

INDIVIDUAL LEARNING REPORT

Part 1 (To be prepared by the participant)

Name of Participant:	CRISTINE JOY F. CLARIN
Office/ Service:	Mts. Iglit-Baco Natural Park Protected Area Management Office
Training Title:	Gender Analysis Learning Event
Learning Providers:	Biodiversity Corridor/BMB
Inclusive Dates:	November 7-10, 2023
Venue:	Hillside Resort Magsaysay, Occidental Mindoro

I. EVALUATION OF THE COURSE:

• Technical Content:

The Gender Analysis is a critical process in various fields, including social sciences, economics, and public policy. It involves examining how gender roles, norms, and relations impact individuals' opportunities, experiences and outcomes. In technical terms, gender analysis incorporates quantitative and qualitative methods to assess disparities between genders.

Rationale:

- The event aims to uncover and understand disparities between genders.
- It provides insights into where and how inequalities exist.
- It highlights areas where imbalances persist and inform strategies to create a more equitable and inclusive society.
- Gender analysis recognized that individuals are not solely defined by their gender but also by intersecting factors such as race, class and sexuality.
- It allows for ongoing assessment to whether interventions are achieving gender equality goals and where adjustment may be needed.

Speakers:	Topic
Ariel Erasga, NRM Officer, NPMU	<ul style="list-style-type: none"> • Welcome message • BD Corridor Project Background
Helen Meghann Fallaria Stakeholder Engagement Specialist, MBC	<ul style="list-style-type: none"> • Objectives and Rationale • Presentation of Program Schedule
Clint Jezter G. dela Cruz Community and Stakeholder Coordinator, MBC	<ul style="list-style-type: none"> • Introduction of Participants and Resource Person

	<p>Jackie Bacal, Gender and Development Specialist</p> <p>Jessica Torno, GADFPS Secretariat, BMB</p> <p>Cristine Joy F. Clarin Forest Ranger MIBNP-PAMO</p> <p>Pio Crisostomo R. Isidro NCIP Focal, MBC</p> <p>Regina Irene Gaza, BDFE Specialist</p>	<ul style="list-style-type: none"> • Presentation of Gender Analysis -emphasizing the difference between Gender Sensitive and Gender Responsive and how it serves as a tool to meet and uncover gender gaps. • Open forum • Presentation of the HGDG (Gender-Responsive Program/Project) which gave the participants the knowledge to understand the significance of f baseline data, information based on actual data or experience, and the need for measurable outcomes. Activities were made by groups following the HGDG guidelines to came up with a Gender Sensitive result. • Lecture and discussion followed by an open forum, Demonstration and Practice • Introduction to Mts. Iglit-Baco Natural Park/ Overview of MIBNP • FGD Respondents Profile • Overview on the value chain analysis of Ecotourism and Biodiversity Friendly Enterprise • Presentation of the Overview of Value Chain Analysis, Ecotourism, and BDFE (BiodiversityFriendly Enterprise) emphasizing the importance of value chains analysis and its applications in an already established marginalized People's Organization. • Presentation of the 6 Domains followed by open forum • The six (6) domains of Gender Analysis were discussed. These are: Access, Knowledge, beliefs, and perception, Practices and Participation, Time
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	<p>Ms. Jacqueline C. Bacal, Ms. Regina Gaza and BMB GADFPS with Participants</p> <p>Participants with NPMU, BMB facilitators and MBC</p> <p>DENR, BDFE Specialist, all Participants</p>	<p>and Space, Power and decision making, and Legal rights and status.</p> <ul style="list-style-type: none"> • Lecture and Discussion followed by questions and open forum • Two (2) groups were formed to conduct Focus Group Discussion (FGD). Questionnaires based on the six domains framework were created to understand and encourage participants to share their experiences and everyday activities showcasing men and women's participation. • Preparation for Focus Group Discussion <p>DAY 2</p> <ul style="list-style-type: none"> • On-site visit to Station 1 MIBNP at Poypoy Calintaan and Tamaraw Gene Pool Farm/Mindoro Biodiversity Rescue and Conservation Center at Manoot Rizal to conduct Focus Group Discussion (FGD) . • A Focus Group Discussion was conducted by the first group at Brgy. Poypoy Calintaan with the Tau-Buid Tribe as their Community Monitoring Group and Group in Brgy. Manoot Rizal with Buhid-Bangon Tribe for their Community MonitoringGroup (CMG). • Continuation of FGD or KII • Team Poypoy focus on the health, family planning and livelihood of the community without sacrificing their cultural beliefs and values. • Team Manoot demonstrate gradual improvement and changes though CEPA, cultural consideration with equal involvement of men and women in particular community and household works and activities. • Key Informant Interview (KII) was conducted, data gathered will serves as the basis of GAD
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		<p>planning, programming and policy formulation of the DENR.</p>
		<p>DAY 3</p>
	<p>Ms. Jacqueline C. Bacal</p>	<ul style="list-style-type: none"> • Instructions on the Reporting of Results on Gender Analysis, with Ecotourism /BDFE and pre-test questionnaire by DENR • Writing of the Gender Analysis Report, pre-test results per group • Group 1 and 2 reporting, of the FGD results of the Gender Analysis, BDFE/Ecotourism findings and recommendations
	<p>Participants & MBC</p>	<ul style="list-style-type: none"> • Finalization of group reports based on plenary discussion and recommendations (Collection and Submission of final results)
	<p>NPMU/BMB</p>	<ul style="list-style-type: none"> • Synthesis and Ways Forward
	<p>Mr. Nemar Meneses, BMB-BPKMD, GADFPS</p>	<ul style="list-style-type: none"> • Activity Evaluation
	<p>Alain M. Maulion, Mindoro Biodiversity Corridor</p>	<ul style="list-style-type: none"> • Closing Message

