Technical Assistance Consultant’s Report

Project Number: 35309

Lao People’s Democratic Republic: Capacity Building for Gender Mainstreaming in Agriculture and Forestry in Lao PDR

Prepared by
ANU Enterprise
The Australian National University

For Ministry of Agriculture and Forestry

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Capacity-Building for Gender Mainstreaming in Agriculture and Forestry in Lao PDR

ADB TA 4655

Final Report

ANU Enterprise

The Australian National University
Acknowledgements

On behalf of ANU Enterprise, I would like to take this opportunity to express our sincere appreciation for the useful advice and full support provided by the key personnel in the Ministry of Agriculture and Forestry in Lao PDR, namely H.E. Mr. Ty Phommasack, Vice Minister, Ms. Vannaly Saphanthong, Deputy Director-General, Mr. Chanthaneth Simahano, Director, Division of International Cooperation and Ms. Sisomphet Souvanthalisith, Deputy Director, Division for the Advancement of Women, to the in-country TA team. We would like to particularly thank Dr. Ty Phommasack for his leadership and commitment in leading this TA at the Workshop on Progress in Gender Mainstreaming in Agriculture (Final Workshop hereinafter). During my short visit to Laos for the Final Workshop, I was warmly welcomed. We would like to extend our sincere gratitude also to Ms. Mio Oka, Social Development Specialist of ADB, who was always tactful, provided us with the most needed advice and support and guided the TA in the right direction.

During the final phase of TA, TA team concentrated on the finalization of institutional analysis and recommendations, to launch a model for gender-responsive pro-poor agriculture extension service through pilots and the organization and implementation of Final Workshop. I would like to take this opportunity to formally express our appreciation to the staff of MAF and other government institutions that sent their delegates to the Final Workshop, and Savannakhet PAFO/Song Khone DAFEO, especially Mr. Keo Doang Sy, for their understanding of creating an enabling environment and unhindered participation of women and men in the villages, prompt inputs and active participation in consultation and discussion. I cannot forget thanking the countless number of women and men in the two pilot villages, Lak Sip Et and Done Gnai, whose participation in this component was vital to conceptualize and shape the contour of this model.

Against various odds, our team members have also made the utmost efforts to create the best results to fulfil TA objectives and to complete the Final Workshop. Special thanks goes to Dr. Outhaki Khampoui, Human Resource Development Specialist and Deputy Team Leader, whose rich knowledge and experience in gender issues in Lao PDR contributed to the successful implementation of Gender-Responsive and Pro-Poor Agriculture and Forestry Extension Component. Without her previous research project with Gender Resource Information Development (GRID) Centre of Lao Women’s Union (LWU) and its publication, Fuel for Life, this component did not manage the level of participation and interaction with women and men in the communities as we witnessed (see Annex 21 of this report). She has also been instrumental in the translation and interpretation work for all TA activities, especially for the Final Workshop that had more than 100 participants. We are also very pleased to learn that Mr. Phet Phommachack was an active motivator and trainer for women and men in the communities. He was also instrumental in modelling the gender-responsive pro-poor agriculture extension service worker in two districts of Savannakhet: Song Khone and Lak Sip Et.

As Gender Analysis Specialist and later acting Team Leader, Dr Kasumi Nishigaya made significant contribution to this TA. With MAF counterpart officials, she designed and organized the Final Workshop and prepared resource materials. Thus, she consistently exceeded her terms of reference and played a critical pivotal role to the TA in close cooperation with partners.
Through honest and at times difficult discussion and debate, we believe that all stakeholders have made our best efforts to make this TA as best as possible.

Finally, but not least our thanks goes to our local partner Mr. Chareun Sayakhoummane, Chareun and Associates, and ANU Enterprise’s Canberra-based team, including Ms. Karen Fominas and Mr. Joshua Tay.

Simon Cann-Evans
General Manager, Projects Section
ANU Enterprise Pty Ltd
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   (7) Monitoring and Evaluation for the-Whole-of-MAF-Mechanism for Gender Mainstreaming
   (8) Leadership for Gender Mainstreaming
   (9) Gender Integration into MAF Mandates and Job Description
   (10) Management Information System for Human Resource Development Activities in Gender Mainstreaming
   (11) Gender Statistics of MAF Workforce
   (12) What is gender statistics?
   (13) Integration of Gender Analysis into MAF Planning Cycle
   (14) Integration of Gender Analysis and Mainstreaming in Private Investment in Agriculture and Forestry
   (15) A Model Process for Gender-Responsive Pro-Poor Agriculture Extension Service
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1. INTRODUCTION

1.1 Background of Technical Assistance (TA)

TA 4655 Capacity-Building for Gender Mainstreaming provided the Lao Ministry of Agriculture and Forestry (MAF, and the Executing Agency [EA] of TA) with twenty months of TA. It officially began on 6th August 2006 with the arrival of Team Leader and will end on 31st March 2008. Due to the restructuring processes which were undergoing within MAF and the need to synchronize some TA inputs with them, it was extended for four months from its original eighteen months project cycle. TA Team was hosted by EA at its Department of Irrigation Building which is currently housing the Department of Irrigation and part of Department of Planning, namely Divisions of International Cooperation and Investment. Access to the internet line was enabled through the MAF host and a modest investment in a cable by TA fund. That the project office being located right next to the Division of International Cooperation has provided TA team not only with geographic proximity to its staff but also with valuable communication and collaboration with other donors which were made possible through that office. Through the good office functions of the Division of International Cooperation, TA team has established a cordial working relationship with the Resident Advisor of the Japan International Cooperation Agency (JICA), Lao Extension Service Approach (LEAP) funded by the Swiss Government and Sustainable Forestry and Rural Development Project (SUFORD) funded by the World Bank and Finnish Government.

1.2 Consultants of TA

1.2.1 Team Composition

TA team consisted of five consultants in total. The following Table 1 provides a summary of their designation and inputs and some alterations made to the TA design as it was being implemented:

<table>
<thead>
<tr>
<th>Designation</th>
<th>Name</th>
<th>Inputs</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Development and Planning Specialist/TL</td>
<td>Dr. Peter Stevens (I)</td>
<td>3PM</td>
<td>31 December 2007 contract variation resulted in the decrease of his inputs from 4.25PM to 3PM.</td>
</tr>
<tr>
<td>Participatory Consultation and Systemic Learning Specialist</td>
<td>Mr. G. James Burke (I)</td>
<td>1PM</td>
<td>Completed his assignment during the first deployment (specify dates).</td>
</tr>
<tr>
<td>Human Resource Development Specialist/DTL</td>
<td>Dr. Outhaki Khampoui (N)</td>
<td>13PM</td>
<td>31 December 2007 contract variation resulted in the increase of her inputs from 12PM to 13PM.</td>
</tr>
<tr>
<td>Gender Analysis Specialist</td>
<td>Dr. Kasumi Nishigaya (I)</td>
<td>8PM</td>
<td>31 December 2007 contract variation resulted in the increase of her inputs from 6PM to 8PM.</td>
</tr>
<tr>
<td>Agriculture Extension Services Specialist</td>
<td>Mr. Phet Phommachack (I)</td>
<td>3PM</td>
<td>Implemented as planned.</td>
</tr>
</tbody>
</table>

Legend: (I) indicates the international consultant inputs, while (N) indicates the national consultant inputs.

1.2.2 Working Relationship with MAF

Prior to the establishment of Division for the Advancement of Women in October 2007, TA Team was positioned to work closely with the former Sub-CAW Secretariat, which was then headed by Dr. Monthathip Chanpengxay, former Deputy Director of the
National Agriculture and Forestry Institute (NAFRI: and now the Director of NAFRI). Once the Division was established in October 2007, it has worked directly with the Division on operational matters and has sought advice from Ms. Vannaly Saphanthong, Deputy Director-General of the Permanent Secretatry, who was designated senior officer-in-charge of advancement of women in MAF. The staff deployment plan was planned in order to build up the momentum to progress in consultation with MAF, and develop and deliver the required outputs as expected. As TA has evolved, however, necessary changes were recommended and reflected in order to expedite the delivery of outputs within the constraints and challenges which were posed.

During the inception phase of TA, specialists could rapidly mobilize their inputs and establish effective working relationships with the MAF counterpart officials. In retrospect, it is considered that this owes much to the two factors: local preparedness of MAF and the extensive work experience of the Team Leader (TL) in Laos, especially his contribution to the Strategic Vision for the Agriculture Sector which was recognized as the National Certificate in Appreciation by MAF (ANU E, Technical Proposal for ADB TA 4655: 6). The longest and consistent inputs by Deputy Team Leader (DTL) has enhanced the delivery of quality human resource development activities and established rapport with the counterpart officials of MAF. Additional inputs of four months to Gender Analysis Specialist, after the mid-term review mission by the Bank, have enabled the delivery of timely advisory service to the newly established Division for the Advancement of Women, including the terms of references of gender network and the proposals of key gender mainstreaming measures, and the design and delivery of gender-sensitive pro-poor agriculture extension service which were conducted jointly by DTL and Agriculture Extension Service Specialist.

TL was responsible for the preparation of the progress reports up till the draft Mid-Term Report, which was finalized by the management of ANU E due to his competing schedule in neighboring countries. Since then, the task of regular reporting was then empowered to the management of ANU E because of the delay in the establishment of Division for the Advancement of Women, emerging needs perceived by the newly established Division, and consequently the reassessment of specialist inputs and rescheduling (including the reallocation of inputs) to best address such needs. These changes were documented chronologically in the following Annexes as well as aide-memoirs at the time of mid-term review and the third mission by the Bank:

- Annex 1. ADB Project Document, including the Original TOR for the Consultants;
- Annex 2. Revised TOR for the Consultants;
- Annex 3. Original Work Plan;
- Annex 4. Revised Work Plan;
- Annex 5. Original Inputs of the Consultants: and
1.3 Reporting Schedule of TA

Due to difficulties in reconciling competing schedule of the Bank and TA team, the very inception meeting of this TA, between the Bank and the Team in the field, was conducted virtually through the television conference which was made available at the ADB Resident Mission in Vientiane, Laos. All team members participated in this television conference. In concluding the inception inputs by the consultants, a more formal face-to-face inception meeting was organized by the Bank and the Team at MAF. From the TA, Dr. Stevens, Mr. Burke and Dr. Khampoui participated in the meeting, resulting in the endorsement of aide-memoir by MAF. At an approximate interval of three months or so, quarterly progress reports were prepared to describe the activities which were conducted with the specialist inputs. The mid-term report was also prepared in the mid 2007 to summarize and highlight the key achievement of TA during the first ninth months of the Project. At this juncture, the terms of reference were scrutinized carefully to monitor the progress of project activities and the outputs and to identify the constraints which hinder any progress.

Table 2 describes the list of Reports which were submitted to the Bank along with the dates of submission:

<table>
<thead>
<tr>
<th>Report</th>
<th>Submission Date</th>
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<tbody>
<tr>
<td>Inception Report</td>
<td>September 2006</td>
</tr>
<tr>
<td>First Quarterly Report</td>
<td>November 2006 (between August and November 2006)</td>
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<tr>
<td>Second Quarterly Report</td>
<td>January 2007 (between November and December 2006 and January 2007)</td>
</tr>
<tr>
<td>Mid-Term Report</td>
<td>April 2007 (covering the first half TA)</td>
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<tr>
<td>Third Quarterly Report</td>
<td>August 2007 (between May and August 2007)</td>
</tr>
<tr>
<td>Fourth Quarterly Report</td>
<td>December 2007 (September-December 2007)</td>
</tr>
<tr>
<td>Final Report (Draft)</td>
<td>March 2008</td>
</tr>
<tr>
<td>Final Report</td>
<td>Approved Date</td>
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</table>

1.4 Organization of the Final Report of TA

This Final Report (Draft) will describe and highlight the Project activities, and elucidate some of the key lessons which were learnt during the course of implementation. The following is the list of topics that this Final Report (Draft) will aim to cover:

- Project Framework;
- Approach and Methodology;
- Key Issues;
- TA Outputs;
- Lessons Learnt: and
- Recommendations.

The Final Report (Draft) will be organized into seven sections in total. After this brief introduction, Section 2 will describe the Project Framework with the four components and the mechanism of implementation which was envisaged in the project document. Section 3 will describe the Approach and Methods which were adopted to implement
the project activities. On one hand, the textbook-stipulated gender mainstreaming exists at the level of ideal, these approach and methods will show what TA team decided to adopt in consultation with the MAF counterpart staff. In other words, they embody our pragmatic adjustments and at times reconciliation with the local conditions peculiar to Lao PDR. Following these, Section 4 will analyze the key issues which were identified during the inception phase and have impacted upon the project implementation both as predisposing and constraining factors. Section 5 will describe the TA outputs against the requirements stipulated in the project document. Gender mainstreaming is an organizational strategy and processes which involve interactions amongst various stakeholders. In some aspects, it has progressed more than expected, but in others, vice-versa. Section 6 will aim to document some of the lessons drawing upon the actual experiences during the Project. Finally, based on these cumulative experiences which are document in the earlier sections, key recommendations will be made on the aspect of institutional strengthening and development, human resource development, implementation of affirmative action measures, and strengthening gender-sensitive pro-poor agriculture extension service.

All documentary outputs of TA are accessible in hard copies and in a CD, being made available both from ADB and MAF. Thus far, this report has described the background of TA, its members, and the contour of the report. It will now turn to the project framework by following the project description and the aide-memoirs of mid-term review and the final review missions that subsequently altered the framework of TA without compromising the TA deliverables.

2. PROJECT FRAMEWORK

Because multiple layers of constraints hinder women to gain equal opportunities to men in access to and control over resources and benefits in agriculture and forestry production, processing and marketing, they will need to be addressed systematically. ADB TA was designed to address them from the following angles:

(1) Institutional and procedural factors;
(2) Human resource and capacity factors; and
(3) Access to control factors in relation to resources and benefits.

It was envisaged that by addressing them concurrently, TA will develop an effective and sustainable structure and environment to promote gender equality in agriculture and forestry sector and to empower women to reduce poverty and social inequalities.

2.1 Component 1: Creating an Institutional Framework for Gender Mainstreaming

The Project Document (Annex 1) describes the expected outcomes of the Component 1 as follows:

“Under this component, MAF’s organizational and personnel management systems and procedures will be assessed, and recommendations made for
improvements. First, an inventory of MAF human resources, in the national office, a pilot province (to be identified later in accordance with criteria to be developed during TA implementation), and districts will be prepared.

Existing individual job descriptions will be collected. Subsequently with participatory methods, the current roles and responsibilities of MAF departments, provincial agriculture and forestry offices, and district agriculture and forestry extension offices will be examined with regard to gender mainstreaming. The review will focus on how to integrate gender perspectives in MAF’s overall planning cycle and how to track the link between plans, human resources, and budgets. The TA will help establish systems and procedures for the technical line departments to screen all new policies, programs, and projects from a gender perspective. A new gender mainstreaming framework will be integrated into standard MAF operations. The action plan in the forthcoming MAF Strategy for the Advancement of Women will be implemented in accordance with this framework.

The NGPES gender strategy calls for improving the gender and ethnic balance of all staffing in line ministries. The exclusion of women from participation in government decision making means that gender-based needs are not properly considered and addressed, and that sector policies and programs are incomplete. The TA will examine the current situation in MAF and make recommendations to reduce gender disparities in recruitment, transfers, promotions and career development. The TA will also explore means to increase the number of female agricultural extension workers in both the short and medium term. Effective planning will require accurate and updated information on gender relations and gender disparities. Gender-disaggregated data has been collected by MAF; however, the data has not been analyzed to reveal gender disparities nor has it subsequently been used in the planning process. In cooperation with the standardized data collection format under the Gender Empowerment for Poverty Reduction Project (para 5), the TA will facilitate MAF’s use of gender-disaggregated data for application in the planning cycle (ADB, 2005: 3).

In summary, it was envisaged that the following outputs be produced in the Component 1:

- Comprehensive institutional and human resource assessment, including a review and assessment of current human resource and skills mix and current roles and responsibilities of MAF departments, in particular their gender responsiveness of their mandate and institutional setup;
- Identification of specific measures for a gender-responsive operational framework (i.e. Gender Mainstreaming Framework);
- The action plan for the MAF Strategy for the Advancement of Women;
- Affirmative action measures: and
- Identification of selected gender-disaggregated data and information for planning, monitoring and evaluation.
2.2 Component 2: Building Capacity for Gender Mainstreaming

According to the Project Description (Annex 1), the expected outputs of the Component 2 were described as follows:

“…this component aims to link the existing human resources, staff job requirements, and department objectives, to build a more gender-responsive institution. The inventory prepared and the roles and responsibilities of the departments identified under Component 1 will form the basis for the activities. Training will be provided to fill the gap between functions required for gender mainstreaming and current staff knowledge and skills. The TA will utilize existing gender training materials available within MAF.

The MAF staff trained on gender issues will form a network and be strengthened to become a key in-house training resource. Under the TA, these in-house trainers will work with the external specialists to conduct training programs. All MAF senior staff will be trained on gender awareness and basic gender issues in agriculture. MAF Sub-CAW Secretariat members and department gender focal points will receive intensive training to enable them to function effectively as advocates and facilitators for gender mainstreaming (ADB, 2005: 3-4).”

In summary, the following outputs were envisaged to be produced in the Component 2:

- Training needs assessment;
- The list of existing gender training materials available within MAF;
- The creation and strengthening of “Gender Network”, a de facto in-house training resource base, comprising of MAF staff trained under TA;
- Trained and sensitized MAF senior staff, being aware of gender, and its relevant to agriculture; and
- Trained MAF Sub-CAW Secretariat members and department gender focal points functioning effectively as advocates and facilitators of gender mainstreaming.

2.3 Component 3: Gender-Sensitive Pro-Poor Agriculture Extension Service

As an extension and application of the learning outcomes of Component 2, the following paragraph in the Project Description (Annex 1) explains the expected outputs of the Component 3:

“…this TA component will elaborate and implement the gender-integrated, gender-sensitive and pro-poor extension service delivery models to meet the needs of target beneficiaries. Specific attention will be paid to the varied gender roles in agriculture, which are often related to ethnicity, location, type of farming system, and use of technology (ADB, 2005: 4).”

In summary, the following outputs were expected in the Component 3:
Gender-integrated, gender-sensitive and pro-poor extension service delivery models, including the measures to address various gender issues accentuated by ethnicity, location, type of farming systems and technology.

2.4 Component 4: Pilot Activities for Capacity Building

According to the Project Description (Annex 1), the following paragraphs describe the expected outputs:

“This component will apply and test the gender mainstreaming framework in the field and support building provincial and district staff capacity through on-the-job training. In the new extension service structure, provincial and district staff are to be trained to be farming system extension workers, and the latter are expected to regularly interact with local communities, village extension workers, and farmers to understand their expressed needs. Under this component provincial agriculture and forestry extension centers and district agriculture and forestry extension offices will prepare action plans translating the sector gender mainstreaming objectives and strategic priorities into local pilot activities. Such activities may include village participatory planning, extension service targeted to specific subjects, and livelihood improvement and skill development support. Detailed activities will be developed through a participatory process approach (ADB, 2005: 4).”

In summary, the following outputs were expected to be produced:

- Production of action plans, translating the sector gender mainstreaming objectives and strategic priorities into local pilot activities with such examples as participatory planning, extension service targeted at specific subjects, livelihood improvement and skills development support achieved through the participatory processes.

