GENDER EQUALITY AND SOCIAL INCLUSION TRAINING
USAID TRADE FACILITATION PROGRAM
2021
ACKNOWLEDGEMENT

This report was prepared under the USAID/Vietnam Trade Facilitation Program. The principal author was the Program’s gender and social inclusion consultant Ms. Tran Thu Hang with contributions and inputs from Ms. Phung Minh Thu, the Program’s Training Coordinator.

Thanks those who provided guidance and contribution from the training design to training implementation and evaluation. Thanks also go the trainees for their active participation and commitment on action to apply gender equity and social inclusion after the training.
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRONYMS</td>
<td>4</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>DETAILED RESULTS OF THE TWO TRAINING</td>
<td>7</td>
</tr>
<tr>
<td>A. THE TRAINING COURSE FOR VIETNAM CUSTOM</td>
<td>7</td>
</tr>
<tr>
<td>I. TRAINING PREPARATION IMPLEMENTATION METHODOLOGIES</td>
<td>7</td>
</tr>
<tr>
<td>II. TRAINING RESULTS</td>
<td>9</td>
</tr>
<tr>
<td>III. FOLLOW-UP AND RECOMMENDATION</td>
<td>11</td>
</tr>
<tr>
<td>B. THE TRAINING COURSE FOR USAID TFP STAFF</td>
<td>12</td>
</tr>
<tr>
<td>I TRAINING PREPARATION IMPLEMENTATION METHODOLOGIES</td>
<td>12</td>
</tr>
<tr>
<td>II. TRAINING RESULTS</td>
<td>13</td>
</tr>
<tr>
<td>III. FOLLOW-UP AND RECOMMENDATION</td>
<td>16</td>
</tr>
<tr>
<td>APPENDIX B. GENDER ACTION MENU</td>
<td>16</td>
</tr>
</tbody>
</table>
ACRONYMS

GE  Gender Equality
GESI  Gender Equality and Social Inclusion
MOF  Ministry of Finance
Q&A  Questions and Answers
GVN  Government of Vietnam
GDVC  General Department of Vietnam Customs
USAID TFP  USAID Trade Facilitation Program
USAID  United States Agency for International Development
VCS  Vietnam Custom School
WCO  World Customs Organization
INTRODUCTION

WORK REQUIREMENT BACKGROUND

The United States Agency for International Development (USAID) Trade Facilitation Program (USAID TFP) is a five-year project (May 2018 to May 2023) that aims to support the adoption and implementation of a risk–based approach to customs and specialized inspection institutions in Vietnam.

In this context, the Program has worked with the General Department of Vietnam Customs (GDVC) to strengthen Vietnam’s National Trade Facilitation Committee (NTFC) and Working Groups; streamline border clearance procedures (including specialized inspection implemented by other line ministries and agencies); harmonize the implementation of risk-based approaches between the national and provincial levels; train national and provincial customs officials and staff from other ministries; and facilitate dialogue between customs and business and between stakeholders in Hanoi and in the provinces.

The promotion of gender equality at key government agencies is an integral part of USAID’s work towards a prosperous and secure Vietnam that is effective and inclusive in tackling its own development challenges. In this context, the Program annually organizes a training on Gender and Social Inclusion to build capacity of gender and gender equality in trade facilitation for USAID Trade Facilitation Program personnel and key counterparts at the General Department of Vietnam Customs (GDVC). Annual trainings are critical due to staff turnover and new counterparts, and they also provide a “refresher” on key gender issues relevant to the Program. The trainings also underscore to all staff the importance that the Program senior leadership places on gender integration.

