

# Cambodia REDD+ Programme



## Gender-Integrated Planning

## Training Workshop Report

25-27<sup>th</sup> March 2019

Kep Province, Cambodia

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Forest Carbon Partnership Facility Project



Note:

The report is trying to capture both the content and training approach/methodologies. Since it is a training for trainers type of workshop, the report focuses more on the training approach. It is expected to contribute to trainers for future training on gender and REDD+.

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## I. Introduction

Gender equality is a key to effective REDD+ implementation; therefore, it is important to promote gender consideration and women's empowerment through all policies design, strategic action plan development and implementation. Based on the recent assessment on gender mainstreaming into Action and Investment Plan of the National REDD+ Strategy, which was validated in early Jan 2019, certain gender gaps have been identified and a number of appropriate recommendations have been proposed to mainstream gender into all relevant project implementations. This is to ensure that different roles which women and men play in using natural resources contributing to effective and equitable forest management. Through REDD+ implementation, the project implementers shall explore rooms for improvement in terms of gender equality and women's empowerment in decision making processes, participating and receive benefits from REDD+ activities, and able to access to knowledge and technology. It is now critical to have staff and partners with gender skills at both the national and sub-national level to support the works. To support the capacity building, a three days training working on gender in REDD+ was conducted. Since pilot province to implement REDD+ has not yet identify, it is envisioned, at this stage, that only national-level government staff, who will be responsible for REDD+ implementation, will be the ones who make up majority of participants for this training course. These national level government staff will then work closely with sub-national REDD+ staff and projects and communities to integrate gender in REDD+ implementation.

### **Objectives of the Training Workshop**

- 1) To develop skills on gender analysis, participatory methods and planning to integrate gender in REDD+, particularly in the context of Cambodia's National REDD+ Action and Investment Plan.
- 2) To develop institutional gender Action Plans for each participating institution (Forest and Fisheries Administration, Ministry of Environment and Gender Group) within the training to enable them to bring about changes for more gender-responsive practices and activities in the support they provide on National REDD+ implementation, including within the design and implementation of the REDD+ Action and Implementation Plan.
- 3) To provide national-level government staff, who are directly involved in REDD+ implementation, with the capacity to work with sub-national REDD+ staff and projects and communities to integrate gender in REDD+ implementation

### **Participants**

The participants of the training consisted of staff members from National Council for Sustainable Development, Ministry of Environment (General Department of Administration for Nature Conservation and Protection and General Department of Livelihood Community), Ministry of Agriculture, Forestry and

Fisheries (Forestry Administration and Fishery Administration), Ministry of Women Affairs, Ministry of Interior, Ministry of Economic and Finance, RECOFTC , and NGO Forum. Most of them are members of REDD+ Gender Group, REDD+ Technical Group, and Gender Technical Group from line ministries. The total number of participants were 33 – 25 women and 8 men (see Annex 9).

#### **Venue and Date**

The training workshop was organized from 25-27 March 2019 in Rock Royal Hotel, Kep Province.

#### **Training Team**

- Ms. Dibya Devi Gurung, Lead Trainer, WOCAN.
- Gender Group: Ms. Vong So Panha from Forestry Administration and Ms. Kim Sokhanry from Ministry of Women Affairs, co- facilitators
- Ms. Kin Yii Yong, UNDP Regional Stakeholder Engagement Specialist, as back-stopper
- Ms. Tola Sreypeou SEM, Stakeholder Engagement and Communications Officer, co- facilitator and workshop rapporteur

#### **Organization of the Training Workshop**

The training was based on WOCAN's Gender Integrated Planning course that utilized adult learning practices and participatory methods to fully engage the participants and used their experiences. Participants were allowed to do reflection, group discussion, and action learning exercises that enabled the participants to practice tools introduced throughout the course and to generate discussion by leveraging participant's knowledge and experiences.

Participants were provided with a set of gender analysis tools and space to practice applying these tools relevant to the forest/REDD+ work in Cambodia. The content was delivered in English with simultaneous translation into Khmer, and sufficient time was allocated to help guide participants through the theoretical and analytical concepts. They were facilitated group works to allow participants to freely discuss the topics in Khmer.

The workshop approach was based on creating an understanding of how change happens at the individual and institutional level to achieve gender equality, and in line with this rationale, raise self-awareness about existing barriers, promote women's self-confidence and leadership in decision making processes, engage men to support women's leadership, facilitate institutional and behavioral changes towards more gender-sensitive practices, programmes and policies.

The three days workshop was organized as follows:

- Day 1: Welcome and Introduction; Introduction to key gender concepts and linkages between gender and REDD+(Forest and Fisheries sectors);
- Day 2: Introduction to Four modules of Gender-Integrated Planning Framework; Gender Problem/Situation Analysis in the Context of REDD + (Forestry and Fisheries value chains (Module 1); Developing Gender responsive Objectives for Gender Integration for REDD+ (forestry and Fisheries value chains) related programmes/projects (Module 2); Developing Gender responsive Activities for Gender Integration for REDD+ (forestry and Fisheries value chains) related programmes/projects (Module 3)
- Day 3: Developing Indicators and Risks for M&E (Module 4); Developing Gender-responsive Monitoring and Evaluation Framework; and Brief introduction to Gender Audit.

## II. Workshop Proceedings

### Day I

#### Session 1: Welcome and Introduction

The training workshop was chaired by H.E Mum Thany, Secretary of State and co-chaired by H.E Prum Sophy, Under Secretary of State and Mr. Uy Kamal, Deputy Head of REDD+ Secretariat presided over the formal opening session. Mr. Uy Kamal started the workshop by welcoming all the participants. He highlighted the importance of integrating gender into the planning, implementation and M&E steps and structures of the REDD+. He stressed that gender inclusion should move beyond mere participation of women and be implemented to achieve higher level gender results, such as improvement in the livelihoods of poor women and men and including their increased roles in decision making processes and positions. He further emphasized that one of the main components of REDD+ safeguard report must be to monitor the progress made on gender integration in the whole REDD+ processes.

H.E Mum Thany in her workshop opening speech highlighted the importance of ensuring gender equality for effective forest management. She also provided some valuable recommendations such as investing on building capacities of national and subnational government staffs especially on effectively mainstreaming gender within their ministries and improving coordination mechanism within the MoE for gender integration. Further she emphasized on widely disseminating the findings of the recently conducted REDD+ gender assessment.



*H.E MOM THANY IN HER OPENING SPEECH*

After the opening session, the participants introduced each other and shared their institutions initiatives on gender integration. Then the expectations of the participants were collected, and the objectives of the training workshop were presented. The participants were then asked to propose basic rules for the workshop and agree to follow the three-day workshop.