2.5 Expected Processes to Produce Outputs

In order to produce outputs, TA was expected to start with a comprehensive institutional and human resource analysis, the findings of which will then be drawn to form policies/strategies/measures for gender mainstreaming to promote gender equality in MAF institutions and programs. To complete the comprehensive institutional and human resource analysis, it was necessary for the TA team to have an guaranteed and unhindered access to the relevant official documents, including statistics, data and information and officials who work in the relevant functions such as planning, personnel and extension service. In other words, at the inception stage, the following actions were expected from MAF in the form of commitment from the high-level management and execution by the mid-level managers and technical officers:
MAF willingness to collaborate with the comprehensive institutional and human resource analysis ideally through the issuance of the official notifications, introduction and statements;

MAF readiness to release the official documents, statistics, data and information ideally through the issuance of approval and processing these release actions: and

MAF readiness to liaise with its own relevant departments, PAFO and DAFEO, line ministries and other donor-funded projects within MAF ideally through the issuance of official letters of introduction, joint missions to visit to the requested offices and participation in the interview, analysis and discussion sessions.

For the formulation of relevant policies/strategies/measures which are pragmatic and operational, opportunities for consultation, participation and interaction with the key stakeholders in the form of official meetings and workshops were also expected. For both steps in the Component 1, the leadership, initiatives and liaison/coordination roles of Sub-CAW and later the Division for the Advancement of Women were expected not only for the sake of completing the Component 1 itself, but also for the Component 2 so that the outcomes of human resource development would lead to further steps in gender mainstreaming actions. It was also envisaged that the joint-actions in the conduct of institutional and human resource review and analysis would become excellent opportunities to build capacities of MAF counterpart officials and to identify and acquaint with and develop a network with the relevant personnel in relevant MAF departments/PAFO/DAFEO, line ministries and donor agencies. How this component was actually implemented will be described more in depth in the following Section 3.

The Component 2 was envisaged to be initiated once the institutional and human resource review and analysis was completed and the results were compiled as a review report. In other words, it was envisaged to enforce the institutions for gender mainstreaming, the birth of which TA supported. Thus, in the Component 2, critical MAF stakeholders for gender mainstreaming were clearly identified as the exclusive target groups of this component. These include:

- Senior management staff;
- Sub-CAW Secretariat staff;
- A group of core staff to form the “Gender Network” and in-house training resource base.

The obvious assumption of this component was that the institutions for gender mainstreaming were already developed and formalized and along the lines of these institutions, the trained staff would start working effectively in gender mainstreaming. In reality, however, MAF’s official announcement for the launch of Division for the Advancement of Women (located in the Cabinet Office of MAF within the mandate of Permanent Secretary) was delayed till 23 October 2007 almost a year later since the onset of TA and only five months before the end of TA. Pragmatic adjustments were thus made which will be explained in the Section 3 in conjunction with the Component 1.
As an extension and application of the Component 2 and the other approaches and models established within MAF, for the Component 3 it was expected that TA will first review and make assessments of the pre-existing knowledge, models and practices of agriculture and forestry extension service. During the phase of inception and the mid-term review, it became fairly evident that TA is resource constrained to undertake the Component 3. Thus, by following the guidance provided by the Bank, it has tried to identify the resources within MAF through donor-funded projects and explored the possibilities of mobilizing them in joint efforts to promote gender-sensitive pro-poor agriculture and forestry extension approach for MAF. This was also in line with the MAF’s policy to capitalize and harmonize the inputs of all donor-funded projects in order to bring their synergies in the delivery of gender-sensitive pro-poor agriculture and forestry service delivery and interactions. Some of TA’s coordination efforts during the phase of implementing the last two components will be described in depth in the Section 3 with the lessons learnt elaborated in the Section 4.

Thus far, the Final Report (Draft) has described the expected outputs and processes to produce them by drawing upon the Project Document. It will now turn to the section of Approach and Methodology in order to stipulate how TA was planned to be delivered by the Team.

3. APPROACH AND METHODOLOGY

Over the last decade or so, the international development policy and paradigm has aligned with the mainstreaming approach, one that positions gender as an cross-cutting interdisciplinary issue which affects all development agendas and stakeholders. To actualize gender equality, it places an emphasis on the initiatives and participation of all stakeholders in order for gender equality to be institutionalized at the mainstream rather than at the periphery and as an independent issue. The role of specialists has also changed over the years, from one that designs and implements gender-specific projects and programs to the other that plays a critical role in catalyzing and facilitating to engender the whole processes of development. In other words, gender mainstreaming is the process that even non-gender specialists initiate and act on the promotion of gender equality in their own work areas. Having been located in the Ministry of Agriculture and Forestry which is a highly technical ministry where the majority of workforce are technical experts in agriculture and forestry technology and skills that are conventionally regarded as “men’s work”, taking this stance as a team has thus posed both challenges and opportunities. In this section, the approaches which were adopted by TA team will be described and highlighted between the sub-sections of 3.1 and 3.4. The sections 3.5, 3.6 and 3.7 will show how these approaches were concretized in the work processes as methods.

3.1 Advisory and Support Role of TA to Develop the Institutional Framework of Gender Mainstreaming in MAF

TA was expected to achieve two key mutually enforcing outputs: (1) improved institutional setup, systems, procedures and medium-term framework to effectively
integrate and monitor gender mainstreaming in MAF: and (2) increased gender awareness and gender mainstreaming capacity and skills of key personnel in agriculture and forestry sector. Also as an extension of (2), improved women’s access to agriculture extension service was also envisaged as the third output on a pilot-basis. In other words, while TA was entitled as Capacity-Building, both institutional development and capacity-building were envisaged as the key components. At the onset of TA, as in other ministries and agencies of Lao Government, MAF’s institutions for gender mainstreaming, in particular MAF-CAW Secretariat which was expected to function as the operational driver of gender mainstreaming, have not yet fully developed. Excepting the Forestry Sector Strategy, no MAF official policy or strategy has yet integrated gender into their principles.

Nevertheless, a series of donor-funded projects/programs have provided MAF with opportunities in in-country capacity-building courses and so at the onset of TA a reasonable degree of gender awareness was observable among MAF staff, especially those at the managerial level. An absence of solid institutional foundations has however meant that those who have learned gender equality and development and its implications to agriculture and forestry have had nowhere to go: no official notices for mandated gender mainstreaming actions, no guidelines/tools for practical application, and certainly no institution-wide monitoring and evaluation from a gender perspective. TA was thus expected to provide MAF-CAW Secretariat and later the Division for the Advancement of Women (hereinafter the Gender Division) with advisory and specialist support to conduct an in-depth analysis on the pre-existing institutions for gender mainstreaming in collaboration with other relevant departments, to develop gender mainstreaming measures for consultation with all relevant stakeholders and to finalize the official institutions for gender mainstreaming with the launch of MAF Resolution in Gender Mainstreaming. It has motivated and worked hand-in-hand with the Gender Division to engage in these tasks. The outputs of TA have thus become the outputs of MAF’s in gender mainstreaming. Efforts of two of us were mutually enforcing.

3.2 Respect for the MAF’s Ownership and the Lead Role in Gender Mainstreaming

No matter where we are, gender issues are inevitably caught in tensions and resistances surrounding their definitions, stakeholders and their envisaged goals. While TA team is aware of and mindful of the relevant contexts and developments surrounding the promotion of gender equality and women’s empowerment in Lao PDR which would have influenced the stakeholders’ knowledge level of and attitudes and behaviour towards gender issues, it has placed utmost emphasis on the ownership and lead role of MAF in taking further steps of institutional development and capacity development. The government officials who have worked in the promotion of gender equality are embedded within various stakeholders whose influence would impact upon the course of gender mainstreaming. Ultimately, our key assumption was that MAF gender specialists be endowed with accumulated experienced and wisdom of promoting gender equality effectively between rocks and hard places in local contexts. This approach has been consistent throughout the cycle of TA and together with the TA’s designated role in the provision of advice and support, it has facilitated the gradual processes of gaining
recognition, not only within MAF, but also within the wider environ including the other line ministries and donor agencies that the Division plays a key facilitator and catalyst role, while the actual implementation by all relevant departments in MAF-wide gender mainstreaming. At this junction, a chronological note might be necessary to describe institutional and personnel changes and issues in the regime of gender mainstreaming in MAF:

- **Before October 2007**

MAF-CAW was set up in 2002, following the official launch of the National Commission for the Advancement of Women (NCAW) and its multi-sector National Strategy for the Advancement of Women. As in those of other line ministries, MAF-Committee for the Advancement of Women (CAW) is chaired by Vice-Minister with its members being the Directors of MAF departments. In order to provide operational and pragmatic support to MAF-CAW, the secretariat was set up in the same year with having Dr. Monthathip Chanpengxay as its Director (then Deputy-Director of National Agriculture and Forestry Research Institute) and Ms. Sisomphet Souvanthalisith as her Deputy (then Head of Gender Unit, Department of Forestry). Focal points were appointed officially in each department who were the elected representatives of Lao Women’s Union (LWU). While the efforts of introducing the government structure of gender mainstreaming was initiated by NCAW in 2002, the local preparedness has been lagged behind, posing the following critical questions:

1. Who would be the key agents in gender mainstreaming: Sub-CAW or LWU;
2. What institutional frameworks are required;
3. In relation to (2), where should the specialist unit be placed;
4. With these institutions what goals they intend to pursue: and
5. With what additional resources and capacities they would need to reach these goals.

Especially on the question (3), TA team was aware that MAF engaged in serious deliberations as to whether it should be placed in the Department of Personnel, Department of Planning or in the Cabinet Office. Given the importance of Party, Department of Personnel was considered first as the appropriate location. Alternatives such as Planning and Cabinet Offices were also considered because their mandate can influence other departments in one way or the other such as planning/budgetary allocation or coordination. As this report will describe later, the final decision was taken to assign the Cabinet Office (through the Office of Permanent Secretary) as the official home for the specialist unit. As the Project Description mentioned, MAF is considered to be a role-model in this new government-led process and any responses to the above questions could have had potential influence upon the other line ministries’ official courses in gender mainstreaming.

- **After October 2007**

There was an official announcement that the Division for the Advancement of Women be created within the Cabinet Office in the mandate of Permanent Secretary’s Office. Ms. Vannaly Saphanthong, one of the Deputy Director-Generals of PSO and the representative of MAF LWU, was appointed to be senior-officer in charge of gender
mainstreaming, and Ms. Sisomphet Souvanthalisith as the Deputy Director of the Division. In December 2007, Ms. Vilayphone Volaphim (a transfer appointment from NAFES) was appointed as the Director of the Division. A proposal was also made to appoint gender focal points in each department. The nominees were primarily drawn from the list of participants from this TA’s Training-of-Trainees (TOT) and FAO-funded ICT-based gender equality training. They are no longer the representatives of LWU. As of the end of TA, there was no appointment of technical officers.

Having the specialist unit situated above the level of Departments was proven effective in contacting and coordinating with other departments so long as they were done through the Cabinet Office (through the Permanent Secretary’s Office) for substantial issues and gender focal points or designated contact officers for operational issues. With the launch of Gender Network, being comprised of gender focal points of all departments, the operational mechanism would function more smoothly through regular meetings and seamless flow of information, actions and monitoring/evaluation activities. Once the goals of MAF-wide mechanism for gender mainstreaming become clearly defined and are made official, these institutional activities are envisaged to contribute to the impacts leading to gender equality which will be measurable through the annual monitoring and evaluation exercises.

3.3 Gender as a Cross-Cutting Issue, Gender Mainstreaming as an Organizational Strategy

Gender mainstreaming is not the goal itself, but a strategy, an approach, and a means to achieve the end of gender equality. In gender mainstreaming, the goal of gender equality is carefully institutionalized in both the programs and institutions of the organization, involving policy development, research, advocacy, dialogue, legislation, resource allocation, planning/monitoring/evaluation, and social welfare and contractual issues of the staff. Being a ministry whose work is predominated by the delivery of service in technical nature (with the exceptions of economists and perhaps administrators), MAF is endowed with a large number of staff who have technical expertise. This means that it risks a tendency of compartmentalization of work as evidenced in how departments are named and the allocation of responsibilities is clearly in line with the type of expertise. In gender mainstreaming, such compartmentalization has led to situations wherever gender issues were concerned, gender specialists were called for and that despite a large number of staff having been trained in gender equality and agriculture/forestry, they have not regarded the promotion of gender equality as part of their work. Thus, to reverse this institutional culture, mainstreaming approach first and foremost required a high-level of understanding, commitment and support from the senior management in order to make the institutional change clear to MAF staff, both managerial and technical ones, who were the intended audience.

Although the lifecycle of TA was relatively short, the work areas that TA was tasked to cover encompassed and addressed large terrain of institutions and human resource development at macro-, meso-, and micro-levels. For the sake of efficiency and effectiveness, TA team thus made utmost efforts to ensure that the required activities
under TA be mainstreamed into the MAF’s systems and activities. Since the onset, it consciously avoided the creation of an institution pararell to the government which is often the case for the project-funded approach. TA’s approach may have rendered the presence of TA team itself secondary to the role of government in terms of auspices and agency. It has, however, ensured the provision of professional and timely support to MAF through its Sub-CAW secretariat and the Division later and in most cases was mindful of open and interactive communication methods so that these processes were valuable learning opportunities. Further, the outputs which were produced through these processes belong to MAF and based on them it could start taking further steps in gender mainstreaming to advance gender equality in agriculture and forestry. This positive-sum effects were possible and evidenced as TA implementation had progressed over time owing much to the committed staff of the Division of International Cooperation, especially towards the end of TA when the Division was established. Because of the Division’s official and permanent status, all donor-funded projects and their proposals, be it Food and Agriculture Organization of the United Nations or Japan Bank of International Development, were formerly consulted so that MAF can build cumulative experiences in gender mainstreaming.

In sum, TA adopted the gender mainstreaming approach which honors the following factors:

- Ensured Understanding, commitment and involvement of senior management in the organizational change processes of gender mainstreaming and beyond;
- Embedded itself in the government processes and production systems and avoided the creation of duplicated structure;
- Provision of professional and timely support and through open and interactive communication methods these processes were valuable learning opportunities; and
- Ensured that the processes and outputs belong to MAF so that they can plan the next steps and ensure available resources be allocated to the right places.

3.4 Stakeholder Engagement through Consultation, Participation and Interaction

Up to this point, this report has described approaches which are best regarded as TA team’s “codes of conduct”. In this section, it will describe some highlights as to how they were concretized during the TA implementation.

3.4.1 High-Level Meetings

Given that gender mainstreaming is a new development paradigm, there was need to disseminate its goal, meanings and implications to the work practices within MAF. As mentioned earlier, up to the point of October 2007, the advancement of women agenda in MAF was carried out by Lao Women’s Union despite there was an independent government institution, namely NCAW, established for the purpose of gender mainstreaming. The introduction of gender equality as the policy agenda and gender mainstreaming as its strategy thus needed to be introduced formally as the legitimate ones, clearing the confusions over the role of LWU and NCAW, their agendas and spheres of activities. TA thus adopted an approach to engage with the high-ranking
MAF officials through the official meetings, requesting them to introduce these policy changes to its own workforce and to announce the start of TA to activate the processes.

Engagement with the senior management has continued and was materialized in two additional high-level meetings: one focused on the institutions and the other, the final workshop to report the progress on gender mainstreaming. In the second high-level meeting, with the specialist inputs by Human Resource Development Specialist/Deputy Team Leader, gender equality training/interactive sessions were conducted for the MAF senior participants together with the implementation of participatory institutional and human resource analysis using the SWOT method. Due to the ongoing MAF restructuring processes and pending the approval of the establishment of Division, a brief presentation on the success factors of gender mainstreaming and interactive sessions on the preparation on the institutional arrangement for gender mainstreaming were also undertaken. Together with the final workshop in which the same consistent messages were disseminated by the Vice-Minister on the new institutional arrangement on gender mainstreaming (see Annex 13 for his speeches), these high-level meetings acted as valuable opportunities for TA to disseminate their advice and accomplishments to its clients and to engage in policy-level dialogue with MAF key personnel on the issues pertaining to the institutional development for gender mainstreaming.

3.4.2 Interactive Sessions in Human Resource Development Activities
Gender cuts across ones’ private and public lives. Gender mainstreaming in MAF addresses only the public spheres of MAF staff lives in real terms. Because of the nature of gender which is embedded in one’s private values, but influencing his/her public lives, TA team anticipated various reactions from the human resource development training participants. The pre-existing literature and empirical evidence show that the members of organization which was subjected to the institutional changes promoting the value of gender equality show a variety of behaviour patterns both individually and collectively, including resistance, lip-services, sabotage, non-compliance, distancing and symbolic actions like appointing a few women in the name of gender-specific positions. In order to tackle these reactions, TA team adopted a strategy in which the participants scrutinize their own gender values and norms, examine how they affect their daily lives and how they implicate their work outcomes and processes. In order for the participants to understand gender as part of themselves, work and lives and to motivate them to engage in proactive steps once appropriate institutions be established, these human resource activities were typically implemented in the form of ice-breaking sessions, interactive discussions, examining the intimate jokes/popular media representations/taken-for-granted statements indigenous to Lao cultures. Visual aides and practical tools were constantly used in these training sessions to aid the learning processes, the utilization of learning outcomes and replication of training modules in more practical contexts of workplaces of the training participants.

3.4.3 Communication Methods
Since only one staff was working full-time with the TA team throughout the TA lifecycle, when TA talks about coaching and mentoring, it is more about building the capacity of only one staff rather than the Division and the wider community of MAF staff such as
Gender Network and other technical officers who participated in the earlier human resource development program itself. For this particular requirement of TA which was later added to the terms of reference after the final review, TA team members paid close attention to communication methods in day-to-day contexts. As in other societies of mainland Southeast Asia, age, gender and ethnicity clearly mark and punctuate prestige, power relations and hierarchies in present-day Lao public life. Being older or foreign may be some of the factors which could easily deprive younger MAF counterpart officials of their power to discover, analyze, learn and decide. Without special consideration for communication strategy, one could risk disempowering MAF staff, their initiatives and commitment through unthoughtful statements.

TA team members were thus careful of not making judgemental statements or to providing outright service, support or outputs unconditionally. Taking into indigenous culture (i.e. one that operates prior to the communist ideology and practices), outright provision of services, support or outputs unconditionally was speculated to increase the dependency of counterpart officials and thus to deprive them of valuable opportunities to learn how pragmatically one can actualize the international principles of gender equality into day-to-day practices. Instead, whenever such advice, support or outputs were requested by MAF, TA team members posed a series of open questions to the counterpart officials which have led them to explore, probe and examine unknown terrains based on the available information, their own educated guesses and judgements. The proficiency of English, which was the lingua franca of TA, varied from one official to another. Thus, it was easier to describe these steps than to actually to do it. Moreover, given how Lao language is structured in terms of addresses by age and gender, it would have been difficult to adopt this approach without Human Resource Development Specialist/Deputy Team Leader whose talent, expertise and experiences were valuable indeed.

3.5 Methods

Thus far, the approaches which were adopted in TA were described in the sections between 3.1 and 3.4. In the following sections, this report will describe the actual methods which were deployed to undertake the specific tasks required under TA, namely (1) Institutional and Human Resource Analysis; (2) Human Resource Development for Gender Mainstreaming; (3) Gender-Responsive Pro-Poor Agriculture and Forestry Extension Service: and (4) Pilot Activities for Capacity-Building. While these were divided into four independent components, they are roughly categorized into the following three distinctive components:

(I) Institutional and Human Resource Analysis;
(II) Human Resource Development for Gender Mainstreaming (Pilot activities for senior management, statistics/data collection officials, planners and extension service officials): and
(III) Gender-Responsive Pro-Poor Agriculture and Forestry Extension Service Pilot.
These division become more evident when Division was established in late October and with the constraints in time and resources, including the specialist inputs, Gender Specialist focused on (1), and Human Resource Development Specialist/Deputy Team Leader focused on (2) and (3) as recorded in the aide-memoir of 22 November, 2007. In the following paragraphs, the actual methods of these activities will be described:

3.5.1 Institutional and Human Resource Analysis
The comprehensive institutional and human resource analysis which was required under the Component 1 and 2 were undertaken by using the following methods: desk review of official documents and materials, participant-observation, interviews, and interviews of trainers and training participants.