The Program will engage a qualified trainer/specialist in gender, social inclusion, and gender equality issues in trade facilitation in Vietnam. The trainer/specialist will deliver one-day training on Gender and Social Inclusion to approximately 100 learners from counterparts at GDVC and local customs provinces, and one for 22 Program staff. The objective of the training is to improve participants’ understanding of gender-related issues in the workplace. The training should incorporate interactive and/or small group activities. The training should include but is not limited to the following topics:

• Key Concepts of Gender and Social Inclusion
  o Gender vs. sex; Gender equity vs. equality;
  o Social inclusion and considerations for marginalized groups including people with disabilities
  o Intersectionality;
  o Gender integration;
  o Ensuring diversity and inclusion;
• Gender Roles and Constraints to Economic Participation;
• Gender Matters in Trade and Development: A Focus on the Vietnam Context;
• Creating Respectful and Inclusive Environments.
RESPONSIBILITIES & TASKS COMPLETED

The Trainer/Specialist was responsible for the development and delivery of training syllabus, training materials, as well as physical, in-person delivery of one training session in September 2021 on Gender and Social Inclusion to 109 customs learners, and one training session in December 2021 to 21 Program staff members and key experts. The training package includes consolidation of the pre-training need assessment results (both training for customs and training for the Program staff), well-designed training content outline/agenda and training materials tailor-made for customs and all-staff, an analysis of the learning results and training’s effectiveness, a consultant report containing the training syllabus, and recommendations for the Program’s opportunities to support women’s economic empowerment and gender equality in trade facilitation in Vietnam and how to improve future trainings.

DELIVERY OF THE TWO (02) TRAINING COURSES

THE TRAINING COURSE FOR VIETNAM CUSTOMS

The Gender and Social Inclusion training course for Vietnam Customs was delivered on September 21th, 2021 in the form of virtual training due to the social distancing policy during the widespread of the new Covid-19 wave. It was decided that two similar training sessions were divided in to two, the morning and the afternoon and for 50 customs officials each among the total 100 participants. The customs officials came from different customs departments at 07 GDVC central departments and 28 provincial customs departments. This training is presented with the leaders of Vietnam Customs School (VCS) and was the combination of the school regular general knowledge induction training course by VCS. By the end of the morning and afternoon session, a small session on Customs Integrity was presented by the Program’s international guest speaker, Chris Levon.

THE TRAINING COURSE FOR USAID TFP STAFF

The Gender and Social Inclusion training course for the USAID Trade Facilitation Program staff was delivered on December 17th, 2021 in the form of hybrid training with the presence of 21 staff, in which 16 attended in-person and the 5 others attended virtually via Zoom platform. This training was delivered in English. The training was divided in to two parts, the morning session was for gender and social inclusion knowledge, and the afternoon was for the presentation of gender activity results and recommendation for action reported in the Mid-Term Review.
DETAILED RESULTS OF THE TWO TRAINING COURSES

A. THE TRAINING COURSE FOR VIETNAM CUSTOMS

1. TRAINING PREPARATION, IMPLEMENTATION METHODOLOGIES

Prior to the training, a training need assessment (TNA) was carried out in the form of online survey questionnaire to get an understanding about the gender-sensitive knowledge and expectations of the Custom officials. Among 100 training participants, including 48 women and 50 men, the TNA collected 41 respondents. The TNA’s findings is as follows:

Among the 41 respondents:

✓ The number of men is higher (25)
✓ The age range 31-40 is the biggest group (22)
✓ Those who have work experience of 1-5 years are the biggest group (28)
✓ Few people have learned about Social Inclusion, Diversity and Intersectionality, Gender-based Violence, Gender stereotype, Gender Integration, Women Economic Empowerment, and Gender and Trade Custom.
✓ Around 1/3 reported that they have not yet applied/reflected any gender related gender knowledge into their lives/work.
✓ The past key take aways still lack of Gender roles/norms; Gender stereotype/Gender bias/Gender constraints; women economic empowerment; gender mainstreaming and Diversity and Intersectionality.
✓ Around 1/3 want to have more clarification about gender and customs/trade. The other mostly want to have more knowledge on gender equity vs gender equality; Policies and laws about gender equality (international and national).
✓ Nearly 1/2 see gender integration ensures gender equality/equity for both women and men/advancement for women/Respecting human rights while 1/4 either do not know about gender integration or have not yet applied gender mainstreaming.
✓ The number of those who are aware of Gender Equality and related Decrees is almost the same as that of who do not know about gender related law/policies (18 and 17 respectively). While some can name the related Law such as the Labor Code, Social Insurance, Family and Marriage, Election of National Assembly Deputies and People’s Council Deputies but NO ONE mentioned GBV related Law such as Law on Domestic Violence and Law on Prevention and Combat against Human Trafficking.
✓ A high number have not dealt (30) with gender integration or gender-mainstreaming in their work at any time in their career.
✓ For the training course, people expect that the trainer will:
  o Provide more examples (if in custom sector is good/case studies/video clips);
  o Combine online and face-to-face training;
  o Consider field trips;
  o Elaborate measurements on gender equity and gender equality