The first exercise was to generate participants’ expectations from the workshop. They were as follows:

Table 1: Expectation from the training

<ul style="list-style-type: none"><li>• How to conduct gender analysis</li><li>• How to integrate gender into REDD+ and how to improve condition of women through REDD+ programmes</li><li>• How to develop gender indicators in REDD+</li><li>• Want to gain new knowledge and experience on gender</li><li>• Gender concepts: what is gender equality and equity</li><li>• Gender Audit</li><li>• Mainstream Gender in REDD+ Action Plan</li><li>• How to make men aware of women issues and engage women in their works</li><li>• Build networks, discuss and get to know each other</li><li>• Create activities plans, gender responsive workplan, link to national gender policies</li></ul>
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The workshop objectives were then presented, while comparing them to the listed expectations. The lead trainer indicated which expectations would be met and which would not by the course content of the workshop.

This was followed by a brief presentation of the participatory methodology that would be used for the workshop, which would rely less on lecture-type presentations and focus more on learning through group work and participants’ own life/work experiences.

Setting of the contract for the workshop followed listing the workshop expectations. A contract was set, as an agreement between the participants and the facilitator to be followed during the entire course of the training workshop. The contract was as follows:

Table 2: Contract Setting

<ol style="list-style-type: none"><li>1. Workshop to start at 8:00AM, Lunch at 12:00 (1 hour) and closing at 4PM.</li><li>2. Mobile Phone should be on silent mode</li><li>3. No interruption when someone is talking</li><li>4. Raise hands to ask questions</li></ol>
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## 5. No Tourism during workshop (full participation)

### Session 2. Introduction to key gender concepts and linkages between gender and REDD+

#### 2.1. Intersectionality and Implicit Bias

Objectives of the Session: is to ensure that the participants understand key concepts of social identities, gender concepts and linkages between REDD+ and Gender (why Gender Matters in REDD+) in the context of Cambodia.

#### Understanding Concepts for Gender and Identity:

- What is **Introduction to** Intersectionality?
- What is Implicit Bias?

Please see Annex 5 for definitions of intersectionality and implicit Bias.

The session on Gender and Identity was started with a quick exercise about the participants' individual understanding and their ability to define their personal self.



*PARTICIPANTS ARE CHECKING OUTCOMES OF IDENTIFY EXERCISE*

Exercise 1: The exercise questioned the participants about “Who Am I” and the participants were instructed to draw, write or enact how they individually see and define themselves on the provided papers. The papers were then put on display for everyone to see. The exercise was followed by a level of discussion about personal identities that participants related to in reference to the exercise that was then concluded with a conceptual presentation about Intersectionality and Implicit Bias for conceptual clarity.

After this exercise, the facilitator made a power-point presentation showing the different groups of women and men in Cambodia based on their education level, poverty, geographical location (remote, urban, rural), ethnicity, political linkages, etc. The facilitator explained how certain groups had identities that were advantageous to them and how certain identities were of disadvantage and how these had implications on decision making and accessing the REDD+ and other development resources

After the exercise participants were given an overview of Gender, Identity and Intersectionality. The trainer and the participants shared experiences related to these matter and an open discussion was entertained. The discussion was concluded with the following:

- People have multiple and layered identities that are derived from social relations, personal history and the operation of power structures in the society.
- Most of the people are the members of more than one community at the same time, and they can simultaneously experience oppression and privilege.

- Sometimes, a combination of identities exposes individuals or groups to different types of disadvantages.

Along with Intersectionality another Gender Equality and Social Inclusion concept (GESI) 'Implicit Bias' was introduced to the participants. The trainer explained what an Implicit Bias was and how it worked. This concept was explained through relatable examples and the participants were encouraged to share their experiences as well as discuss the concept with examples with each other on an open floor discussion. Facilitator defined that implicit bias supports us to discriminate people unconsciously. Our year to year's socialization process grasps individuals in their mind unconsciously. Thus, implicit bias occurs when someone consciously rejects stereotypes and supports anti-discrimination efforts.

## 2.2. Introduction to Socialization and Gender

Objective of the Session: To ensure that the participants understand the concept of Gender and other gender and social inclusion related concepts

Understanding Gender and Social Inclusion and GESI concepts:

- What is gender?
- Gender and Socializations
- Framing Gender

This session on GESI concepts was started with a 30 minutes exercise that dealt with participants' individual personal gender history, which was further, discussed in different groups.

Exercise 2: After discussing and sharing their thoughts about Gender and Social identities from the previous session, the participants were provided with a 'Personal History' form (refer Annex) and were asked to first conduct the exercise individually and then discuss them in their respective groups for deeper understanding and clarifications. The participants were also asked to focus on the differences in experiences with regards to gender, ethnicity and geographical region during group discussions.



*Ms. SOPHANA, MEMBER OF GENDER GROUP, SHARING EXPERIENCE ON  
SOCIAL IDENTITIES*

In addition, the participants and facilitator shared several examples and real life experiences to better understand the different gender and social inclusion concepts. This session was concluded by group presentations about the understanding of gender and social inclusion in reference to the previous exercise of the personal gender history form.

This exercise increases understanding about how socialization shape perception on gender's roles. Participants were working in group to discuss about how women and men were raised in family and society from young age to adulthood and old age. Different family, and society would have different ways

of defining gender based on how family raise their children and how society and culture treat them. Some families give women freedoms to lead, express, and do jobs as men. However, it is still obvious that women still bare major responsibilities of indoor works such as taking care of house works, food, children, saving money, or work related to accountant and administration. Men mostly engage in outdoor activities, technical job, physical, and networking.

This has led to gender stereotype that women are not suited in outdoor works and men should not step into indoor domain and created a restricted border for the two to flexibility cross domains. Slowly, the unconscious biases happened, create unwelcome sphere for both women and men.

The recent findings show that though women would like to join outdoor forest activities, they feel hesitated and unwelcome. Also, they have heavy work load which men do not willing to share.

To improve the situation, both women and men shall open doors to crossing domain, open mind and support any individual to perform their roles based on their willingness, interest, and needs.

### 2.3. Introduction to Gender and REDD+ - Why Gender matters in REDD+

REDD+ Secretariat made a presentation on the REDD+ structures and mechanisms. This was followed by a discussion on the linkages between REDD+ and Gender. The facilitator summarized this session by a presentation on the linkages between Gender and REDD+ based on the recent gender assessment in REDD+.

