



# How to design and implement participatory training programmes

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# 1 Introduction

The idea of training forestry personnel in gender analysis is timely. Forestry professionals are beginning to appreciate that the women and men who depend on forests for their subsistence are critical to forestry development success and that their different roles and needs must be taken into consideration. It is different because most gender analysis training programmes focus on mid-level development agency staff, whereas *this gender analysis training programme is also for those who implement forestry programmes at the field level.*

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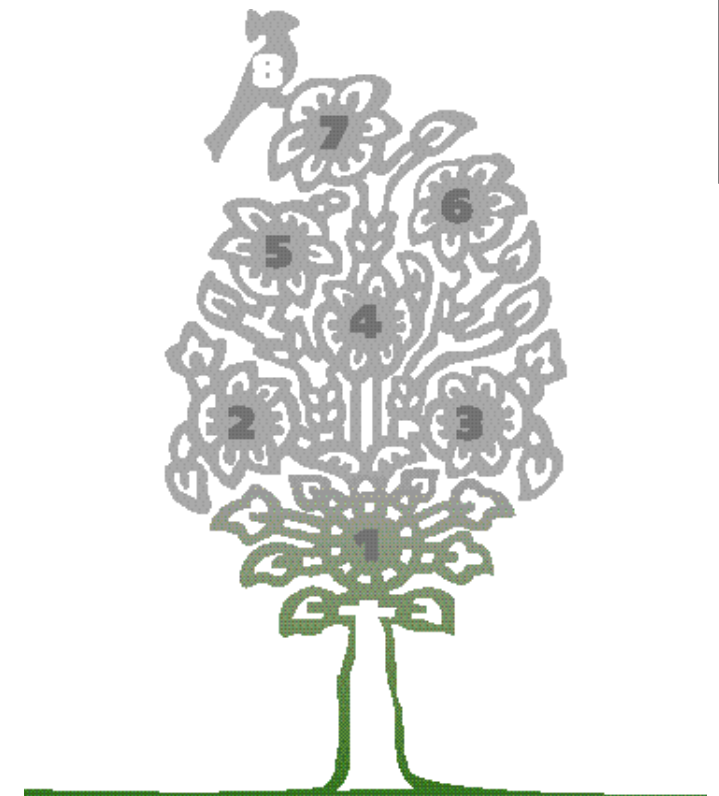
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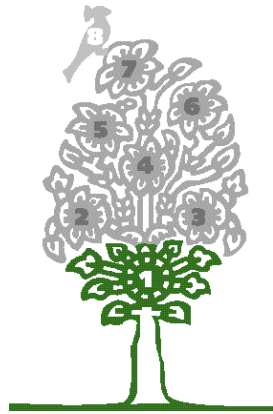


## 2 Designing a participatory training programme

Here are eight basic steps for designing a gender analysis and forestry training programme. Although they are similar to those for formulating any development training programme, *the important difference is that this design process is **participatory**, and therefore it requires collaboration among all participants through all steps of design.* Participatory planning means that new information will appear continuously. Therefore the programme design must remain flexible because *it must absorb and integrate new needs and priorities identified by the participants as they become apparent.*

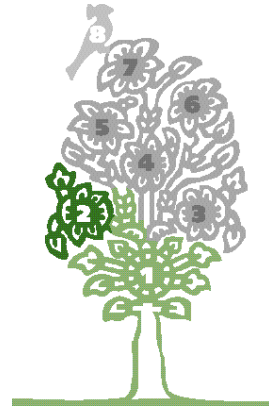
The following steps are not necessarily in the order in which they will be taken, and many of the steps will be taken more than once.



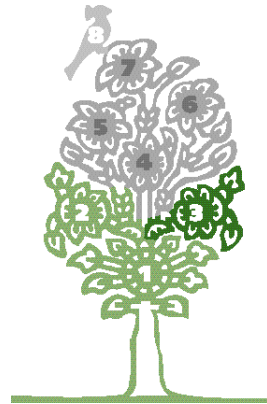


**1 SELECT RESOURCE PERSON(S).** Select an overall programme coordinator who will initiate the design of the programme, develop training materials and methodology, then coordinate communications among participants, and provide support and management for all aspects of programme implementation. Additional resource persons may be required, e.g. gender analysis trainer or community forestry specialist.

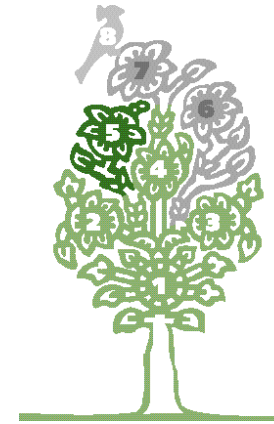
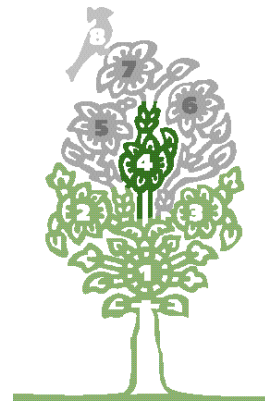
**2 DEFINE GENERAL PROBLEM OR GAPS.** Initiate background research by visiting the field or institutions and studying documents, as required. Then, draft tentative goals, and draw up a list of potential participants from village organizations, non-governmental organizations, training institutes, departments, ministries (at both field and policy level) or a combination of these.



**3 GET SUPPORT AND COMMITMENT.** Before any programme can get started, support is needed, including staff and budget. Also needed, for the duration of the programme, is commitment from decision-makers, at every level, in positions which enable them to ensure that the programme will be carried through.

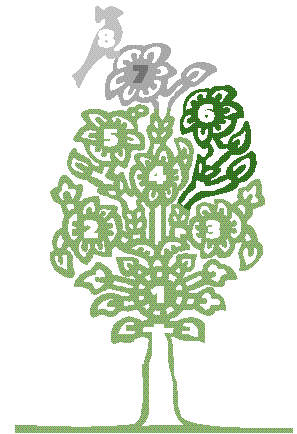


**4 START A DIALOGUE.** Discuss tentative programme goals with potential participants to elicit their advice and identify their needs. Together with the potential participants, identify key issues for the programme, aiming for usefulness and relevancy, and identify the potential target group level(s): field, management, or planning and decision-making, government or non-government.

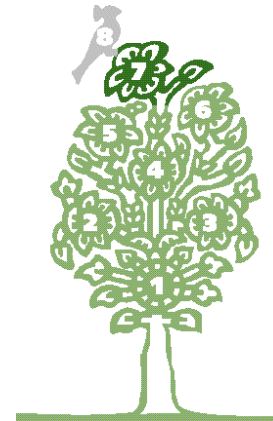


**5 SELECT PROGRAMME PARTICIPANTS.** After identifying needs and target group level(s), select participants. Some examples of participants might be: staff of selected forestry project(s); staff of national institution(s); and experienced national consultants, e.g. in gender analysis, community forestry, participatory development, or participatory training.

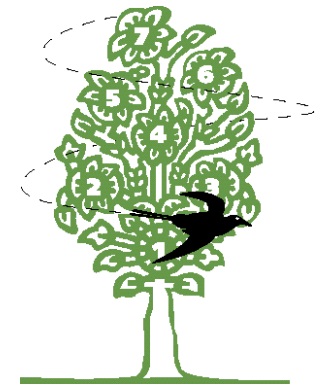
**6 SET PROGRAMME OBJECTIVES.** Base objectives on the participants' stated needs, and the resources available to meet those needs.



**7 DESIGN THE PROGRAMME.** Together with the participants, develop final programme goals, activities, and expected outcomes. Identify resources needed, and create a timetable. As a whole, the programme should support a participatory process of capacity-building.



**8 MONITOR AND EVALUATE CONTINUOUSLY.** Participatory programme design means that two-way communication is necessary to feed information back into the design at every step.



### 3 How the eight basic steps were applied to the Gender Analysis and Forestry in Asia Programme

What follows is a description of how the eight steps of designing and implementing a training programme took place in Asia, where six countries participated. It is presented here as an example of how a *regional* training programme was set up. The “Lessons learned” (see page 22) are relevant to training programmes of all sizes, whether international, national, or for one small village.

#### SELECT RESOURCE PERSON(S)

FAO’s Community Forestry Unit hired a gender analysis training consultant to develop and coordinate a programme on gender analysis and forestry. The consultant was teamed up with a community forestry consultant. The idea was to work together so that community forestry, gender analysis, and participatory training were combined.

#### DEFINE GENERAL PROBLEM OR GAPS

First, forestry projects were studied to identify key issues for case study research on gender analysis and forestry. The general problem identified was that the forestry project activities were being implemented without adequate attention to the different roles and needs of women and men, even in cases where project objectives stressed the importance of “farmers’ and poor women’s participation”. Gender-disaggregated information was generally unavailable and project staff lacked the awareness and skill necessary for integrating gender issues in their work.

#### GET SUPPORT AND COMMITMENT

Early in the programme, letters were sent to important policy-makers. The objectives were: to inform them of plans for a new training programme; to ask their advice; and, to request their support and commitment.

FAO has a mandate from its member governments to train FAO professional staff in gender analysis. Therefore,

it was logical to build upon this mandate by also extending the training to the field staff of FAO forestry projects in Asia. Interest and collaboration by other organizations, especially the World Bank, made it possible to include non-FAO projects in the programme as well.

FAO Representations, National Forestry Project Directors, national forestry institutions and organizations with key roles in forestry development in Asia were contacted. Nearly all responded with interest and recommendations.

Obtaining funds and support was a gradual process. As the programme developed, and needs were identified, proposals were written asking for support. (See model budget form, outlining budgetary items, in Annex 1-F.)