TRAINING OBJECTIVES:

By the end of the training, participants will:

• Understand and recognize gender issues including harmful practices in daily lives and work that hamper opportunities for both women, men, others including the most disadvantaged groups in the society.
Appreciate measures of gender mainstreaming/integration, social inclusion, diversity and intersectionality applied by gender law/policies and programs such as women economic empowerment.

**TRAINING AGENDA**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td><strong>Afternoon</strong></td>
</tr>
<tr>
<td>08:00 - 08:15</td>
<td>13:00 - 13:15</td>
</tr>
<tr>
<td></td>
<td><strong>Opening Session</strong></td>
</tr>
<tr>
<td></td>
<td>- Technical check;</td>
</tr>
<tr>
<td></td>
<td>- Opening speech by Trade Facilitation Program;</td>
</tr>
<tr>
<td></td>
<td>- Agenda and rules to follow.</td>
</tr>
</tbody>
</table>

**SESSION 1: GENDER AWARENESS**

1.1. SEX VS GENDER

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:15 - 08:25</td>
<td>Expected outputs:</td>
</tr>
<tr>
<td></td>
<td>• Participation makes a list of physical and social differences and</td>
</tr>
<tr>
<td></td>
<td>groups them by sex and gender groups.</td>
</tr>
</tbody>
</table>

1.2. GENDER ROLES/GENDER CONSTRAINTS/GENDER STEREOTYPES/GENDER BASED VIOLENCE (GBV) FORMS - ROOT CAUSES OF GENDER INEQUALITY

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>08:25 - 10:25</td>
<td>Expected outputs:</td>
</tr>
<tr>
<td></td>
<td>• Participants have chance to reflect on how gender roles are</td>
</tr>
<tr>
<td></td>
<td>constructed, maintained and reinforced.</td>
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<tr>
<td></td>
<td>• Participants will be introduced the concept of triple roles of</td>
</tr>
<tr>
<td></td>
<td>women (productive, production and community);</td>
</tr>
<tr>
<td></td>
<td>• Participants will have an understanding about the forms of</td>
</tr>
<tr>
<td></td>
<td>gender-based violence and consequences of gender inequality.</td>
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</tbody>
</table>

1.3. GENDER-BASED VIOLENCE ASSOCIATION TO GENDER INEQUALITY

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:25 – 10:40</td>
<td>Expected outputs:</td>
</tr>
<tr>
<td></td>
<td>• Participants will be reflecting on gender equality as the end goal,</td>
</tr>
<tr>
<td></td>
<td>and gender equity is the mean to get there.</td>
</tr>
</tbody>
</table>

1.4. WOMEN ECONOMIC EMPOWERMENT

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:40 - 11:00</td>
<td>An overview of Women in Trade and in the Global Value Chain Landscape.</td>
</tr>
<tr>
<td></td>
<td>Expected outputs:</td>
</tr>
<tr>
<td></td>
<td>• An update of WEE knowledge and participation of women and men in</td>
</tr>
<tr>
<td></td>
<td>trade will be presented.</td>
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</tbody>
</table>
II. TRAINING RESULTS

By the end of the training, a post-event evaluation questionnaire was disseminated to all participants. The Program’s Monitoring, Evaluation and Learning (MEL) report was delivered after that. Highlights of the MEL report includes:

- Survey time: September 21, 2021
- Survey response rate: 66% of total participants (65/98)
- Mean score for overall workshop quality: 4.6/5

WORKSHOP CONTENT

The survey results of training content reveal that:

- 98% of respondents agreed or strongly agreed that workshop materials were well prepared in content and format.
- 95% of respondents agreed or strongly agreed that the workshop objectives were clearly set; and
- 91% of respondents agreed or strongly agreed that the workshop topics met their work needs.