## Day II

### Session 3: Introduction to Four Modules of Gender-Integrated Planning Framework



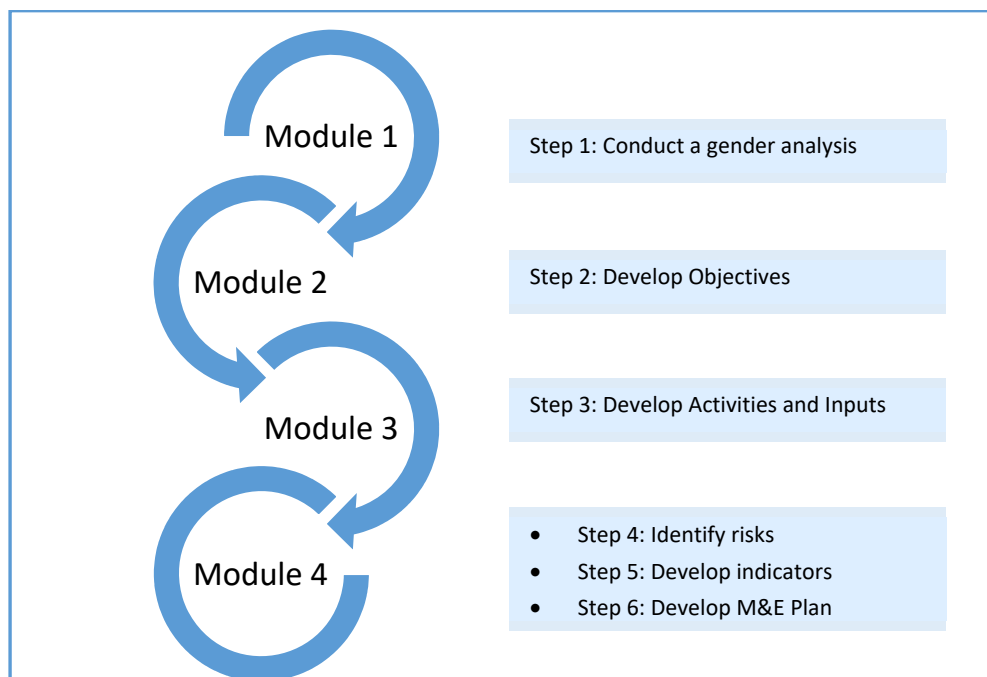
MS. SOLEAP FROM NCSD IS SHARING VIEWS ON GENDER CONCEPTS

Day II started with the review of activities from Day One. Participants were asked to give their views on the training (approach/methods, content;) and ask questions if they had confusions. Around 2 hours was spent on this session as the participants had several questions and also wanted to share their experiences to be clear on certain concepts.

- Unconscious bias could influence by cultural and societal perception about those indoor and outdoor work, only until men or women proof, they can do work outside of their domains
- Gender mainstreaming is about changing the unconscious bias to ensure women and excluded group can participated and benefited
- Equity is about understanding and giving support and facility. Without understanding their needs/capacity, it is hard to lift everyone up to an equality status

Objectives of this Session 3: To understand the key components of Gender Analysis, the use of Gender Analysis methods to integrate key Gender Concepts in different steps of Project cycle.

The four modules compose of 7 steps:



After discussing the 4 planning steps, the participants were asked to divide themselves into their respective sector-wise group (refer Annex 2 for the 4 modules). Four groups were formed –.

#### Session 4: Gender Problem Analysis in the Context of REDD + (Forestry and Fisheries value chains)

##### Module 1:

Objectives of this Session: To use the key components of Gender Analysis and identify key gender gaps and opportunities applying the gender concepts learnt in the previous sessions.

Exercise 1: Participants were divided into 4 groups according to their respective sectors/departments – a) Community Forestry, b) Protected Areas, c) Fishery and c) MOWA/I/NGOs. Each group were then asked to apply the concepts learnt in the previous sessions and analyze the gender problem/situation in their respective sectors. The participants were asked to use 2 different Gender Analysis concepts – Material Conditions, Social Positions<sup>1</sup> to analyze using the Problem Tree method. After the analysis the groups were asked to share their finding in a plenary.

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<sup>1</sup> **Material Conditions:** This term describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads

**In practice, Gender Analysis** involves research or assessment to identify material conditions and social position of gender. The material conditions refer to immediate or material circumstances in which men and women live, access to food, resources, equipment, finance and related to their present workloads and responsibilities. The social position describes the place of women in society relative to that of men. For example, in the past, women in Saudi Arabi had extensive material condition such as money and car. However, women did not have rights to get driving license. This is a social position issue that limited their enabling condition to freely mobile.

Gender analysis is the foremost important step in planning. The project shall try to deep dive interview or research to collect information and involve stakeholders as much as possible to identify issues to understand which men and women are vulnerable, what are conditions, needs, priorities, interests..etc. However, at a certain extent when time and budget is limited, at least try to make gender desegregation data, classify type of group in the communities, who are vulnerable or indigenous group.

Research shall compose of both quantitative and qualitative data. Having just quantitative data cannot serve a deep gender analysis. Most of them time, qualitative is needed. Though qualitative research would be a bit difficult, it can possibility do by having skills in interviewing with different group of people, or IP.



*Groups discussion on gender problem analysis*

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**Social Position:** This concept describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women's position, we must address the way gender determines power, status, and control over resources



## Session 5. Developing Gender responsive Objectives for Gender Integration for REDD+ (forestry and Fisheries value chains) related programmes/projects

**Module 2:** Objectives of this Session: To develop concrete gender Objectives/Outcomes that will address changes the sectors wants to achieve in regards to the identified problems.

Once the core problem and root causes have identified, start to set **objectives** focusing on what **changes** does the project want to achieve. The changes are the **result** of the project that could be in the form of long-term **impact** or intermediate **outcomes**. The project M&E process should look for both **intended and un-intended outcomes** of the result. One result can more than one outcome.

The session was started with the facilitator explaining the concept of Results Based Framework) and made sure that all the participants understood each of steps and components of the framework.

A brief presentation that outlined the following was made:

- What are objectives and outcomes? These are the long-term and intermediate end result of change that a Project would like to achieve in response to a problem or opportunities that have been identified in the situation analysis.
- How to develop objectives? Objectives are developed with results or Impacts and Outcomes that needs to be achieved for the identified problems.
- There are two types of results: Impact or long-term results, and Outcomes or intermediate results.
- Different type of outcomes – Intended Outcomes and Unintended Outcome
- Needs that should be addressed during planning – Material Condition (Practical Needs) and Social Position (Strategic Needs)

Group-work: Each group was asked to develop the Objective and Outcomes for their respective district based on the key problems identified in the previous session.

