



Technical Training on
Gender Integrated Planning in Climate Change/REDD+



Attapeu, Lao PDR

September 9-13, 2013



Disclaimer: The USAID-funded Lowering Emissions in Asia's Forests (LEAF) program is working in collaboration with Women Organizing for Change in Agriculture and NRM (WOCAN) to facilitate this technical training on Gender Integrated Planning in Climate Change/REDD+. The materials used in this training come mainly from WOCAN's "Outline of Training Manual: Integrating Gender into Planning" and have been adapted for the climate change and REDD+ sectors. Anyone using or modifying the training materials is requested to make proper citations to the WOCAN "Gender into Planning" training materials and this training.

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1. Overview

USAID-funded Lowering Emissions in Asia's Forests (LEAF), in partnership with Women Organizing for Change in Agriculture and Natural Resources Management (WOCAN) and the Lao Ministry of Agriculture and Forestry (MAF) conducted a technical training on "Gender Integrated Planning in Climate Change/REDD+" from September 9-13 in Attapeu, Lao PDR. It brought together 26 participants from national, provincial and district offices of MAF, the Ministry of Natural Resources and Environment, the National Division of Advancement of Women and the Lao Women's Union (see Annex 1) to build awareness of gender issues in climate change including the mechanism called Reducing Emissions from Deforestation and Forest Degradation (REDD+) and experiment with hands-on gender analysis for gender integrated planning.

This training is part of a regional series of trainings on Gender Integrated Planning that provides state forestry agencies and women constituencies with guidelines and skills to develop gender equitable plans. The lessons from the trainings will be used to inform and adapt training materials that will be shared at the regional level.

The training was facilitated by Dr. Barun Gurung from WOCAN and Dr. Kalpana Giri from LEAF, together with Ms. Sisomphet Souvanthisith from CAW/MAF and Ms. Phanlany Khamphoui.

The following is a narrative content of the five day workshop, preceded by the background to the course.

2. The course: Gender Integrated Planning

What key issues does it seek to address?

The neglect of gender issues remains a serious concern to achieve development outcomes in a way that fairly recognizes the contributions of men and women and fairly rewards them. The USAID's reports (2011) "Getting REDD+ Right for Women" assessed the inclusion of gender in climate change and early REDD programs in Asia, and identified that women have not been systematically identified as stakeholders in REDD+ initiatives and, consequently, have not been involved in related discussions and activities. Recently, the Scoping study of "Good Practices for Strengthening Women's Inclusion in Forest and other Natural Resource Management Sectors" (2013) conducted by LEAF in collaboration with WOCAN and the UN-REDD also stresses that the good lessons learned from forestry sector for decades from forestry is not likely to be replicated in climate change/REDD+.

Indeed, most of the early initiatives on climate change/REDD+ are undertaken in forestry and other natural resource management sectors. Thus, it is critical to build capacity of forestry agencies to identify and integrate gender-differentiated dimensions in the forestry operations under the emerging framework of climate change/REDD+. Integration through planning is vital to ensure that gender activities do not act in isolation but are rather

incorporated into forestry operations. Moreover, gender integration is considered a key safeguard issue in emerging programs such as climate change REDD+.

Towards this end, this training aimed to promote the capacity of individuals of selected organizations in LEAF countries on gender and REDD+, as an attempt towards promoting the broader goals of Gender Equality and Women's Empowerment.

LEAF's Engagement with WOCAN

LEAF is a five year USAID-funded program engaging regional governments, forestry and climate mitigation specialists, and relevant stakeholders in capacity building focused on REDD+. The program's goal is to strengthen the capacity of targeted Southeast Asian countries to achieve meaningful and sustained reductions in greenhouse gas emissions from the forestry-land use sector and to allow these countries to benefit from the emerging international Reduced Emissions from Deforestation and Forest Degradation (REDD+) framework. Gender equity and women's empowerment is one of the major themes of LEAF, and as such the program is taking appropriate measures to integrate gender into its management, objectives and indicators¹.

LEAF is working in collaboration with Women Organizing for Change in Agriculture and Natural Resource Management (WOCAN) to facilitate this technical training on Gender Integrated Planning in Climate Change/REDD+. The materials used in this training come mainly from WOCAN's "Outline of Training Manual: Integrating Gender into Planning²" and have been adapted for the climate change and REDD+ sectors.

3. Key Gender Equality Issues in Planning of Climate Change/REDD+

During the course of the training, the following key issues were identified for gender integrated planning in the context of climate change/REDD+ in Lao PDR.