Almost all respondents satisfactorily commented that the workshop topics were very useful, interesting, and practical. The training material was well prepared with clearly formatted topics, sufficient and practical knowledge that popped up their mind for further thoughts on the topics.

Though one respondent expected to have more time to discuss about gender discrimination, human trafficking, social policies, and community integration.

SPEAKER(S)

The survey results of the speakers show that:

- 98% of respondents agreed or strongly agreed that the speaker were subject matter experts in the workshop areas; that the speaker presented their ideas well and clearly; and that the speaker could provide clear answers and comments.
Almost all respondents agreed that the speaker had wide knowledge and experience of the topics. The speaker presented clearly with nice voice and understandably with practical examples. The speaker could interact well with the participants. She was enthusiastic and professional.

LEARNING AND APPLICABILITY

The survey results of learning and applicability show that:

- 98% of respondents agreed or strongly agreed that they gained new information/knowledge at the workshop; and
- 97% of respondents agreed or strongly agreed that they will share the updated information/knowledge with their work colleagues and they will use the updated information/knowledge at work.

The respondents also shared a long list of all community members who should be empowered including women, young girls, men, LGBT members, or houseworkers. These community members can be empowered via different means such as knowledge sharing, creation of equal and democratic conditions at work and in community, improved gender law/policies, better listening and respects, active encouragement and participation in gender related activities or advocacy for gender development. Some respondents requested for further training or provision of further gender knowledge such as practical examples of gender development in the world, video clips on gender issues, gender data, etc.

PICTURES
III. **FOLLOW-UP AND RECOMMENDATIONS:**

1. For this training and for the next training, we recommend the application of virtual training on gender and social inclusion for the Custom official participants from different geographic areas that will work well if we applied the followings:

   ▪ **Well collaboration between the trainer and TFP staff:** We discussed in advance on how to facilitate and accommodate the trainees during the training given the space distance and technical issues might happen. For instance, we used the emotion button/function of Zoom platform to interact with the participants during the training, making sure they have been fully joining and doing exercise, and more important hearing and speaking up.

   ▪ **Reflection on true stories and facts told by local custom officers:** We invited two customs officers from two provinces, Lang Son and Cao Bang to share their local stories on human trafficking issues and interventions in the GBV sharing session.

   ▪ **Give space for exercise and Q&A:** We used the online sharing Excel sheet and the chat box to do the exercise of meditation together. For the Q&A session, it is important to allow the trainees to speak up without any judgment or disruption as gender bias is existing inside each of us, and the role of trainer was only listening and analyzing the gender sensitive issues that all should care about and agreed with each other on necessary changes. This rule had been applied throughout the whole training; therefore, the trainees were enabled to raise any related questions and stay late after the training ended expressing their thoughts/insights.

   ▪ **The training slides and training manual including infographics or clips** have been circulated to the participants prior to the training day for possible reading in advance.

   ▪ **The future training should accommodate smaller groups of participants** (around 25-30 each would be ideal) as there will be rooms for small discussion/reflection with guidance of facilitators.

   ▪ **The length of the training should be longer** to allow more exercises/activities.

2. A combination between virtual and face-to-face in the next training sessions would be effective in updating gender and social inclusion knowledge. As the Covid-19 pandemic has caused negative impact and can be analyzed from the perspectives of gender lens, the project can collect evidence/news to circulate around and call for timely discussions/training.

3. The support and presence of the leaders of VCS at the training is significant. Due to the continue updated information related to gender issues and trade/custom, it is helpful if the project maintains a channel to update related information/news to all levels and advocate for timely training/discussions.