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<tr>
<th>Table 3. Methods for the Institutional and Human Resource Analysis</th>
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<td>Methods</td>
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<tr>
<td>Profile of MAF HR</td>
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<tr>
<td>Human Resource for Gender Mainstreaming</td>
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<tr>
<td>Planning cycle / content / method</td>
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</table>

These were in addition to the information gathering sessions conducted as part of the high-level meetings and were undertaken earlier by Dr. Peter Stevens, Team Leader, and later by Dr. Kasumi Nishigaya, Gender Analysis Specialist in collaboration with MAF gender specialist, Ms. Sisomphet Souvanthalisith who liaised with the relevant MAF departments and line ministries. As most official documents were in Lao, the outlines were summarized by the departments that provide these documents. The content was then analyzed by Gender Analysis Specialist and was compiled as the report.

3.5.2 Human Resource Development for Gender Mainstreaming
At the onset of TA in August 2006, the official institutional framework for gender mainstreaming was still at the infancy of its development. Since the Division was not established yet and there was no official full-time counterpart personnel working with TA, TL decided that full institutional analysis be finalized to coincide with the
establishment of Division. Because of this situation, Participatory Consultative Planning Specialist and Human Resource Development Specialist adopted a pragmatic approach whereby key audience groups be identified (i.e. eventually decided as the Planners, Personnel Managers, Senior Managers and Extension Officers), an official training needs assessment be conducted (see Annex 15), and findings integrated into the training content for each audience group (see Annex 16), but pending the development of full institutional framework for gender mainstreaming generic component of gender equality training courses be conducted by adopting the content to the specific needs of key audience groups. More systemic gender equality training courses aligned with the needs of departments/posts and institutional rules will be done once the Division be established. Consequently, efforts of Human Resource Development Specialist have focused more on the collection and collation of official training documents and their analysis, publishing the MAF Gender Equality Training Manual, the compilation of the list of MAF staff who were trained in gender equality training courses abroad and in-country (see the Fourth Quarterly Report of 31 December 2007), and the conduct of generic training courses and their follow up technical backstopping activities.

3.5.3 Gender-Responsive Pro-Poor Agriculture and Forestry Extension Service Pilot

Finally, the component gender-responsive pro-poor agriculture and forestry extension service pilot was undertaken from November 2007-January 2008 mainly by Agriculture Extension Service with the overseeing inputs provided by Human Resource Development/Deputy Team Leader. This pilot component proceeded by the following methods:

1. A training course on the gender-integrated participatory rural appraisal targeted at the agriculture and forestry extension service worker in the pilot areas;
2. Market survey to identify the gap in produces and services to be addressed locally;
3. Identification of resources, both tangible and non-tangible inputs;
4. Development of training content;
5. Conduct of training courses, ensuring gender equal participation: and
6. Identification and concretization of the entry points which aim to enhance gender equality in participation in agriculture and forestry extension service.

Thus far, the remaining sections of Section 3 has focused on the methods through which the key TA components have been implemented. As described, an emphasis was placed upon the consultation, participation and interaction at all levels, starting from the senior-level management to the agriculture and forestry extension service officers. As these approaches and methods show, transformation of one institution to a new value would require the system-wide measures and most importantly the support by senior management.

4. Key Issues

This section will provide a summary of key issues that were identified in the ADB TA project document (Annex 1). Being the first generation advisory technical assistance
project in gender and agriculture, one of the aims of TA was to provide the audience with insights into the underlying power relations which shape gender inequality in conjugal, intra-household, community and societal relations, including the ones which affect public policies through a comprehensive institutional and human resource analysis pertaining to gender inequality and to make a roadmap of gender mainstreaming with the aim of promoting gender equality over the next five to ten years. Thus, as was the case in the ADB TA project document, here a summary of identified key issues will suffice.

4.1 Gender Issues in Agriculture and Forestry in Lao PDR

Agriculture still accounts more than half of Lao PDR’s gross domestic product and employs more than eighty per cent of its population, the majority of who are the small holders operating at a subsistence level. In order to eradicate poverty, the Government of Laos recognizes the importance of modernizing agriculture sector, including the education and training of women and men who engage in agriculture production, processing, and marketing by taking the advantages of regionalizing and globalizing Lao economy.

Livelihoods in rural Laos, including agriculture and forestry production, processing and marketing activities, are performed both by women and men. However, due to gender-based assumptions and discriminations often expressed in the name of traditions and customs, women’s inputs are more likely rendered invisible than men’s. Despite women play significant roles in productive, reproductive and community activities, they are often considered later than men in access to resources and benefits which aim to improve their skills and knowledge, thereby lagging behind men in building their experiences. Laos is home forty-nine ethnic minority groups, ranging from Tai-Kadai, Mon-Khmer, and Tibeto-Burman groups in terms of their mother tongues to both patrilineal and matrilineal groups in terms of kinship traditions. Together with the agricultural patterns originating from the ecological characteristics of the areas they inhabit, these characteristics influence and vary the gendered patterns in agriculture and forestry which require serious considerations.

With the expansion of public service coverage in Lao language, mass media, large-scale infrastructure development such as high-ways and hydropower stations and the introduction of cash crops and the resulting resettlement into the amalgamated villages, these traditions and customs are now subjected to rapid changes as well. Both through these influences and their choices, gender values and norms are evolving rapidly as more and more ethnic minorities are being assimilated into the ethnic Lao majority. As the public policies change the allocation of land, its ownership and tenancy are also changed, influencing farming patterns. These are most acutely felt by those who have recently lost their entitlements to land for large-scale infrastructure development and investment projects. Even if the compensations are provided, the cumulative loss of livelihoods are often expressed in the loss of immediate food which was once available in their backyard or farms, a lack of opportunities to gain sufficient incomes to meet the
social service needs such as children’s schooling and health service, and self-esteem both individually and as communities.

4.2 Gender Issues in the National Growth and Poverty Eradication Strategy (NGPES)

In most circumstances women play a vital role in the reproductive activities of the households. Gender equality and women’s empowerment have direct bearing on poverty reduction. The Government’s overarching policy entitled National Growth and Poverty Eradication Strategy (NGPES) recognizes gender is an important cross-cutting issue and one of the inter-sectoral priorities. Its gender strategy for poverty reduction thus stipulates the following measures to increase productivity and build local capacity in agriculture and forestry production, processing and marketing:

1. Inclusion of women in project activities;
2. Equal participation of women in extension services and training;
3. Use of gender-related indicators to monitor the progress of project activities;
4. Increase in the number of women provincial and district level extension service workers; and
5. Gender focal point officers in villages to promote improved agricultural practices.

As the following section will show, these measures are expected to be implemented by the relevant stakeholders in each sector once the detailed strategies are elaborated.

4.3 The National Machinery and Sectoral Arrangements for the Promotion of Gender Equality

In order to promote gender equality in all aspects and all levels, the Government established the National Commission for the Advancement of Women (Lao-NCAW) in April 2003. To effectuate the implementation of NGPES in each sector, sub-commissions for the advancement of women (Sub-CAW) were also set up within eleven line ministries and offices, including the Ministry of Agriculture and Forestry. The National Strategy for the Advancement of Women (NSAW), covering the period of 2006-2010, is currently being implemented in each sector with Sub-CAWs being the facilitator and catalyst of the processes. The analysis of NSAW, the establishment of mechanism to implement NSAW and its implementation are part of the terms of references of this TA, the findings of which will be described in the section 5. Thus far, the Final Report (Draft) has described the key issues which were perceived at the inception of this TA.

5. TA DELIVERABLES

This section will describe the TA outputs and deliverables by the component. According to the Project Description, the following outputs/deliverables were expected under each component.
<table>
<thead>
<tr>
<th>Component</th>
<th>Activities</th>
<th>Status</th>
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<tbody>
<tr>
<td>Creating an Institutional Framework for Gender Mainstreaming</td>
<td>Assessment of current human resource and skills mix</td>
<td>Done: findings included in the 4th Quarterly and Final Reports</td>
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<tr>
<td></td>
<td>Assessment of all current roles and responsibilities of MAF departments, in particular, their gender responsiveness of their mandates and institutional setup</td>
<td>Done: 4th Quarterly Report</td>
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<td></td>
<td>Identification of specific measures for a gender-responsive operational framework (Gender Mainstreaming Framework)</td>
<td>Done: Gender Mainstreaming Policy (Annex 8 of Final Report)</td>
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<td></td>
<td>Establishment and integration of gender mainstreaming measures in agricultural policy planning, program budgeting, and monitoring and evaluation</td>
<td>Done: Final Report</td>
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<td></td>
<td>Identification of selected gender-disaggregated data items</td>
<td>Done: Mid-Term Report</td>
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<td></td>
<td>Assessment of the gap in capacity and training needs</td>
<td>Done: 4th Quarterly Report</td>
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<td>Review of existing training materials at MAF and other agencies</td>
<td>Done: Inception Report; HRD Specialist Report</td>
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<tr>
<td></td>
<td>Development of training modules on the basis of institutional analysis, taking into account existing training materials</td>
<td>Done: Inception Report; HRD Specialist Report</td>
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<td></td>
<td>Training-of-Trainers</td>
<td>Done: 4th Quarterly Report</td>
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<td></td>
<td>Provision of basic gender awareness and gender in agriculture training</td>
<td>Done: 1st and 2nd Quarterly Report; Mid-Term Report; HRD Specialist Report</td>
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<td></td>
<td>Provision of technical training on gender analysis and gender mainstreaming.</td>
<td>Done: Mid-Term Report; Gender Analysis Specialist Report</td>
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<tr>
<td>Gender-Sensitive and Pro-Poor Agriculture Extension Services</td>
<td>Review and adaption of the Lao Extension Approach to gender-sensitive agriculture extension services</td>
<td>Done: Final Report</td>
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<td></td>
<td>Train staff of PAFEC and DAFEO</td>
<td>Done: 2nd, 3rd and 4th Quarterly Report; Final Report; Annex 21 of Final Report</td>
</tr>
<tr>
<td>Pilot Village Activities to Apply and Test Gender Mainstreaming Practices</td>
<td>Identification of villages through consultation</td>
<td>Done: Final Report</td>
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<tr>
<td>Workshop on Progress in Gender Mainstreaming</td>
<td>Workshop planning</td>
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<td>Workshop resource material preparation</td>
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<td></td>
<td>MAF Resolution for Gender Mainstreaming</td>
<td>Done: Annex 27 of Final Report</td>
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In the sections to follow, this Final Report will describe the highlights of these outputs together with their location in this report’s Annexes. In the following summary, Component 3 will be reported as part of Component 2 as one variable of training target.
group: extension service worker. Thus, overall there will be three Components in this report, namely:

- Component 1: Institutional Development;
- Component 2 and 3 combined: Capacity-Building for Gender Mainstreaming; and
- Component 4: Gender-Sensitive Pro-Poor Agriculture Extension Pilot.

5.1 Component 1: Institutional Development

On the contrary to the initial expectation that the comprehensive institutional and human resource review and analysis (i.e. gender audit) should be completed before capacity-building activities start taking place, the majority of activities under this component were achieved towards the end of project cycle of this TA. With the establishment of Division, more rigorous efforts have been made for the review of data/information/policy documents and actually analyzing them from a gender perspective. Together with the findings from the earlier meetings/consultation/engagement with senior management, these efforts led to the fulfillment of TA requirements.

5.1.1 Assessment of current human resource and skills mix

The findings of institutional and human resource review and analysis are found in the fourth quarterly report and the first part of Gender Mainstreaming Policy which is attached as Annex 8 of this Final Report (Draft). In order to finalize this assessment, Gender Analysis Specialist consulted with the key personnel of Department of Personnel.

The main findings from this review and assessment found in the fourth quarterly report and the first part of Annex 8 are:

- MAF workforce is mainly comprised of technically qualified staff with narrow range of specialization in forestry, agriculture, extension service, livestock, and irrigation which have conventionally considered to be “men’s work”. Their technical training has contributed to the compartmentalization of work, including the conceptualization that gender is yet another technical field that is independent of others, not a cross-cutting issue. This led to the staff’s over reliance on a few gender specialists in the past whenever or wherever gender expertise was requested. Few doubted that this was not a sustainable and viable approach.

- Women are by far underrepresented than men in the workforce. Even when they received professional and technical training, due to constraints in social services and prevailing gender roles within the conjugal relationships, they tend to take administrative, finance and managerial jobs. Their lack of mobility severely constrained their promotion, professional placement and training opportunities. While LWU has played a vital and significant role, their presentation in public has not been strong enough in promoting the interests of women. Due to rapid social transformations, promoting gender equality through the trinity of state, party and the
government is being met with differences and challenges posed by age, marital status, generation and affiliation differentials.

- Does the current human resource and skills mix meet the challenges posed by gender mainstreaming strategy? No. All levels require improvements significantly which will be described as measures to be incorporated into the Human Resource Development Strategy.

5.1.2 Assessment of all current roles and responsibilities of MAF departments, in particular, their gender responsiveness of their mandates and institutional setup

As was the case for the 5.1.1, the findings of institutional and human resource review and analysis are found in the Human Resource Development Specialist Report, fourth quarterly report and the first part of Gender Mainstreaming Policy which is attached as Annex 8 of this Final Report (Draft). In order to finalize this assessment, Gender Analysis Specialist consulted with the key personnel of Department of Personnel.

The key findings under this review and assessment are as follows:

- Excepting the case of Forestry Strategy, promotion of gender equality has not been integrated into the MAF mandate, policies, strategies, tools and duty statements of each department.

- The existing institutional set up has been inadequate to promote gender equality within MAF institutions and programs. While the system of MAF-CAW, comprising of senior managers, is strong and effective mechanism, it lacks operational institutions which is solid and sound to institutionalize gender equality in concrete actions. Sub-CAW secretariat, despite the endorsement from NCAW as the legitimate government institution and its dedicated staff, remained weak due to its non-permanent status (ad hoc assignments only) and lack of full-time staff, sufficient funds and other resources.

- The focal points in MAF were then drawn from LWU, thereby creating a confusion over the lead actor and agency of gender mainstreaming. Despite its progressive impression, the very term of policy agenda, namely advancement of women, confused the lead actor and agency issue in gender mainstreaming further and still so even after the establishment of Division.

5.1.3 Identification of specific measures for a gender-responsive operational framework (Gender Mainstreaming Framework)

Following the institutional and human resource review and analysis, key elements of Gender Mainstreaming Framework were identified as follows:

- Gender analysis and gender-integrated planning;
- Human resource development for gender mainstreaming;
- Advocacy, representation and resource mobilization;
- Advice and backstopping for the gender integration;
- Knowledge management: and
- Monitoring and evaluation.

Gender Mainstreaming Framework, incorporating these elements, action plan and the implementation mechanism is attached as Annex 8. This formed a consultation draft for MAF to discuss internally. It was also translated into Lao by Human Resource Development Specialist/DTL, were circulated for discussion among the final workshop participants and its major part having been adopted as the MAF Resolution for Gender Mainstreaming which is attached as Annex 29 (Lao) and 30 (English).

5.1.4 Establishment and integration of gender mainstreaming measures in agricultural policy planning, program budgeting, and monitoring and evaluation

This activity was originally foreseen to have been undertaken with UNDP as part of their Gender Empowerment for Poverty Reduction, introducing gender analysis as part of the government planning, monitoring and evaluation cycle. However, UNDP has later narrowed its program scope and significantly downsized its budget. Consequently, the cross-sectoral component of gender planning was no longer the part of its program and its program life differs significantly from ADB TA. Taking into account of these situations, together with Human Resource Development Specialist, Gender Analysis Specialist introduced the gender mainstreaming measures in policy and program cycle to the planners and data/information officers by using SEAGA’s Gender Analysis and Gender Statistics module during her second deployment (see the second specialist report by Gender Analysis Specialist). A provisional gender mainstreaming measure to be included in agriculture policy is also found in the Annex 22 (English) and 23 (Lao) of this Final Report which was discussed in the break-away sessions in the final workshop and was endorsed by the participants.

5.1.5 Development of measures for gender equality in the institution and decision-making (affirmative action measures)

According to the Human Resource Development Plan 2010, the socio-gender considerations were expressed in the special provision “to promote the status of women and ethnic minorities.” No measure, however, has been integrated into this plan. Based on the needs assessment for the Systemic Capacity-Building for Gender Mainstreaming, both Gender Analysis Specialist and Human Resource Development Specialist/DTL developed a set of measures for MAF’s consideration as found in Annex 22. Among others, they cover the following issues relating to human resource management:

- Recruitment;
- Placement;
• Promotion;
• Managerial positions;
• Retirement;
• Social welfare;
• Fellowship/Scholarship opportunities;
• Leadership training;
• Women-to-women mentoring;
• Cross-institutional program for the advancement of women;
• MAF workforce and its work;
• Organizational mandates/job description: and
• Monitoring and evaluation.

These proposed measures were presented in the plenary of the final workshop by ADB TA and were discussed in depth in the Break-Away Session of personnel officers from MAF and provinces. With slight modifications, they were mostly adopted and will be considered during the course of implementation of Human Resource Development Plan to 2010.

5.1.6 Identification of selected gender-disaggregated data items

Gender Analysis Specialist reviewed the gender-disaggregated data items and examined whether they are suitable for gender-integrated planning. With MAF gender specialist, she approached the MAF’s Planning and Personnel Departments and the National Statistical Office to see whether an assessment of actual database was possible, if so whether these databases are gender-disaggregated and were used in the planning processes. Despite there are some gender-disaggregated data and information, they were hardly used in the planning processes. In addition, excepting some donor-funded project reports, most MAF reporting system pro forma has not yet integrated gender-disaggregated formats to monitor and track the gender-disaggregated participation in MAF institutional activities. While women have been involved in MAF institutional activities, not only the extent of their participation was not understood, but also their impacts upon the livelhoods of women and men in agriculture and farming population. A review and assessment of 2005 Population Census, Lao Expenditure Consumption Survey 2003 and Agriculture Census of 1998 were included in the mid-term report. Some of the key findings were:

• Some gender-disaggregated data exist pooled in the government’s statistical system which is increasingly decentralized;

• The available data are skewed heavily towards socio-demographic characteristics of agriculture and forestry population and hardly any address gender inequality in access to and control over resources and benefits;

• They are not consumer friendly in their presentation and that hardly any of them were cited by the planners;
There is no system through which the interests of consumers of gender statistics be grasped and fed back to the statistical producers for better production and dissemination;

Excepting a few, gender-disaggregated data exist for the number of participants for the MAF institutional activities, be they extension service or irrigation and other technical committees: and

On gender statistics and monitoring/evaluation system, significant level of interests and commitment exist among the MAF senior management staff and external stakeholders. The level of qualifications and competencies of MAF staff who work in the field of statistics and information is also high as observed in the Gender Analysis and Gender Statistics Workshop.