#### START A DIALOGUE

A preliminary list was drafted, by country, of recommended projects, institutions, and consultants, based on document reviews and written responses. With this draft list in hand, the participatory dialogue was started by visiting four countries to:

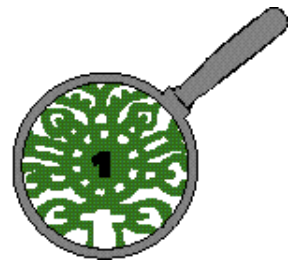
**Seek advice** on how a training programme on gender analysis and forestry could be most useful and relevant to each country;

**Answer questions about the programme proposal**, especially about what gender analysis means, and what participatory training on gender analysis and forestry could and could not do to support forestry development;

**Finalize selection of participant group levels** e.g. forestry projects, local institutions, and national consultants from government and non-government organizations;

**Identify key issues in each project area** for case study research on gender analysis and forestry.

Forestry development sites were visited to hold discussions with villagers and forestry staff and gain familiarity with forestry activities. Several meetings were also held with ministries, forestry departments, university programmes, non-governmental organizations, training institutions and potential consultants from these institutions. Participants recommended that planners and policy-makers, plus field-level staff should be trained in gender analysis. This made sense because field-level staff would be unable to implement gender-sensitive changes in their work if they were not supported by gender-sensitive policies, plans, and training programmes.







## SELECT TRAINING PROGRAMME PARTICIPANTS

Together with the potential participants, it was decided three types of participants should be included from each country, based on specific criteria:

- **staff of a selected forestry project**
- **staff of at least one selected national institution**
- **a team of national consultants** (i.e. trainers and foresters to conduct case study research and take part in Training of Trainers) (see also Step 7)

### Selecting forestry projects

The participating forestry projects were selected based on:

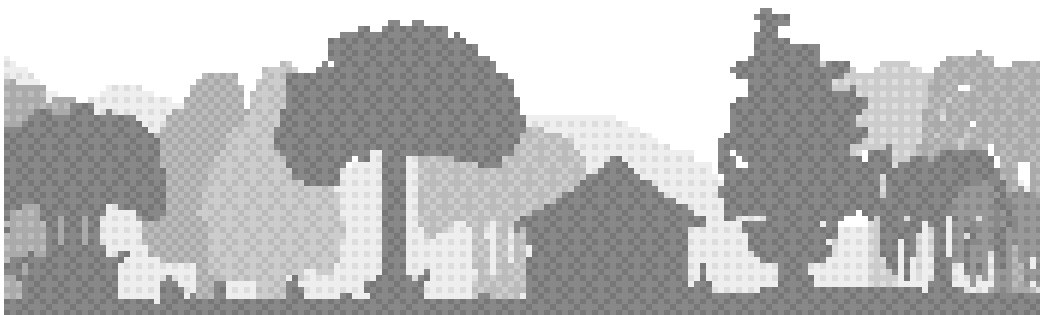
- existing community, social, or participatory forestry objectives;
- the potential utility of gender-disaggregated information to the project;
- being representative of general environmental and technical aspects of forestry development, e.g. watershed management, afforestation, or agroforestry;
- willingness of project staff to have case study research carried out in the project area;
- interest of project staff in participating in a gender analysis and forestry training workshop. (All projects visited were willing and interested.)

### Selecting national institutions

The participating national institutions were selected based on:

- credibility with institutions active in the forestry sector including agriculture and environment ministries, forestry departments, non-governmental and other organizations;
- interest in integrating gender analysis into ongoing training programmes;
- capacity to deliver gender analysis training in response to requests from other organizations; and
- availability of staff for short-term consultancies to the training programme.

The participation of national institutions in the training programme was critical to achieve ongoing integration of gender analysis training in the forestry sector of each country. Key institutions also provided important liaisons with other sectors interested in gender analysis, creating a spread-effect which maximized investment of limited training programme resources.



### Selecting national consultants

(see also Annex 1-C.)

National consultants were selected for technical experience in a range of fields:

**forestry:** watershed management, agroforestry, strip plantations, afforestation, etc. (depending on project area);

**development:** working with women in development, agriculture, livestock, rural development, and related topics;

**training:** participatory methodologies, workshop design, materials development, and evaluation;

**social science:** field research, preferably rapid rural appraisal.

Since it was neither affordable nor manageable to hire a consultant for each area of expertise, a team of national consultants, who together had most of the needed skills, was selected.

#### Selecting trainers

Two persons from each country were selected for the case study/training team for the duration of the training programme. They researched and wrote the case studies, and were workshop co-

trainers. Preferably two persons were selected from *national institutions*.

Two persons were necessary because:

- the case study project areas were large and complex, requiring more than one researcher;
- involving consultants from two separate institutions (e.g. one government and one non-government) built up national capacity in gender analysis and forestry training expertise;
- earlier gender analysis training programmes indicated that workshops were best carried out by a team of trainers;
- the team approach was a good way to combine skills;
- national consultants supported each other, an important factor in a new training programme.

#### Selecting foresters

Forestry expertise, especially in technical aspects, is rare among those with expertise in social science research, training, gender issues, and rural development. Therefore, a third consultant, a forester, was added on a short-term basis, to the team of national consultants in Nepal, Thailand, and Bhutan. In Bangladesh, Sri Lanka, and India, however, senior foresters were members

of the case study/training team for the duration of the training programme, and they participated in materials development and training. Foresters ensured that the case study included sufficient and appropriate forestry information. Including foresters also increased national capacity to integrate gender analysis and participatory training in ongoing forestry work. Gender analysis was new to the forestry consultants. Priority was given to selecting national consultants from national institutions. National consultants in their respective countries, were catalysts for implementing gender analysis and forestry training. Contributing their knowledge and experience while learning new skills, they developed training materials and methodologies that would be useful to their own work and that of their counterparts. These selection criteria provided important guidelines, but the composition of participants varied for each of the six countries. There was an effort to ensure that both female and male consultants participated from every country; but in Bangladesh, all were male, and in Thailand all female. In all other countries, they were female and male.

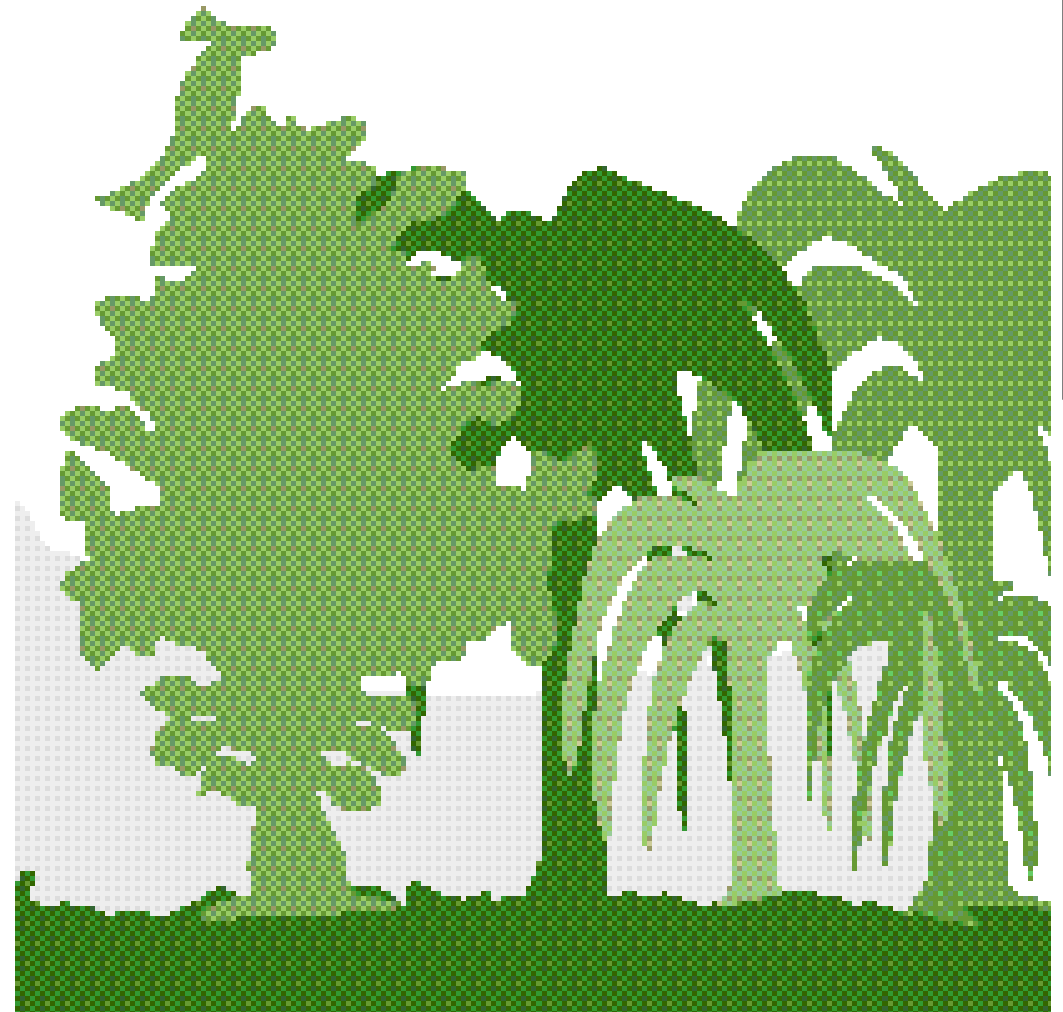


## SET TRAINING PROGRAMME OBJECTIVES

Draft objectives for the training programme became more concrete as country visits progressed. After discussions with the training programme participants, the overall objectives for the training programme were set.

### **Training Programme Objectives for Gender Analysis and Forestry in Asia**

- To build national institutional capacity to use a participatory approach to forestry development that focuses on local communities, and highlights gender factors which affect both equity and sustainability.
- To enhance the ability of national consultants to use gender analysis, participatory research methods, participatory training techniques, and to write case studies.
- To train forestry personnel in gender analysis including forestry departments, and non-governmental organizations active in the forestry sector.
- To produce training materials which focus specifically on gender analysis and forestry, for distribution throughout the region.
- To design training methodologies for field-level staff and for management-level staff, including planners and policy-makers.
- To document the interrelationships of women, men, and forests across several Asian countries, and what these interrelationships mean for forestry development and the well-being of rural families.





## DESIGN THE TRAINING PROGRAMME

The training programme consisted of both regional and national level activities.