4. Among the GBV and social exclusion issues introduced, the trainees found human trafficking is new and related to trade issues given the fact that some cross-bordering areas with China and Cambodia such as Lang Son, Cao Bang, and Tay Ninh Provinces. It is recommended that those officials should be updated about the situation of human trafficking and GBV more regularly. This can be done via email exchange between the TFP project and the Custom Offices. The trainer provided some related reference sources in the training materials.

5. All the officials should receive further training on gender mainstreaming as it enables their capacity on gender analysis and gender action creation.
Women economic empowerment (WEE) is a specific intervention that requires a full training to the officials who worked at the local areas. WEE frameworks was available and that of Oxfam was shared in the training materials.

B. THE TRAINING COURSE FOR USAID TFP STAFF

1. TRAINING PREPARATION, IMPLEMENTATION METHODOLOGIES

The training course for USAID TFP staff were also prepared based on the training need assessment (TNA) survey questionnaire. The TNA collected 19 respondents. Among these, 13 persons received Gender sensitive training, 6 never received any related training, and 10 expected that they can have further clarifications and elaborations about gender and trade/customs. In addition, the Gender consultant also review the related documents such as February 2019 Gender Assessment Trade Facilitation Program, Gender Integration Objectives, TFP Gender integration FY 18-21 results. More importantly, she discussed with the Program’s M&E Manager and Capacity Building Coordinator on how to address the concern and balance the needs of TFP staff among the diversification regarding their own roles including admin and program implementation. It was agreed that basic gender sensitive knowledge including GBV forms, WEE, and social inclusion will be the focus for the whole morning session, and the afternoon session will be focused on the review of gender implementation from the perspectives of the Mid-term Review.

During the training, TFP staff were divided in to four groups with a group name (SKY, YOUNG, ADVENTURE, and WATCHING – based on the common characteristics of the members in their introduction. They made a circle to discuss all relevant gender and social inclusion topics that are near their lives/work. The facilitator applied participatory and active participation in which each group can voice up and complement for each other’s ideas and insights. She found it when all groups join in the common debate session, they both can contribute to their individual or group’s opinions with both for and against attitudes. The virtual group found difficult to join this debate due to the distance of sound and vision, otherwise the other 3 groups find it exciting. Due to the time constraints, the debate around GBV and social inclusion have not touched up on the specific issues and in a wider context in society in addition to the family and partners’ relations context.

The following chart presented the expectations of the training topic:

10. Which one among those above subjects you need more clarifications and elaboration for your deep understanding?

- Sex vs gender
- Gender roles/norms
- Gender stereotype/Gender bias
- Gender equity vs Gender Equality
- Gender Based Violence (GBV)
- Social Inclusion
- Diversity and intersectional
- Gender integration
- Women’s economic empowerment
- Policies and laws about gender
- Gender and trade/customs
- Others (please specify)
TRAINING AGENDA:

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPENING SESSION</strong></td>
<td></td>
</tr>
<tr>
<td>08:45 – 08:55</td>
<td>Check in</td>
</tr>
<tr>
<td>09:00 – 09:05</td>
<td>Introduction</td>
</tr>
</tbody>
</table>

**TRAINING SESSION**

**Morning session: Gender-sensitive knowledge**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
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<tbody>
<tr>
<td>09:05 – 10:15</td>
<td>● Gender and social inclusion awareness</td>
</tr>
<tr>
<td>10:15 – 10:30</td>
<td>Coffee Break</td>
</tr>
<tr>
<td>10:30 – 11:45</td>
<td>● Gender integration (Women economic empowerment – WEE)</td>
</tr>
<tr>
<td>11:45 – 13:30</td>
<td>Lunch Break</td>
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</tbody>
</table>

**Afternoon session: Reflection and Insighted discussions**

<table>
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<tr>
<th>Time</th>
<th>Content</th>
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<tbody>
<tr>
<td>13:30 – 15:00</td>
<td>● Mini game;</td>
</tr>
<tr>
<td></td>
<td>● The Program’s up-to-date achievement on Gender responsiveness.</td>
</tr>
<tr>
<td></td>
<td>● USAID’s Mid-term evaluation and recommendations on strengthening Gender responsiveness.</td>
</tr>
<tr>
<td></td>
<td>● Insight discussions of potential approach to achieve better: WHAT? HOW? WHEN?</td>
</tr>
</tbody>
</table>

Based on the TNA survey information and result, the trainer discussed with the Program team to design a one-day training session for the Program staff on gender equality and equity and enhanced incorporation of gender equality into the Program’s activities.