5.2 Component 2 and 3: Capacity Building for Gender Mainstreaming

As mentioned earlier, in this section a summary report will be presented by combining Component 2 and 3 since Component 3 addresses one of the variables of training target groups: agriculture extension officials. Having implemented the Component 2, it becomes evident that the first four steps were procedural: namely (1) assessment; (2) development of a plan; (3) review of training materials: and (4) development of training modules. Only at the stage five the training target group started to be mentioned in the Project Document, i.e. MAF resource persons in TOT and so this stage is renamed as the delivery of capacity-building for gender mainstreaming component with the specific target groups named in the report and the expected outputs, together with the identifier numbers from the Project Descriptions, marked with them. As recorded in aide-memoir of the final review mission, this reporting format is due to the division of responsibilities identified for Gender Analysis Specialist who was tasked to complete Component 1 mainly and Human Resource Development Specialist/DTL who was tasked to complete the Component 2, 3 and 4:

5.2.1 Assessment of the gap in capacity and training needs

Participatory Consultation and Systemic Learning Specialist initiated an assessment of the gap in capacity and training needs in collaboration with Human Resource Development Specialist/DTL. He formulated a questionnaire and with the endorsement of MAF senior management, circulated it to the potential participants of capacity-building activities. Only a limited number of responses were received. Together with the opinions of MAF counterpart officials and Human Resource Development Specialist/DTL who has long work experience of capacity-building activities in gender equality training, the following issues were identified:

- There is a critical level of gender awareness at the level of generic level such as the differences in sex and gender and gender and its relevance to agriculture;
• Gender has not however been recognized as an issue, cutting across one’s private and public lives. Rather, it is dealt more as the issue required in the workplaces;
• Consequently, little attempt has been made to scrutinize why one’s gender values and norms impact upon their work areas; interpersonal relationships: and work outcomes in agriculture and forestry: and

• For more customized components such as gender statistics and planning, gender in project cycle, and gender budget have not been addressed.

The needs assessment summary made by the Participatory Consultation and Systemic Learning Specialist is found in the inception report which was submitted to ADB in September 2006.

5.2.2 Development of a Medium-Term Capacity-Building Framework up to 2010

MAF already developed the Medium-Term Capacity-Building Framework Up to 2010 by itself which is equipped with a provision for socio-gender considerations taking into account of the promotion of women’s status and ethnic minority groups. However, this framework lacks concrete measures for gender mainstreaming. Thus as a proposal to supplement the existing framework, a list of measures for gender mainstreaming were developed as a consultation draft along with its Lao translation (see the document numbered (3) Human Resource Development for Gender Mainstreaming in the Annex 22 for English and Annex 23 for Lao). They were used as resource materials in break-away sessions, their feasibility were discussed extensively in the session of Personnel and were adopted mostly as a supplement to the Framework.

5.2.3 Review of existing training materials at MAF and other agencies

One of the longest serving consultant in gender and development of Lao PDR, Human Resource Development Specialist/DTL has previously engaged in many consultancies in capacity-building activities pertaining to gender and development of MAF and its related disciplines. Based on her knowledge, she has collected, collated and analyzed the pre-existing training materials on gender equality at MAF and other agencies and based on her findings which were incorporated in the Inception Report has published the MAF Training Modules (see 5.2.4 in the following section). Some of the key findings includes:

• Almost all were originally developed and modified into local contexts;
• FAO developed an ICT-based generic gender equality training package addressing the issues covering the agriculture and forestry field under its mandate;
• Together with the face-to-face interactive sessions, this new mode of training is found very effective after a trial in MAF by MAF gender specialist;
• In the past, many training modules were developed addressing gender equality and relevant agriculture and forestry sub-fields, including irrigation, extension service, agriculture, forestry and livestock: and
Relatively less efforts were found on the cross-cutting capacity-building issues such as coordination, advocacy, communication, monitoring and evaluation and report-writing skills pertaining to gender and development.

5.2.4 Develop training modules on the basis of institutional analysis, taking into account existing training materials

MAF Training Modules were published by Human Resource Development Specialist/DTL with its content being included in the Third Quarterly Report. Under TA budget, 500 copies were printed and were distributed to the key MAF stakeholders, both at the national and provincial levels, as practical resource and reference materials.

5.2.5 Design and delivery of capacity-building for gender mainstreaming component

Human Resource Development Specialist/DTL was responsible for the actual delivery of capacity-building activities for gender mainstreaming which addressed the following training target groups, namely senior management, training-of-trainers, data/information and planning officials and extension service officials. The following Table summarizes the content which was actually delivered. They addressed the requirements under the Project Description. In addition, Human Resource Development Specialist/DTL included other components which were deemed to be necessary for each group in consultation with MAF gender specialist:

<table>
<thead>
<tr>
<th>Group</th>
<th>Basic Gender Awareness (called generic component in the report)</th>
<th>Technical training on gender analysis and gender mainstreaming</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior management</td>
<td>YES</td>
<td>SWOT, institutional and human resource issues in gender mainstreaming</td>
<td>Leadership issues (included in the resource material in the final workshop)</td>
</tr>
<tr>
<td>Training-of-Trainers</td>
<td>YES</td>
<td>Pedagogical skills</td>
<td>Training demonstration in the plenary</td>
</tr>
<tr>
<td>Data/information/planning officials</td>
<td>YES</td>
<td>Gender analysis; gender statistics and planning cycle</td>
<td>Production of gender statistics on MAF workforce, institutions and community profile</td>
</tr>
<tr>
<td>Extension service officials</td>
<td>YES</td>
<td>Gender-integrated participatory rural appraisal; methods to involve women and promote gender equality in extension participation</td>
<td>Hands-on gender-integrated activities under the supervision of Human Resource Development Specialist/Agriculture Extension Specialist</td>
</tr>
</tbody>
</table>

Her training proceedings are found in her combined specialist report which was attached as Annex 31 of this Final Report (Draft).
5.3 Component 4: Pilot Village Activities to Apply and Test Gender Mainstreaming Practices

In this section, pilot village activities to apply and test gender mainstreaming practices which were conducted by Agriculture Extension Specialist under the supervision of Human Resource Development Specialist/DTL will be described. This component was conducted in collaboration with LEAP (Swiss Government) and SUFORD (World Bank/Finnish Government). The former was done through an informal consultative arrangement done and the latter through a formal Memorandum of Understanding (MOU) both through NAFES (see the Third Quarterly Report for the mission undertaken by Gender Analysis Specialist to develop and agree on MOU with SUFORD). Project-based funding has pros and cons which have influenced the TA processes and outputs and have some lessons to be learnt which will be described in the latter section.

5.3.1 Identify villages through consultation

Since this TA was embedded within MAF and its size was small, it has worked closely with the pre-existing donor-funded projects/programmes. The identification of pilot areas were decided in close consultation with the partners and were influenced by their project design and the status of development in the project cycle. With LEAP which is basically a nation-wide capacity-building project targeted at PAFEC and DAFEO officers through the establishment of Lao Extension Approach albeit lack of apparent gender mainstreaming, Human Resource Development Specialist/DTL took part in their capacity-building exercises and inserted and filled in gender mainstreaming measures in their capacity-building component as and where required. These interventions were described in the first and second quarterly reports and her combined specialist report (see Annex 31).

While LEAP interventions end with the level of extension officers with no allocation of budget for the actual intervention activities in the communities, SUFORD addresses directly the needs of villages through the capacity building of DAFEO officers, building institutions in rural development and forestry management in the communities and actually providing facilities to implement the measures which were proposed by women and men in the communities and endorsed by the authorities and SUFORD. Thus, pilot villages were identified in consultation with SUFORD taking into account of their implementation. Since SUFORD focused on the development of village development plans for the first phase and the allocation of resources were done later only after these plans were endorsed, TA was requested to cover the two villages which already had approved development plans in Song Khone District of Savannakhet Province. This final arrangement with SUFORD/NAFES was conducted by Human Resource Development Specialist/DTL during her last deployment. But due to the delay in TA implementation caused by the delayed institutional development of MAF, synchronization efforts in line with SUFORD encountered challenges.
5.3.2 Implementation, monitoring and evaluation

Pilot intervention activities were developed by Agriculture Extension Specialist with his counterpart official in DAFEO Song Khone District, Savannakhet, including the agriculture extension service targeting at the health promotion of cattle through disease awareness and prevention education, productivity enhancement training for chilly and kapok, especially on the use of fertilizer and insecticide and the production and processing techniques and the introduction of some marketed products and their market chains: purchasers and marketers. In order to enhance the participation of women, they applied the following measures:

- In writing, communicated with the village authority that women are also important actor in agriculture and forestry production, processing and marketing and that MAF intends to promote gender equal participation in extension service to urge their extra efforts in motivating villagers;
- Both husbands and wives are invited to the actual extension service meetings;
- Meetings were held in the local areas where mobility of both women and men is guaranteed;
- The TA team, formed in the Song Khone District, included a local representative of LWU, who is a known community development activist: and
- Appropriate technology to reduce women’s reproductive activities, namely energy-saving stoves, and the participatory experiments to realize their workload, cooking time and differences in energy consumption were organized and implemented by women and men in the communities as entry-points.

As these activities were undertaken at the last phase of TA, impact evaluation per se was not possible. However, the monitoring activities which were undertaken by Human Resource Development Specialist/DTL showed that both women and men took great interests in these participatory measures and there was a significant level of volunteerism and initiatives expressed by them to adopt these measures. As MAF’s introductory letter was sent in advance, village authority also understood that extra efforts are required in the promotion of gender equality and proactively motivated the villagers, both women and men—not just the heads of households, to participate in the agriculture extension activities. These interventions were reported in the final workshop by Agriculture Extension Service and the results of participatory firewood collection and cooking stoves were reported in the Annex 21 ADB TA presentation and Annex 31, the consolidated specialist report by Human Resource Development Specialist/DTL.

5.4 Workshop on Progress in Gender Mainstreaming in Agriculture and Forestry

On 13-14 February 2008, the final workshop was organized to commemorate the establishment of the Division for the Advancement of Women and to widely disseminate the key accomplishments of TA. The workshop was jointly planned by Division and TA team, the program of which is found in Annex 11. It was chaired and led by the Vice-Minister who is in charge for the Advancement of Women, Dr. Ty Phommasack with the
master of ceremony being Mr. Chanthaneth Simahano, Director, Division of International Cooperation and had the following sessions:

- Opening session with having speeches by MAF (Dr. Typ Phommasack) and ADB (Dr. Gil-Hong Kim: Director of Resident Mission);
- Presentation on the Government’s policies for the advancement of women: Ms. Vannaly Saphanthong, Deputy Director-General, Permanent Secretary’s Office;
- ADB TA presentation, and the questions and answer session: Mr. Simon Cann-Evans (General Manager, ANU E), Dr. Kasumi Nishigaya, Dr. Outhaki Khamphoui, and Mr. Phet Phommachack;
- MAF Instruction on the procedures of break-away sessions;
- Break-away sessions divided into the following occupational groups to discuss proposed gender mainstreaming measures (see Annex X for discussion papers);
- Presentation by the representatives of break-away sessions;
- Declaration of plan of action;
- Summary report by the Permanent Secretary’s Office: and
- Closing remarks.

Resulted in the adoption of MAF Resolution for Gender Mainstreaming, the final workshop has contributed to the development and formalization of institutions which the ADB TA proposed to establish. The MAF Resolution for Gender Mainstreaming consists of three key components: (1) Policy Statements; (2) Plans of Action: and (3) Implementation Mechanism and the unofficial translation form is found in Annex 29 (Lao) and 30 (English).

6. LESSONS DRAWN FROM TA ACTIVITIES

Up to this point, this Final Report (Draft) has described what TA has accomplished by following the Project Description. As described, TA adopted an approach to provide MAF with support and advisory roles by honoring its lead role and ownership in the name of partnership in aid-giving and taking context. With the tactful guidance and supervision of ADB and overall directorship provided by MAF senior management, TA team has accomplished the required tasks under the Project Description. In addition, it also planned, managed the delivery of and successfully concluded the final workshop by the adoption of Resolution for Gender Mainstreaming. There are some important lessons in these processes which are worth recording for ADB and other donors in case they plan future interventions in MAF to address the promotion of gender equality through gender mainstreaming strategy. While TA team can list almost endless items for this section, encompassing from the substantial to more operational issues, it was the final decision of the Team to especially register the following, namely:

- Impact of high-level commitment by senior management;
- Local preparedness: Absorption capacity, commitment and work ethics;
- Salary and other recurrent costs;
- Scope of improvement in MAF-wide team work;
• Importance of sequencing institutional and HR analysis, institutional strengthening and capacity building for gender mainstreaming;
• Collaboration with donors for multiplying effects: and
• Trend-setting MAF gender mainstreaming processes to other ministries.

In the sections to follow, these issues will be described in depth, especially their relevance to the goal of gender equality, gender mainstreaming as an organizational strategy and its implications to the entire MAF workforce rather than the staff of Division alone.

6.1 Impact of High-Level Commitment by Senior Management

No matter where we are, gender issues inevitably address power relations and resource allocation. Consequently, it will touch on and would alter the relationship among the relevant stakeholders, both domestic and international, and government, civic and for-profit sectors. While Laos has experienced rapid social and economic transformations since mid-1980s under the New Economic Policy (chintanakaan mai), the political arena has been firmly owned and governed by the trinity of Party, State and the Government. While the actual personnel who are involved in the advancement of women agenda may not have changed much, the organizational changes are now under way with the placement of NCAW at the Prime Minister’s Office, the Sub-CAW offices in line ministries since 2002 and further the appointment of gender focal points and the establishment of gender network in each line ministry. In order to clarify potential confusion over the key actor and agency, TA initiatives alone did not lead to the successes that we witnessed in the final workshop and the subsequent adoption of MAF Resolution for Gender Mainstreaming. These were the evident manifestations of conscious efforts and high-level commitment to the organizational and institutional changes that the senior management has made and laid strong foundations for MAF’s future efforts in gender mainstreaming. These are obviously rare assets that the Lao Government has, and hopefully it will be able to maintain them for the promotion of gender equality.

6.2 Local Preparedness: Absorption Capacity, Commitment and Work Ethics

The high-level commitment by senior management, especially through its consistent and repeated messages, has convinced the stakeholders that the new structure, institutions and personnel are now in place to operationalize gender mainstreaming strategy for the promotion of gender equality. MAF senior management has also provided a strong policy framework for the promotion of gender equality through the regular convening of MAF-CAW and using the senior management sessions for consulting the issues pertaining to the promotion of gender equality. In contrast, local preparedness for the new organizational structure, institutions and personnel remains somewhat low. While the Division for the Advancement of Women has now the Director and Deputy Director, it remains under-staffed. Consequently, its absorption capacity remains low to date.
While they may have been involved in gender-integrated projects in agriculture and forestry sub-sectors, they are new and unprepared to the managerial roles which require different sets of commitment and work ethics for the institution-wide gender mainstreaming, for example:

(1) strong and consistent efforts to enable others to accomplish tasks to promote gender equality;
(2) high-level of commitment to the promotion of gender equality, certainly higher than the project-level commitment;
(3) operationalizing gender equality principle into concrete day-to-day actions; and
(4) having self-esteem and pride in enabling others to accomplish.

Whereby the majority of public bureaucracy operates on the principle of zero-sum games through the allocation of limited resources and power to do so (e.g. the number of executive posts), most tasks involved in the promotion of gender equality through gender mainstreaming strategy are about creating a new positive-sum institutional norm, motivating others’ to improve their performance in this field through the provision of high-order technical backstopping service, and based on monitoring and evaluation, recommending high-level management’s interventions mainly through non-tangible “rewards”. Changes in their terms of reference imply that they have to accept both positive and negative results which are not necessarily the creation of their own and in the case of negative ones come up with the resolutions to remedy them.

To date, their switches from the normal bureaucratic work to the new gender mainstreaming tasks were not so evident. At times, they come with their old mode of working, choosing activities which heighten their prestige, but neglecting others which risk their prestige. This was particularly evident when TA team raised the task of affirmative action measures which were part of the TA deliverables. Despite TA team’s proposal for a consultation meeting with LWU members in MAF to present typical affirmative action measures and their effects based on case studies and to explore their possibilities in MAF context, TA team received no action as a response. In addition, apart from the unavailability of Deputy Director-General and personal reluctance to LWU, no justifiable explanation was made. For the advisory technical assistance of this nature which addresses policy-level issues, the level of counterpart personnel allocated for the TA team was low and thus was unable to respond most questions on this matter. Should there be further efforts in gender mainstreaming through advisory technical assistance, it is advisable that a council of accessible counterpart officials be assigned to TA team members. Being drawn at least at the level of Directors of Divisions. The current staff of Division will require substantial amount of capacity-building for gender mainstreaming, including rigorous English language and managerial training.

6.3 Incentives and Other Recurrent Costs

In drawing lessons, absorption capacity, commitment and work ethics issues are carefully separated from the salary and other recurrent costs based on the premise that one’s performance is not necessarily increased just because his/her remuneration is
increased. Performance and productivity are influenced equally by other issues too including the institutions of recognition and rewards among others. During the course of TA activities, TA members have often received comments on the incentives and other recurrent costs which were provided under the TA budget, criticizing the low level of remuneration that this particular TA offers. To cope with these criticisms and given the limited time of TA, members tried to view them as freedom of expression. However, the repeated persuasion and enticement for TA team to pay a higher level of remuneration by citing higher rates that other donors pay or to pay gasoline cost for particular individuals is seen more as moral hazards than anything. In aid context, the prevailing discourse is that consultants are paid more than the government officials and because of this currency of power, seen to have more power than they do and thus are reminded to comply with these requests. However, in order to guarantee effective and timely performance of TA, and commitment and sustainability, the issues pertaining to incentives and other recurrent costs must be addressed and harmonized by the government as a whole through the issuance of standard rates by the Ministry of Finance, for example. Donor agencies, be they international financial institutions, UN agencies, for-profit or non-profit agencies, must also comply with them.

6.4 Team Work for Multiplying Effects

The promotion of gender equality through gender mainstreaming requires teamwork across the institutional barriers to bring about dynamic organizational and institutional changes, promoting gender equality. In the case of gender mainstreaming efforts in MAF, this implies the collaboration with donors and other departments. In both cases, TA members observed that the multiplying effects remain limited due to the following reasons:

- assignment of only a few officials appointed for the Division;
- the availability of senior officials is limited;
- enclosure of the benefits of the donor-funded projects, both in terms of interpersonal relationships and resource allocation thereby limiting their benefits only within a small circle of counterparts; and
- low degree of preparedness to the inter-departmental collaboration.

Gender mainstreaming is a dynamic organizational process with the key specialist unit playing the coordination role, involving and motivating other stakeholders in taking concrete steps in the promotion of gender equality. Since the Division is still at the infancy stage, it is highly recommended that any future efforts in capacity-building include study tours for the staff to learn and observe the work and processes of gender mainstreaming played by different actors and their consequences. Obviously, these capacity-building activities will need to be supported by pilot activities which enable them to concretize their learning outcomes such as implementing one component of TA by multiple departments with each playing different roles, for example. Only when they realize the positive-sum benefits, their studying will lead to their initiatives in future actions.
6.5 Importance of Sequencing Institutional and HR Analysis, Institutional Strengthening and Capacity Building for Gender Mainstreaming

By historical events of TA, capacity-building preceded institutional analysis and development in this TA. In order to effectively use the available resource and time to maximize the TA effects, however, TA should have ideally completed the institutional review and analysis first, developed new institutional frameworks second and organized capacity-building activities last. TA team would like to register that there was a significant level of reluctance by MAF for TA to undertake an institutional review and analysis on the premise that such review and analysis was undertaken already at the stage of project formulation and that no resource and time should be wasted. Since their comments were not substantiated and on the premise that such review and analysis are not possible without Division, they were left as part of the terms of references with their completion being delayed. No matter what was the right explanation, because the importance of sequencing was not followed in TA and delayed until the last phase of TA, the capacity-building activities were skewed towards the delivery of generic level gender equality training which was of course important and needed, but repetitive and endless rather than addressing the institution-specific gender equality training which modify personnel behavior towards new rules. In order to achieve the envisaged goals within the limited time and resources, the onus of facilitating institutional review and analysis timely and programming sequencing the institutional and human resource review is best rested with the senior management of MAF.