It was designed to build institutional capacity and develop training materials. At the regional workshops, national consultants exchanged ideas and experiences with their counterparts from other Asian countries. (Regional workshops also made it affordable to work with six countries at one time.) Regional level activities alone would not have been sufficient, however. In-country activities supported the consultants in their efforts to produce training materials and methodologies that were culturally sensitive, and relevant to specific development priorities and constraints. (A chronology of Asia training programme activities for 1991-1992 can be found in Annex 1-B.)

### Components of training programme design

#### *Regional Case Study Writers Workshop*

First, a five-day Regional Case Study Writers Workshop was held for the national consultants from Bangladesh, Bhutan, Nepal, India, Sri Lanka and Thailand, composed of both social scientists and foresters. The overall purpose was to prepare for the case study research on gender analysis and forestry. The workshop included presentations and small group discussions on: (a) gender analysis; (b) rapid rural appraisal; (c) case study documentation and writing; and (d) selected forestry project briefings. By the end of the workshop, participants had set the criteria for new Gender Analysis & Forestry Frameworks, and produced field work research plans and schedules, and draft case study outlines. They also worked on team building, and clarifying the role of each country team member.

#### *Case study field research and documentation*

Each team of national consultants had two months to carry out field work in the selected forestry project areas. Secondary sources provided background on environmental, economic, social, political, and demographic trends. Field research provided detailed information on the activities, resources, and constraints of women and men living in the forestry project areas, and their respective roles in forestry, agriculture, livestock, waged labour, and so on. Teams carried out their field work in their own way, but the focus was on a participatory approach to rapid rural appraisal. The teams also had to consider culturally sensitive differences. For example, in Bangladesh, the all-male team found female assistants to interview female farmers. In Bhutan, the male consultant interviewed men while the female consultant interviewed women. In Nepal, most of the case study findings were based on participatory

exercises with groups of villagers, women and men together, or women and men separately. Findings were documented for training case studies (see Section D).

#### *Regional Training of Trainers Workshop*

With their draft case studies in hand, national consultants gathered again for a seven-day Regional Training of Trainers (TOT) workshop. The main purpose of the workshop was to build up the training skills of each team, in preparation for the national level pilot workshops on gender analysis and forestry. Early sessions focused on participatory training methodologies, needs assessment, setting training objectives, and designing agendas and evaluations. Then, much of the week was devoted to a series of mini-workshops during which each national team led the other participants through an analysis of its own draft case study. Working groups were set up to give every team detailed feedback on both case study content and

training techniques. (See Annex 1-D and Section 2.)

#### *National Pilot Workshop proposals*

Next, national consultants returned home to write funding proposals for the national pilot workshops. Based on these proposals, funding was provided to the national institutions and national consultants organizing the pilot workshops. Proposals included the following information:

- available institutional and financial supports;
- needs assessment strategy and findings;
- workshop participants;
- training objectives;
- materials available and needed;
- tentative agendas;
- arrangements for venue and logistics;
- workshop budgets; and
- financial and technical assistance required.

#### *National Pilot Workshops*

National Pilot Workshops provided an opportunity to test the capacities, methodologies, and materials developed during the Asia Programme. Each workshop was designed specifically for its participants and evaluated on how well it met their needs. Based on the National Pilot Workshop testing and evaluation, training materials were finalized. (Descriptions of pilot workshops and major findings are provided in Annex 1-D.)

#### *Developing Gender Analysis & Forestry Frameworks for training*

During the Regional Case Study Writers Workshop, national consultants set up working groups to consider which gender analysis Framework would be most useful for their national training workshops. They examined three gender analysis models: the gender analysis case study model developed by Overholt et al. (1985); the gender planning model developed by Moser and Levy (1986); and the gender analysis and farming systems model developed by Feldstein and Poats (1989). The national consultants elected to develop their own Frameworks based on adaptations to the Overholt et al. model. Framework instructions included:

- make it clear and simple;
- focus on both women and men in a factual manner;
- make specific reference to the forestry sector;
- base it on a participatory training methodology; and
- develop two separate training Frameworks—Field-level, Management-level.

Based on their recommendations and instructions, two new Frameworks were drafted, and then tested, evaluated, and adapted during the Regional Training of Trainers Workshop. Next, the Frameworks were used, evaluated, and finalized during National Pilot Workshops (for Frameworks, see Sections B and C).

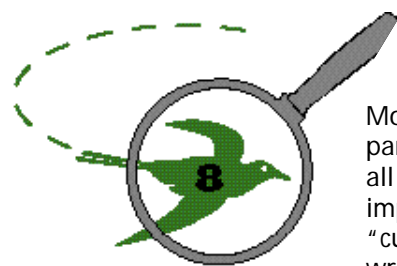
#### *Developing visual communications materials*

Two types of visual materials were developed for training workshops. First, a slide set or video was produced on each case study area. Visual communications were especially useful to field-level participants because their literacy levels vary. For field staff or village-level participants, slide shows substituted written case studies. For planning-level participants, a visual case study enhanced understanding of written materials. Planners and policy-makers were often unfamiliar with project areas so slide shows or videos made the case study issues more real to them.

Second, the visual case studies were compiled into a video designed for regional forestry project directors and high level ministry and agency staff. The objectives were: (a) to provide an overview of key issues revealed during the training programme; (b) to increase awareness of the importance of gender issues on their own work; and (c) to emphasize the importance of gender analysis training for their staff.

A communications consultant supervised development of visual communication material—she attended the Regional Case Study Writers Workshop and the Regional Training of Trainers Workshop, to help each national team identify their needs. She edited slide sets and finalized scripts for most countries. Within each country, a photographer accompanied national consultants to document the case study research. (See Annex 1-C; details on the slide sets and regional video can be found on a separate sheet in this Package.)





## MONITOR AND EVALUATE THE TRAINING PROGRAMME

Monitoring and evaluation is an ongoing process in participatory programme design. In the Asia Programme, all activities were evaluated at each step of implementation and the information helped to ensure a “custom fit” between programme and participants. Both written evaluations and participatory evaluation exercises were used during the regional workshops and the national pilot workshops (see Annex 2-C). Monitoring of follow-up needs and of the programme’s impacts was carried out through a series of questionnaires for the participating national consultants, forestry projects and national institutions (copies of the questionnaires are provided in Annex 1-E).

Monitoring and evaluation findings are summarized here as “Accomplishments and shortcomings” and “Programme impacts and follow-up needs”. Finally, “Lessons learned” is a synopsis of the broad lessons from the Asia Programme that may be helpful to the design of future programmes.

## 4 Accomplishments and shortcomings of the Asia programme

The training programme was enriched by the participation of six countries, and accomplished a great deal, but it was not without shortcomings. Most of the training programme accomplishments arose from its capacity-building approach which acknowledges the value of existing experience and knowledge, and supports expansion to meet new challenges. All the training capacities, materials, and methodologies described in this Package are the result of participant collaboration. Several Asian nationals and institutions now have the capacity to deliver gender analysis training, especially in the forestry sector, *both at field level and at management level*.

### TRAINING PROGRAMME ACCOMPLISHMENTS

Accomplishments can be divided into those to do with capacity building and training materials produced.

Capacity-building accomplishments included:

- **Improved awareness and skills of forestry staff to develop gender-sensitive recommendations and strategies** for achieving programme-specific objectives and improving forestry development activities to enhance well-being of women and men living in the programme areas.
- **Introduced training on gender analysis and forestry to national institutions** in Asia: APROSC in Nepal, BRAC and the Forest Department in Bangladesh, the Forest Department and University of Peradeniya in Sri Lanka, the Ministry of Agriculture and NARTI in Bhutan, the Forest Department of Maharashtra in India, and RECOFT in Thailand.
- **Improved institutional capacity for delivering gender analysis workshops** upon request by national forestry and agricultural development institutions.
- **Improved skills of national staff** in field research, case study writing, and gender analysis training.
- **Increased awareness** among more than 350 participants of the importance of including both women and men in development. This group includes more than 100 foresters, project managers, trainers,

## Asia Programme strengths

« ...as reported by  
National Consultants  
in Monitoring  
Questionnaire

- The participatory approach of the Programme, providing opportunities to learn, exchange views and share experiences with participants at the regional level, national level and field level
- Flexibility and adaptability of the Programme to local situations
- The sector specific approach of the Programme, focusing on forestry
- The team approach, linking different kinds of expertise and providing smooth access to both government and NGOs
- The gender analysis approach, focusing on both women and men, and linking technical, environmental and social issues
- Development of materials to cater to different kinds and levels of trainees
- Development of materials and concepts useful not only for training, but also for other purposes, e.g. questionnaire design
- Backstopping, training and materials provided by FAO resource persons »

planners, and policy-makers, and more than 250 field-level extensionists and villagers.

- **Increased commitment to equity and participatory development.** Everyone who participated in the Asia Programme indicated that they developed new insights and ideas, increased confidence, and a new network of colleagues and friends.

Training materials produced included:

- **Two Frameworks** for gender analysis and forestry – one for field level and one for management level.
- **Eight written case studies** – two from India, two from Sri Lanka, and one each from Bangladesh, Bhutan, Nepal, and Thailand, each documenting forestry-related gender issues across a range of environmental, socio-cultural, and institutional conditions.
- **National Training Packages on gender analysis and forestry** – training materials and recommendations for training programme development in Nepal and Bangladesh.
- **Six visual case studies** – Bangladesh, Bhutan, Nepal, Sri Lanka, and Thailand (slide sets) and India (video), depicting case study findings.
- **A regional video** based on the Asia Programme, providing an overview of the importance of gender analysis to forestry development.

## Asia Programme weaknesses

« ... as reported by  
National Consultants  
in Monitoring  
Questionnaire

- Inadequate action plans for follow-up
- Inadequate number of planners and project managers reached
- Time limitations, limiting ability to incorporate field visits into the pilot workshop agendas
- Inadequate mechanisms for follow-up communications and networking among participants in the Asia Region
- Need to reach more statisticians and agencies responsible for data collection »

## TRAINING PROGRAMME SHORTCOMINGS: OPPORTUNITIES FOR IMPROVEMENTS

Training programme shortcomings for the most part resulted from *time constraints* and *limited resources*. The most significant shortcoming in the training programme on gender analysis and forestry in Asia was a *lack of planned follow-up activities*. However, since national training activities are still ongoing in the countries which participated in the Asia Programme, it is expected that the list of training programme accomplishments will continue to grow and support for follow-up activities will be found.