## Session 6. Developing Gender responsive Activities for Gender Integration for REDD+ (forestry and Fisheries value chains) related programmes/projects:

### Module 3

Objectives of the session: To identify the Activities and risks from a Gender perspective.

The session focused on identifying activities and risks from a Gender perspective. Before the groups were given group exercise the facilitator explained the different type of Activities.

Activities could be;

- Material Condition Related
- Social Position Related

Group-work: After the discussion on Activities and Risks, based on their understanding the participants were asked to list the probable activities that might occur in their districts.

Once the project has defined changes, next step is to figure out **how** will the project achieve those changes, through what **activities** and **inputs**. There could be more than one activity and input for one outcome.

## Session 7. Developing Indicators for M&E

### Module 4

Objectives of the session: To develop Gender Indicators based on the groups divided into 4 sectors /departments.

The session focused on developing outcome level indicators started with discussion on the definition and types of indicators.

There are two types of indicators:

a) Quantitative

b) Qualitative

Group-work: After the discussion on indicators participants were asked to develop qualitative and quantitative indicators based on the outcomes developed in the previous session.

The project has to design M&E plan to measure the outcomes. The key question is how will the project know if and when they have achieved those outcomes? Normally, more than one indicator are developed to measure changes in gender. It could be either as quantitative and qualitative indicators. The process to develop indicator has to be SMART (Specific, Measurable, Achievable, Relevant, and Timebound).

For REDD+ implementation, the result of change should not only focus on having number of participation of women or IP group, but thinking about quality of engagement, how is their involvement in decision making and does REDD+ offer any positive changes to their livelihood. It is always important to keep checking whether both material conditions and social position provided. For example, after this gender training, how many participants can become trainers, how participants use skills from training to apply in workplace, can their knowledge influence integration of gender into REDD+ Action Plan or gender action plan in their respective ministries..etc.

## Day 3: Developing Gender M&E/Action Plan and a brief session on Gender audit

Day 3 started with the reflection on Day II and after that the participants were asked to develop M&E/Gender Action Plans.

## Session 8. Developing Gender-responsive Monitoring and Evaluation Framework

Module 5. Objective of this Session: To Develop a Gender Equality and Social Inclusion (GESI) Action Plans or logical frameworks for the 4 sectors /departments by putting together the results achieved during all stages of the planning exercises as shown below:

Problem Statement	Outcomes	Indicators	Activities	Means of Verification
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The 4 sector/department-wise Plans were then shared through a gallery walk plenary, where all participants provided comments and feedback for each group. The sector/department-wise Gender M&E/Action Plans are contained in Annex 2.

The workshop was closed after a brief introduction to Gender Audit.

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## Annexes

### Annex 1: Gender Audit

**Gender Audit** is a participatory process and tool for identifying challenges to integrating gender in the organization's system or in programs or projects. To audit the organization, nine boxes of organizational framework is utilized. The assessment will look over all the process within the organization ranging from technical dimensions to political and cultural dimensions. It is known to be a challenge and sensitive one because the assessment will judge on organization's political commitment on gender and power in decision at management level. Most of the time, the program/project gender audit is feasible. It simply assess whether the program/project is gender inclusive by looking problem statement, outcomes, activities, and results. This has reflected throughout the three days trainings.

### Annex 2: Gender Responsive Indicators and M&E

Result from Group discussion on four modules of Gender-Integrated Planning Framework. Due to time constraint, only outcome, indicators and activities were discussed.

Group 1 - Protected Area



Problem Statement: Low participation of women in all aspects of forest management		
Outcome	Indicators	Activities
1. Increased number of women in leading/key decision making	<ul style="list-style-type: none"> <li>Number of women in leading/key decision making position increased by 20%</li> <li>Number of forest management related decisions made by women.</li> </ul>	<ul style="list-style-type: none"> <li>Specific provisions for women in trainings, capacity buildings events, and meetings</li> <li>Leadership and forest management trainings (technical) for women</li> <li>Create/strengthen forums to encourage women to voice their opinions</li> <li>Disseminate new update information to women</li> </ul>
2. Women engaged and leading in forest management and conservation	<ul style="list-style-type: none"> <li>Number of women participating in forest management activities increased by 10%</li> <li>Number of women with technical skills to implement forest activities increased by 30%</li> </ul>	<ul style="list-style-type: none"> <li>Provide technical trainings and capacity buildings</li> <li>Give women opportunities to practical implementation</li> <li>Knowledge sharing events</li> </ul>
3. Increased number of women as rangers	<ul style="list-style-type: none"> <li>20% of women participated in patrolling</li> <li>Number of women understanding technical forest management increased</li> </ul>	<ul style="list-style-type: none"> <li>Set quota in selection process to give number of seats for women as rangers</li> <li>Awareness raising to women and build their confident</li> </ul>

## Group 2: Fishery Administration

Problem Statement: Limited Number of Women in Patrolling		
Outcome	Indicators	Activities
1. Women's livelihood options increased	<ul style="list-style-type: none"> <li>50% of women received trainings about animal</li> </ul>	<ul style="list-style-type: none"> <li>Six trainings about animal husbandry and fish breeding</li> </ul>

	husbandry and fish breeding <ul style="list-style-type: none"> <li>• 30% of women gained knowledge from training and applied skills in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Provide fish, animal and vegetable seedlings to women</li> </ul>
2. Increased knowledge and skills about gender and gender analysis	<ul style="list-style-type: none"> <li>• 100 people (45 women) increased understanding about gender analysis</li> <li>• Five focal points persons who can transfer knowledge on gender</li> </ul>	<ul style="list-style-type: none"> <li>• Three trainings about gender analysis and integration</li> <li>• 8 awareness raising events about gender to key relevant stakeholders</li> </ul>
3. Increased skill on patrolling	<ul style="list-style-type: none"> <li>• 30 people (10 women) participated in 3 patrolling trainings</li> <li>• Among 10 rangers, at least 3 women have practical skills and technical knowledge about patrolling</li> </ul>	<ul style="list-style-type: none"> <li>• 3 trainings on patrolling for women</li> <li>• Increase number of patrolling to 13days/month</li> </ul>

### Group 3 (Forestry Administration)

Problem Statement: Limited participation of women in community forestry activities		
Outcome	Indicators	Activities
1. Community forestry work-plans are based on the needs and priorities of local women (gender analysis).	<ul style="list-style-type: none"> <li>• At Least 30% of women are members of the Community Forestry groups.</li> <li>• At last 30% of women have been consulted to by govt/non govt. staffs tfor forest management.</li> <li>• 40% of women's idea included in community work plan</li> </ul>	<ul style="list-style-type: none"> <li>• Establish inclusive community committee members with at least 33% women members</li> <li>• Trainings on workplan development</li> <li>• Develop gender responsive work plan and implementation</li> </ul>
2. Women's participation in forest management activities increased	<ul style="list-style-type: none"> <li>• Five trainings a year</li> <li>• 30 people (50% women) participated in trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Trainings about gender in women roles in forest activities</li> </ul>

