



Gender and youth in forestry

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Background

- Women and youth have a huge untapped potential role in achieving SFM
- Yet, they are often overlooked by programmes and management approaches within the forest sector
- Forestry education is deteriorating in many countries
- Many of the forestry education concepts and approaches no longer correspond to society's needs



Women's participation and leadership in forestry

- While the policy environment has improved over the past decade:
 - women continue to be disadvantaged by insecure property rights and limited access to forest, trees and land resources
 - suffer from discrimination and male bias in the provision of services
 - often excluded from decision-making at household, community and national levels
- Ample evidence that gender inclusion contributes not only to more sustainable forest management but also to more equitable distribution and enhanced food security and nutrition;
- A recent FAO-RECOFTC study suggests that having gender-integrated forest policies alone is not enough;
- Policies must be supported by technical expertise for facilitating gender-sensitive policy implementation and practice;
- Clearly more needs to be done by the forest sector to fully capture the opportunities that gender equality provides.



Engaging youth in the forest sector (1)

- Youth are the future but youth in the forestry debate remain absent or at best limited;
- Young people are more exposed than others to the long-term impact of forest degradation;
- Young people do not need to be passive witnesses of current forestry practices;
- Challenge: how to reach youth to raise their awareness and provide them with opportunities to become active members of our society's efforts to manage sustainably forest resources?



Engaging youth in the forest sector (2)

- Concern about the lack of attention paid to the voices of young people;
- Need for more effective environmental education:
 - foresters can lend their expertise to schools;
 - empower rural youth could be through better use of modern technologies, such as social media;
 - inter-generational exchanges.



Providing a modern forestry education

- Role of foresters is constantly evolving;
- Forestry curricula have to be adapted to these new requirements and trends;
- New approaches to forestry education need to be developed;
- Decreasing funding requires rationalization of capacities and closer collaboration with related fields.



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- **Requested FAO to:**
 - continue enhancing the forestry-related knowledge base and, in collaboration with other partners, continue disseminating this knowledge by, *inter alia*, including education and research initiatives in FAO's regional activities under FAO's Strategic Objectives;
 - report back on progress on the development and the work of the Advisory Panel on Forest Knowledge (APFK) at the Committee's 23rd Session.



Points for discussion and consideration (1)

The Commission may wish to invite countries to:

- mainstream gender and youth into their forest policies and ensure and monitor their implementation;
- increase the participation of women and youth representatives at forestry events;
- identify major challenges facing the future of forest education and explore innovative approaches to tackle these challenges and attract more students to the field of forestry;
- provide adequate resources to FAO to strengthen gender and youth mainstreaming in forestry.



Points for discussion and consideration (2)

The Commission may wish to recommend that FAO supports countries by:

- strengthening capacity and providing technical support for gender and youth mainstreaming in forest policies and their implementation;
- supporting the economic empowerment of women in the forestry value chain through enterprise development;
- working with the APFK to provide guidance for modernizing forestry education.



Thank you

For more information please contact:

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