The training programme has generated tremendous interest and momentum in several countries and in several forestry projects. External support for continuation or expansion has not been planned; follow-up is rare for all types of development training programmes. It is difficult to find resources and support for expanding and continuing.



PROGRAMME IMPACTS  
AND FOLLOW-UP NEEDS

To monitor the impacts of the Asia Programme, brief questionnaires were designed to seek information about actions taken as a result of participation in training activities. They asked about:

- actions taken following the national pilot workshop(s);
- actions planned or in process; and
- actions which might be taken if follow-up supports were provided.

Respondents were asked to provide a list of constraints and supports for implementing and planning gender analysis activities including:

- **Training activities**—such as additional workshops and training of trainers (TOT) in the gender analysis methodology.
- **Non-training activities**—such as collecting gender-disaggregated information in field work and integrating gender issues into extension strategies.

A separate questionnaire was designed for each of the following:

- the national teams of trainers;
  - the selected forestry project; and
  - the selected national institution.
- Requests for follow-up included:
- **More Training of Trainers** (in participatory gender analysis methods) because one team of national trainers is insufficient to meet all training requests.
  - **Follow-up workshops** for forestry project staff to develop specific work plans and activities (such as participatory needs assessment exercises with the villagers).
  - **Assistance with revision** of training materials and methodologies for use in other sectors.
  - **Assistance with curriculum development** to incorporate gender analysis in ongoing training programmes of national institutions.

SECTION  
1

National consultants' responses to Monitoring Questionnaire

**Actions taken to date**

- Gender analysis training carried out for community development officers of Red Cross (Nepal)
- Gender analysis training carried out for Women in Development officers (Nepal)
- Training on gender analysis and participatory methods held for Bhusunde Khola watershed project staff in Gorkha district (Nepal)
- Training on gender analysis and participatory planning held for NGOs participating in water and sanitation project (Nepal)
- Creation of a new NGO devoted to providing support to those carrying out gender analysis activities through opportunities to share materials and experiences, and to improve and adapt materials for expansion to other sectors and organizations (Nepal)
- Distribution of pilot

workshop findings, including participants' recommendations and institutionalization strategies, to all pilot workshop participants and their institutions (Bangladesh)

**Actions planned**

- Follow-up gender analysis workshop for pilot workshop participants (Bangladesh, Nepal)
- Development of new gender analysis case study on water and sanitation, based on participatory methods (Nepal)

**Follow-up needed**

- Support to assess needs, adapt materials, train trainers and design curriculum for extending gender analysis training to other organizations and sectors (Bangladesh, Nepal)
- Specialized workshops for government policy-makers and planners who have little or no exposure to gender

issues (Bangladesh, Nepal)

- Increased and ongoing access to information about gender issues (Bhutan)
- Development of additional gender analysis Frameworks designed for specific stages of the project cycle, e.g. base-line studies and monitoring and evaluation (Nepal)
- Support so that time constraints due to current work responsibilities can be overcome so more time can be devoted to gender analysis activities (Bangladesh, Bhutan, Nepal)

Forestry projects' responses to Monitoring Questionnaire

*Actions taken to date*

- Analysis of gender issues with respect to all project activities, strengthening of local women's organizations, and delegation of planning and implementation of selected project activities to women's organizations (Nepal)
- Integration of the topic

"Role of Women in Social Forestry" in all ongoing training courses for project staff (Bangladesh)

*Actions planned*

- Integration of gender analysis training into 28-day Social Forestry training course for field-level forestry staff (Bangladesh)
- A follow-up gender analysis session for project staff, and preparation of annual action plans for implementation of gender-sensitive activities (Nepal)

*Follow-up needed*

- Support and expertise to integrate gender analysis into a Rapid Rural Appraisal training component for forestry extension workers (Bhutan)
- Support and staff to carry out additional collection and analysis of gender-disaggregated data, additional staff training and retraining in gender analysis, training for village leaders and women's groups, and

extension activities for rural organizations (Nepal)

National institutions' responses to Monitoring Questionnaire

*Actions taken to date*

- Collection of gender-disaggregated data in time allocation survey sponsored by the Ministry of Agriculture. Enumerators were trained to collect and analyse gender-disaggregated data, and to understand its importance (Bhutan)
- Gender analysis integrated into the 6-day training course for BRAC staff on staff relations and programme implementation, using the Framework and case studies developed during the Asia Programme (Bangladesh)

**Actions planned**

- Integration of gender analysis approach in Ministry of Agriculture's Food Security Programme background

working paper on household food security (Bhutan)

- Increased numbers of rural women participating in BRAC cooperatives (Bangladesh)

**Follow-up needed**

- Increased access to detailed and technical information on gender analysis experiences and initiatives from the Asia Region, especially those relevant to policy-making and planning (Bhutan)
- Financial and technical support to extend gender analysis training to other interested NGOs and GOs (Bangladesh)

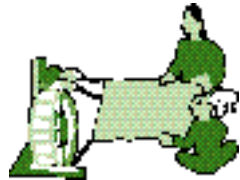
SECTION  
1

## 5 Summary of the lessons learned in the Asia Programme

The lessons learned in the Asia Programme can be summarized as follows.

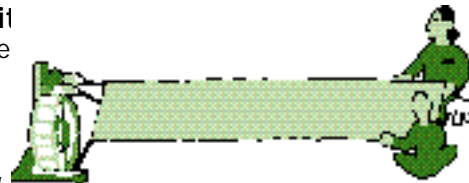
### Use a participatory approach

To design a training programme that is truly relevant and useful, organize preliminary ideas and objectives, then ask potential participants for feedback; identify their needs and priorities and collaborate with them on decisions.



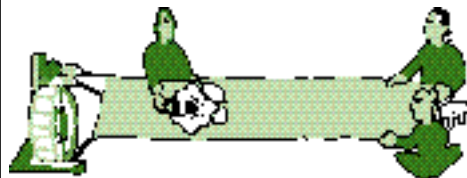
### Be flexible; one model does not fit

Always tailor the training programme to the users. The best people to select research methodologies and training Frameworks, and so forth, are the people who will be using them. Selections will vary according to culture, priorities, sector, level, and experience.



### Use the training programme for capacity-building

National capacities in gender analysis and forestry already exist in each country; identify them and build up from there. A training programme's greatest contribution is to provide training, materials, time, and support; the national consultants will do the rest.



### Use the training programme for both regional and national activities.

Combining regional activities and national-level activities, provides not only opportunity for cross-cultural exchanges, but also development of training specific to the needs of individual countries. One level of activity, without the other, is not as fruitful.



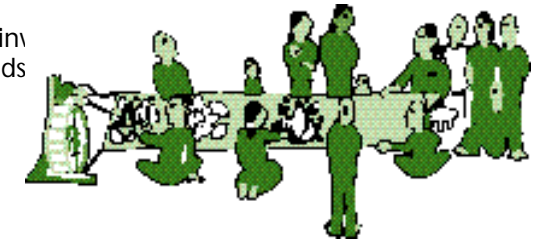
### Work with mainstream national institutions.

Build the capacity of national institutions by expanding their existing training programmes to incorporate gender analysis.



### Invest in new people

Since the focus is on capacity-building, investing in new people makes sense because it expands the resource base of national institutions.



### Combine skills and expertise

Build interdisciplinary national teams to ensure the usefulness and relevance of the training materials and methodologies. Team members provide support and encouragement to one another when implementation of the training programme gets challenging.



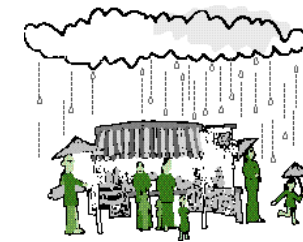
### Work with all levels

Working with only one level will have limited impact in the long run. To create sustainable activity on gender issues, work with field, management, and policy levels.



### Plan to follow up

The interest and momentum generated by first investments create a window of opportunity for expansion, a window that quickly closes if follow-up is not provided. This may be especially true when it comes to gender issues because the concept is relatively new.



### Expect some resistance

Promoting a training programme that combines gender analysis with forestry is not easy. Both topics are controversial. The combination may raise a host of questions, concerns and resistance, which will vary in each society, culture and environment. This is why *the participatory approach is essential to training programme design, materials development, and training.*



# References

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Moser, C.O.N. and C. Levy (1986). "A Theory and Methodology of Gender Planning: Meeting Women's Practical and Strategic Needs." *DPU Gender and Planning Working Paper No 11*. London Development Planning Unit. London.

Overholt, C., K. Cloud, M.B. Anderson and J. Austin (1985). *Gender Roles in Development Projects*. Kumarian Press, West Hartford, CT.