	<ul style="list-style-type: none"> <li>• 50% of people who received trainings have provided their technical services to the Govt./I/NGOs (or are used for their technical knowledge/skills)</li> </ul>	<ul style="list-style-type: none"> <li>• Trainings for women on community forestry management</li> <li>• training about workplan development</li> <li>• Awareness on domestic violence and men's support to women.</li> </ul>
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#### Group 4 (NGOs and MoWA)

Problem Statement: Low participation of women in decision making processes.		
Outcome	Indicators	Activities
1. Women are in key decision making positions in Community Forestry, Protected Areas and Fishery related committees.	<ul style="list-style-type: none"> <li>• At least 20% women in key decision making positions in next 3 years period</li> <li>• Concerned Sectors allocate budget for 4 gender trainings in their annual work plans.</li> <li>• 40 % women who are trained have provided their technical knowledge and skills to the Govt/I/NGOs and Committees</li> </ul>	<ul style="list-style-type: none"> <li>• Revised or enhance local forestry and fishery guidelines to increase women's participation</li> <li>• Provide trainings on leadership and technical skills to women</li> <li>• Disseminate information or enhance understanding about important roles of women in forest management</li> </ul>
2. Women have increased knowledge, skills to implement forestry and fishery related activities.	<ul style="list-style-type: none"> <li>• Govt. and I/NGOs have allocated funds in their annual work-plans for at least 2 trainings on animal husbandry and plantation</li> <li>• # of times Women have provided their forestry related technical knowledge and skills to the local govt/I/NGOs and Committees.</li> <li>• At least 50% of women in the community are engaged in livelihood</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate funds and technical persons for trainings on animal husbandry and plantation</li> <li>• Disseminate information about laws, rule and regulation relevant to forest management</li> <li>• Specific trainings for women to enhance their understanding about forest's functions and benefits</li> <li>• Provide trainings to women on sustainable use of NTFP and enhance production</li> </ul>

	and forest management activities.	
3. Coordinating mechanism networking among women in forestry management developed or enhanced	<ul style="list-style-type: none"> <li>• ToR and guidelines for coordination/networking mechanism developed Number of meetings with technical staff and relevant stakeholders to create ToR</li> <li>• At least 50% of women participated in formulation process and decision makings</li> <li>• Number of cooperation events between women networks and relevant stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ToR based on consultation with the local women and their coordination related needs and situation. Invest and establish pilot mechanisms to develop networks/coordination between women networks and relevant provincial departments, especially Provincial Department of Women Affairs, and NGOs</li> <li>• Increase NTFP markets and enhance business for women.</li> </ul>

Table 1: Summary of Participants' Expectation from the Workshop

### Annex 3: Introduction to four modules of Gender-Integrated Planning Framework

	PLANNING QUESTIONS	PLANNING STEPS	GENDER CONCEPTS
MODULE 1	What is the present gender situation?	<u>Step 1:</u> Conduct a gender analysis	➤ Identify <u>Condition</u> and <u>Position</u> of women and men
MODULE 2	What change do you want to achieve?	<u>Step 2:</u> Develop Objectives	➤ Identify the difference between <u>Practical needs</u> and <u>Strategic interests</u> of women and men ➤ Ensure that both <u>Practical needs</u> and <u>Strategic interests</u> of women and men have been incorporated in steps 2-6
MODULE 3	How will you achieve these?	<u>Step 3:</u> Develop Activities and Inputs	
MODULE 4	How will you know you have achieved these?	<u>Step 4:</u> Identify Risks <u>Step 5:</u> Develop Indicators <u>Step 6:</u> Develop M&E Plan	



## Annex 4: Exercises

### Personal History Form

CHILDHOOD	ADOLESCENCE	EARLY ADULthood	STAGE OF BUILDING A FAMILY
When I was a child, my parents taught me that:	When I was a teenager, my family, teachers, religion taught me that:	When I was choosing my career/work, I learned that:	In building and nurturing a family, I learned that:
<u>Little girls should behave this way:</u>	<u>As a young woman, I should behave this way:</u>	<u>Careers/work associated with women are:</u>	<u>Women should take the following roles:</u>
<u>Toys/games for girls are:</u>	<u>Hobbies/interests for young girls should be:</u>	<u>At work, the capacities and attitudes expected of women are:</u>	<u>In making decisions women should be:</u>
<u>Little boys should behave this way:</u>	<u>As a young man, I should behave this way:</u>	<u>Careers/work associated with men are:</u>	<u>Men should take the following roles:</u>
<u>Toys/games for boys are:</u>	<u>Hobbies/interests of a young man should be:</u>	<u>At work, the capacities and attitudes expected of men are:</u>	<u>In making decisions men should be:</u>

<p><i>What is gender?</i></p> <p>It is the experience of being female or male and it differs from culture to culture. Gender is socially determined through the roles, activities, and responsibilities to being male or female in a society. Gender also determines one's identity in the way one is perceived, how one is expected to think and act as a woman and man.</p>
<p><i>What is gender mainstreaming?</i></p> <p>It means making women's as well as men's concerns, needs and experiences an integral part of policies, programs and Projects so that women and men can benefit equally. In practice, it means systematically identifying gaps in gender equality and, consequently, addressing them. Gaps may include differences in rights, control, ownership, power and opportunities. Gender mainstreaming can occur at two levels:</p> <ul style="list-style-type: none"><li>a) <u>Project cycle;</u></li><li>b) <u>Organizational structure and culture</u></li></ul>
<p><i>Condition:</i> This term describes the immediate, material circumstances in which women and men live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads.</p> <p><i>Position:</i> This concept describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women's position, we must address the way gender determines power, status, and control over resources.</p>
<p><i>Practical needs:</i> If these were met, the lives of women (of men) would be improved without changing existing gender division of labor or challenging women's subordinate position in society. Meeting practical needs is a response to an immediate perceived necessity; interventions, which do this, are typically concerned with inadequacies in living conditions such as provision of water, healthcare, and employment.</p>

*Strategic needs:* If these were met, the existing relations of unequal power between women and men would be transformed. These interests/needs relate to gender divisions of labor, power, and control. Those identified by women may include issues such as legal rights, domestic violence, equal wages and women's control over their bodies. However, many of these issues are perceived as part of a natural order, which cannot be challenged. Women may only be able to articulate their strategic interests/needs once they have exchanged knowledge with someone who that it is possible to change the 'natural order'.