6.6 Trend-Setting MAF Gender Mainstreaming Processes to Other Ministries

MAF is the designated ministry in the Lao Government to show case the gender mainstreaming processes to other ministries. Obviously, the final workshop was one of the excellent opportunities for the newly created Division to show care theirs and MAF-wide efforts to the external audience and in return to enhance their prestige and self-esteem. It has brought about very positive effects to the Division and MAF itself as demonstrated by some comments put forward by NCAW, LWU and other line ministries. As the model ministry, this pride would enhance their efforts in cross-institutional collaboration which aim to bring about multiplying effects in the promotion of gender equality. The final workshop demonstrated that there is a significant terrain left for improvement, including media presentation, chairing and moderating interactive sessions, effective delivery of senior-management targeted gender equality “training”, and the formulation of official policy/strategy/document as the proceedings or outputs. Obviously, donor-funded activities are the occasions where resources of all kinds are mobilized. They are excellent opportunities for the Division to seize in order to establish and enhance the cross-institutional collaboration both within MAF and across MAF boundaries.

7. Conclusion

Before any other ministry in the Lao Government, MAF started to take steps to introduce structural changes for gender mainstreaming starting with the establishment
of the Division for the Advancement of Women and Gender Network comprising of focal point officers in all departments. Together with high-level commitment made by MAF-CAW and its chair Dr. Ty Phommasack (Vice-Minister), these new structures laid solid foundations for the concrete activities to be materialized as gender equality in MAF institutions and women and men in agriculture and forestry population. Advice and support provided by ADB TA facilitated these processes and owing to high-level commitment by senior management, most gender mainstreaming measures were received positively as workable solutions as part of mandates of Senior Management, Planning, Personnel and Extension Service. After the successful conclusion of the final workshop, MAF engaged in a significant step to adopt MAF Resolution on Gender Mainstreaming in Agriculture and Forestry, which will guide their long journey to actualize the goal of gender equality in MAF workforce and women and men in agriculture and forestry population.
Annex 1: Revised Terms of Reference for Consultants  
(November 2007 – March 2008)

ANU Enterprises
1. Provide overall planning, coordination, and management of the TA.
2. Guide the activities of the consultants and manage administration and budget.

Gender Analysis Specialist
1. Review and reassess the mandate, organizational structure, and capacity of current MAF, PAFOs, and DAFEOs, including the Department of Planning, Permanent Secretary’s Office, Department of Personnel, National Agriculture and Forestry Extension Service, National Agriculture and Forestry Research Institute, and MAF technical departments (agriculture, livestock and fisheries, forestry, and irrigation) with regard to integrating gender perspectives into their operations.
2. Assess the job descriptions of MAF, PAFO, and DAFEO staff, and assess their effectiveness for implementing the necessary actions (including issues) for mainstreaming gender.
3. Incorporate gender perspectives into the rationalized roles and responsibilities of MAF departments.
4. Design a system under MAF’s institutional objectives and mandate to fully integrate gender perspectives in its operations (gender mainstreaming framework).
5. Ensure the logical linkage between the gender mainstreaming framework and human resource strategy and staff development plan.
6. Review recruitment, deployment, promotion, and career development for MAF women staff for the preparation of affirmative actions. Help the Department of Personnel to formulate an affirmative action plan for the recruitment, transfer, career development, training, and promotion (with specific targets) of MAF women staff.
7. Identify the capacity gap between current human resources at key MAF departments, PAFOs, and DAFEOs, and the tasks required for gender mainstreaming. Define the training and capacity-building needs of key staff. Prepare a concise human resource development strategy for gender mainstreaming with a staff development and training plan.
8. Assist newly established Division for the Advancement of women (Gender Division) through (i) preparation of draft job description of the Division; (ii) preparation of the Division’s draft annual work plan 2008-2009; (iii) assessment of feasibility of incorporating the gender perspectives into the following three departments, namely Departments of Planning, Personnel and Agricultural Extension Services.
9. Help MAF introduce gender-sensitive monitoring, planning and budgeting systems with the use of gender-disaggregated data for application in the project/policy planning cycle. Develop a simple project cycle monitoring and management system and logical framework to screen, monitor, and evaluate MAF projects. Prepare recommendations (or framework) for implementing and monitoring gender mainstreaming actions taken by MAF’s key departments and PAFOs, and train the staff (in Gender Division) in use of the framework.
10. Undertake necessary activities to organize the TA final workshop in close coordination with the Gender Division.
11. Prepare a report on the process, outputs, results, and summaries to be included in the quarterly progress and final reports.
12. In the absence of the Team Leader, act as the Team Leader to carry out the activities in accordance with the workplan.
Human Resource Development and Training Specialist, and Deputy Team Leader

1. Compile the training materials on gender and gender mainstreaming available in the Lao PDR and reformulate it for training of MAF staff (Gender Training Manual).
2. Oversee, part implement and provide the gender-responsive pro-poor agricultural extension component with quality assurance from the gender perspectives. Implementation and oversee training programs in pilot villages, including (i) training of PAFO and DAFEO in gender awareness and participatory approaches to agricultural development; and (ii) training of DAFEO field staff in monitoring and evaluation of field activities.
3. Develop a gender mainstreaming extension service plan that will be integrated into the SUFORD system.
4. Monitor the impact of the training on staff on regular basis and identify capacity gap. Design and conduct post-training evaluation activities for all the training courses.
5. In collaboration with Gender Analysis Specialist, review the human resource development activities in gender mainstreaming to date and formulate the human resource development plan to 2010;
6. Conduct a TNS of staff of Gender Division and Units.
7. Prepare a report incorporating findings and recommendations for human resource development and training activities and summaries to be included in the quarterly and final reports.

Agricultural Extension Services Specialist

1. Under the supervision of Deputy Team Leader / Human Resource Development Specialist, Agricultural Extension Specialist will undertake the following activities. If required, he will be able to seek advice from Gender Analysis Specialist;
2. With SUFORD, prepare a detailed work plan and resource schedule for a program of village-based pilot activities to support gender mainstreaming in agricultural extension services;
3. In the gender-integrated participatory planning for the village-based agricultural extension activities, support DTL in the design, conduct and facilitate the focus groups, consultation meetings and key informant interviews and record the content of discussion in the presentable reporting formats;
4. After the gender-integrated planning, support DTL in the development of gender-responsive pro-poor agricultural extension services and the detailed arrangements.
5. In the implementation of gender-responsive pro-poor agricultural extension services, monitor the changes brought about by these training courses:
6. Prepare draft monitoring and evaluation frameworks and conduct the post-training evaluation activities.
7. Assist developing a gender mainstreaming extension service plan that will be integrated into the SUFORD system.
8. Prepare a report summarizing the extension modules, delivery mechanism, and feedback from farmers and summaries to be included in the quarterly and final reports.
<table>
<thead>
<tr>
<th>WORK PLAN</th>
<th>ACTIVITY / MONTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Assess MAF organisation system and HRD roles and responsibilities of MAF Department, PAFOs and DAFEOs</td>
</tr>
<tr>
<td>1.2</td>
<td>Inventory of MAF human resources (Central, provinces and districts) and identify selected gender disaggregated data</td>
</tr>
<tr>
<td>1.3</td>
<td>Identification of specific measures for Gender Mainstreaming</td>
</tr>
<tr>
<td>1.4</td>
<td>Identification of possible Affirmative Action</td>
</tr>
<tr>
<td>1.5</td>
<td>Establish systems and procedures for screening new policies</td>
</tr>
<tr>
<td>1.6</td>
<td>Recommended, develop and establish Project Monitoring and Evaluation systems</td>
</tr>
<tr>
<td>2.1</td>
<td>Review available gender training materials and other information</td>
</tr>
<tr>
<td>2.2</td>
<td>Training needs Assessment - survey existing skills, as appropriate</td>
</tr>
<tr>
<td>2.3</td>
<td>Develop a medium - term capacity building framework</td>
</tr>
<tr>
<td>2.4</td>
<td>Development training plan of systemic / program</td>
</tr>
<tr>
<td>2.5</td>
<td>Development modules, build on available materials</td>
</tr>
<tr>
<td>2.6</td>
<td>Train - trainers at MAF departments, NAFES, NAFRI</td>
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<tr>
<td>2.7</td>
<td>Conduct multiple basic gender awareness and gender in agriculture training</td>
</tr>
<tr>
<td>2.8</td>
<td>Conduct training on gender analysis and gender mainstreaming</td>
</tr>
<tr>
<td>3.1</td>
<td>Review MAF Extension Service report (June 2005) &quot;Consolidating Extension in the Lao PDR&quot; with respect to gender implications</td>
</tr>
<tr>
<td>3.2</td>
<td>Plan appropriate models for PAFEC / DAFEO and implement the training models</td>
</tr>
<tr>
<td>4.1</td>
<td>Review element of the gender mainstreaming framework as proposed and tested in Component 1, 2 and 3</td>
</tr>
<tr>
<td>4.2</td>
<td>Based on these lessons and observations, plan appropriate training and capacity building activities and implement, with emphasis on training of trainers.</td>
</tr>
<tr>
<td>4.3</td>
<td>Evaluation the pilot training</td>
</tr>
<tr>
<td>5.1</td>
<td>Continual attention to integration project management; monitoring and evaluation of project activities, and feedback (both formally and informally) to MAF.</td>
</tr>
</tbody>
</table>

Component 1: Creating an Institutional Framework for Gender Mainstreaming

Component 2: Building Capacity for Gender Mainstreaming

Component 3: Gender - Sensitive and Pro - Poor Agriculture Extension Services

Component 4: Pilot Activities for Capacity Building

Component 5: Project Management / Report / Coordination

Continual attention to integration project management; monitoring and evaluation of project activities, and feedback (both formally and informally) to MAF.
### Annex 3: TA Work Plan (Revised and Final)

#### Annex 7: WORK PLAN ACTIVITY / MONTH

<table>
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<tr>
<th>Activity / Month</th>
<th>TA number</th>
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<th>2008</th>
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<td>2</td>
<td>3</td>
<td>4</td>
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</table>

**Component 1: Creating an Institutional Framework for Gender Mainstreaming**

1.1 Review and assess the current roles and responsibilities of MAF departments.
1.2 Identify specific measures for gender-sensitive operational frameworks.
1.3 Develop human resource development strategies to support gender-sensitive policy planning, programme implementation and monitoring.
1.4 Integrate gender into project and management by the use of gender statistics.
1.5 Review and update the current institutional framework.
1.6 Formulate a comprehensive human resource development strategy.
1.7 Develop recruitment, deployment, promotion and career development for MAF women staff.
1.8 Develop guidelines to reduce gender disparity in recruitment, deployment and promotion for affirmative action.
1.9 Produce a toolkit and guidelines for gender mainstreaming.
1.10 Advisory work for the operationalization of Sub-CAR (Gender Division).

**Component 2: Building Capacity for Gender Mainstreaming**

2.1 Review and assess gender training materials and other information.
2.2 Develop gender and gender mainstreaming materials.
2.3 Develop gender and gender mainstreaming strategy.
2.4 Develop gender and gender mainstreaming strategy.
2.5 Develop gender and gender mainstreaming strategy.
2.6 Develop gender and gender mainstreaming strategy.
2.7 Develop gender and gender mainstreaming strategy.
2.8 Conduct training on gender analysis and gender mainstreaming.
2.9 Develop gender training curriculum.
2.10 Additional costs of gender training courses.

**Component 3: Gender-Sensitive and Pre-Poverty Agriculture Extension Services**

3.2 Plan community-based interventions through FRA.
3.3 Implementing community interventions.
3.4 Monitor and evaluate the outcomes.
3.5 Disseminate the findings to the final seminar.

**Component 4: Pilot Activities for Capacity Building**

4.1 Review and enhance the gender mainstreaming framework.
4.2 Implement gender training.
4.3 Assess the outcomes.

**Component 5: Project Management / Report / Coordination**

5.1 Project management.
5.2 Report management.
5.3 Final assessment.
5.4 Final report.

Continual attention to integration project management; monitoring and evaluation of project activities; and feedback (both formally and informally) to MAF.
## Annex 4: Consultants Deployment Schedule (Original)

<table>
<thead>
<tr>
<th>NAME</th>
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<tr>
<td>Geoffrey James BURKE*</td>
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<tr>
<td>K. NISHIGAYA</td>
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* G Burke's continued his time input with ADB approval

Legend:
- **Field, Full**
- **Home, Full**
- **Part-time**

Although this shows a total home office time input, actual partial day's time input will be spent over the TA period, as needed.

In the following table, the initials stand for:
- PS = Dr Peter Stevens, Institutional Development and Planning Specialist, and Team Leader
- OK = Mme Outhaki Khamphou, Human Resource Development and Training Specialist, and Deputy Team Leader
- GB = Mr Geoffrey Burke, Participatory Consultation and Systemic Learning Specialist
- KN = Dr Kasumi Nishigaya, Gender Analysis Specialist, and
- PP = Mr Pheth Phommmachak, Agricultural Extension Services Specialist

All members of the TA Team will work closely with numerous staff members of the MAF, selected Provincial and District staff, and selected villagers.
### Annex 5: Consultants Deployment Schedule (Revised and Final)

<table>
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<tr>
<th>NAME</th>
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<th>2008</th>
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<td>Team Lead (Institutional)</td>
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<tr>
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<td>and Development</td>
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<tr>
<td>D. CANNYEVANS</td>
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<td>O. KHANPHOUJ</td>
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<td>Deputy Team Leader/Human</td>
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<td>Services</td>
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**Reports**
- Inception Report (1)
- First Quarter Report (2)
- Second Quarter Report (3)
- Mid Term Report (4)
- Third Quarter Report (5)
- Fourth Quarter Report (6)
- Draft Final Report (7)
- Final Report (8)

**Legend**
- Field, FT

**Firm Initials and Name**
ANU - ANU Enterprise Pty Ltd, Australia
Progress Reports of TA and the Date of Submission

<table>
<thead>
<tr>
<th>Report</th>
<th>Submission Date</th>
</tr>
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<tbody>
<tr>
<td>Inception Report</td>
<td>September 2006</td>
</tr>
<tr>
<td>First Quarterly Report</td>
<td>November 2006 (between August and November 2006)</td>
</tr>
<tr>
<td>Second Quarterly Report</td>
<td>January 2007 (between November and December 2006 and January 2007)</td>
</tr>
<tr>
<td>Mid-Term Report</td>
<td>April 2007 (covering the first half TA)</td>
</tr>
<tr>
<td>Third Quarterly Report</td>
<td>August 2007 (between May and August 2007)</td>
</tr>
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<td>Fourth Quarterly Report</td>
<td>December 2007 (September-December 2007)</td>
</tr>
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<td>Final Report (Draft)</td>
<td>March 2008</td>
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<tr>
<td>Final Report</td>
<td>Approved Date</td>
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Gender Mainstreaming Policy

1. Introduction

1.1 The Commitment for the Advancement of Women by the Government of Lao PDR

1.1.1 The Constitution

The commitment by the Government of Lao PDR to promote equality between women and men is found both in its adoption of national laws and ratification of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). The Article 22 of 1991 Lao Constitution, for example, stipulates: Lao citizens are all equal before the law irrespective of their gender, social status, education, beliefs and ethnic backgrounds.” The Article 24 of the same Constitution also stipulates, “Citizens of both genders enjoy equal rights in the political, economic, cultural, and social fields and in family affairs.” In 2003, the National Assembly adopted the following amendment to strengthen the protection provisions of the Constitution: “The State, society and families attend to implementing, development policies and supporting the progress of women and to protecting the legitimate rights and benefits of women and children (National Commission for the Advancement of Women 2006).”

1.1.2 Law on the Development and Protection of Women

For the application of gender equality, the National Assembly adopted the Law on the Development and Protection of Women in 2004. To facilitate the actual application of this law, a state decree was issued by the President. Among others, this Law embodies measures to protect legitimate interests of women, the responsibility of state, society and family for gender equality, to eradiate all forms of discrimination against women, to prevent and combat trafficking in women and children and intimate partner violence, and to establish appropriate conditions for women to participate in and to be protected in national development (National Assembly of the Lao People’s Democratic Republic 2004).

1.1.3 National Strategy for the Advancement of Women

In addition to the Law on the Development and Protection of Women, the Lao Government adopted the National Strategy for the Advancement of Women (National Commission for the Advancement of Women 2006), stipulating the concrete action plans, targets and actions. Based on the other important national and international legal instruments which encompass women’s rights comprehensively, the National Strategy addresses the following five important areas:

(1) Enhance women’s active participation in the implementation of the National Growth and Poverty Eradication Strategy (NGPES) for the entire population and women themselves;
(2) Promote women and girls access to upgrading and education with the gradual equality with male;
(3) Improve healthcare services for women;
(4) Increase the number of women in decision-making position at all levels; and
(5) Strengthen national machineries that protect and promote the advancement of women.
1.1.4 Article 14 of CEDAW

The commitment by the Government of Lao PDR’s for the advancement of women in agriculture and forestry is premised on the Articles 10, 11 and 13, respectively, affirming women’s rights to non-discrimination in education, employment and economic and social activities and more specifically Article 14, which give special emphasis with regard to the situation of rural women, whose particular struggles and vital economic contributions warrant more attention in policy planning (The United Nations Division for the Advancement of Women 1979). This article warrants special policy attention firstly to the significant roles, including those in non-monetised economies, played by rural women for the economic survival, and urges the policy-makers to take all appropriate measures to ensure the application of all provisions of the Convention, and secondly to ensure to eliminate all discrimination against rural women so that they will participate in and benefit from development processes fully and equally to men. The following is the list of rural women’s right that the Article 14 of the Convention urges, all of which are relevant to the mandate of Ministry of Agriculture and Forestry:

(a) To participate in the elaboration and implementation of development planning at all levels;

(b) To have access to adequate health care facilities, including information, counselling and services in family planning;

(c) To benefit directly from social security programmes;

(d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;

(e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;

(f) To participate in all community activities;

(g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;

(h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications (The United Nations Division for the Advancement of Women 1979).

1.1.5 Enhance Women’s Active Participation in the Implementation of National Growth and Poverty Eradication Strategy (NGPES)

NGPES recognizes that poverty in Laos is primarily a rural phenomenon and given their heightened disadvantages, poverty is more prevalent in rural areas, ethnic minorities and women than urban areas, ethnic Lao and men respectively. One of the important actions that NGPES promotes is to enhance women’s active participation in the implementation of NGPES itself with the following six targets stipulated for the period to 2010 (National Commission for the Advancement of Women 2006: 10-11):
(1) the number of women receiving training related to technique on agriculture and animal breeding to be increased by ten per cent a year;

(2) to have the policy on land allocation for agriculture and animal breeding and to create other income generating activities for the poor families;

(3) to increase number of households access to loan provided by Poverty Reduction Fund, village development fund, and low-interest credit provided by banks;

(4) to expand village development fund through women’s participation;

(5) to create job opportunity for women increasing 15 persons per year; and

(6) To support small and medium enterprises owned by women to be able to be expanded and access regional and international markets.

1.2 The Lao Government’s Institutional Arrangements for the Advancement of Women

In 2003, the Lao National Commission for the Advancement of Women (LaoNCAW) was established by the Prime Minister’s Decree Number 37 in order to undertake the following tasks (National Commission for the Advancement of Women 2006: 1):

(1) Assist the Government in formulating national policy guidelines and strategies aimed at promoting women’s advancement at all levels and aspects; and

(2) Act as the focal point for, and to coordinate closely with, local authorities and international organizations concerned in the implementation of the Party and Government’s policy on promoting gender equality as well as on eliminating all forms of discrimination against women.