# Annexes

1-A	List of Asia Programme participants
1-B	Chronology of Gender Analysis and Forestry in Asia Programme activities, 1991–1994
1-C	Model texts for terms of reference
1-D	National Pilot Workshops on Gender Analysis and Forestry
1-E	Monitoring and evaluation of the Gender Analysis & Forestry in Asia Programme
1-F	Model budget





ANNEX 1 - A

LIST OF ASIA  
PROGRAMME  
PARTICIPANTS

Bangladesh

Forestry Project  
BGD/84/054 Upazila  
Afforestation and  
Nursery Development (FAO)  
Consultants  
Mr. Md. Kabiruzzaman  
Senior Trainer, BRAC  
Bangladesh Rural  
Advancement Committee  
(BRAC)  
Mr. Md. Alimuddin  
Retired Senior Forester  
Forestry Department  
Mr. Palash Baral  
Research Officer  
UBINIG  
Key Institution BRAC  
Bangladesh

Bhutan

Forestry Project  
BHU/85/016 Integrated  
Forest Management in  
Bhutan (FAO)  
Consultants  
Mr. Dawa Penjore  
Research Officer  
Ministry of Agriculture  
Ms. Deki Pema  
Training Officer  
Ministry of Agriculture  
Mr. Kumar Upadhyay  
Chief Technical Advisor  
BHU/85/016  
Key Institution  
Ministry of Agriculture  
Nepal

Forestry Project  
GCP/NEP/041/NOR. Shivapuri  
Watershed Management  
(FAO)  
Consultants  
Ms. Ramrajya Shrestha  
ECOGEN  
Centre for Environment

Community and Gender  
Development  
Kathmandu  
Ms. Kanchan Verma Lama  
Executive Director  
Society for Partners in  
Development  
Kathmandu  
Mr. Madan Kumar Gautam  
Community Forester  
Key Institution  
APROSC  
Kathmandu

India

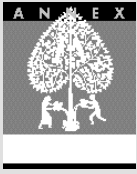
Forestry Project  
National Social Forestry  
Project  
(World Bank–USAID)  
Consultant  
Ms. Kiran Bhatia  
Gender Analysis Trainer  
Ms. Rita Sarin  
Training programme  
Officer, SIDA  
New Delhi  
Mr. Prabir Guhathakurta  
Senior Forester, World Bank  
New Delhi  
Key Institution  
Forest Dept. of Maharashtra

Sri Lanka

Forestry Project  
Participatory Forestry  
Project  
(Asian Development Bank)  
Consultants  
Ms. Anoja Wickramasinghe  
Dept. of Geography  
University of Peradeniya  
Mr. K. J. T. Dayananda  
Deputy Conservator of  
Forests  
Dept. of Forest  
Mr. K. Rajapakse  
Forester  
Upper Mahaweli Watershed  
Management Project/GTZ  
Key Institution  
University of Peradeniya

Thailand

Forest Project  
THA/88/017—Reforestation  
of Khao Kho (FAO)  
Consultants  
Ms. Uraivan Tan-Kim-Yong  
Director, Resource  
Management and  
Development Program,  
Faculty of Social Sciences,  
Chiang Mai University  
Ms. Uthaiwan Sangwanit  
Regional Community  
Forestry Training Center  
(RECOFTC), Kasetsart  
University  
Ms. Jintana  
Amornsanguansin  
Community Forestry Officer,  
Royal Forestry Department  
Key Institution RECOFTC  
c/o Faculty of Forestry  
Kasetsart University  
Bangkok





ANNEX 1 - B

CHRONOLOGY OF GENDER ANALYSIS AND FORESTRY IN ASIA PROGRAMME ACTIVITIES, 1991–1994

1991

February

Training programme starts with Document Reviews of Forestry Projects for potential case studies by selected international consultants.

March–July

Letters sent to FAORs, project directors, and key institutions in several countries asking for advice. Tentative terms of reference for training participants drafted.

August

Visits to forestry projects, forestry departments, and NGOs, in Nepal, Bangladesh, Philippines and Thailand.

September

Final selection of projects, institutions and national consultants. Training programme design. Training programme budget. Proposal written to USDA for communications component.

October

Contracts/travel arranged for all national consultants. Materials development for Regional Case Study Writers Workshop.

November

Regional Case Study Writers Workshop held in Bangkok.

December

Case study field research initiated by national consultants in selected forestry project areas.

1992

January

Photographer joins other national consultants in the field to document case findings. National teams complete field research and draft case studies.

February

Draft case studies sent to Rome for review and editing. Materials development for Regional Training-of-Trainers Workshop. Proposal written to SIDA for funding of pilot workshops in Nepal.

March

Regional Training of Trainers Workshop held in Chiang Mai to test draft case studies, to test slide shows, and to strengthen training skills.

April

Arrangements/proposals/funding for national level pilot workshops.

May

Pilot Workshop, Kathmandu, for trainers from Forestry Dept., Ministry of Agriculture, APROSC, and other NGOs. Pilot Workshop, Kathmandu, Nepal, for Shivapuri Watershed Management Project field staff.

June

Pilot Workshop, Kathmandu, Nepal for planners and policy-makers from key GOs and NGOs. Pilot Workshop, Kandy, Sri Lanka, for Forestry Department, Ministry of Agriculture, and university and NGO development training programme staff.

July

Gender Analysis Session, Thimphu, Bhutan, for Ministry of Agriculture staff.

August/September

Finalization of case study slide sets and scripts. Draft video produced on gender analysis and forestry in Asia training programme findings.

October Arrangements/funding for pilot workshops in Bangladesh.

November

Pilot workshop, Rajendrapur, Bangladesh, for Forestry Dept., Upazila Afforestation and Nursery Development project staff, and key NGOs working in the forestry sector.

December

Pilot workshop, Bhannara, Bangladesh, for villagers participating in agroforestry scheme that is part of the Upazila Afforestation and Nursery Development project. Writing of Training Package on gender analysis and forestry.

1993

July

Finalization of an FPHP/FAO video for policy-makers, based on the experience of the Asia Programme.

July–August

Questionnaires sent to national consultants, forestry projects, and national institutions to monitor impacts and assess follow-up needs.

1994

December

Editing and layout of Training Package completed.

1995

Training Package printed.

ANNEX 1 - C

MODEL TEXTS FOR TERMS OF REFERENCE

Model terms of reference (TORS) are included for:

- gender analysis trainer/training programme coordinator
- national case study writers/trainers
- national forestry experts
- regional communications consultant
- national photographers

Introduction

These are intended as guidelines only, to be adopted, changed, or rejected, as required. For example, it may be preferable to separate the responsibilities of training programme coordinator from the gender analysis trainer; and similarly, it may be preferable to hire different people for case study research and writing, and for training. Further, it may be helpful to hire a technical advisor, e.g. a specialist in community forestry or watershed management. In the Asia Programme it was very helpful to have a community forestry consultant assist with many of the training programme's activities.

Recommendations for writing terms of reference

- describe expected outputs and deadlines as clearly and specifically as possible.
- finalize terms of reference in collaboration with the consultants who are to carry out the work.
- provide sufficient time and money for work of high quality.
- assign the maximum level of responsibility for development of the training programme, training materials, and training methodologies, to the national consultants.

Model text for terms of reference for:

Gender Analysis Trainer/Training Programme Coordinator

Duration: 36 weeks (plus 4-6 weeks per participating country)

The consultant will provide expertise for training programme design, training materials development, and training methodology for a training programme on gender analysis and forestry, in addition to support, management, and coordination of the entire training programme. The consultant will:

- 1 Consult all institutions about their priorities for a training programme on gender analysis and forestry, including: the selection of countries or training programmes, case study projects, and national consultants, and on the design and implementation of the training programme, including visits to project areas and institutions.
- 2 Prepare an Information Note on the training programme on gender analysis and forestry, including objectives, activities, participants, expected outcomes, schedule, and budget.
- 3 Draft Terms of Reference for all national institutions and consultants participating in the training programme. Supervise issuance of contracts and funds.
- 4 Coordinate all preparation for the Regional Case Study Writers Workshop, including: budget, schedule, venue, logistics, and list of participants; develop and compile all training materials; recruit resource persons; prepare tentative objectives, agenda, and evaluations; and serve as workshop facilitator





and trainer. During this workshop, request that participants review and offer suggestions for gender analysis Frameworks, plan research, and outline case studies.

**5** Draft or revise a gender analysis Framework or two or three, based on the participants' suggestions from the Regional Case Study Writers Workshop, to tailor the Framework specifically to the training programme's participants—in terms of issues, e.g. forestry or natural resources management—and target groups, e.g. field staff, villagers, or management staff e.g. policy makers and planners.

**6** Review case study drafts and other training materials prepared by the national consultants, and provide comments and editing, as necessary.

**7** Provide support to the training programme's communications component: identify and hire regional communications expert, hire national photographers, and review draft case study slide sets and slide scripts.

**8** Coordinate all preparations for the Regional Training of Trainers Workshop, including budget, schedule, venue, logistics, and list of participants; develop and compile all training materials based on participatory methods for training in gender analysis; hire resource persons; prepare tentative objectives, agenda, and evaluation instruments; and facilitate workshop. During this workshop, test and evaluate the draft gender analysis Framework, draft case studies, and draft slide sets.

**9** Finalize gender analysis Framework, accompanying questions and Profiles on the basis of the comments received

from the national participants during the Regional Training of Trainers (TOT) Workshop.

**10** Supervise contract preparation and fund allocation for the national institutions and national consultants, based on national proposals for pilot workshops. Provide any other support needed by the national consultants and national institutions for setting up pilot workshops.

**11** Design and carry out an in-country follow-up Training-of-Trainers session, as necessary, with each national team. The TOT should be held at least 10 days before the first national pilot workshop.

Provide support and practice opportunities prior to pilot workshops, for national team of trainers and other trainers from national institutions and NGOs.

**12** Revise the training materials and agendas for each of the pilot workshops, as required, in collaboration with the national training consultants.

**13** Provide support and supervision during each of the pilot workshops (but do not serve as a co-trainer unless absolutely necessary).

**14** Participate in the pilot workshop debriefing for national consultants and GOs and NGOs, as appropriate, for the participants' evaluations; the gender analysis-related project enhancement strategies developed by the participants during the pilot workshops; the workshop participants' recommendations for follow-up; and strategies for institutionalizing gender analysis training in the country.

**15** With the regional communications expert, outline the key case study findings to be highlighted in

the video, and provide comments on the draft video.

**16** Put together a Gender Analysis and Forestry Training Package, to include: a summary of lessons learned in the training programme; gender analysis Frameworks; edited case studies; notes on using the training materials; and recommendations for overall gender analysis training programme development, based on in-country application and evaluation of the training methodology and materials. Qualifications desired:

- graduate degree in relevant discipline.
- excellent language and writing skills.
- experience in training, gender analysis, international development work, and managing, budgeting and supervising.
- proven expertise in participatory training methodologies, case study writing, rapid rural appraisal, women in development and gender analysis.
- experience in forestry/natural resources or farming systems programmes.