*Reproductive role:* Childbearing/rearing responsibilities, and domestic tasks done by women, required guaranteeing the maintenance and reproduction of the labor force. It includes not only biological reproduction but also the care and maintenance of the work force (male partner and working children) and the future work force (infants and school-going children).

*Productive role:* Work done by both men and women for pay in cash or kind. It includes both market production with an exchange-value, and subsistence/home production with actual use-value, and also potential exchange-value. For women in agricultural production, this includes work as independent farmers, peasant wives and wagedworkers.

*Community Roles:* Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in 'free' time.

*Community politics role:* Activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This is usually paid work, either directly or indirectly, through status or power.



*Intersectionality*: The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. (Oxford Dictionary). Intersectionality is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face

*Implicit Bias*: refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

### Key Social Inclusion Definition and Concepts for Planning

*Marginalization*: The process whereby certain groups suffering deprivation, eg the impoverished, unemployed, single parents and those with limited formal education are pushed to the edge of society where they have little say in decision making and are denied the means to improve their position.

*Discrimination*: Any distinction, exclusion, restriction or preference, based on "race", colour, descent, or national or ethnic origin which has the purpose of or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life. (International convention on the elimination of all forms of racial discrimination ICERD 1965)

*Double discrimination*: The term refers to discrimination on double grounds, for example gender discrimination and discrimination due to ethnic origin and is a form of multiple discrimination, and preferably called so. (Makkonen 2002)

*Integration:* Process of removal of prejudices related to racial/ethnic differences, of stereotype attitudes to it, of expectations of its impact, which lead to racially/ethnically formed models of interaction in the everyday life. Overcoming of racially/ethnically based inequality in the spheres of education, employment and career, residence, healthcare, participation in local government. A prerequisite for the initiation of the integration process is the presence of legal mechanisms for protection against discrimination. The process of integration differs in its very essence from the process of assimilation. The integration presupposes respect and recognition of cultural differences, while assimilation is based on obliteration/annihilation of the different, which is considered inferior. (Grekova M. 2001).

*Social Exclusion:* Social exclusion is a multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live. People are 'excluded' if they are not adequately integrated into society. The definition of the concept varies among countries and different schools of thought. The primary forms of exclusion cover Circumstances in which people are left out of society, through non-inclusion in systems of social protection; Circumstances, like poverty and disability, when they are unable to participate in ordinary activities; Circumstances in which people are shut out, through stigma or discrimination. Exclusion stands then for a whole series of social problems and processes and 'combating social exclusion' has come to stand for a wide range of actions in social policy." (Silver 1994, Gordon D, Spicker P, Leguizmon S 2007).

*Gender Equality and Social Inclusion (GESI):* Gender equality and social inclusion (GESI) is a concept that addresses unequal power relations between women and men and between different social groups. The GESI approach to development focuses on the need for action to re-balance these power relations and ensure equal rights, opportunities and respect for all individuals regardless of their social identity.

<b>TECHNICAL DIMENSION</b>	<b>Policies and Actions</b>  The guiding policy and its operationalization in action plans, strategies/approaches, and monitoring and evaluation systems.	<b>Tasks and Responsibilities</b>  The way people are positioned and the way tasks and responsibilities are allocated and related to each other through procedures, information and coordinating systems.	<b>Expertise</b>  The number of staff and the requirements and conditions to allow them to work, such as job description, appraisal, facilities, training etc.
<b>POLITICAL DIMENSION</b>	<b>Policy Influence</b>  The way and extent management, people from within the organization and people from outside the organization influence policy and the running of the organization	<b>Decision Making</b>  The patterns of formal and informal decision making processes. The way diversity and conflicts are dealt with	<b>Room for Innovation</b>  The space and incentives provided to staff to give shape to their work, such as rewards, career possibilities, variety in working styles
<b>CULTURAL DIMENSION</b>	<b>Norms/Values</b>  The symbols, rituals and traditions. The norms and values underlying the running of the organization and the	<b>Cooperation</b>  The way the work relations between staff and with outsiders are organized, such as working in teams,	<b>Attitudes</b>  The way staff feels and thinks about their work, the working environment and about other (categories of) employees. The

	behavior of the staff. The social and economic standards set	networking. The norms and values underlying these arrangements	extent to which staff stereotype other staff. The extent to which staff identifies him/herself with the culture of the organization
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## Annex 7: Evaluation

<ul style="list-style-type: none"><li>- <b>What did you think about the training workshop?</b></li><li>- <i>Participates like all the contents: gender concept, problem analysis, planning log frame, and gender audit. They are useful for their work. They concept and content are simple and easy to adapt. Number of participants are about 30 people which is good enough for productive training.</i></li><li>- <i>Facilitation receive overall satisfaction from most Participants. They like facilitation that has good interaction between facilitator and participants. There are a few comments to improve facilitation. It would be better to provide enough time for group presentation, and for participants to express more ideas.. Should give more advise to each group after group exercise.</i></li><li>- <i>Logistic is overall fine. Translator is very good. Lunch and snack do not meet satisfactory standards. If possible, please share more handouts,</i></li></ul>
<p>1. <b>What more would you like to learn?</b></p> <ul style="list-style-type: none"><li>- <i>Provide another training on gender audit. More explanation on change of culture and opportunities of gender in social</i></li><li>- <i>Request to have more of this gender trainings to subnational levels</i></li><li>- <i>Organize field exercise after the training</i></li></ul>

## Annex 8 : Agenda

Time	Activity	Responsibilities and Methodology
<b>Monday 25<sup>th</sup> March 2018</b>		
<b>Session 1. Welcome and Introduction</b>  <b>Objectives of the session:</b> <ul style="list-style-type: none"> <li>• Welcome and introduction of the participants</li> <li>• Setting the context of the training – share objectives, agenda, and set the ground rules</li> <li>• Inform participants about training logistics and administration.</li> </ul>		
08.00	Registration of participants	Register names, contact address and provide stationary Who: REDD+Secretariat
08.30	Welcome Participants  Introduction of Participants	Who: Welcome speech by the organizer or chief guest  Ice-breaker exercises, e.g. games are effective to know the participants and put them at ease; Who: Trainer or Gender Group Member (GGM).
09.30	Expectations from the Training  Objectives of the Training	<ul style="list-style-type: none"> <li>• Ask participants to write down their expectations on their diaries and ask them in plenary and write it on the flip chart;</li> <li>• Read the course objectives and session outline aloud and explain how the course may or may not meet their expectations;</li> <li>• Go through the programme schedule/objectives, highlighting the modules and time allotted for each session, as well as the break time. Check if participants agree with the schedule.</li> </ul>