- **More discussion and dissemination of climate change knowledge and its linkages with existing forestry practices and gender issues is needed.** There is disconnect between climate change knowledge and its connection with existing forestry practices such as improved forest management. As a result, climate change is understood as an entirely new process, and linkages of gender in climate change practices are not identified. Indeed, MAF has its own strong structure and history of gender integration in agriculture and forestry sector in Lao PDR. Nevertheless, the gender integration work of MAF in agriculture and forestry needs to be disseminated and linked within the emerging framework of climate change and REDD+. There needs to be more discussion of climate change knowledge such as local technologies related to forestry at the province level to ensure improved

¹ Find more about LEAF's Gender strategy and Checklist at <http://www.leafasia.org/library/leaf-gender-mainstreaming-strategy-checklist>

² www.wocan.org

understanding of climate change and its relevance to existing agriculture/forestry practices and gender integration within those practices.

- **Targeted, comprehensive and systematic capacity building strategy is required for gender integration in forest management.** This requires adopting a systematic process of capacity building that leverages key institutions (such as Provincial Agriculture and Forestry Offices (PAFO) and Commission for Advancement of Women (CAW) for example), trains their staff, and builds their capacity through a systematic process.
- **On-site support is required as part of strengthening gender capacity.** Lack of human resources, particularly gender-specific skills, hinders the integration of gender into planning and implementation. In Lao PDR, though CAW and women's unions work to promote women's involvement, their capacity on gender is limited. As a result, on-site support is required as part of strengthening gender capacity. Thus, capacity building program for gender equality should be linked from regional to national to province to district levels with on-site mentoring and support. One-off regional capacity events without national on-site linkages pose a serious challenge for capacity-building.
- **Create institutional enabling environment.** Most of the participants may have limited or no space to put the acquired learning into practice. Planners are strategically positioned to influence gender integration into the planning processes. However, whenever training for gender is mentioned, there is a tendency to send women staff who have little ability to influence actual planning. Thus, there is a need to create the institutional enabling environment to put the newly acquired learning skills to practice.

4. Key Reflections

Workshop participants completed participatory and written evaluations in which they identified the key skills, knowledge and practical information that they gained from the training.

In terms of most useful things learnt, participants overwhelmingly noted:

- **The linkage of gender issues in climate change, REDD+ and forestry sectors** – such as gender roles, concepts on climate change, REDD+, forest conservation, gender issues in climate change/REDD+, leadership of men and women in forest sectors;
- **Gender Integrated Planning processes**, such as planning concepts, gender analysis tools, problem analysis, formulate plans, setting up M&E indicators; and
- **Hands-on skills for gender analysis in the field**, such as formulating field questionnaire; collecting data in the field for gender analysis

Other categories included:

- **Facilitation techniques** (participatory, engaging and relaxed approach of facilitators to transfer the knowledge to participant, group assignments, open discussion, friendly nature and clear explanation of the trainers; field exercises);
- **Exchange of experiences and learning** (between two provinces- Houaphan and Attapeu)

Participants aimed to use the lessons learnt in the following areas:

- **Disseminating the knowledge learned** – such as on gender integration in forest management to others, especially local communities ;
- **Increasing awareness** - such as increasing the number of women staff, including women villagers, who understand their own roles, rights and responsibilities in forestry;
- **Undertaking gender analysis** - such as conducting proper gender analysis in the field and while working with local communities; consideration of gender roles in forestry sectors;
- **Integrating livelihood and gender issues in forest management planning** - and in REDD+ activities, consideration of; and
- **Promoting women’s leadership** - such as through capacity building and leadership programs.

From the field (exercise), I have learnt that gender in the local communities have not been considered equally.

It’s very important to integrate gender issues in any sector development projects

The knowledge learnt is very useful to my work – this will bring about increasing women staff including women villagers understand their own roles, rights and responsibilities in the forestry.

I will apply the knowledge in my planning process with consideration of livelihood and gender issues.