### Model text for terms of reference for: National Consultant Case Study Writers/Trainers

Duration: 24 weeks (assuming two pilot workshops; add 4 weeks for each additional workshop)

The consultant will build up materials and contribute expertise on gender analysis and forestry in each country (or training programme), through field research, case study writing, and training workshops.

The consultant will:

**1** Collaborate with international, national and project staff, and with national institutions; collaborate with co-trainer, forestry consultant, and photographer.

**2** Attend a 5-day Regional Case Study Writers Workshop, participate in sessions to introduce alternative theoretical Frameworks on gender analysis; the use and writing of case studies; participatory research methodologies; technical briefings on selected forestry projects; and draft a research plan and outline for the case study.

**3** Draft a case study, not exceeding ten typed pages, based on rapid rural appraisal in selected forestry project areas and key secondary sources. Include information on:

a. The division of labour between men and women with respect to productive activities such as forestry, crops, livestock, marketing, wage labour, etc., as appropriate. Give as much detail as possible (e.g. for forestry activities—information may outline the roles of men and women in seedling production, tree planting, harvesting, collection of fodder and fuel, and forestry-

based, small-scale enterprises). Highlight the interrelationships among forestry and other productive activities.

b. The division of labour between men and women with respect to reproductive activities, such as food and fuel preparation, fuel and water collection, child care, house building and repairs, and community organization, highlighting the interrelationships between forestry and reproductive activities.

c. Men and women's relative access to and control over resources, including natural resources, and benefits, particularly those related to the activities outlined above. Resources may include land, trees, water, credit, capital, inputs, extension training, and indigenous knowledge, etc. Benefits are derived from mobilizing the resources and may include food, energy, income, growth potential, status, skill, and so on, highlighting forest-related resources and benefits.

d. Provide an overview of norms, trends, and changes which pose constraints or supports for development in the area (including both national and local trends, as appropriate), including environmental issues, such as climate, drought, floods, deforestation and erosion; economic issues such as poverty levels, income distribution, and structural adjustment; social issues such as illiteracy rates, community organization, familial norms, and religious beliefs; institutional factors such as the availability or lack of extension training and credit, the role of the forestry department, land and tree tenure, and women's legal status; demographic

trends such as fertility rates, population growth, and migration patterns; and political issues, such as government instability, and local power structures.

e. Obtain specific information on the selected forestry project: objectives, activities, participants and beneficiaries, and impacts—from the women and men living in the project area and the forestry project staff.

**4** Attend a 7-day Regional Training of Trainers Workshop; participate in sessions on participatory training methodologies, and help test draft case study and draft slide set.

**5** Make revisions, as necessary, in the draft case study, and provide information for finalization of slide set, on the basis of comments received during the TOT.

**6** Prepare proposals for pilot workshops on gender analysis and forestry training (in consultant's own institution or training programme). Include needs assessment strategy, training objectives, list of invitees, venue, dates, budget, logistical arrangements, training materials to be used, and a tentative agenda. Send proposals to the Programme Coordinator by the date requested.

**7** Set up and participate in a follow-up in-country training of trainers workshop on gender analysis and forestry (approximately 5 days): develop a list of participants, set the dates and venue, issue invitations, and supervise all logistical arrangements. The TOT should be held at least 10 days before the first pilot workshop. It is suggested that 10 to 15 national trainers from national institutions and NGOs be invited as participants and to provide constructive





comments on the training materials and methods. Careful attention will be paid to the agenda, the presentation of the gender analysis Framework, and the case study materials. The TOT will be designed and carried out with the assistance of the Gender Analysis Trainer/Training programme Coordinator.

**8** Revise, as necessary, the training materials and agendas for the pilot workshops, based on the comments received during the TOT workshop.

**9** Arrange translation of all training materials, into the national language, and supervise their finalization.

**10** Consult with, as appropriate, the FAOR, the National Project Director of the selected forestry project, and the Director of the selected national institution to develop the list of pilot

workshop participants, set the workshop dates, issue invitations, and make the logistical arrangements for at least two pilot workshops—one for forestry project field staff, and one for planners and policy-makers from key GOs and NGOs in forestry and agricultural development sectors. Each pilot workshop should be limited to 20 to 25 participants.

**11** Serve as co-trainer during each of the two pilot workshops.

**12** Design and carry out a detailed evaluation of the two pilot workshops covering both process and content.

**13** Prepare a consultancy report of about ten pages which includes the following: (a) a summary and discussion of the participants' evaluations of the two pilot workshops; (b) a summary and discussion of the gender analysis-related project enhancement

strategies developed by the participants during the two pilot workshops and the participants' recommendations for follow-up; (c) consultant's recommendations for future gender analysis training workshops in the country; and (d) a discussion of strategies for institutionalizing gender analysis training in the country. At least two types of institutionalization efforts should be discussed: those for responding to requests for training specifically in gender analysis and those for integrating gender analysis issues into on-going training programmes in forestry and agricultural development.

**14** Based on personal experience in the Gender Analysis and Forestry in Asia Programme as a whole and based on personal in-country experience of at least two pilot workshops, put together a Gender Analysis Training Package to support further gender analysis training in the country. The Package should include: all national training materials, i.e. the Framework and case study, adapted as necessary based on the pilot workshop evaluations; Training Notes on using the training materials, both written and visual; and guidelines and suggestions for training programme development. This Package will be published in the national language for distribution to the key national training and forestry and agricultural development institutions.

Qualifications desired:

- graduate degree in social science or agricultural/forestry science or related field experience
- fluency in English and national language
- excellent research and

writing skills

- minimum of 2 years development-related experience in the country of concern, preferably including experience in community forestry
- minimum of one year experience in training or teaching
- preference given to staff member of selected national institution

**Model text for terms of reference for: National Forestry Experts (short-term)**

Duration: 3 weeks

The consultant will provide forestry expertise and assistance to develop a gender analysis case study based on field research in a selected forestry project area. The work will be carried out in collaboration with a team of national case study writers/trainers.

The consultant will:

- 1** Collaborate with international, national and project staff, and with national institutions, as appropriate.
- 2** Attend a five day Regional Case Study Writers Workshop; participate in sessions introducing alternative theoretical Frameworks on gender analysis; the use and writing of case studies; participatory research methodologies; technical briefings concerning the selected forestry projects; and draft a research plan and outline for the case study.
- 3** Ensure adequate coverage of forestry issues by the case study writers, by accompanying them to the project area during the initial phase of the case study field research (about 2 weeks).
- 4** Review and provide comments on the draft written case study and help finalize it for technical clearance.

Qualifications desired:

- graduate degree in forestry science or related field
- fluency in English and national language
- familiarity with forestry project area and technical aspects of project objectives and activities

Preference will be given to someone based in the national forestry department, forestry institute, or university training programme on forestry.

**Model text for terms of reference for: Regional Communications Expert**

Duration: 8 weeks (plus 4 weeks per participating country)

The consultant will develop visual communication materials to support the training programme on gender analysis and forestry, i.e. slide sets based on individual case studies and a video based on the findings of all the case studies.

The consultant will:

- 1** Attend the five day Regional Case Study Writers Workshop, so that the visual communications component will reflect the overall development of the training programme on gender analysis and forestry. During the workshop, spend time with each of the participating national teams to discuss their communications needs.
- 2** In collaboration with the national consultants and Training programme Coordinator, identify national photographers for each of the participating countries, and draft their Terms of Reference.
- 3** Attend the Regional Training of Trainers Workshop to assess draft slides and draft slide scripts. These should clearly communicate the gender analysis-forestry case study findings.
- 4** Discuss slide selections and script revisions with each national team.
- 5** Finalize slide sets and scripts, add titles and graphics, and supervise distribution of copies.
- 6** Based on the slide sets, and comments from the national consultants and the Training programme Coordinator, put together a draft regional slide set that, when finalized, will be produced in the form of a

video. The regional slide set will provide a look across the different case studies, highlighting the commonalities as well as the differences, with respect to the interactions between women, men and forestry.

**7** Write script for and produce final version of regional gender analysis and forestry video, based on comments of national consultants and Training programme Coordinator on the draft version.

**8** Arrange and supervise translation of slide set and video scripts into the national languages, in cooperation with the national consultants.

**9** Write a report summarizing the process of the visual communications component of the Gender Analysis and Forestry training programme, including recommendations for revisions and additions for future training programmes. Qualifications desired:

- minimum 5 years professional experience in production of visual communications materials, including slide shows and videos
- management/supervision experience
- excellent language and writing skills
- interest in gender analysis and forestry issues.





**Model Text for Terms of Reference for: National Photographers**

Duration: 2 weeks  
The consultant will provide photographs which represent the case study findings based on research in a selected forestry project area for a training programme on gender analysis and forestry. The work will be carried out according to the specifications provided by the Regional Communications Expert, and in collaboration with a team of national case study writers and a forestry expert.  
The consultant will:

- 1 Accompany case study writers and forestry expert to the research area. Participate in a briefing of the case study research findings, identify and agree on the activities, tree species, people, environmental conditions, and so forth, to be photographed.
- 2 Produce a series of slides (approximately 150) which represent the case study findings during training workshops, and which also can be used, along with slides from other countries, to produce a video.
- 3 Organize slides and write detailed notes explaining the

content of each slide, to complement the written case study.

4 Provide two copies of both slides and notes to the Regional Communications Expert by the date requested.

Qualifications desired:

- minimum 5 years experience in professional photography, including experience in photographing environmental conditions, trees, and people performing their daily activities.
- writing skills (for slide notes).
- willingness to travel to and work in the case study research area.