Each line ministry of the Government also established its own Commission for the Advancement of Women in order to streamline this mandate both in its institutions and programs. In the Ministry of Agriculture and Forestry (MAF), the ministerial committee was established in 2003 and has been operational on ad hoc basis. This was also the case for the Secretariat of the Ministerial Committee which has been acted as the de facto specialist unit to advance women in its programs. However, since it had only a part-time staff, the demands for specialist’s inputs by MAF programs competed with its capacity. At the time when this policy is being drafted, the Secretariat is now upgraded as the Division for the Advancement of Women and is housed at the Permanent Secretary’s Office, which is located in the Cabinet Office of the Minister. The Whole-of-MAF structure for the advancement of women is also proposed to be functional once the mandate of PSO is endorsed by the Minister, the details of which are described in the latter part of this Policy.

2. Gender Inequality among Women and Men Producers in Agriculture and Forestry

2.1 Global Trends

Women contribute significantly to the economic development, both through their on-, off- and non-farm paid work and unpaid work they routinely perform for the family and community. This is also the case for agriculture and forestry where women occupy a significant proportion of farming population. Women produce over half the food and thus play the major role for the family’s food security and well-being both through economic activities to generate income and
reproductive activities (Food and Agriculture Organization of the United Nations 2002). In most cases, however, women and men have different farming systems, access to and control over resources and benefits, and decision-making power. Thus, compared to men, women tend to perform wider range of tasks and to have different production objectives, but face numerous constraints to improve productivity (Food and Agriculture Organization of the United Nations 2004).

Over the years, policies and projects in agriculture and forestry have made significant progress in institutionalizing gender equality, which may have led to narrowing the gender gap in farming population. However, where such efforts in increasing the gender sensitivity were lacking, “farmers” were uncritically assumed as male bread-winners and women were easily marginalized from the opportunities which increase their productivity such as training and information, inputs and assets and thus could not benefit as equally as men did. In such cases, women’s productivity remained lower then men’s. For the decision-makers, planners and project implementers to recognize different contribution made by women and men in agriculture and forestry and different constraints which hinder their equal participation, gender analysis will need to be undertaken and its findings must be integrated into the research design, implementation and management. Failure to do so would lead to implementation bottlenecks and unsuccessful project performance.

Due to multi-level constraints, women do not benefit automatically from agricultural development projects. Gender-neutral programs can not only bypass women, but can also be detrimental to them if thorough gender analyses are conducted and their findings integrated into project designs. By revealing the gendered patterns in agriculture and forestry and alerting practitioners to potential gender-differentiated outcomes if no special measures be adopted, gender analysis can reduce unequal impact of project interventions. Because of their disadvantaged positions, gender analysis will need to focus more often on women than men. Special steps will need to be proposed and implemented to enhance the participation of women and overcome constraints to their participation. Thus, systematic gender analysis will provide the decision-makers with a comprehensive perspective from which the executive decisions can be made to prioritize various agendas from practical to strategic objectives.

Full integration of gender perspectives produces benefits that go beyond improved project performance than without them. Direct involvement of women through their active participation from the project conceptualization, planning, implementation, and evaluation empowers them and provides them with strong sense of ownership and increased benefits. Better access to resources and benefits also allows women to devote more time to earn or generate more income which will in turn allow them to care for their own and their families’ needs. The economy and the society will thus be able to benefit simultaneously.

2.2 Gender Situation in Agriculture and Forestry in Lao PDR

2.2.1 Profile of Population in Agriculture and Forestry (More gender statistics are needed from NSC)

Most available literature describes the Lao economy being predominantly agrarian with the major part of its population engaging in agriculture and forestry activities. According to the most recent Lao Agricultural Census of 1998/99 (Agricultural Census Office 2000), there are in total 2.3 million women and men who engage in agriculture and forestry production in Lao PDR. Including their siblings and other family members who benefit from this sector, the proportion of population in agriculture and forestry sector is estimated to be around eighty per cent of the total population. Table 1 describes the number of women and men who engage in agriculture and
forestry activities by the age group (limited to the population aged +15). For the purpose of comparison across the different age groups, sex ratio (with men being 100) is calculated in the additional row.

A closer look at the demographics of population who engages in agriculture and forestry activities, especially by sex and age group, reveals that the proportion of women who engage in agriculture and forestry production is higher than that of men in the same activities in the younger age groups (age groups 15-24 and 25-34). Given rapid social and economic transformations that have taken place during the past ten years or so in Lao PDR and Greater Mekong Sub-Region, it is quite unlikely these demographic characteristics still hold in late 2007. Transport and communication infrastructure development, the expansion of mass media through satellite TV channels and proliferation of wage labour may well have favoured age and gender skewed migration, both to urban centres and to neighbouring countries and decreased the number of youth who engage in agriculture and forestry production (Asian Migration Centre: Mekong Migration Network 2005).

Table 1. Population in Agriculture and Forestry (Age 15+) by Sex and Age Group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Sex</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-24</td>
<td>Male 342,600.00</td>
<td>Female 391,100.00</td>
</tr>
<tr>
<td>25-34</td>
<td>Male 246,600.00</td>
<td>Female 282,400.00</td>
</tr>
<tr>
<td>35-44</td>
<td>Male 214,800.00</td>
<td>Female 213,900.00</td>
</tr>
<tr>
<td>45-54</td>
<td>Male 141,600.00</td>
<td>Female 141,800.00</td>
</tr>
<tr>
<td>55-64</td>
<td>Male 88,006.00</td>
<td>Female 90,800.00</td>
</tr>
<tr>
<td>65+</td>
<td>Male 72,600.00</td>
<td>Female 73,000.00</td>
</tr>
</tbody>
</table>

Source: Agricultural Census, Ministry of Agriculture and Forestry, 1998/1999

Both women and men over the age 15 in rural areas have lower literacy rates than their urban counterparts, especially those who are in rural areas without road accesses. Gender gap in adult literacy is pronounced in all regional differentials, and becomes wider as the transport access becomes more constrained. While gender gap is only ten per cent in the case of adult literacy in urban area, twenty per cent in rural areas with road access and thirty per cent in rural areas without road access.

Table 2. Adult Literacy Rates by Sex and Urban-Rural Differentials

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>95</td>
<td>85</td>
</tr>
<tr>
<td>Rural with Road</td>
<td>86</td>
<td>63</td>
</tr>
<tr>
<td>Rural without Road</td>
<td>69</td>
<td>39</td>
</tr>
</tbody>
</table>

Source: Population Census, National Statistics Centre, 2005

Illiterates need special assistance in education and training activities in order to enhance their knowledge and skills in agriculture and forestry skills, possibly through the increased use of media, demonstration, pictures and daily languages as opposed to technical and specialized languages that extension workers might use. Special approaches to ethnic minority women must also be formulated considering their low or no proficiency in Lao language.
Low socio-economic demographics of rural population are also reflected in the net school enrolment of children as well. Table 3 shows the net school enrolment rates by sex, age group and urban-rural differentials. In both age groups with the exception of age 6-10 in urban area, females are less enrolled in schools in all regional strata. While gender gap is not so pronounced in the primary school age group (age 6-10: 3 per cent for urban, skewed towards females, 3 per cent and six per cent skewed towards males in two rural area categories respectively), it is wider in the higher age group equivalent to the lower high school age group (age 11-15: 3 per cent for urban, 11 per cent and 22 per cent with two rural area categories, all being skewed males).

Table 3. Net School Enrolment Rates by Sex, Age Group and Urban-Rural Differentials

<table>
<thead>
<tr>
<th></th>
<th>Age 6-10</th>
<th></th>
<th>Age 11-15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Urban</td>
<td>88</td>
<td>91</td>
<td>90</td>
<td>87</td>
</tr>
<tr>
<td>Rural (with road)</td>
<td>75</td>
<td>72</td>
<td>82</td>
<td>71</td>
</tr>
<tr>
<td>Rural (without road access)</td>
<td>56</td>
<td>50</td>
<td>71</td>
<td>49</td>
</tr>
</tbody>
</table>

Source: Lao Expenditure and Consumption Survey III 2002/2003, National Statistics Centre

These figures show that low purchasing power of poor rural households has affected the human capital of next generation negatively. Certainly, due to the gender and intergenerational division of labour in poor rural households and a relatively large size of the family in rural areas, the cost of girls' schooling becomes higher than their contribution to their household economy, including their income generating potentials. Unless conscious efforts are made, the current patterns of development have left half of rural women being marginalized from the formal education system, having no or low degree of literacy and most likely failing to access to various social services provided in Lao.

2.2.2 Activity Profile Analysis

Forestry, livestock and fishery production activities are conducted alongside rice farming and vegetable production with rice farming still being the dominant mode of production for this industry. Rice-farming in Lao PDR can be classified into two broad categories: one that is undertaken in lowland with or without irrigation and the other in hill areas cleared by slash and burn without any irrigation. Women and men from the agriculture and forestry population work side by side. However, there are some characteristics in how they divide their work in productive, reproductive and community activities as below in Table 5:
Table 4. Gender Division of Labour in Rice-Farming
(ethnic Lao: lowland rice-farming)

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Adult Male</th>
<th>Adult Female</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of seeds</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soaking</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Making bunds</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making fence</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Transporting manure</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ploughing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harrowing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sowing</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Uprooting seedlings</td>
<td>X</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td>Transplanting</td>
<td>X</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td>Irrigation</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guarding the field at night</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeding</td>
<td>X</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td>Harvesting</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threshing</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Packing hay</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threshing by hand</td>
<td>XX</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Winnowing</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transporting to storage</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Marketing rice</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Source: (Kirjavainen 2006)

In some areas, these patterns are changed due to shortage of male labour with women engaging in land preparation, irrigation and preparing bunds and seedbeds. In addition to rice, Kirjavainen (2006) reports that rural households produce items such as vegetables, sweet potatoes, tobacco, cassava and maize and they tend fruit and banana trees as well. Marketing these products is almost always done by women whose faces dominate the food section of local markets in most cities and settlements.

Beyond production, women are active in water and firewood collection. Forest that covers approximately half the national land provides women and men in rural communities with food sources, ranging from bamboo shoots, honey, birds and animals, insects, snails and fruits. Being a landlocked country, fishery resources in Lao PDR originate from the Mekong River, and its tributaries. More recently, fish farming is getting increasing prevalent as a source of income generation activities as well such as prawns and catfish. In these products as well, woman are active in processing and marketing them. While livestock is also known as an important source of income for rural households, very little is understood in its gender division of labour with some exceptions for example poultry production which is mostly done by women and the work of collecting and using manure of buffaloes and cows by women for farming purposes.

How women and men spend twenty four hours are documented and analyzed regularly by Lao Expenditure and Consumption Surveys. Table 5 and 6 describe the hours spent by women and men daily for various tasks for production, reproduction and community activities. According to these figures.
Table 5. Summary of Time Use by Sex

<table>
<thead>
<tr>
<th>Activity</th>
<th>Male</th>
<th>Female</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income Generating Activities</td>
<td>5.2</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Household Work</td>
<td>0.6</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Sleeping/Eating/Leisure</td>
<td>15.4</td>
<td>14.8</td>
<td></td>
</tr>
<tr>
<td>Travel/Other</td>
<td>1.6</td>
<td>1.2</td>
<td></td>
</tr>
</tbody>
</table>

Source: Lao Expenditure and Consumption Survey 2002/2003, National Statistics Centre

Table 6. Time Use for the Daily Activities by Sex

<table>
<thead>
<tr>
<th>Activity</th>
<th>Male</th>
<th>Female</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping</td>
<td>8.8</td>
<td>8.7</td>
<td>8.7</td>
</tr>
<tr>
<td>Eating, drinking, personal care</td>
<td>2.7</td>
<td>2.5</td>
<td>2.6</td>
</tr>
<tr>
<td>School</td>
<td>1.3</td>
<td>0.3</td>
<td>1.1</td>
</tr>
<tr>
<td>Work as employed</td>
<td>0.9</td>
<td>0.3</td>
<td>0.6</td>
</tr>
<tr>
<td>Own business work</td>
<td>0.6</td>
<td>0.3</td>
<td>0.7</td>
</tr>
<tr>
<td>Tending rice</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Tending other crops</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Tending nnames</td>
<td>0.6</td>
<td>0.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Collecting firewood</td>
<td>0.1</td>
<td>0.3</td>
<td>0.2</td>
</tr>
<tr>
<td>Fetching water</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Hunting</td>
<td>0.2</td>
<td>0</td>
<td>0.1</td>
</tr>
<tr>
<td>Fishing</td>
<td>0.6</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Buying/shopping</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Construction</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Weaving, sewing, textile care</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
</tr>
<tr>
<td>Handicraft (not textile)</td>
<td>0.2</td>
<td>0.1</td>
<td>0.2</td>
</tr>
<tr>
<td>Cooking and baking</td>
<td>0.1</td>
<td>0.3</td>
<td>0.5</td>
</tr>
<tr>
<td>Washing, cleaning, do the dishes</td>
<td>0.1</td>
<td>0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>Care for children/elderly</td>
<td>0.3</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>Travels</td>
<td>0.7</td>
<td>0.5</td>
<td>0.6</td>
</tr>
<tr>
<td>Leisure time</td>
<td>4</td>
<td>3.5</td>
<td>3.7</td>
</tr>
<tr>
<td>Others</td>
<td>0.9</td>
<td>0.7</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Source: Lao Expenditure and Consumption Survey 2002/2003, National Statistics Centre

The results confirm a broad global trend that women work longer hours than men and undertake most tasks in the care and maintenance of household, while men are more mobile, employed and are educated. The above information is useful to provide directions in who to be targeted by the agricultural and forestry extension services, to transfer knowledge and skills in what topics, when and how. Especially, for agricultural and forestry extension services to be gender responsive and pro-poor, tight schedule and multiple tasks performed by women in production, reproduction and community activities need to be seriously considered along with the appropriate methods for communication.
2.2.3 Access and Control Profile Analysis

Gender is prevalent not only in the division of labour, but also in what resources and benefits they can access to and control over. Along with water, land is perhaps one of the most important resources in agriculture and forestry. Among ethnic Lao population, family land is equally divided among the children regardless of their sex. The exception is the youngest daughter who tends to receive an extra portion along with the other assets, including the house and immediate property, in exchange with the task for providing care for their parents in their old age. In other ethnic groups that follow patrilinial traditions, this may not be the case. Also, with the increase of population in the lowland, such uxorilocal tradition may not always be followed and land-tenancy may also be increased. The most recent agricultural census shows that the land ownership and operatorship is gendered with a higher proportion of women being non-owner operators, being most likely tenants who are obliged to pay rents to the owners.

Table 7. Land Ownership and Operatorship by Sex

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm-Owner and Operator</td>
<td>1020000</td>
<td>1002600</td>
<td>106.1</td>
</tr>
<tr>
<td>Non-Owner Operator</td>
<td>88200</td>
<td>111000</td>
<td>125.9</td>
</tr>
</tbody>
</table>

Source: Agricultural Census 1998/1999, Ministry of Agriculture and Forestry

Gender values and norms are also reflected in the distribution of various public positions in the projects in which women are far less represented in the actual decision-making posts, are often deputize men in the leading posts and are often in charge of cash disbursements, not necessarily the financial controller. The following Table 9 shows a typical pattern in the distribution of responsibilities in a public irrigation project by sex.

Table 8. Distribution of Responsibilities in an Irrigation Project by Sex

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water User Group Chief</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Deputy 1</td>
<td>18</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>Deputy 2</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Head, Organization, Management and Labour Mobilization</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Head, Administration</td>
<td>15</td>
<td>7</td>
<td>24.7</td>
</tr>
<tr>
<td>Head, Cash Payment and Disbursement</td>
<td>1</td>
<td>21</td>
<td>2100</td>
</tr>
<tr>
<td>Head, Audit</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Department of Irrigation, Ministry of Agriculture and Forestry, 2007

Other resources pertaining to agriculture and forestry including training of all kinds and banking and credit services and benefits such as income, trust and decision-making power in other areas are also assumed to be distributed unequally between women and men. For example, access to credit and banking services might be influenced by such factors as whether or not one owns the land and other assets that can be used as collaterals, whether or not one can comprehend, read and write Lao, and whether or not one is dealt fairly at the bank counters.
These are one of the areas of work which requires further gender data and information for the advancement of women in agriculture and forestry.

2.2.4 Determinants Analysis

Various factors determine gendered division of labour and gender-differentiated access to and control over resources and benefits in agriculture and forestry at the individual and household, community, government and non-profit sector social service providers and national, regional and international public policies, and rapid social economic transformations which characterize Mekong Sub-Region. Gender biases are prevalent and embedded at all these levels, not only in individuals’ attitudes and behaviour, but also in the social services and policies which are rendered to the women and men in the communities. They cause both explicit and implicit discrimination against women and narrow the areas and extent of women’s participation, marginalizing them from various life-improving opportunities in public areas.

This would be especially so in the case of agricultural extension services in which the representation of women is the lowest. Where women are employed, because of their multiple tasks including the work in public, household chores and other responsibilities, they often choose to take administrative and managerial tasks rather than to use their own knowledge and expertise gained in the formal academic studies. Where extension services are provided by men, they tend to target men in the villages from the village head to various production groups. In these services, there is also a strong tendency to strengthen income earning potentials of the recipients for example through the introduction of cash crops through commercial plantation and livestock farming. Very little efforts have been made to include women in extension training services and certainly only marginal efforts have been made to introduce appropriate technology to reduce women’s physical burden in agriculture and forestry production, including fuel wood and water collection and food processing.

Women lacking confidence and experience in public space also contribute to their own further marginalization from publicly subsidized agriculture and extension services. Where consultation meetings were conducted at the village level, it is often the case that women sit behind or far away from the areas where men engage in active discussion. Unless separate meetings are organized for them, they do not express their own opinions in public. Further, due to their tight schedule and multiple tasks during on-farm period, it is difficult to organize meetings of any kinds in the communities, especially women whose only recess time is an hour before bedtime and with exhaustion disturbing their concentration, substantial discussion for prolonged hours may not be possible.

Rapid social and economic transformations caused by the market economy and mass media have had mixed influences. While they led to an increase in employment opportunities, and information and technology proliferation, they tend to promote wage labour, consumerism and commoditization of femininity that tends to depreciates women’s traditional entitlements and assets. In the case of commercial plantation where farmers lose their own land entitlements in exchange of wage labour, women might be placed at a heightened disadvantages than men in understanding working conditions, including wage level, and claiming their entitlements due to their lower literacy and lack of organizational and representational skills. In general, agriculture and forestry producers in Lao PDR are less advantageous in the increasingly liberal market-oriented economy since they are less skilled in the organization and establishment of the forward and backward linkages from producers to the market. Nowhere is this evident in Lao markets where sellers after sellers sell try to sell identical products for similar prices in similar
locations. Women champion these local markets, maybe gaining some incomes, but not necessarily being able to maximize their potentials when they are together.

2.2.5 Gender-Integrated Projects in Agriculture and Forestry

Since the introduction of New Economic Policy in mid-1980s, Lao PDR started to open its door to the official development aid resources channelled through the bilateral donors, UN agencies, international financial institutions and international NGOs, some of which have actively engaged in agriculture and forestry sector through MAF and its related institutions (see Annex X for the list of past gender-integrated projects in agriculture and forestry sector). Most of these projects proactively promoted the advancement of women in their respective projects and programs at all levels through which significant progress towards gender equality was achieved. Lao-Swedish Forestry Programme, for example, included the following activities for gender mainstreaming; (1) the formulation of a draft action plan and gender mainstreaming strategy; (2) supporting the staff members of the Ministry to participate in Gender Training courses at he Gender Studies and Development Centre at the Asian Institute of Technology, Bangkok, Thailand; (3) Participation in the multidisciplinary team work on land-use allocation field survey; and (4) carrying out gender mapping and analysis of the indigenous knowledge and use of non-timber forest products (Kirjavainen 2006: 11).