Reflection from Training participants; GIP training, Attapeu

They also identified areas requiring follow-up or further support, including:

- **Specific gender trainings** (alternative job development for women and benefit sharing; leadership, involving men);
- More training on **specific forestry topics** (community forestry, forest management, carbon sequestration, carbon accounting); and
- Support **for further GIP training at community level**

5. Proceedings

5.1 Day 1: Key Concepts on Climate Change/REDD+

Welcome and Introduction

The workshop began with a welcome speech by the Mr. Somchai Sanonty, Deputy from Department of Forest and Mr. Vongxay Manyvong, Deputy Director General of the Provincial Agriculture and Forestry Organization (PAFO), followed by Ms. Sisomphet Souvanthalisith, the Coordinator for the Division for the Advancement of Women (DAW) in the Ministry of Agriculture and Forestry (MAF) and Mr. Athsaphangthong Munelith, the LEAF Lao Country Manager. Dr. Kalpana Giri, LEAF Gender and REDD+ Expert briefly stated an overview of LEAF's gender integration in its programming and situated the relevance of this training in wider realms of forest management, climate change mitigation and REDD+. This was followed by self-introduction of the participants.

Expectations and Objectives

Following the introduction, the facilitators conducted an exercise to elicit the participants' expectations of the workshop, followed by the objectives of the workshop. The objectives of the workshop were three fold:

- Build conceptual and practical skills on how to integrate gender into planning of climate change / REDD+ projects
- Develop skills to conduct gender analysis
- Identify additional capacity needs of participants for gender integrated planning.

Concept on Climate Change

The session on climate change and REDD+ was done with the aim to bring all the participants to a common level of understanding, before introducing the idea of how to integrate gender into climate change and REDD+. As most of the participants had studied/worked in forestry and landuse sectors, the facilitators asked them to discuss in groups of what they understand by climate change. Based on the group's responses, the facilitators orientated them to a presentation that included various "Q&A" sessions and localization of the technical terms (such as "carbon sink") in simple and day to day practices.

Key concepts for Climate change:

- Human activities are increasing the concentration of Greenhouse gases (GHG) in the atmosphere. carbon dioxide (CO₂) is a GHG,
- As carbon dioxide (CO₂) concentrations increase, global average temperature increases.
- CO₂ concentrations are now higher than they have been at any time in the past 160,000 years.
- There is a range of projected future levels of both CO₂ and temperature.

- Human-caused emissions of carbon come from examples: both the burning of fossil fuels and from land-use changes such as deforestation and land-clearing.

The presentation was followed after by a “true or false game” exercise. REDD+ is then introduced as one of the mechanisms to address GHG emissions, to be discussed in detail in next session.

Key Concept on REDD+

The facilitators asked the participants if they were aware of REDD+ (Reduced Emissions from Deforestation and Degradation) and the type of activities that they were undertaking for REDD+ in Lao PDR. The participants responded that they heard of REDD+ but are not much sure about the activities and wish to learn more. A presentation on REDD+ captured the following key messages:

- REDD+ is a mechanism to create financial value for carbon stored in forests, which offers incentives to developing countries to reduce emission from forests and invest in low-carbon paths to sustainable development. In forest management, this means several activities that improves and sustains the quality of the forest such as improved forest management, low impact logging, fire management etc.

Gender Issues in REDD+

Participants were then orientated to the gender issues prevalent in REDD+ by asking to ponder on the following questions:

- What are the barriers preventing women’s participation in accessing REDD benefits?
- What risks are there for women if REDD+ policies fail to integrate gender perspectives and include women’s concerns?
- How can gender perspectives be included in REDD+ policies and projects?

A brief summary presentation outlined that the international agencies, governments and project designers have failed to consider gender differentiated impacts of REDD+ or taken necessary measures to address gender.

This can be largely attributed to the fact that most of the early REDD+ activities primarily are focusing on forestry sectors where exclusion of women is evident. Some examples of women’s

<i>Key areas for integrating gender in REDD+</i>	<i>Measure to include women in REDD+</i>
<ul style="list-style-type: none"> • Understanding of gender differentiated roles and needs in REDD+; • Equal representation and meaningful participation of women • Secured and equal access to and control over resources • Equitable benefit sharing mechanisms 	<ul style="list-style-type: none"> • Collect and analyze sex dis-aggregated data to inform REDD+ policies • Confirm women’s rights over forest resources and carbon rights • Ensure equal access to benefit sharing • Provide equal access to decision making structures and processes • Strengthen capacities of women and men • Men supporting women’s participation and leadership

exclusion and its impact are outlined as following:

- Women are rarely recognized as primary stakeholders of the forest
- Women are underrepresented in forestry agencies

- Lack of recognition of women and men’s roles in forestry management means that women are often denied access to services, technologies and other opportunities
- Limited access to and limited property rights over forests, trees, land

The presentation then outlined the key issues that need to be emphasized to ensure that gender becomes integrated in the planning and design of REDD projects:

5.2 Day 2: Gender Concepts and Methods

Day 2 began with a brief reflection on the key lessons from the previous day, focusing on the need to understand and integrate gender into all aspects of REDD+ activities. This was followed by sessions on key gender concepts, methods and tools for gender analysis and action planning for field visit.