		<p>Set the stage by explaining that the training workshop is based on Adult Learning Theories and participants are expected to share their experiences</p> <p>Who: Trainer</p>
10.00	<p>Agreement and setting the rule</p> <p>Administration and Logistics</p>	<ul style="list-style-type: none"> <li>• Ask participants to suggest rules and write down on a flip chart paper titled 'Agreement'.</li> <li>• Conclude the activity by explaining that participants have now entered into an agreement with the facilitators and with each other. Stress that it is very important for both participants and facilitators to abide by the agreement.</li> <li>• Announce administrative and logistic information and ask if participants have any queries; Also introduce the focal person to contact for administrative/logistic queries.</li> </ul> <p>Who: GGM + REDD+ Secretariat</p>
10.20 (15 min)	Tea/Coffee break	
<p><b>Session 2. Introduction to key gender concepts and linkages between gender and REDD+(Forest and Fisheries sectors)</b></p> <p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Common understanding of key socialization and gender concepts</li> <li>• Linkages between REDD+ and Gender (Why Gender Matters in REDD+) in the context of Cambodia</li> </ul>		
10.35	Introduce Socialization	<ul style="list-style-type: none"> <li>• Group Exercise – (in mixed group) Using Personal History Form (Annex 1) or any Socialization Game</li> <li>• Sharing and discussion in Plenary</li> </ul> <p>Who: Trainer + GGM</p>

11.00	Introduce Gender and how it interacts and links with socialization	<ul style="list-style-type: none"> <li>Continue discussion in plenary. Link gendered experiences from the 1<sup>st</sup> exercise on Gender Personal History form with gender concepts and list the key concepts. e.g. Gender roles (productive and reproductive) and relations; Gender equity and gender equality; Access to and control over resources; Material Condition and Social Position</li> </ul> <p>Summarize Socialization and key Gender Concepts Who: Trainer</p>
12.00 (1.5 hour)	Lunch Break	
13.30	<p>Introduce Intersectionality</p> <ul style="list-style-type: none"> <li>In Society, workplace – with each other; based on different gender, caste, religion, nationality, disability, age etc.</li> <li>How does socialization and identities, stereotypes interact.</li> </ul>	<p>Energizer – Game or Exercise</p> <ul style="list-style-type: none"> <li>Individual Exercise – Who am I? (List multiple identities)? Explain and give instruction to write or draw to describe as many identities of the individual as possible and stick on the wall. Gallery walk – observe by all participants;</li> <li>Discussions and sharing of individual experiences in plenary</li> <li>PPT presentation (Cambodian Experience) on multiple identities/intersectionality. Summarise</li> </ul> <p>Who: Trainer + GGM</p>
14.30	<ul style="list-style-type: none"> <li>What is implicit Bias? How is it expressed and articulated?</li> <li>What are the implications of these biases at your work?</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm and discussion in plenary.</li> <li>Group Work (List all forms of biases at the workplace?;</li> <li>Discuss its implication in your work (make the participants talk about it).</li> </ul> <p>Who: Trainer + GGM</p>
15.15	Tea/Coffee Break (15 min)	



15.30	<ul style="list-style-type: none"> <li>Introducing Climate Change Concepts in the context of Gender and REDD+</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming, discussion and presentation of the concepts – what is exclusion, vulnerability, capability, how are they different? Link with gender and REDD+</li> <li>Summarise – how the socialization - intersectionality, stereotyping, implicit biases leads to exclusion of women, excluded groups, vulnerable people's meaningful participation, access to and control over resources and benefit sharing.</li> </ul> <p>Who: Trainer</p>
16.15	<ul style="list-style-type: none"> <li>What is REDD+ (structure) in the context of Cambodia</li> <li>Linkages between Gender and REDD+ in the specific context of value chains (forestry, fisheries)</li> </ul> <p>Focusing on the key gender issues and challenges in the forest and fisheries sectors.</p>	<ul style="list-style-type: none"> <li>Presentation of the basic REDD+ structures (PPT or flip chart) – by REDD+ Secretariat</li> <li>Presentation/Sharing of key Value Chain steps in Fishery and Forestry Sector with key gender opportunities and barriers (flip chart) followed by discussion – by GGM and Trainer</li> </ul> <p>Who: REDD+ Secretariat, GGM and Trainer</p>
17.00	Closing of Day I	
<b>Day 2</b> <b>Tuesday – 26<sup>th</sup> March, 2019</b>		
<b>Session 3. Introduction to Four modules of Gender-Integrated Planning Framework</b>		
08.30	Reflections of Day 1	<p>Ask Participants in Plenary – what they liked; wants to be improved (logistics, content, training style/approaches, suggestions etc.)</p> <p>Who: Trainer</p>

09.00	Introduction - Steps of Gender Integration in Planning Cycle	Energizer – Game or exercise Brainstorm and in Flipchart -Introduce Result Chain Framework and show how Gender and CC concepts can be applied in each step Who: Trainer
<b>Session 4. Gender Problem Analysis in the Context of REDD + (Forestry and Fisheries value chains (Module 1)</b>		
09.30	Gender Problem Analysis  Overview of key issues and challenges in the forestry sector in the context of Cambodia	Presentation/discussion of key gender issues in Forestry/REDD+ in Cambodia (share key findings from the Draft Gender Assessment Report-2019)  Who: GGM and REDD+ Secretariat
10.30	Tea/Coffee Break (15 min)	
10.45	Continued...  Gender Problem Analysis from VC context by Participants using the key concepts discussed above.	Group Work – Gender Problem Analysis – Identification/listing of the problems from Gender, CC perspectives in Forestry/REDD+ Check if problems/issues and opportunities identified are related to Material Conditions or Social Position of women and men? Who: Participants
12.00	Lunch Break (1.5 hours)	
13.30	Continue Gender Problem Analysis in the context of Forestry and Fishery VCs	Problem Tree – Identification of key Problem; Causes and Effects. Check if the causes and effects are related to Material Conditions or Social Position of women and men  Presentation and discussion Who: Participants + GGM+Trainer
14.45	Coffee/Tea Break (15 min)	
<b>Session 5. Developing Gender responsive Objectives for Gender Integration for REDD+ (forestry and Fisheries value chains) related programmes/projects (Module 2)</b>		

