  |  |
| 3.00 - 4.00 | Sharing 6 months | At the end of the session, the participants reflect on their action plan based on comments from fellow participants... |  |  | RK |
| 4.00 - 4.30 | Wrap up & messaging | … and committed to action |  | How message is presented - inspirational | KG |
| 4.30 - 5.00 | Close |  |  | M&E  Logistics |  |

To do :

1. Email staff interested : 3 slots - 30 Jan deadline; letter of interest; approval and cost covered by unit ( Rejani)
2. Field prep with Kalyan: 30 Jan ( Kalpana)
3. Formulation of draft #1 objectives: : 31st Jan - Marie
4. Review objectives and work on steps :3 Feb - 7 Feb (Kalpana)
5. Assign staff: 3 Feb (Kalpana)
6. Fine tuning session plans, materials, handouts, M&E forms: 10 - 14 Feb (Rejani )
7. Team Travel to PP : 16 Feb; Team travel from PP : 22 Feb
8. Team update meeting : 16 Feb
9. Team training prep in Kratie : 17 Feb
10. Kalpana to get TOR