Gender Concepts for Planning

The session on key gender concepts for planning began with a group exercise, wherein the participants were divided into groups of women and men and asked to ponder on the following question: What would be the consequence if all (women/men) were absent from your household, community for one month?

It was observed that as soon as the question was posed, participants were laughing and expressing opinions. The men’s groups, in particular, seemed to be very excited and were laughing, giggling and writing items very quickly. Women’s groups were thinking hard on the responses.



Table 1: Group responses on Gender Dynamics with the absence of men or women

Men	Women
<ul style="list-style-type: none"> - Sad - HH dirty, in disorder - Increase expenditure, less income - Instability in house - Food not delicious, not proper sleep - No feel of family, feel alone - Problem with time management - No discipline (e.g. hang out with friends at any time) - No leadership - Men miss about not having women at some time, other time they don’t think as well - More comfortable 	<ul style="list-style-type: none"> - Lack of labour - Women have limited role to take decisions in Lao context - Lack of coordinator in the house - Lack of money, had to wait till the husband comes and give the money

Based on the exercise, the groups were asked to give their views on the meaning of gender. Based on the participants' responses, the following summary was presented:

1. Gender is not about men and women alone, but about the relationship between men and women.
2. Gender also plays a role in determining the roles and relations of women and men in society.
3. Gender is socially constructed and as a result, it changes over time and across cultures.

Introduction to Gender-integrated Planning Framework

To facilitate participant's thoughts on planning framework, they were asked to list all the activities required to plan for a community event such as "marriage" in their family/community. Based on participants' responses, the facilitators explained key concepts in planning (Table 2) and outlined a typical model of planning framework (Figure 1).

The facilitators then linked this framework with key gender concepts (Table 3) such as "gender analysis" and "condition" & "position" needs of men and women, resulting into a "Gender Integrated Planning Framework".

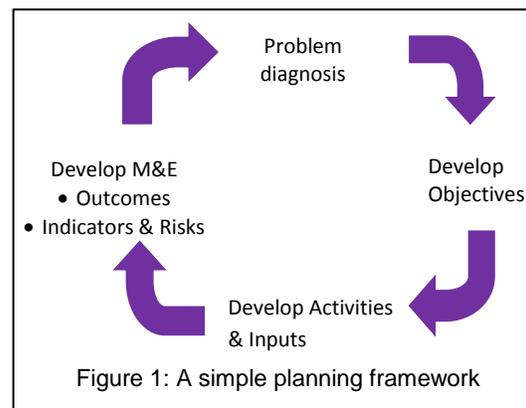


Table 2: Key steps for gender-integrated planning framework

Step 6: Develop the <u>Monitoring and Evaluation Plan</u>
Step 5: Identify the <u>Indicators</u> or markers that will help you know if and when you have achieved these changes you have outlined.
Step 4: Identify the <u>Risks</u> that may hinder the achievement of the changes you have outlined
Step 3: Develop the <u>Activities and Inputs</u> that will be required to achieve the changes you have established in your Objectives
Step 2: Develop the <u>Objectives</u> for the change (s) you want to achieve in gender relations and/or the status of women?
Step 1: Conduct a <u>Problem Analysis</u> to determine what is the present gender situation? Determine the practical and strategic needs of women and men.

Table 3: Key concepts for planning

Objectives	They are the measurable accomplishments (results).
Impact	Long term change (s) that is desired. They are long term improvement (s) in a given society. An example of a gender impact result would be when women and men benefit equally from sustainable and equitable agricultural growth.
<i>Outcome</i>	Short term intermittent changes that contribute to the long term change that is desired. They represent the most important result in this framework. Outcomes are both intended and unintended. Examples of gender outcomes in a project are: greater gender equality in decision making, access to resources and division of labor etc.
Output	Products or activities that contribute to achieving short/long term change that is desired. They are normally quantitative results, products or services that are relevant for achieving Outcomes. Outputs are the short term products of completed activities. They can be measured regularly. Examples of gender outputs are trainings for women’s leadership skills, local organizational capacity, skills development to improve access to services and markets etc.
Result	Consists of Output, Outcome, Impact
Activities	Represent WHAT is to be done to achieve the results
Inputs	Represent what resources (human capacity, financial resources and time) that will be needed to accomplish the activities
Risk	It is the potential that a chosen action or activity will lead to a loss or an undesirable outcome. Risks are closely related to the results and it becomes important to analyze risks against the results framework of a project. There are two types of risks: internal and external risks.
Internal risk	Factors which are under the control of the project/program that may hinder the achievement of results. They could be limited capacity of human resources, lack of funds, etc.
External risk	These are conditions outside the control of the project/program that could have a negative influence on achievement of results. They could result from political, institutional, economic, environmental, social and technological conditions