The refresher training session explained key concepts in gender equity and equality; and reminded staff how to apply gender mainstreaming/integration, social inclusion, diversity, and intersectionality to the Program’s activities. For example, activities supporting gender laws/policies, training programs on women’s economic empowerment, and the Program’s overall gender responsiveness. By the end of the training session, each staff team member reviewed the gender activities results reported in the Mid-Term Review and keep thinking about gender action plan that the project can facilitate after the training. The consultant provided a sample of gender action menu for reference. As the Program also commits to carrying out more gender-responsiveness activities during the remainder of fiscal year 2022/Year 4, the gender action menu is encouraged to be discussed among TFP staff soon after the training.

**II. TRAINING RESULTS**

By the end of the training, a post-training feedback form was also disseminated. Results of the post-training feedback form were revealed in the MEL report, with the following highlights.

**Survey information and results**

- Survey time: December 17, 2021
Survey response rate: 94% of total participants (15/16). The post-event evaluation was aimed to get the feedbacks from 15 staff who could participate the training fully.

Mean score for overall workshop quality: 4.3/5

TRAINING CONTENT

The survey results of training content reveal that:

- 93% of respondents agreed or strongly agreed that the workshop objectives were clearly set and the workshop topics met their work needs;
- 100% of respondents agreed or strongly agreed that the workshop materials were well prepared in content and format.

Most of respondents satisfactorily commented that the workshop topics was useful and met their work needs. It helped them to have a better understanding of gender integration in the program implementation. However, one respondent prefered a better structured training to focus also on the gender issues at the workplace, such as inappropriate use of position/authority or language beside the family and social equality issues. One respondent commented on the blurred slides.

SPEAKER(S)

The survey results of the speakers show that:

- 100% of respondents agreed or strongly agreed that the speaker were subject matter experts in the workshop areas; that the speaker presented their ideas well and clearly; and that the speaker could provide clear answers and comments.

Almost all respondents agreed that the speaker had wide knowledge and experience of the topics. The speaker presented inspiring and understandably. She was enthusiastic and professional.

LEARNING AND APPLICABILITY

The survey results of learning and applicability show that:

- 100% of respondents agreed or strongly agreed that they gained new information/knowledge at the workshop, they will share the updated information/knowledge with their work colleagues, and they will use the updated information/knowledge at work.
Many respondents shared that they will consider gender issues in their work. Examples include provision of gender training at the provincial level, portrait of meaningful participation of women in communications work, materials and products or data collection and analysis of gender issues in the Program’s activities. They also requested for further support to integrate effectively gender at work such as sharing of information on gender, gender equality and equity at work, or further training.

PICTURES
IV. FOLLOW-UP AND RECOMMENDATIONS:

▪ Gender-based violence associated to trade such as human trafficking and sexual violence, and women economic empowerment should be strengthened in more details in the next coming training courses. The Program officers should take these gender lens to facilitate the discussions about related gender sensitive issues at the local and grassroot levels during the activities’ implementation.

▪ As the Program are reaching the last year of implementation and expect that the TFP staff will consider an action menu with concrete activities that address gender equity and social inclusion. The Program’s M&E Manager and the Capacity Building Manager was advised to use the sample of the gender action menu int heir future discussion on action for TFP activities. It is advised that gender sensitive and social inclusion issues and feasible interventions should be well consulted with local program partners.