**ANNEX 1 - D**

**NATIONAL PILOT WORKSHOPS ON GENDER ANALYSIS AND FORESTRY**

**Nepal**

Three pilot workshops were held in Kathmandu. The Nepal case study was written on the Shivapuri Watershed Management Project, which covers the northern watershed of Kathmandu Valley and provides 40 percent of Kathmandu's water. Two villages in the project area were selected for the research; Mulkharka is one of two villages inside the boundary wall surrounding the Shivapuri Watershed area; Tarevir is immediately outside the wall. Like most villagers in the Shivapuri watershed area, the people from Tarevir, who used to live in the forest, were resettled outside the wall to protect the watershed area. They now have no legal access to forest resources. The case study documented the impact of the wall on community access to forest resources. The wall is surrounded by army guards whose job it is to prevent the villagers from entering the forest. Despite this, women still enter the forest at night to collect fuelwood and fodder but the time it takes to do this has increased from 3-4 hours to 7 hours per load. Also, villagers who had been forced to resettle outside the wall were not eager to plant trees on their new homesteads, fearing they might again be dispossessed. During the case study research, the project was just beginning its second phase. Therefore, the case study and workshops came

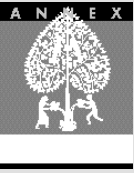
at a pivotal moment and provided detailed social information and an opportunity to reconsider specific project activities. The project's first phase objectives were focused on technical aspects of protecting the watershed. The second phase objectives aimed to improve villagers' livelihoods through horticulture, agriculture, and community forestry.

*Trainers' workshop*  
Nepali consultants held a workshop for trainers to present the participatory training methodology and Nepal management level training materials for professional critique. This workshop introduced gender analysis training to people employed in key positions to carry out similar workshops. There were 21 trainers (11 men and 10 women) from NGOs and ministries, including seven members of APROSC's own Training Division.

*Field level workshop*  
The second workshop was attended by 24 members of the Shivapuri Watershed Management Project staff (21 men and 3 women), including 12 village extension workers from villages in the area. As far as is known, this was the first time field-level staff were trained in gender analysis using specifically designed materials. This workshop tested the use of gender analysis as a tool for participatory planning. The trainees used case studies based on their own project along with the field-level Framework to develop specific strategies for improving project activities by including both women and men's concerns.

*Management level workshop*  
The third workshop was attended for two days by 27 policy-makers (20 men and 7 women) and planners representing government ministries, Tribhuvan University, non-governmental and donor organizations. A novel idea for this management-level workshop was to continue to use tools such as drama and games which had been used at field level. The participants enjoyed these. The written materials were those designed for management level. For all three pilot workshops, the national consultants developed innovative agendas for participatory training. They used games for participant introductions, and drama to underline important aspects of gender analysis, such as changes in gender roles from one generation to another. They also used slides to present the case study, to introduce the forestry situation in Nepal, and to demonstrate how the participatory process was used to collect information in the field.

The national team invited representatives from each of the first two workshops to the third workshop. This increased communication and dialogue between groups which rarely meet and made it easier for policy-makers to understand the villagers' priorities and strategies. Participants completed daily written and oral evaluations of training methodologies, training content, and training materials. Evaluation methods differed for each target group level: questionnaires and "Strengths, Weaknesses, Opportunities and Limitations" (S.W.O.L.) analysis, group discussions, and focus questions. Evaluations revealed: (a) three days are sufficient to complete







gender analysis exercises, but another two days would be needed for planning project activities based on the analysis; (b) training materials and trainers' presentations must be well-balanced in terms of gender/social information and forestry/technical information; (c) participants who used their own project for case studies found it easiest to complete an analysis; and (d) the case study was short and clear, and highlighted gender roles not only in forestry, but also in agriculture and livestock management, and the interrelationships of these. Participants evaluated the training as extremely satisfactory and there were many requests for additional workshops. Since the three pilot workshops, there have been workshops for the Ministry of Agriculture, the Red Cross in Kathmandu, and field staff of another watershed management project. SIDA provided funding for the pilot workshops in Nepal; the Agricultural Projects Services Centre (APROSC) was the institutional base. While essentially a private institution, APROSC works with the Ministry of Agriculture and provides in-service training of MoA staff, and organizes short-term training courses and workshops for both government and NGOs. All pilot workshops were facilitated by a team of national consultants, Ms. Kanchen Verma Lama, women in development expert, and Ms. Ramrajya Shrestha, Senior Economist at APROSC. The gender analysis trainer/training programme coordinator and the community forestry consultant from FAO's Community Forestry Unit attended the pilot workshops to provide support and to learn from the experience of the training programme's first pilot workshops.

## Sri Lanka

There were 28 participants (25 men and 3 women) in the Kandy pilot workshop, primarily forestry department staff, but also staff from the Sri Lanka Forestry Institute, the Export Agricultural Crops Department of the Ministry of Agriculture, and the Ministry of Lands, Irrigation & Mahaweli Development. Training objectives included: (a) identifying benefits of gender analysis for forestry development; (b) using gender analysis to identify development needs and solutions; and (c) determining whether gender analysis is relevant to participatory forestry planning. The last objective was tied specifically to a proposed Asian Development Bank (ADB) project on participatory forestry for the whole of Sri Lanka. The workshop included an overview of forestry development in Sri Lanka. For example, in 1902 Sri Lanka had 4.6 million ha of forest land, or 1.3 ha of forest per caput. In 1991, only 1.75 million ha of forest land remained in Sri Lanka, or 0.1 ha forest per caput. Studies show that women depend on forest resources more than men do in Sri Lanka; women collect and process fuelwood, fodder, and non-wood forest products, such as medicinal herbs. Men depend on forests for building materials and some foods. Both men and women, therefore, have a vested interest in protecting and improving forest resources. The Sri Lanka case study focused on Illuktenna, a village included in an earlier ADB community forestry project, and Kolabissa, a village not yet reached by any forestry or agricultural development effort. Participants discovered that

gender roles can differ greatly by geographical location, even where cultural and ethnic contexts are similar. There was little difference between these two villages in terms of access to forestry resources, but there were many differences in the gender-based division of labour. To complete the Programme Action Profile, participants analysed ADB's project draft on Participatory Forestry land-use models—home gardens, woodlots, and protective forests—in light of their case study findings. Participants agreed on three key issues. First, the project did not have adequately participatory approaches to villagers' involvement. For example, the species and spacing of trees were already specified in the project draft. Second, the draft project document stated that women would only be included in the home garden activities. But the gender analysis findings indicated that the participation of both women and men would be critical to the success of all three land-use models. Third, both female and male forestry project staff were needed, especially field-level extensionists. A critical gap in the draft project document was the absence of training in participatory approaches to forestry for project staff. The participants evaluated the pilot workshop using a questionnaire similar to that in Section C. The presentations on Sri Lanka's forestry sector and the gender analysis and forestry Framework exercises, received positive evaluations. Evaluations indicated that the trainers were strongest at creating an environment in which everyone felt free to participate. The participatory nature of the workshop and the small group work were most frequently mentioned by trainees as what

they liked best. Many trainees recommended that additional gender analysis workshops be held in Sri Lanka, and that gender analysis training be expanded to other sectors. After the pilot workshop, a written summary of participants' recommendations was sent to ADB staff responsible for the proposed Participatory Forestry project. Also, the Department of Agriculture requested a gender analysis workshop for its field officers, and it was recommended that gender issues be included in the Sri Lanka Forestry Institute curriculum. The pilot workshop in Sri Lanka was funded by EDI/The World Bank. It was led by the national team, Prof. Anoja Wickramasinghe, Department of Geography, University of Peradeniya, and Mr. K.J.T. Dayananda, Deputy Conservator of Forests, Department of Forests. The gender analysis trainer/training programme coordinator attended to provide support and assistance.

## Bangladesh

Two pilot workshops were held in Bangladesh. The first was for middle level officials of the Forest Department and NGOs active in forestry development. The second was for villagers participating in an agroforestry scheme introduced in Bhannara by the Upazila Afforestation and Nursery Development Project. The Upazila Afforestation and Nursery Development Project was selected for the case study. The project area almost covers the entire country and the objectives include: (a) arresting depletion of tree resources; (b) upgrading Forestry Department capacity to carry out social forestry work; and (c) promoting people's participation in social forestry training programmes. Project activities include agroforestry, strip plantations, and nursery development. Although training forms the largest component of the project, women have so far been excluded.

### *Workshop for Forest Department and NGOs*

There were 29 participants – three women and 26 men – in the first pilot workshop held in Rajendrapur; 14 were from the Forestry Department, including staff responsible for the Upazila Afforestation and Nursery Development Project, and most of the remainder were from other agencies and NGOs active in forestry development. There also were participants from the Extension Unit of the Ministry of Agriculture, the Agriculture Training Institute, and the Family Planning Association of Bangladesh. The workshop included a slide show on the Upazila Afforestation Project case study. The completed Profiles

were detailed and revealing. For example, the Activity Profile showed that women and men each carry out about 50 percent of forestry-related activities. The Resources Profile showed that women have no control over access to resources, including land, trees, training, and inputs. These are controlled by men, and the government. For the Programme Action Profile, each of the four small groups represented a different interest group: village women, village men, the forestry department, and NGOs. Each group constructed a "problem tree" from the point of view of its interest group, identifying its most important problems (the trunk), and the causes (the roots), and consequences (the branches) of its problems. Second, each group evaluated the project objectives and activities in terms of whether or not their interest group's problems had been addressed. Finally, the groups made recommendations for Programme Action. The four groups presented their problem trees and recommendations, and then all participants negotiated a final list of recommendations. Recommendations included: (a) include women in ongoing forestry training and introduce new training activities to meet women and men's specific needs; (b) extend group formation training to both female and male villagers; (c) increase the number of female forestry extension workers, and develop other culturally appropriate means for reaching female participants; (d) collect gender-disaggregated data on the needs and preferences of village women and men, and use it for situation analysis and planning; and (e) establish a gender-sensitive participatory





monitoring and evaluation system for the project. The workshop participants also recommended gender analysis training for all staff of the Forestry Department, both field and management levels, and for other development GOs and NGOs.

To evaluate the pilot workshop, all participants wrote their answers to five open-ended questions on the strengths and weaknesses of the workshop, the opportunities and constraints for more such workshops in Bangladesh, and overall comments. Their responses indicated a high level of appreciation for gender analysis and the participatory training methodology. The workshop weaknesses cited were time constraints, inadequate number of female participants, and the lack of a field trip. Although nearly all participants recommended that more gender analysis workshops be held in Bangladesh, they cited such constraints as lack of funds, lack of experienced resource persons, illiteracy, and lack of gender-sensitivity among most government officials.