Along with the more recent World Bank and Finnish Government-funded Sustainable Forestry and Rural Development, gender-integrated projects and programs have contributed to set important trends in gender integration through the following key measures, _inter alia_:

- Consistent application of gender analysis and use of gender-disaggregated data and information for the planning, monitoring and evaluation to measure and document changes caused by project interventions;

- Gender equality quota in the provision of scholarships;

- Gender-disaggregated consultation at all levels in order to identify different development needs by sex;

- Setting women-only quotas for the advancement of women at all levels; and

- Gender-sensitive design and organization of project interventions to enhance women’s participation into the public arenas (e.g. schedule, communication medium and additional arrangements [child-care services, lunch and refreshments] of the project interventions).

These measures of gender integration were recognized to be effective to advance women in agriculture and forestry by the MAF and its related institutions and to achieve gender equality in agriculture and forestry population will be strengthened and disseminated across the country through its network.

2.3 Gender Issues in MAF Institutions and Human Resource

The advancement of women, the Lao term for the promotion of gender equality, has been in public policy discourses for some years in Lao PDR. In 2002, the Lao Government officially established the National Commission for the Advancement of Women (NCAW) as the national machinery for the promotion of gender equality, being institutionally independent of Lao
Women’s Union, a mass organization which is part of the state. Since then, it has taken significant steps toward the adoption of the Law on the Development and Protection of Women (2005) and the National Strategy for the Advancement of Women (2006). In the latter, the development of agriculture and forestry sector is positioned as part of the poverty alleviation strategy which forms the pillar three.

Despite these progressive moves, the advancement of women has not been clearly defined and articulated in the MAF institutions, namely policy, strategies and guidelines / tools with an exception being Forestry Sector Strategy. Forestry Sector has been one of the oldest sectors which have received consistent and strong gender-integrated donor support since mid-1980s and its Strategy recognizes gender as a cross-cutting issue which needs to be integrated into all levels of operations, especially through the following seven measures (Ministry of Agriculture and Forestry 2005: 61):

1. promote gender-sensitive approaches in all activities related to management and utilization of forests and forest land;
2. develop gender sensitive methodologies, technical guides and best practices regarding the management of trees and forests in fragile areas;
3. carry out more socio-economic research and analysis of the impacts of forestry projects on gender;
4. ensure a more equitable share of responsibilities in natural resource management, equitable access to resources (education, extension, training and production inputs such as credit and financial services);
5. enhance gender responsive training curriculum in the education system;
6. increase opportunities on representation and participation of women in decision-making at all levels, including the availability of appropriate technical knowledge and skills; and
7. Support income generating activities for improving women livelihoods through forest related projects.

Whereas agriculture and forestry sub-sectors have also enjoyed gender-integrated donor assistance, their strategies did not appear to have integrated gender into their operations.

An additional factor which hinders the promotion of gender equality and gender mainstreaming approach is a lack of understanding and perhaps some confusion among its staff. The public policy discourse of Lao government pertaining to the promotion of gender equality has strong connotation of treating women as a distinctive social unit and object for promotion and protection of their rights. While this may not be intended, this comes at the cost of paying close attention to the social and cultural norms and values which define and influence gender relations and gender equality in a given culture at a given time.

The establishment of NCAW as part of the governmental institution gave an impetus to set up and operationalise similar organizational structures defined as the Sub-Committee for the Advancement of Women (Sub-CAW) within each line ministry. MAF Sub-CAW was established in 2002, having Vice-Minister as the Chair, Sub-CAW secretariat as the operational specialist unit for the advancement of women and Lao Women’s Union focal point officers as Gender
Mainstreaming Network. Efforts to advance women into MAF institutions and programs have not materialized in the significant progress most likely due to its weak, ad hoc (e.g. mainly where external resources were available through donors) and its micro focus in its day-to-day operations (e.g. grass-roots interventions and gender training of various kinds). They have not yet brought about substantial changes in its institutions and gender situations in agriculture and forestry due to the following reasons:

- Committee structures were perceived to be temporary and ad hoc, not permanent commitment;
- The Sub-CAW secretariat was staffed only part-time and thus suffered a shortage in human and other resources;
- Appointment of LWU focal point officers, mainly women, and their job descriptions were made formally by the Department of Personnel, but the public policy agenda of advancement of women was seen as the mandate of LWU rather than the formal mandates of MAF; and
- Even where these officers made outstanding efforts, they were not necessarily linked to the formal system of performance evaluation and accordingly their efforts remained invisible.

Because it is still a relative issue, gender in the context of MAF work has neither been well- and systematically integrated into the Human Resource Development Plan or been institutionalized in various management information system and practices yet. At the time of preparing this policy, the Department of Personnel does not have the official management information system to record, retrieve and report the number of MAF staff who have previously attended in-country gender training courses. Given gender training courses have been the most active areas of intervention in the advancement of women so far, the number of those who attended could have been potentially high and their learning outcomes have definitely contributed to the gender integration in their actual practical work. Due to these institutional constraints, however, the nature and extent of progress in human resource development for the advancement of women cannot be measured; what learning outcomes of those who attended gender training have actually led them to engage in the concrete actions to mainstream gender into MAF institutions and programs; and as a result, to what extent capacity building for gender mainstreaming has contributed to the advancement of women in MAF institutions and programs. These are areas which require improvements for the advancement of women in MAF institutions and programs to be materialized.

2.4 Constraints for the Advancement of Women in Agriculture and Forestry at All Levels

MAF is comprised of an approximate 7,000 government officials, including all levels and all business units (including those of technical colleges which come under the mandate of MAF) and excluding those who are employed on contingent contracts and other intern or volunteer positions. Sex-disaggregated figures were analyzed from various angles, among others, the type of department, the level of education of the workforce and the level of appointment, revealing significant gender biases and inequality in its workforce.

Table 10 describes the MAF workforce by the type of department and sex, aggregated by the level of positions in each department. For the purpose of comparison across the departments, sex ratio is calculated setting men as 100. As these ratios reveal, in no department, gender
parity is achieved in MAF staff representation. From the profile of department, gender values and norms are quite evident in the distribution of workforce by sex. Where jobs are often seen more as feminine such as personnel and organization, livestock and fishery (more women engage in poultry and fishery work among farming population), and inspection, there are higher figures for sex ratio (e.g. 66.7, 51.0 and 62.5 respectively). Information and Agricultural and Forestry Extension Services (NAFES) are the two departments where women’s representation is low in the workforce. Most likely this is because women are less qualified in ICT and statistics for the case of the former, and extension works, as described earlier, are seen as “men’s work” and are perceived to be difficult for women to pursue as life-long career given familial responsibilities.

Table 9. MAF Workforce by the Type of Department and Sex

<table>
<thead>
<tr>
<th>Department</th>
<th>Sex</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>PSO</td>
<td>14</td>
<td>46</td>
</tr>
<tr>
<td>Personnel and Organization</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Agriculture</td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td>Livestock and Fishery</td>
<td>26</td>
<td>51</td>
</tr>
<tr>
<td>Forestry</td>
<td>22</td>
<td>83</td>
</tr>
<tr>
<td>Information</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Planning</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>Inspection</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>NAFRI</td>
<td>63</td>
<td>184</td>
</tr>
<tr>
<td>NAFES</td>
<td>25</td>
<td>136</td>
</tr>
</tbody>
</table>

Source: Department of Personnel, Ministry of Agriculture and Forestry, 2007

Table 10 and 11 describes MAF workforce by the level of education and the type of departments. They are represented highest in colleges (sex ratio of 59.3 most likely the workforce of administrative staff), followed by MAF, PAFO and DAFEO (sex ratio of 30.4, 23.7 and 20.7 respectively). Women are underrepresented in all strata of educational levels in all areas of MAF work. As the figures in Table 10 confirms, as the level of education becomes higher, the number of women becomes lower in comparison with men across all areas of MAF work, namely departments, colleges, PAFO and DAFEO. Where opportunities to upgrade their academic qualifications are offered, women in mid-career with familial responsibilities tend to decline the offer. In the past, these opportunities are offered in the form of undergraduate studies within Lao PDR and overseas, for example, in former communist countries, Thailand, Australia, and New Zealand, for those who have only higher and technical certificates, postgraduate studies overseas (as above) for those who are qualified to upgrade their academic qualifications.
Women are far underrepresented in the decision-making posts in MAF. Currently, there is only one at the level of Director-General of the Department and three deputy directors of departments. No woman represents PAFO or DAFEO. As the figures for sex ratio from the Table 11 show, women face severe constraints at each level of promotion because they are far underrepresented than men anyway in all levels and have very little support in terms of enhancing their leadership roles. While all strata have one digit figures for sex ratio, gender gap in the levels of 8 and 9 are particularly notable, showing unless positive efforts are made to promote women at these levels, the present level of representation may even not be sustained.
Table 12. MAF Workforce by the Level of Appointment by Sex

<table>
<thead>
<tr>
<th>Post Classification</th>
<th>Incumbent of Currently Occupied Posts by Sex</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Grade 3: Minister</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Grade 4: Vice-Minister</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Grade 5: Director-General (DG)</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Grade 6: Deputy DG and Directors PAFO</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>Grade 7: Head of Division (MAF) / Deputy Directors PAFO</td>
<td>6</td>
<td>95</td>
</tr>
<tr>
<td>Grade 8: Deputy Head of Division (MAF) / Head of Section PAFO / Head DAFEO</td>
<td>8</td>
<td>342</td>
</tr>
<tr>
<td>Grade 9: Head of Unit (MAF) / Deputy Head of Section PAFO / Deputy Head DAFEO</td>
<td>10</td>
<td>518</td>
</tr>
<tr>
<td>Grade 10: Head of Unit DAFEO</td>
<td>37</td>
<td>468</td>
</tr>
</tbody>
</table>

Source: Department of Personnel, Ministry of Agriculture and Forestry, 2007

The tables shown thus far confirm that women are yet another minority among the beneficiaries, providers of agricultural and forestry extension services and decision-makers. Despite their significant contribution to agriculture and forestry production activities, both in monetized and non-monetized sectors, they are not rewarded in their decision-making power. The advancement of women in the MAF workforce is a relevant and significant agenda for all three mass organizations of the State and Party, namely Lao Women’s Union, Labour Union and Youth Union. Since the advancement of women in MAF institutions must be dealt both at the time of recruitment, placement and promotion, close consultation and collaboration with these unions are necessary along with the positive actions taken by the Department of Personnel.

3. Policy for the Advancement of Women in Agriculture and Forestry in Lao PDR

3.1 Goal

The goal of the Policy for the Advancement of Women in Agriculture and Forestry (hereinafter The Policy) is to achieve gender equality between women and men who engage in agriculture and forestry.

3.2 Policy Objectives

The objectives of the Policy are two-fold: firstly to advance women in MAF and its related institutions, and secondly to advance women in their respective programs with a view to achieve the Goal.
3.3 Guiding Principles

The Ministry of Agriculture and Forestry will have the following six guiding principles of the Policy in order to achieve the above described policy goal:

- Strengthen the institutions for the advancement of women into MAF and its related institutions and programs at all levels;
- Increase gender awareness and responsiveness of MAF staff at all levels;
- Integrate gender analysis and gender-disaggregated data / information / statistics into MAF planning cycle;
- Enhance qualifications, competencies and core skills of women to advance women in MAF workforce at all levels;
- Increase rural women’s access to and control over the resources and benefits; and
- Enhance ties with the external constituencies which support the advancement of women in agriculture and forestry, including relevant government ministries, local governments, three mass organizations, namely Lao Women’s Organization, Labour Organization and Youth Organization, technical schools / training centres / universities, diplomatic missions / international financial institutions, UN agencies and international NGOs, mass media and private sector at all levels (see 5.4 for the list of external constituencies).

3.4 Outputs / Indicators

3.4.1 Strengthen the institutions for the advancement of women into MAF and its related institutions and programs at all levels

Outputs:
- The institutional framework of the-whole-of-MAF advancement of women is established at the national, provincial and district levels within all MAF institutions, namely MAF departments, PAFO, DAFEO and Technical Colleges.
- Enhance ties with the internal and external constituencies which support the advancement of women in agriculture and forestry (see 5.4 for the list of external constituencies).

Indicators:
- The list of all MAF policies, plans, strategies, guidelines / tools which are now gender-integrated.
- The list of all organizational mandates, structures, and job descriptions which are now gender-integrated.
- The list of all MAF departments, PAFO, DAFEO and related-institutions which submit annual progress reports in the advancement of women to the Permanent Secretary’s Office.
3.4.2 Increase gender awareness and responsiveness of MAF staff at all levels

Outputs:
- All new recruits of MAF become aware of and responsive to gender in their work.
- All MAF staff who have not previously attended gender equality training attend generic gender equality training and become aware of and responsive to gender in their work.
- Gender is integrated into the comprehensive human resource development plan of MAF.
- The curriculum of all MAF technical colleges and training centres becomes gender responsive.

Indicators:
- Per cent of new recruits of MAF who become aware of and responsive to gender in their work.
- Per cent of MAF staff who become aware of and responsive to gender in their work.
- The nature and extent of gender integration in human resource development.
- The number of courses which is gender-integrated.

3.4.3 Integrate gender analysis and gender-disaggregated data / information / statistics into MAF planning cycle

Outputs:
- Gender is integrated into the annual plans of MAF departments.¹
- Gender statistics are developed for the use of gender analysis and planning.
- Gender analysis is conducted with the findings being integrated into the MAF’s regular cycle of planning, monitoring and evaluation.
- Both quantitative and qualitative data and information are used to document changes in monitoring and evaluation of Gender Mainstreaming Policy, Strategy and gender-integrated projects / programs within MAF.
- Independent resources are allocated for monitoring and evaluation from a gender perspective.
- Gender-integrated knowledge management system is integrated into MAF net for the purpose of pooling and retrieving the best practices of gender mainstreaming, and enhancing mutual learning.

Indicators:
- Gender-integrated annual plans of MAF departments.

¹ Annual plans of PAFO and DAFEO are submitted through the Provincial Governors Office to the Prime Minister’s Office.
• Newly produced gender profile based on the statistics pertaining to agriculture and forestry.

• Evidence that gender statistics are used for planning and leading to gender-integrated actions.

• Evidence of the conduct of gender analysis and the integration of its findings as part of the cycle of planning, monitoring and evaluation in the annual planning sessions.

• Evidence of the quantitative and qualitative data and information, describing the baselines or changes in monitoring and evaluation of Gender Mainstreaming Policy, Strategy and gender-integrated projects / programs within MAF.

• The number of gender-integrated monitoring and evaluation activities / studies conducted.

• Gender-integrated knowledge management system, the number and type of users and their interests.

3.4.4 **Enhance qualifications, competencies and core skills of women to advance women in MAF workforce at all levels**

**Outputs:**
• Affirmative actions for women are advocated, facilitated and implemented.

• Equal opportunities are provided for women and men at the time of recruitment for MAF for all types of positions, namely permanent positions of all levels, contracted staff, and interns.

• Equal opportunities are provided for women and men in the promotion.

• Equal opportunities are provided for women and men in the placement.

• Equal opportunities are provided for women and men in the training opportunities for obtaining undergraduate and post-graduate degrees, the development of leadership and management skills, technical studies and upgrading their competencies and skills.

**Indicators:**
• Affirmative action plan and its annual progress report.

• The number of newly recruited staff by sex and the type of contracts.

• The number of women and men who are promoted.

• The number of women and men who are transferred and the number of transfers which are unconventional (e.g. women professional staff posted to PAFO / DAFEO, men transferred to the Division for the Advancement of Women).
3.4.5 Increase rural women’s access to and control over the resources and benefits; and

Outputs:

- MAF strategy on gender-sensitive pro-poor agricultural extension services is developed and disseminated to PAFO / DAFEO.

- Guidelines and tools for gender-sensitive pro-poor agricultural extension services are developed and disseminated to PAFO / DAFEO.

- Extension officers of DAFEO become aware of and responsive to gender by integrating gender considerations into their actual work.

- Equal opportunities are provided to women and men to attend the training courses provided by DAFEO agricultural and forestry extension services.

- Equal opportunities are provided to women and men to access to credit and other support services to start off-farm non-farm income generating activities provided not only by MAF and its related institutions, but also by private and non-profit sectors under the MAF mandate.

- Learning opportunities such as meetings, workshops and study tours are provided equally for women and men in the extension services and in the communities to learn from the best practices within, region and other regions.

Indicators:

- MAF strategy on gender-sensitive pro-poor agricultural extension services; the record of dissemination of the strategy and observation of knowledge on the strategy during on-site inspection.

- Guidelines and tools for gender-sensitive pro-poor agricultural extension services; the record of dissemination of the guidelines and tools and observation of knowledge on the guidelines and tools during on-site inspection.

- Post-training evaluation, describing the learning outcomes from the gender equality training, the content of action plans and the progress of plans.

- The number of women and men attending the training courses provided by DAFEO agricultural and forestry extension services, including the donor-funded project.

- The number of women and men who receive the credit and any other social support services to start off-farm non-farm income generating activities and improve livelihoods by the type of institutions, namely MAF and its related institutions, and private and non-profit sectors.

- The number of women and men who attend meetings, workshops and study tours to learn from the best practices within the country, region and other regions.

During the fiscal year of 2007 / 2008 (October 2007-September 2008), MAF will plan to engage in the following provisional actions to advance women in agriculture and forestry by targeting the three departments, namely Planning, Personnel and National Agriculture and Extension Service (NAFES). These provisional actions are expected to set trends within MAF and its related institutions and are expected to bring about specific outcomes to satisfy the policy goals stipulated in the earlier section. They are also described in the separate matrix along with rough budget estimates and potential donors identified by reading their country strategy.

### 4.1 Gender Analysis and Gender-Integrated Planning:

- In the annual planning sessions of pilot departments, provide advisory and technical backstopping, including the facilitation of the conduct of gender analysis and gender-integrated planning.

  **Estimated Month:** by the end of May 08  
  **Resources:** in-house  
  **Responsible Department:** Permanent Secretary’s Office

- For other MAF departments and all PAFOs, (1) explore measures for the advancement of women as part of the Departmental Annual Plans and (2) develop a plan for the establishment and strengthening of gender mainstreaming system for PAFO / DAFEOs respectively.

  **Estimated Month:** by the end of May 08 for the fiscal year 09  
  **Resources:** in-house  
  **Responsible Department:** Permanent Secretary’s Office / MAF line departments

### 4.2 Implementation of the Gender-Integrated Annual Plan by MAF departments

#### 4.2.1 Development of Planning Tools

- Drawing on the available datasets from the National Statistical Office, develop a plan to produce both national and provincial gender profile in agriculture and forestry (18 booklets) and disseminate them for the purpose of planning (national and selected provinces).

  **Estimated Month:** October 07- January 08  
  **Resources:** External assistance preferred (FAO)  
  **Type:** TA and budget support  
  **Responsible Department:** Permanent Secretary’s Office / Department of Planning

#### 4.2.2 Knowledge Management

- Examine and explore a possibility of developing website for the Division for the Advancement of Women of MAF, and where feasible, develop its content.

  **Estimated Month:** ongoing  
  **Resources:** in-house  
  **Responsible Department:** Permanent Secretary’s Office / Department of Planning
• Document best practices and develop case studies to pool and retrieve for learning.