▪ The high dynamic spirit and eagerness of learning and applying gender equity and social inclusion from TFP staff should be maintained well in different forms. For instance, the Program can set a regular meeting among the staff, properly quarterly and discuss about and gender sensitive issues that coming up such as the impact by Covid pandemic and brainstorm for possible interventions. These activities might be facilitated by the internal staff and consult the discussion results with gender experts

▪ TFP staff showed a strong desire to gain more knowledge and skills in gender mainstreaming and social inclusion. A specific training should be provided to the program staff prior to the activities implementation of Year 4. It is advisable if this training is a mixture of TFP staff and the Custom Official but divide the functions of tasks groups such as admin or program as the gender interventions interest might be different.

APPENDIX A. GENDER MENU ACTION

This is the sample of Gender Menu Action that TFP Program can consider to apply for the facilitation of Gender interventions in its Year 4 Work plan (Y4WP).

A gender issues analysis should be brainstormed using Problem tree to find out root causes of problems/issues (Suggestions: on the page of the February 2018 Gender Assessment Trade Facilitation Program Report, it pointed out Gender aspects of trade in Vietnam including Time, Perception, Information (Page 13), or Women and Men Presence in Trade (page 14); or elaboration of the gender aspects and causes in the next pages 15, 16, 17.

It is also advisable that the Program takes another look at the trade issues mentioned on page 45 in which trafficking in person, informal employment, financial resources to scale up (women-led/small scale enterprises), trade fairs, among others, were highlighted.

In the following Gender Action Menu, the USAID TFP team can pick up the priorities which they find possible for intervention with agreement of the counterpart during the last year of the project implementation and make it more specific.

If you want to measure whether your gender action reach the level of gender responsive, please look at the gender continuum in the training slides and consider your deliverables/indicators. Please take the reference of the manuals provided in the training materials while you do this exercise.
# Elements

## 1. Commitment to Leverage the Female Leadership of Custom District/Provincial Offices

- Assist the Custom offices to design a roadmap on capacity building
- Select the name of potential candidates and place them in the capacity building roadmap

- A road map of capacity building
- A list of potential candidates
- A number of training/events that provide adequate knowledge for the candidates
- The participation of the candidates in high level meetings and decision making

## 2. WEE (Examples for Agriculture Value Chain)

- Create a policy to prioritize direct support to women-led enterprises
- Provide/transfer sustainable agricultural Know-How (appropriate technologies) with clear guidelines
  - Organic agriculture and certification or guarantee
  - Good Agricultural Practices
  - Soil nutrition
  - Organic fertilizer production
  - Crop management and diversification
  - Harvesting techniques
  - Water and energy
  - Pest, disease, weed control
- Promote and educate on the safe use of agricultural products
  - Improving farmer livelihoods through one-to-one coaching
  - Increasing professionalism and efficiency in farming and bringing better results to farmers
- Facilitate access to resources
  - Finance (access to loans; financial literacy)
  - Insurance
  - Digital solutions
  - Production inputs (seeds)
  - Irrigation

- Organize and fund capacity building activities that will enable more women-led to participate in supply chain/trade facilitation
- Support capacity building for women to identify and articulate their information and technology needs
- Design and implement programs addressing gender stereotypes, gender-based violence, unpaid care work, and similar initiatives targeting both women and men small producers in partner communities
- Invest and provide production methods and technologies that shorten work hours and/or ease the mobility of women
- Prioritize procurement from women-owned enterprises or women small producers through an integrated diversity strategy
  - Implement a Supplier Code of Conduct that would influence the suppliers in addressing discrimination against women, respecting human rights, and engaging women small producers
3. Strategic partnerships with cooperatives and social enterprises of small producers and their enablers to achieve mutually beneficial objectives

- Forge partnerships with farmer groups/cooperatives as suppliers
  - Provide resources/investments and/or collaborate with local entity like NGOs to organize smallholder farmers into production clusters
  - Facilitate/provide market access thru:
    - Storing
    - Certification
    - Price information
    - Procurement from smallholder farmers
    - Processors
  - Facilitate diversification of income streams in the long-term to avoid overdependence on any single buyer or market outlet, including assistance in negotiations (ISEA paper)
  - Provide investments in assisting smallholder farmers in settling land ownership/stewardship and other tenurial rights
  - Assist smallholder farmers in acquiring/building-up their productive assets (farm and off-farm equipment, warehouse, post-harvest facilities)