*Workshop for villagers*

A second pilot workshop was held for residents of Bhannara, a small village where agroforestry activities have been initiated by the Upazila Afforestation and Nursery Development Project. Bhannara was one of the sites for the gender analysis case study research.

The workshop was set up outdoors in Bhannara. It began at sundown so the participants could first complete their farm work, and because darkness was required to project the slide show. About 240 people participated, including children (male and female in about

equal numbers). The workshop began with an introduction to the slide show, explaining how the information provided by the residents of Bhannara last year had been used in a workshop for Forestry Department staff. The slide show, which had been professionally recorded in Bangla with narrators and music, was a great success. The participants enjoyed seeing Bhannara villagers, homesteads, and farms on the screen, and having their hard work and constraints acknowledged. The slide show, like the case study, provided detailed information on the roles of both women and men in forestry, agriculture, livestock, fisheries, and home maintenance activities. After the slide show, the Forest Department officials were asked to leave while the villagers discussed their experience with the project. Two facilitators worked with the women, and two with the men. Discussions were based on a simplified version of the Framework. For the Context Profile, participants were asked: “What is getting better?” “What is getting worse?” For the Activity Profile: “In which of the project activities have you participated?” For the Resources Profile: “What has the Programme brought you that you did not have before?” “What do you still need?” To complete the Programme Action Profile, they were asked for their recommendations. The villagers had much to say; the workshop lasted about five hours. Overall, both women and men said they have more resources now than they did in the past, thanks to the project. (Most of the Bhannara residents were landless migrants before the project

began.) Their primary concern is the one-year land-lease arrangement which makes them feel insecure and worried about their children’s future. They want permanent land tenure. Both women and men also want credit and water pumps. The men explained that the 30-foot alleys between the trees in the agroforestry fields were too narrow; they recommended 60-foot alleys. The women said that they have never been included in project training activities. They wanted training in agroforestry, horticulture, and livestock production, among others. Women also insisted that it was not a problem for male foresters or extensionists to work with them. (During their workshop, Forestry Department staff had concluded the opposite.) Because of the pilot workshops, project staff are now hoping to incorporate gender analysis and participatory needs assessment in the project’s training component (village level training and TOT for project staff). Also BRAC is: (a) distributing a Bangladesh Training Package on gender analysis and forestry to all pilot workshop participants, their institutions, and other key institutions; (b) carrying out TOT to increase the number of gender analysis trainers within BRAC and other institutions; (c) organizing a follow-up workshop for pilot workshop participants; (d) planning to deliver gender analysis workshops upon request, to other institutions; and (e) developing a six-day gender analysis training course for field workers at BRAC and other organizations.

**What is BRAC?**

The Bangladesh Rural Advancement Committee (BRAC) served as the institutional base for the pilot workshops. BRAC is the largest NGO in Bangladesh and works with an enormous number of Bangladeshi villagers. In addition to its many development activities, BRAC emphasizes training. The training unit at BRAC designs and delivers workshops on oral rehydration therapy, tree planting, and other subjects.

**BRAC Pilot Workshops**

The first pilot workshop was held at BRAC’s Center for Development Management in Rajendrapur. The trainers were Mr. Md. Kabiruzzaman, Senior Trainer, BRAC, and Mr. Md. Alimuddin, Retired Senior Forester, both of whom have worked as a team throughout the Asia Programme. The gender analysis trainer/programme coordinator provided support to the team and co-facilitated some of the sessions. The second pilot workshop, held in Bhannara village, was facilitated by Mr. Kabiruzzaman, Mr. Alimuddin, Ms. Liana Mahmud, FAO Programme Officer, and Mr. Mahbub Alam, IEC Assistant Director, Family Planning Association of Bangladesh, with assistance from the gender analysis trainer/programme coordinator.

**Bhutan**

The team from Bhutan held a one-day gender analysis session for 21 participants, predominantly Policy and Planning Division Officers of the Ministry of Agriculture, including the heads of the departments of forestry, animal husbandry, and agriculture. There also were participants from the National Agriculture Resource Training Institute (NARTI). As a result of this session, NARTI will be incorporating gender analysis methods into their field level course on collecting farm data. They have not yet held the pilot workshop for the Integrated Forest Management Project staff.

**India**

The World Bank organized a Pilot Workshop in the state of Maharashtra, where the Bank is supporting a forestry project. Discussions were held in another Bank-supported forestry project in the state of West Bengal on gender analysis and forestry. In both states, the participants (men and women) included senior forestry officials, policy-makers, and NGOs. It was agreed to organize a “cell” to coordinate and focus on gender issues.



MONITORING  
AND EVALUATION  
OF THE GENDER  
ANALYSIS  
& FORESTRY  
IN ASIA PROGRAMME

Questionnaire for  
NATIONAL TRAINERS

Please write your responses on separate paper, making reference to the categories used below.

*Evaluation*

1. Please list 3 to 5 of the Training programme's *strengths* based on your experience as a national trainer in the Gender Analysis & Forestry in Asia Programme:
2. Please list 3 to 5 of the Training programme's *weaknesses* based on your experience as a national trainer in the Gender Analysis & Forestry in Asia Programme:
3. What was the most *rewarding* aspect of participating in the Training programme?
4. What was the most *difficult* or *frustrating* aspect of participating in the Training programme?
5. Would you recommend more training programmes like the Gender Analysis & Forestry in Asia Programme? What are your overall recommendations for other such training programmes?

*Actions taken to date*

1. Please describe any gender analysis *training activities* you have organized or facilitated since the pilot workshop(s) (e.g. carrying out additional workshops, training other trainers in the gender analysis methodology). Be as specific and detailed as possible. Who initiated the additional workshops? Who were the participants? What were the training objectives? Evaluation results? What were your constraints? Your supports and opportunities?
2. Please describe any *non-training activities* you have undertaken in which you have integrated gender analysis

issues (e.g. collection of disaggregated data in your field work, supporting follow-up activities for pilot workshop participants). Be as specific and detailed as possible. What were your constraints? your supports and opportunities?

*Actions planned*

Please describe any new gender analysis activities (training or other) that are planned or in process but have yet to be carried out. Who will participate? What are the priorities? What are your constraints? Your supports and opportunities?

*Follow-up needs*

1. Please describe follow-up activities and supports that would be helpful for expanding gender analysis training activities in your country (e.g. training of trainers, curriculum development, adaptation of materials for other sectors). What are your current constraints?
2. Please specify the actions or changes that would be made possible if these follow-up supports were provided. What are your priorities?

Questionnaire for  
FORESTRY PROJECTS

Please write your responses on *separate paper*, making reference to the categories used below.

*Actions taken to date*

1. Please describe any gender-sensitive changes or additions that have been made in Project activities since the national pilot workshop(s) on Gender Analysis & Forestry. Be as specific and detailed as possible. How were the changes initiated? Who were the participants? What were the objectives? What were the constraints? The supports and opportunities?
2. If no gender-sensitive changes have been made in Project activities, explain why (e.g. the pilot workshop participants' recommendations were not practical). Be specific and detailed.

*Actions planned*

Please describe any new gender-sensitive changes in Project activities that are planned or in process but have yet to be carried out. Who will participate? What are the priorities? What are the constraints? The supports and opportunities?

*Follow-up needs*

1. Please describe follow-up activities and supports that would be helpful for implementing gender-sensitive Project activities (e.g. additional training of staff, extension materials development). What are your current constraints?
2. Please specify the Project actions or changes that would be made possible if these follow-up supports were provided. What are the priorities?

Questionnaire for  
INSTITUTIONS

Please write your responses on *separate paper*, making reference to the categories used below.

*Actions taken to date*

1. Please describe any efforts made by the Institution to *integrate* gender issues into its activities, training programmes or policies following the national pilot workshop(s) on Gender Analysis & Forestry. Be as specific and detailed as possible. How were the changes initiated? Who were the participants? What were the objectives? What were the constraints? The supports and opportunities?
2. If gender issues have *not* been integrated into any of the Institutions' activities, training programmes or policies please explain why not (e.g., lack of expertise, lack of interest). Be as specific and detailed as possible.

*Actions planned*

Describe any new gender-sensitive changes in the Institution's activities, training programmes or policies that are planned or in progress but have yet to be carried out. Who will participate? What are the priorities? What are the constraints? the supports and opportunities?

*Follow-up needs*

1. Please describe follow-up activities and supports that would be helpful for integrating gender issues in the Institution's activities (e.g. additional training of staff, materials development). What are your current constraints?
2. Please specify the Institution's actions or changes that would be made possible if these follow-up supports were provided. What are the priorities?





ANNEX 1-F

MODEL BUDGET

Phase	No. hrs.	Unit	Rate	Time hrs.	Unit	Rate	Unit	Rate
I. CONTRACTS								
Gender Analyzing Coord	1	ss	35 weeks	35				\$0.00
Community For emy Care	1	ss	14 weeks	14				\$0.00
CaseWritetrainings	2 per country	ss	24 weeks	48				\$0.00
Facilitator For emy Experts	1 per country	ss	3 weeks	6				\$0.00
Reg. Communications Expert	1	ss	6 weeks +	6				\$0.00
Therapyspacer	1 per country	ss	2 weeks	4				\$0.00
II. REGIONAL WORKSHOP								
Travel								\$0.00
Daily Subsistence Allowance		ss	5 days	5				\$0.00
Car rental support		ss	1 week	1				\$0.00
Overhead fee								\$0.00
III. CASE STUDY RESEARCH								
Transport								\$0.00
Daily Subsistence Allowance		ss						\$0.00
Overhead fee								\$0.00
IV. REGIONAL WORKSHOP								
Travel			7 days					\$0.00
Daily Subsistence Allowance		ss	7 days	7				\$0.00
Car rental support		ss	10 days	10				\$0.00
Overhead fee								\$0.00
V. ROST WORKSHOPS								
Travel								\$0.00
Daily Subsistence Allowance		ss						\$0.00
Accompanying by car. Travel		ss						\$0.00
Materials Translations		ss						\$0.00
Overhead fee								\$0.00
TOTAL								\$0.00