Table 4: Key Gender Concepts

Gender	Refers to the different roles, responsibilities, rights, relationships and identities of women and men that are defined by a given society and context. Gender differs from the concept of <u>Sex</u> .
Condition	This term describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads.
Position	This concept describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women's position, we must address the way gender determines power, status, and control over resources.
Practical Needs	This term refers to the immediate material needs of women and men. If these needs are met, they will lead to an improvement in the material condition of women and men.
Strategic interests	<p>This refers to the change in the relationship between women and men (if they are unequal) or to the change in the decision making ability of the community vis a vis external agencies like your proposed project. If these interests are met, the existing relations of unequal power between women and men or between community and external stakeholder would be changed. In gender terms, strategic interests refer to gender division of labor, power, and control over resources. It should be noted here that very often; women may not recognize their strategic needs and view unequal relations as part of the norm. It is only through an effective facilitation process can women be enabled to realize their strategic need in a given gender relationship.</p> <p>Men also have strategic interests; they may aim to transform their own roles (eg in order to be able to take part in child care or to resist conscription into a fighting force), or, on the other hand, they may resist women's demands for more control over their own lives.</p>



Methods & Tools for Gender Analysis

The session focused on the methods and tools for gender analysis. The facilitators first presented the following methods and then, asked the groups to exercises using those methods.

Activity Profile: Is a tool to identify the different type of work (productive, reproductive) done by women and men in a given community. It answers the question WHO DOES WHAT? Those areas of activity which the project will be directly involved in require the greatest detail.

- **Production:** This refers to the production of goods and services for income or subsistence. This work is recognized and valued by individuals and societies, and which is most commonly included in national economic statistics.
- **Reproduction:** This refers to the work done within the household such as the care and maintenance of the household and its members such as cooking, washing, cleaning, nursing and bearing children and looking after them, and maintaining the household. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.

Access and Control Profile: Access is the opportunity to use resources. Control is the power to decide how a resource is used. The Access and Control Profile shows who has access (use) to these resources, and who controls (decides) on them.

Influencing Factors: Refers to the socio cultural, political, economic and religious institutions and their associated values that influence the differences in the roles of women and men, and the differences in access and control over resources in a given community. Problem tree analysis is a useful tool to identify the influencing factors.

Problem tree: Is a useful tool to determine the causes and effects of an identified problem. The problem tree is depicted in the form of a tree, whereby, the stem of the tree refers to the identified problem, the root as the cause and the crown as the effects.



Group exercise 1: Participants prepare activity profile outlining the list of activities that men and women do in forestry.

Group exercise 2: Using their activity profile (generated through previous exercise), participant identify the major resources associated with those activities.

Group exercise 3: Using the two profiles (activity profile and access & control profile), identify one problem using the “Problem tree analysis”.

Preparation for field work

Participants were divided into four groups and asked to prepare a checklist of questions to be addressed during the field work the next day. A sample questionnaire (see Annex 2) based on forestry and gender was provided to participants with the qualification that they were free to add more appropriate and context specific questions on their own. Key point to remember is that:

- Forestry has so many resources
- So how resources are used and managed is never a simple issue.

5.3 Day 3: Field Activity and Data Analysis



The field site was Kaxom village, located at Samakhyxay district of Attapeu province with a total population of 645 (female 348). The village has established the community forest management with various type of land use. Most of the people are famers and they earn their subsistence from collecting non-timber forest products (NTFPs), aquatic resources and small business.

Upon return from field trip, participants were asked to reflect on the data collection process. Some participants expressed that they received different information from men’s and women’s group. Participants also inquired on why same questions were being asked to both men’s and women’s group. The

facilitators stated the importance of taking into account of both women’s and men’s concerns while planning, and that separate interviews/discussions with either group is a good way to collect data. Facilitators also emphasized that the data collection process is rigorous, takes long time and that this particular field visit is conducted to provide them hand-on experience with gender analysis.

Facilitators then asked the groups to organize their field data into Activity Profile & Access and control Profile.