Main Objective:

- Explain the rationale for gender analysis and identify when to use gender analysis tools
- Demonstrate the use of the Harmonized Gender and Development Guideline (HGDG) tool.
- Describe the 6 domains of gender analysis framework to collect and organize information on gender differences and to surface gender barriers/opportunities
- Prepare a set of questions for each of domain in the gender analysis framework.

- Apply/practice the gender analysis questionnaire through FGD in the identified terrestrial and coastal host areas with potential or ongoing BDFE.
- Analyze and document the FGD results of the gender analysis

Impression/Comments:

- Gender Analysis is not just a tool it's a transformative perspective that prompts reflection.
- Impressive depth in considering various aspects of gender, from roles to identities, ensuring a holistic understanding suggest a continuous learning journey.
- Gender analysis is an empowering tool for advocacy.

II. RELEVANCE OF THE LEARNING EVENT TO PARTICIPANT'S WORK/FUNCTION:

As Forest Ranger I learned to recognize and understand the specific roles, responsibilities and challenges faced by men and women in forest-dependent communities. This knowledge forms the foundation for gender-sensitive conservation practices and also, I learn the participatory methods that active involve both men and women in decision making process related to forest management.

As Forest Ranger I appreciate and integrate Indigenous knowledge, including gender specific insights, into their conservation practices. This is not only respecting local traditions but also enhances the effectiveness of conservation strategies.

As Forest Ranger engaging with local communities is a key aspect of the role. It also enhances our understanding how gender roles, norms, and power dynamics impact individuals and societies.

As designated Admin. Officer of Mts. Iglit-Baco Natural Park Protected Area Management Office my relevant learnings are to equips workplace culture that is inclusive and respectful of diverse gender identities. It includes implementing policies that address gender-based discrimination, promote equality and ensure the well being and professional development and satisfaction of all staff members.

III. RECOMMENDATIONS:

- I strongly recommend integrating gender analysis into organizational practices and decision-making processes. This strategic approach acknowledge the diverse needs , experiences and contributions of individuals of all genders, fostering a more inclusive and equitable environment and also looking approach, addressing not just immediate issues but striving for sustainable changes in gender dynamics.

IV. POST LEARNING ACTION PLAN/PROPOSAL:

Proposed Plan/Activity/Output	Time Frame
<ul style="list-style-type: none"> • Community Engagement and Application Projects. Encourage participants to undertake community-based projects applying gender analysis principles. Provide mentorship and support as participants implement their learnings in practical settings. 	<p>May 7-9, 2024</p>

Part 2 (To be prepared by the Supervisor)

How will you support the post Learning Action/Proposal?

Have you discussed any concerns/resources needed by your subordinate so that he/she can effectively transfer the skills and knowledge gained from the training?

Would you be willing to send him/her again to other training/seminar/conference?

Yes _____ No _____ Others _____

If yes, please specify courses.

Submitted by:


CRISTINE JOY CLARIN
Attendee

Noted/Confirmed by:


HECTOR S. ARAGONES JR.
Supervisor

November 14, 2023

Date