<b>Objectives of the Session:</b> <ul style="list-style-type: none"> <li>To develop gender related objectives/results to address the issues/problems identified during the session on Gender Problem Analysis.</li> <li>Analyse if the objectives/results are gender responsive</li> </ul>		
15.00	Identify and develop Gender and REDD+ responsive objectives/results (What change/result you want to achieve?)	<p>Understanding Outcomes – Immediate; Intermediate and Long -term Group work – developing Objectives or results and check if the they addresses/improves or does not address/improve or does no harm to:</p> <ul style="list-style-type: none"> <li>Material Condition/ Practical Needs/ Vulnerabilities</li> <li>Social Position/Strategic Interests/Capabilities of different groups of women and men</li> </ul> <p>Who: Participants +GGM+ Trainer</p>
<b>Session 6. Developing Gender responsive Activities for Gender Integration for REDD+ (forestry and Fisheries value chains) related programmes/projects (Module 3)</b>		
<b>Objectives of the Session:</b> <ul style="list-style-type: none"> <li>Developing gender and climate change related activities and inputs to achieve the results developed in Module 4 (How will you achieve the results?)</li> </ul>		
16.00	Identify and develop Gender and CC responsive Activities (How will you achieve results developed in Module 5) Policy/Strategy Level Program Level	<p>Group work – developing Activities and check if the they addresses/improves or does not address/improve or does no harm to:</p> <ul style="list-style-type: none"> <li>Material Condition/ Practical Needs/ Vulnerabilities</li> <li>Social Position/Strategic Interests/Capabilities of different groups of women and men</li> </ul> <p>Who: Participants + GMMG+ Trainer</p>
17.00	Closing of Day 2	
<b>Day 3</b> <b>Wednesday 27<sup>th</sup> March, 2019</b>		
08.30	Reflections of Day	

## Session 7. Developing Indicators and Risks for M&E (Module 4)

### Objectives of the Session:

- To develop gender-responsive Indicators and Risks (How will you know you have achieved these results?)

09.00	<ul style="list-style-type: none"> <li>Introducing Indicators – Types of Indicators: Output and Outcome; Qualitative; Quantitative; SMART Indicators</li> <li>Develop gender-responsive outcome level indicators and risks</li> </ul>	<p>Group work – develop indicators – How will they know if and when they have achieved the results/changes (developed in Module 3)?</p> <p>Check if the indicators developed can measure changes related to both the Condition/Practical Needs/Vulnerability and Position/Capability/Strategic Interest of different groups of Women and men.</p> <p>Who: Participants</p>
10.00	Tea/Coffee Break	
10.15	Continue – developing Indicators	Who: Participants

## Session 8. Developing Gender-responsive Monitoring and Evaluation Framework

### Objectives of the Session:

- To develop a gender-responsive M&E plan

11.00	Development of Gender and Climate Change Responsive Monitoring and Evaluation Plan	<p>Introduce gender responsive M&amp;E framework – Trainer</p> <p>Group Work – Ask the participants to link and compile the Result Chain – Modules 1,2,3 and 4 (Problem, Objective/Result, Activities and Indicators) in the M&amp;E Plan; Market Place – display plans by each group on the wall; Gallery Walk – ask all participants to walk around and observe each plans. Plenary; Ask following questions:</p> <ul style="list-style-type: none"> <li>Has Gender and Climate Change concepts and issues have been incorporated.</li> <li>Do the interventions address the needs, and priorities of both women and men?</li> </ul>
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		<ul style="list-style-type: none"> <li>Does it meet the Practical Needs and Strategic Interests of both Men and Women?</li> </ul>
12.00	Lunch Break (1.5 hrs)	
13.30	Continue ...Development of M&E Plan	Gallery walk – M&E plan; discussion Who: Participants
14.30	Brief Presentation and discussion – Gender Audit	Presentation and discussion Who: Trainer
15.30	Tea/Coffee Break (15 Min)	
15.45	Step Forward	Who: UNDP/REDD+ Secretariat
16.15	Evaluation	Who: Trainer + GGM+ REDD+ Secretariat
16.45	Closing of the Workshop	

#### Annex 9: List of Participants

No.	Name	Sex	Position	Organization
1	H.E Mom Thaney	F	Secretary of State-MoE	MOE
2	H.E Prum Sophy	F	Under Secretary of State-MoE	MOE
3	Ms. Set Sorbunnaleap	F	Deputy of Office of Climate Change of Deartment-MoE	MOE
4	Ms. Keo Sreymoul	F	Staff MoE	MOE
5	Mr. Uy Kamal	M	Deputy Director of Department of Inspection and Law Enforcement GDANCP MoE	MOE

6	Ms. Rang Sokha	F	Member of REDD+ Gender Group	MOE
7	Ms. Sar Sophyra	F	Chief of Forest Cover Assessment Office GDANCP/MOE	MoE/GDANCP
8	Ms. Yous Keomoneyroth	F	Staff MoE	MoE
9	Ms. Ly Savun	F	Deputy of office MOE	MOE
10	Ms. Vong Sopanha	F	Deputy Director of Forestry Administration/Gender Group	FA
11	Mr. Lao Sethaphal	M	Deputy Director of Inspection and Law Enforcement Department, Forestry Administration, MAFF and Chief of REDD+ Safeguards Technical Team	FA
12	Ms. Em Maredy	F	Deputy of Office FA	FA
13	Ms. Teth Somaly	F	Staff FA	FA
14	Ms. Ngan Titdany	F	Staff FA	FA
15	Mr. Bun Racy	M	Deputy Director at FiA	FiA
16	Mr. You Chenpraseth	M	Deputy Director at FiA	FiA
17	Ms. Thach Phanady	F	Member of REDD+ Gender Group	FiA
18	Ms. Ken Somnang	F	Staff at FiA	FiA
19	Ms. Soun Penkanika	F	Chief of Office	FA
21	Mr. Yang Mengseang	F	Deputy Director Mol	MOI

22	Ms. Kem Sokanary	F	Chief of Office of Education Department	MOWA
23	Miss. Chorn Ratha	F	Deputy Director of Department of Education Department	MOWA
24	Ms. Thoeurn Sreyvy	F	Admin Assistant	RTS
25	Miss. Dy Vutheara	F	Communication Officer	RECOFT
26	Mr. Bun Narin	F	Consultant	NGOS
27	Ms. Thach Sovannary	F	Deputy Director of Department at MoE	MoE
28	Ms. Lean Teavy	F	Deputy Director of Department at MoE	MoE
29	Mr. Leng Sereyoudom	M	Staff MoE	MoE
30	Ms. Peou Sofin	F	Assistant	MoE
31	Mr. Bouk Bunnat	F	Assistant	MoE
32	Ms. Ouch Laksmeay	F	NCDS	WCS
33	Mr. Kun Peou	M	Assistant	