5.4 Day 4: Gender Analysis & Gender Integrated Planning

The fourth day focused on analytical skills, followed by the design of the gender integrated plans. Using the data, participants were asked to present their summaries according to the practical needs (condition) and strategic interests (position) of women and men. The groups summarized their problems and opportunities as following:

Problems:

- Lack of women’s participation in decision making in forestry sector
- Women lack control over productive forestry resources
- Women have little control over time due to the work burden

Opportunities:

- Good infrastructure
- Rich forest resources

- Women assume leadership positions in village/ community groups

Upon completion of the problem/opportunity analysis, the facilitator emphasized the following key issues to remember during the next steps in planning:

- Do the identified problems/opportunities reflect the Condition and/or Position of women in relation to men?
- Most development projects address the condition of women, with very little focus on trying to improve the position of women.
- However, they are not mutually exclusive terms, since activities to address one may have implications for the other. It is critical for the planner to be aware of this so as to anticipate the outcomes and respond appropriately.

Gender Integrated Planning: Developing Results, Activities, Indicators & Risks

Facilitators guided the participants to develop gender integrated plans in simple steps that are linked with the stages of planning. Facilitators instructed the groups to follow these steps through specific instructions for the group exercises. Facilitators also provided support to the groups and clarified group's questions and misunderstandings. The first step was to develop two types of results: long term results (or the Impacts) & medium term results (or the Outcomes).

Group Exercise: The groups were asked to develop long term and medium term results, or changes they would like to see, based on the analysis of the problems and/or opportunities they had identified in the earlier exercise.

Group Exercise: The same groups were asked to develop the activities that would be required to address the two types of goals they had identified in the earlier exercise. The groups were reminded to develop activities that fulfilled the practical needs and Strategic interests of women.

Group Exercise: The same groups were asked to develop indicators and risks associated with the results they had identified in the first exercise. While developing the Indicators and Risks, the groups were reminded to focus on the following:

- There are two types of Indicators: quantitative and qualitative
- There are two types of Risks: internal and external. Internal risks refer to those risks that can come from within the project (e.g. lack of funds, lack of capacity, poor management etc.). External risks refer to those that come from outside the project (e.g. lack of donor commitment to funds midway through the project; resistance based on socio-cultural norms and beliefs, especially in relation to changes in the Position of women etc.)

5.5 Day 5: Developing Gender Integrated Plans

The recapitulation of the past day was preceded by a short warm up exercise. This was followed by a reflection on practical needs and strategic Interests of women. The key point of the discussion was that:

It is critical to ensure that activities are developed to address both the practical needs and strategic interests of women (and men) in the planning process.

Planning: developing Inputs

A final step of the planning process is the development of inputs required to fulfill the activities that have been outlined. While in general, there are two types of inputs (funds & human resources) required to fulfill project needs, the groups were asked to identify only the human resources in terms of skills and capacities that these participants would require to implement the plans. This would also enable LEAF to address further capacity needs for integrating gender into REDD-readiness activities of project partners.

Exercise: The same groups were asked to develop inputs by addressing the following questions:

- 1st question: Look at the activity and identify what skills you would need to implement that activity.
- 2nd question: Identify what organizational challenges you would face within your own organizations to enable you to implement a gender-integrated planning process

Summary: Presentation of Group Plans

All the four groups were then asked to arrange their work into a result-based gender integrated planning framework. The summaries that follow encapsulate the entire planning process with gender integrated into the following steps (See Table 5-8 for detailed plans):

- Problem analysis & statement
- Development of Results
 - Long term (Impacts) & Medium term (Outcomes)
- Development of Activities & inputs
 - Outputs & capacity needs
- Development of Indicators
 - Quantitative & Qualitative
- Development of Risks
 - Internal & External

Concluding session

The final concluding session included the presentation of each group's action plans. After the presentations, the chief guest Mr. Vongxay Manyvong, Deputy Director General of PAFO congratulated the participants on the good work they had done in developing their action plans. He reiterated the importance of integrating gender as a central component of any planning process. He also stated that he would ensure that all plans that came to him for approval would have to demonstrate significant gender-integrated process.

This was followed by a word of thanks from Dr. Kalpana Giri, on behalf of LEAF, to the chief guest, Women Organizing for Change in Agriculture and NRM (WOCAN), the facilitators and all the participants for having worked so diligently over the last five days. Finally, the participants were asked to fill out an evaluation of the workshop and followed by the distribution of certificates.