- Link with/forge partnerships with NGOs that can provide organizational development support to women owned/managed community enterprises
  - Support partner community enterprises address gender discrimination and achieve work-life balance among their members
  - Provide legal support/expertise to women small producers/community members to enable them to better understand and resolve issues related to access to land and other productive assets

Coordinate with local government units and support their programs on DRRM and food security
| 4. Engagement in value chain practices that | ● Facilitate linkages to government and NGOs re disaster preparedness and resiliency-building programs  
○ Diversify income sources  
○ Setting-up benefit and insurance schemes  
○ Capacity building and planning on disaster risk reduction, mitigation, and adaptation, and climate change  
● Facilitate linkages to government and NGOs re environmental management and socio-economic recovery initiatives  
○ Sustainable use of natural resources including land management and water conservation practices  
○ Agro-biodiversity  
○ Access to information on weather and cropping practices  
○ Income/livelihood diversity  
○ Hazard-proofed livelihood and infrastructure  
○ Economic recovery/stimulus package  
○ Promotion of healthy environment  
● Facilitate linkages to government and NGOs re capacity building to expand roles/functions in the value chain (e.g., consolidation, processing, marketing, distribution)  
● Create a community-based mutual fund for disaster preparedness and resiliency-building  
● Set up a benefit-sharing scheme  
Create a savings and credit program | ● Conduct assessment and planning session re current and potential |
| enhance women’s participation and economic empowerment (WEE and supply chain) | ○ Roles of women in the enterprise and enterprise supply chain  
○ Impacts of the business on women small producers and their communities  
● Establish Gender Equality or Diversity policies to support employees, partner SMEs and smallholder farmers/groups  
○ Commit visible business leaders to gender equality and women’s economic empowerment.  
○ Improve pay, conditions and prospects for employees:  
  a. Change human resources policies and processes to eliminate implicit bias in recruitment, hiring, promotion and pay.  
  b. Establish measures of impact and targets to monitor progress on reducing gender gaps and increasing gender diversity—and hold managers accountable for the realization of targets.  
  c. Conduct regular reviews of pay equity with avenues of recourse.  
  d. Offer internal training and mentorship for women to develop hard and soft skills and sponsorship for advancement opportunities.  
  e. Offer flexible work options.  
  f. Offer family-friendly policies including paid maternity/paternity leave and support for childcare and elderly care (Source: UN-HLP on WEE)  
  g. Standardize processes and make them accessible to free up time for women (ISEA paper)  
● Ensure equity and invest in women’s economic empowerment in value chain development efforts  
○ Improving access to training and production inputs for women farmers  
○ Business skills training courses (supply chain management, customer relationships, strategy and funding, advocacy, and resources)  
○ Ensure that workers in company supply chains have safe and healthy working conditions, are not subject to exploitative conditions and human rights violations, are paid decent wages and have basic labor rights.  
○ Increase the share of trade and procurement for women-owned enterprises (WOEs) and female cooperatives. |
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<thead>
<tr>
<th>5. Trafficking in persons</th>
<th>• Tackle the root causes and assist the</th>
<th>• Case studies</th>
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<tbody>
<tr>
<td></td>
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<td>• Set budget allocation for</td>
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<tr>
<td>Repatriates in gaining livelihood and social inclusion</td>
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<td>• Review trade and related policies to have a more gender-sensitive article that combat human trafficking</td>
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<td>• Monitor and measure the achievement of livelihood outcomes</td>
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<td>• Percentage of … have skills /jobs/participate in community meetings</td>
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<th>6. Sexual Harassment Policies</th>
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<td>• Review the polices and practices in trade/custom section</td>
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<tr>
<td>• Case studies</td>
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<tr>
<td>• Pilot prevention activities/communication strategies</td>
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