Table 5: Gender Integrated Plan prepared by participants from Attapeu province

Problem Statement: Lack of decision making control by women

Impact	Outcome	Indicators	Risks	Output	Activities	Input
30% increase in women's involvement in decision making by 2020	Women's knowledge and skills enhanced	8 women have assumed leadership positions as village heads	Budget delay Staff lack of skills	2-times/year; 30 participants; 20 women and 10 men in March 2014 and Sept 2014 at Ban Kaxom	Training on Gender integrated into Planning	Resource persons Budget Vehicle for the following trainings:
	Women are posted at senior levels. village committee	30 women involved in decision making of village committee	Participants of the workshop are not qualified Raining season, (difficult road access) Weak participation of communities in implementing project activities Cultural barrier Traditional beliefs in agriculture and forestry techniques	3-times/year; 40 Participants; 20 women and 20 men in Jan, June and Dec 2014 2-times/year; 20 participants; 10 women and 10 men in Feb and July 2014 at village model(Successful village in agriculture and forest management)	Workshop to disseminate on Land, Family, Community Forest, Women and Child Protection Law Study tour to see model family for economic growth	Integrated into planning cycle management, (PCM), PRA, Women leadership-Technique on forest management

Table 6: Gender Integrated Plan prepared by participants from Huaphan province

Problem Statement:

- Lack of women staff in forestry sector
- Women lack access to and control over resources

Impact	Outcome	Indicators	Risks	Output	Activities	Input
Equality of women and men in decision making	More women are trained in technical forestry skills	Women are able to disseminate their knowledge to other people	Staff's lack of knowledge and skills on gender	3days@4times/year with 35 people: 20 women and 15 men	Training on gender integrated planning	Skills to run training on forest Planning and
More women have control over forest resources	More women are involved in decision making at all levels	More women was posted in senior position such as head of the village, head of the office, provincial and district governor	Women's poor health condition Women has workload due to reproductive work		Training on Women Leadership in agriculture and forestry sector	Management Skills to run training on integrated Gender into planning in forestry sector
More women have access to information and new technology	More women are aware of policy, rules, regulations of forest management		Receiving men's cooperation to support women			

Table 7: Gender Integrated Plan prepared by participants from Ministry of Forest and MONRE

Problem statement: Women lack control over decision making

Impact	Outcomes	Indicator	Risk	Output	Activities	Input
Increased number of women with enhanced skills and knowledge	Women are more aware of their rights and responsibilities	30% of women staff are posted within the ministry	Lack of knowledge and skills for this filed	3 Times/year	Training on Forest Management	Skills to run training on Processing
	Women assume leadership positions in group	30% of women staff's strengthened their knowledge and skills	Changing organization structure and staffing	20 people: 10 women 10 men at Ban Kaxom	Training on basic knowledge on Non Timber Forest Products(NTFP)	Skills to conduct training on Non Forest Timber
Increased number of women in decision making positions at senior levels	Women staff have knowledge and skills from trainings	5% increase in women as technical staff	The trained staff move other position		Training on Gender Integrated planning	-Skills for Carbon finance
			No continuity of working			
			Lack of decision making of women			
			They are many alternative for other benefit			

Table 8: Gender Integrated Plan prepared by LEAF's staff

Problem statement: Women's lack of control to forest resources

Impact	Outcome	Indicator		Risk	Output	Activities	Input
		Quantitative	Qualitative				
Improved status of women Women and men have equal control over resources	More women are posted at senior levels such as: village head	30% increase in women's leadership positions	Improved women status within the family and community	Lack of budget for gender activities	Survey in 3 villages@ 2 times /year	Livelihood survey Training on Gender and Community Development	Resource persons Trainers Budget Time
	Increased incomes of women	20% of men actively support women's leadership and gender equality	Improved livelihoods for 200 families by 2015	Lack of skills to implement project activities	40 people (20 women and 20 men)-3 times/year	Training on Gender Integrated into planning	
	Increased number of women in leadership positions within households and the community	20% of men demonstrate changed behaviors to enhance gender equality in the household and community levels				45 people: 25 women and 20 men 4 times/years in 2 provinces	Training on Women Leadership Training on RL, BAT, PLUP, PCM

Annexes

Annex 1: List of participants

SN	Name of Participants	Gender		Organization	Job Title	Phone Number
		M	F			
1	Ms. Phetmany Phongphanh		√	MAF CAW	Officer	
2	Ms. Sisomphet Souvanthalisith		√	MAF CAW	Head of CAW	856-20-55658724
3	Mr. Somchay Sanontry	√		DoF	DDG	856-20-22338014
4	Mr. Boupha Vongkhamchan	√		DoF CAW	Gender Focal Point	856-20-22230018
5	Mr. Khamphan Boupha	√		MONRE, DFRM	Deputy Head of Admin	856-20-54762333
6	Ms. Syphavan Inthapatha		√	MONRE, DFRM	Deputy Head of REDD Division	856-20-55649119
7	Ms. Lomkham Sengchan		√	DoF CAW	Deputy Head of DoF CAW	
8	Ms. Chansamone Sonethala		√	Prov. LWU	Technical staff, Women's Development & Advancement, LWU.	
9	Mr. Khamdeng Keopaseuth	√		PAFO	Head of Nursering Unit	
10	Ms. Vansy Vongsombath		√	PONRE	Technical staff	
11	Ms. Kesone Phonnavong		√	VX LWU	Head of Admin, LWU	
12	Mr. Singvongxay Soulivongphanh	√		VX DAFO	Deputy Head of DAFO	
13	Mr. Maythone SISOUNAM	√		VX DONRE	Deputy Head of DONRE	
14	Ms. Khamheng Kounvisom		√	XT LWU	Technical staff, LWU	
15	Ms. Vilalavanh Seehaphon		√	XT DAFO	Technical staff, DAFO	
16	Mr. Maimon Inmanam	√		XT DONRE	Technical staff, Nam Xam NPA, DONRE	
17	Mr. Phonvina Xaiyabouth	√		DAFO	Technical staff	856-20-97572163
18	Mrs. Khamchan Kadoudom		√	District Lao Women Union	Head of district Lao Women Union	856-20-96339699
19	Mr. Sisomphone Nonthivong	√		DONRE	Technical staff	856-20-98794349
20	Mrs. Vilayphon Samathipanhya		√	Provincial Lao Women Union	Technical staff	856-20-55245421
21	Mr. Inpanh Chanhthasone	√		PONRE	Technical staff	856-20-55543266
22	Mrs. Khamsamai Sengkeo		√	PAFO, Forestry Unit	Deputy of forestry Unit	856-20-56958360
23	Mr. Vongxay Manyvong	√		PAFO	Deputy of PAFO	856-20-22401620
24	Ms. Kalpana Giri, PhD		√		LEAF's REDD+ & Gender Expert	kalpana@leafasia.org
25	Mr. Barun Gurung, PhD	√			WOCAN Lead trainer	gurungbarun@yahoo.com
26	Ms. Chuatamas Phanyapornsuk		√		LEAF's Logistic & Operations Specialist	chutamas@leafasia.org
27	Ms. Phanlany Khamphoui		√		Gender Assistant Consultant	phanlany_khamphoui@yahoo.com

Annex 2: Sample questionnaire

Sample questions on forestry and gender

Key issue 1: Non-timber forest products value chain

Questions:

- What forest products are harvested by women and by men?
- How much does it contribute to household food security?
- What forest products are harvested for sale/trade in the markets?
- What are the roles of women and roles of men in marketing NTFPs?
- Who has control over output or products from the forest? (e.g. men, women, local bodies, local governments etc.)
- Who has access (women, men, middle men etc) to which markets and why?
- How is knowledge of the forests and its resources different for women and for men?

Key issue 2: Community/Village Forest Development Committee

Questions:

- What systems of forest management are applied?
- Are traditional, community management systems given recognition in the present and existing management system?
- Are gender-sensitive participatory approaches used to design the forest management system?
- What forest related tasks are undertaken by men, women, boys and girls?
- Who has access and the power to decide whether and how the resources are used, and how they are to be allocated?

Key issue 3: Forests and alternative sources of energy

Questions:

- What other fuel sources (e.g. gas, briskets etc.) are used for household and community energy needs?
- Are there any energy saving techniques being used (e.g. improved cook stoves, brackets, bio gas, improved cooking techniques etc.)
- What alternative fuel, energy saving, and reforestation initiatives have been undertaken?

Key issue 4: Benefit Sharing

Questions:

- What are the major issues of concern to the community over forest resources (e.g. non-community members purchasing forest / community lands, plantations, logging interests)

- What is the role / responsibility of the community in decision making over managing forests and resources
- Are there any forestry projects in the area?
- If so, what are the main benefits from the project for the community?
- If so, are the benefits different for women and men? How?
- What role/responsibility do you see for the community (women and men) in forest management? (this includes management duties and sharing of benefits)