Estimated Month: ongoing, but especially after the submission of annual progress report
Resources: in-house
Responsible Department: Permanent Secretary’s Office / Department of Planning / Department of Personnel

• Collect and collate resources pertaining to gender mainstreaming in agriculture and natural resource management to pool and retrieve for learning.

Estimated Month: ongoing
Resources: in-house
Responsible Department: Permanent Secretary’s Office / Department of Planning / Department of Personnel

• Develop tools and guidelines pertaining to "gender mainstreaming" in MAF and disseminate their use, especially the manual for the gender focal point officers.

Estimated Month: March 08
Resources: in-house
Responsible Department: Department of Planning / Permanent Secretary’s Office

4.2.3 Human Resource Development for Gender Mainstreaming

• Develop and deliver gender equality training to MAF staff in the pilot departments (customized gender training)

Estimated Month: April, May and June, 08
Resources: in-house
Responsible Department: Department of Personnel / Permanent Secretary’s Office

• Monitor and evaluate progresses in the human resource development for gender mainstreaming

Estimated Month: immediately after the training / Six months after the training
Resources: In-house
Responsible Department: Department of Personnel / Permanent Secretary’s Office

• Monitor and evaluate progresses in the appointment of women into the decision-making posts

Estimated Month: August 08
Resources: in-house
Responsible Department: Department of Personnel / Permanent Secretary’s Office

• Examine a feasibility of a comprehensive affirmative action plan for the advancement of women, including (1) the quote system; (2) the vertical and horizontal institutional linkage with MAF / PAFO / DAFEO, technical schools / training centres and universities for
mentoring and networking among professional women in agriculture and forestry; and (3) leadership development scholarships / fellowships specifically for women.

Estimated Month: August 08
Resources: in-house
Responsible Department: Department of Personnel / Permanent Secretary’s Office

4.3 Monitoring and Evaluation of progresses for Gender Mainstreaming in MAF Institutions and Programs

- Collect the annual progress reports from the departments for the purpose of monitoring and evaluation in the advancement of women, analyze the areas of strengths and weaknesses, identify constraints and strategies to overcome them and submit the report to the MAF CAW headed by the Vice-Minister.

Estimated Month: August 08
Resources: in-house
Responsible Department: Department of Planning / Permanent Secretary’s Office

4.4 Advocacy, Representation and Resource Mobilization

4.4.1 Advocate for the advancement of women in MAF institutions and programmes in the internal and external forums

- Identify the strategic areas in the advancement of women and advocate for the advancement of women in MAF institutions and programmes in the internal and external forums

Estimated Month: ongoing
Resources: in-house
Responsible Section: Department of Planning / Permanent Secretary’s Office

4.4.2 Represent the interests for the advancement of women in agriculture and forestry in Lao PDR in internal and external forums

- Represent the interests for the advancement of women in agriculture and forestry in Lao PDR in internal and external forums

Estimated Month: ongoing
Resources: in-house
Responsible Section: Department of Planning / Permanent Secretary’s office

4.4.3 Identify the suitable funding and resources, both internally and externally, and proactively engage in resource mobilization

- Explore and identify the suitable funding and resources, both internally and externally, and proactively engage in resource mobilization

Estimated Month: ongoing
Resources: in-house
5. Implementation Mechanism

The following paragraphs stipulate the whole-of-MAF implementation mechanism to advance women in agriculture and forestry. The names of key personnel involved in the whole-of-MAF implementation mechanism will be nominated at the earliest possible time.

5.1 Headquarters for the Advancement of Women in Agriculture and Forestry

The Headquarters for the Advancement of Women in agriculture and forestry is located in the Cabinet Office of MAF, being represented by one of the Vice-Ministers. S/he is empowered:

(1) to establish the whole-of-MAF structure and institutions for the advancement of women at all levels, namely national, provincial and district and assign the following new roles to the existing personnel:

- Managers-in-Charge for the Advancement of Women (Directors of Departments, PAFO and DAFEO) in their respective offices;
- Specialist Units for the Advancement of Women;
- Gender Focal Point Officers in each office;
- Gender Mainstreaming Network as the cross cutting institution in MAF and in each province (comprising of PAFO and DAFEOs) respectively; and
- All staff as the active participants for the Advancement of Women.

(2) to provide overall leadership in the promotion of this policy as the Chair of the MAF Commission for the Advancement of Women (MAF CAW) which defines the policy directions in the advancement of women in agriculture and forestry in Lao PDR;

(3) to guide the Directors of MAF Departments, who function as the members of MAF CAW and the Managers-in-Charge for the Advancement of Women in their respective departments, being accountable for the progress in the advancement of women in their respectable offices;

(4) to guide the directors of PAFO, who function as the Managers-in-Charge of Advancement of Women in their respectable provinces, in the development of structure and institutions within PAFO / DAFEO and programs which advance women in agriculture and forestry industry workforce and population;

(5) to ensure that the directors of MAF departments and PAFO fulfil their responsibilities for the advancement of women within their respectable offices in accordance with this policy through appropriate measures; and

(6) Approve the final version of Annual Progress Report for the Advancement of Women and based its recommendations, chair and guide the MAF CAW to agree on the next steps for the advancement of women to achieve the goals of this Policy.
5.2 Directors of MAF Departments and PAFO as the Managers-in-Charge for the Advancement of Women

As the Managers-in-Charge for the Advancement of Women, Directors of MAF Departments and PAFO have overall responsibilities for the Advancement of Women in their respective offices and are accountable for the progress. More specifically, these responsibilities include:

1. To the Permanent Secretary's Office, they recommend the suitable personnel as the focal point officers in charge of advancement of women in their respective offices. These recommendations are then forwarded to the Department of Personnel;

2. They direct the formulation of Annual Plans of Action for the Advancement of Women in their respective offices, direct the implementation, monitoring and evaluation of the progress of their Annual Plans of Action, and provide quality assurance in their final reports;

3. In collaboration with the Permanent Secretary's Office, they also introduce the measures for the advancement of women in their respective offices, and create an enabling environment for their implementation; and

4. Finally, based on these experiences, they recommend the next steps required for the advancement of women in their respective offices. Along with other agenda, these recommendations will be discussed in the MAF CAW chaired by Vice-Minister and participated by the Directors of MAF Departments.

5.3 Specialist Unit for the Advancement of Women in Agriculture and Forestry at the National, Provincial and District Levels

At the national level, the MAF Policy on the Advancement of Women in Agriculture and Forestry is promoted and catalyzed by the Division for the Advancement of Women (Gender Division hereinafter). This is a new division and is the specialist unit in charge of providing advice and technical backstopping to the MAF and its related institutions. It is directed and supervised by one of the Deputy Director-Generals of Permanent Secretary’s Office, which is located in the Cabinet Office of MAF.

At the provincial and district levels, similar structures of specialist units are established and qualified personnel are appointed to advance women into PAFO / DAFEO institutions and programs. Ideally, these specialist units are positioned in the area of bureaucracy where an overall coordination and planning be carried out effectively and wide-reaching influence upon various units in PAFO / DAFEO be possible such as the Office of PAFO Directors or Planning Units.

The main functions of these specialist units are as follows:

1. At their respectable level, be it national, provincial or district, these specialist units are responsible for the provision of appropriate and timely advice and technical backstopping for their respective clients, namely MAF Departments, divisions and units, and other related institutions (e.g. technical colleges and training centres), and PAFO / DAFEO divisions and units. They also monitor and report progresses made in the advancement of women in their respective offices;

2. These specialist units are also responsible for the coordination and working of the Networks
for the Advancement of Women in Agriculture and Forestry in MAF headquarters and provinces respectively; and

(3) With the authority and leadership of the Permanent Secretary’s Office, the Gender Division are in charge of collecting, collating and analyzing the Annual Progress Reports for the Advancement of Women submitted by all MAF Departments and all PAFOs. The Whole-of-MAF Annual Progress Report for the Advancement of Women, compiled and refined by the Division, is submitted to the Vice-Minister who is in charge of headquarter functions.

5.4 All Staff / Focal Point Officers for the Advancement of Women / and MAF Network for the Advancement of Women in Agriculture and Forestry

In order to achieve the goals of Policy for the Advancement of Women in Agriculture and Forestry, all staff of MAF / PAFO / DAFEO and related institutions, not only the gender specialists, are now responsible for implementing the above measures and collaborating each other for the advancement of women. In the Whole-of-MAF Mechanism for the Advancement of Women, it is recognized that generalist and specialist inputs are complementary for the achievement of positive sum results in the advancement of women in agriculture and forestry in the rapidly changing environment surrounding agriculture and forestry in Lao PDR. Such changes include, but are not limited to: (1) a varying degree of progress in human resource development for the advancement of women in MAF / PAFO / DAFEO and related institutions at this stage; (2) an increasing specialization in the type of work required in agriculture and forestry; (3) the availability of various financial and in-kind official, non-profit and for-profit sector aid resources; and (4) a variety of farming practices patterned by ethnicity / culture and rapid social transformations.

In each MAF department, PAFO and DAFEO, Focal Point Officers for the Advancement of Women are thus formally appointed in order to catalyze, facilitate, advise and support the each organization-wide processes and actions by all staff for the advancement of women in agriculture and forestry. They are also tasked to prepare a draft Departmental Annual Action Plan for the Advancement of Women, to monitor progress made in the implementation of Departmental Annual Action Plan, to prepare Departmental Annual Progress Report for the Advancement of Women, to submit it to the Specialist Units and to liaise with the Specialist Units in relation to any technical or specialist issues which are beyond their control.

In order to add an impetus to the ongoing progress in the advancement of women in each business unit of MAF, MAF Gender Mainstreaming Network, comprising of focal point officers for the advancement of women, will be established and strengthened. In each province, a similar network will also be established for the advancement of women by PAFO, cutting across all DAFEO offices under its control. MAF Gender Mainstreaming Network is envisaged to act as the forum and pool in which knowledge and experience is stored, retrieved and shared systematically. Learning from colleagues is encouraged through face-to-face mentoring on such topics as:

(1) gender analysis and gender-integrated planning;

(2) provision of advice and back-stopping for the implementation of gender-integrated programs;

(3) human resource development for the advancement of women;
(4) advocacy, representation and resource mobilization: and

(5) Knowledge management.

5.5 Collaboration with the Relevant External Stakeholders

The actual processes and outcomes of advancement of women in agriculture and forestry are influenced not only by those who constitute the Whole-of-MAF Mechanism for the Advancement of Women, but also by those who are external to MAF as well. The Division for the Advancement of Women and specialist units for the advancement of women in PAFO / DAFEO and related institutions at all levels are responsible for strengthening the ties with the following external constituencies:

- Relevant government ministries and departments at the national, provincial and district levels that can influence the socio-economic well-being of Lao producers in agriculture and forestry;

- Three mass organizations that represent and constitute the Lao civil society, namely Lao Women’s Organization, Labour Organization, Youth Organization and Lao Front for National Construction, all of which have enormous potentials in reaching out Lao producers in agriculture and forestry;

- The technical schools / training centres which fall under the mandate of MAF and provide academic courses for those who intend to join in MAF workforce and professional courses for those who are currently employed as technical-level officers by MAF;

- The universities which provide academic and professional training courses for the students who will join in the MAF workforce in a few years time;

- Diplomatic missions / international financial institutions, UN agencies and international NGOs that provide development aid resources originating from the official, non-government, and non-profit sectors;

- Mass media, including broadsheets, TV stations, radio stations, and popular magazines which can widely disseminate various news on agriculture and forestry and their producers, processors and distributors; and

- Private sector interests, national, regional and international, which can create employment opportunities for the farming population.

6. Monitoring and Evaluation

Gender Division is responsible for the introduction of whole-of-MAF monitoring and evaluation system, including the success indicators, and the actual analysis of monitoring and evaluation reports submitted by MAF departments / PAFO / DAFEO. Finalized as the MAF’s annual monitoring and evaluation report on the advancement of women, such report documents and measures progresses made in the advancement of women. The monitoring and evaluation system, covering MAF / PAFO / DAFEO and related institutions and their respectable programs at all levels, will be introduced in close collaboration with these institutions. Under the guidance and authority of Vice-Minister and supervision by the Deputy Permanent Secretary of the
Permanent Secretary’s Office, MAF Division for the Advancement of Women can introduce the monitoring and evaluation pro forma and instruct the MAF Departments, PAFO / DAFEO and related institutions to submit the bi-annual and annual progress reports for monitoring and evaluation purposes by the predetermined deadlines. The Division for the Advancement of Women is also responsible for the design and execution of more long-term impact studies, measuring and documenting the long-term impacts caused by the introduction of the whole-of-MAF system for the advancement of women upon women and men producers in agriculture and forestry.

Based on these monitoring and evaluation reports submitted by the departments and on-sites visits and interviews in impact studies, the Division will be responsible for the development of progress reports, which describe progresses, identify constraints in the implementation of this policy, and recommend the measures which eliminate the negative influences by the constraints and next steps to achieve the goals of this policy. The Division will submit the final annual progress report to the Vice-Minister who is empowered to provide the overall leadership for the implementation of this policy where required with the support by the directors of MAF departments and PAFO.
Annex 7: Gender Mainstreaming Policy

Reference


Department of Personnel. 2007. *Education Level of MAF Workforce by the Department, Colleges, PAFO and DAFEO*, Ministry of Agriculture and Forestry, Vientiane.


Public Administration and Civil Service Authority. Unknown. *Civil Servants / Staff Biography*, Public Administration and Civil Service Authority, Vientiane.


Laos steps up its efforts in promoting gender equality in agriculture and forestry sector

Vientiane, Laos 13 February 2008

The Ministry of Agriculture and Forestry (MAF) of the Government of Lao People’s Democratic Republic today commences a nation-wide consultation meeting and workshop to discuss concrete steps to promote gender equality in agriculture and forestry sector. MAF is one of the first government institutions which established the Division for the Advancement of Women which will act as the focal point, catalyst and facilitator of the process.

Leading this move is the Vice-Minister of Agriculture and Forestry, Dr. Ty Phommacack at the Ministry’s Compound at Victory Gate, where around 150 participants gathered for a two-day national seminar and workshop. Directors of MAF, Provincial Agriculture and Forestry Offices (PAFO) of all 17 provinces, Agriculture and Forestry Technical Colleges and relevant faculties of Lao National University were present along with senior officials from other ministries, representatives from the diplomatic missions, donor and UN agencies and international NGOs.

The institutional and human resource development and pilot activities for gender mainstreaming, supported by a technical assistance project of the Asian Development Bank (ADB), are one of the first efforts in Lao PDR. Through the engagement of relevant stakeholders, both internal and external, institutional and human resource analysis was conducted, the findings of which led to a series of capacity development activities customized to the specific occupational groups in agriculture and forestry sector. Also, a set of recommendations, in the form of MAF’s Resolution on Gender Mainstreaming, were proposed by the TA team of ANU Enterprise from the Australian National University (ANU) in order to enhance gender responsiveness in the MAF institutions and programs. Together with the gender focal point officers from each Department, the newly established Division for the Advancement of Women is now envisaged to facilitate, catalyze, advise and support the-whole-of-MAF mechanism for gender mainstreaming.

“Since the onset, this TA has been benefitted from the consistent support and leadership of MAF which in turn has motivated its staff to take interests in this issue and engage in steps to promote gender equality in their work. Support from the high-level leadership has also contributed to the creation of enabling environment for the TA team and its close counterpart personnel,” said Ms. Mio Oka, Social Development Specialist of ADB. “I am glad that TA activities have been done in consultative and collaborative manners, involving many staff of MAF at all levels and in pilot provinces of Savannakhet and Khammouane.”

In Lao PDR, approximately 85 per cent of population lives in rural areas and more than 75 per cent of its population engage in agriculture and forestry production for their livelihoods, the majority of which are at the subsistence level and are done both by women and men. In addition, women play significant roles in the continuation of rural lives, shouldering physically demanding and time-consuming reproductive tasks such as firewood and water collection for the family. They are, however, unpaid and invisible. Due to higher rates in illiteracy and less exposure to public representation and decision-making, women are less advantageous than men in earning income despite their significant contribution to the sector.
Women are far less represented in the MAF workforce as well. The higher the level of appointment goes, the lesser the proportion of women. A perception that agriculture and forestry is “men’s work”, lower representation of females in education sector at all levels, and multiple constraints which face young working families limit women to advance themselves in the career ladder. MAF recognizes the situations and recently took steps to appoint its senior women staff in important positions and proactively promote the participation of women into its programs in the field.

“More efforts need to be made so that qualified women will be able to actualize their career potentials and women and men in agriculture and forestry production benefit from our programs to improve their livelihoods,” says Ms. Vannaly Saphanthong, Deputy Director General in the Permanent Secretary’s Office and the-officer-in-charge of promotion of gender equality at MAF.

“This National Seminar and Workshop is the important first step in discussing and elaborating the concrete measures that all of us, regardless of our sex, can integrate into our respective day-to-day activities of MAF at all levels.”
National Workshop for Gender Mainstreaming in Agriculture and Forestry

Ministry of Agriculture and Forestry, Vientiane, Lao PDR: 13-14 February 2008

Purpose

This workshop aims to disseminate the TA accomplishments and the whole-of-MAF mechanism for gender mainstreaming.

Objectives

At the end of the workshop:

- Best practices accumulated through the externally-funded gender-integrated projects are disseminated; and
- Concrete measures for the advancement of women to be adopted by the four functional offices, namely Directors of MAF offices (departments and MAF), planning, personnel and extension services for the next twelve months, are discussed and made public as commitment.

Expected Outputs

All key stakeholders of gender mainstreaming in MAF (namely Directors of MAF offices, namely

departments and MAF, gender focal point officers from the departments and all other participants:

- understand their respective roles within the whole-of-MAF mechanism for gender mainstreaming and reporting/liaison/consultation responsibilities;
- understand the steps involved in the establishment of the whole-of-MAF mechanism for gender mainstreaming that are adaptable to their own workplace contexts;
- gain knowledge about some of the replicable measures for the promotion of gender equality (based on best practices), why they are needed and how they contribute to the overall effectiveness of any investment or project/program interventions.

Target Participants

Participants are from:

- MAF Departments, NAFRI, NAFES
- Provincial Agricultural and Forestry Offices (PAFOs) throughout the country
- Gender Focal Points from Line Ministries, LAO NCAW Secretariat, UN Donors and International Agencies

Resource Speakers

- Dr. Ty Phommasack, Vice Minister
- Mr. Chanthaneth Sihamaro, Government counterpart
- Dr. Kasumi Nishigaya, Consultant

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National Workshop for Gender Mainstreaming in Agriculture and Forestry

Ministry of Agriculture and Forestry, Vientiane, Lao PDR: 13-14 February 2008

Workshop Agenda

13 February 2008

8:30-8:35 Opening Introduction
Mr. Chanthaneth Simahano

8:35-8:55 Opening Speech
Dr. Ty Phommasack Vice-Minister

8:55-9:15 ADB Speech
Ms. Mio Oka

9:15-9:25 Objectives and workshop outline
Mr. Chanthaneth Simahano

9:25-10:10 Policy context pertaining to Gender Mainstreaming in Agriculture and Forestry.
Ms. Vannaly Saphanthong

10:10-10:20 Group Photograph

10:20-10:30 Coffee Break
Presentation by ADB TA
Mr. Simon Cann-Evans

Institutional and Human Resource Analysis
Dr. Kasumi Nishigaya

10:30-12:00 Human Resource Development Recommendations
Dr. Outhaki Khampoui

Questions and Answers
Dr. Kasumi Nishigaya

12:00 - 13:30 Lunch Hour
Guideline for group discussions
Ms. Vannaly Saphanthong

13:30 -15:00 Question and Answers

15:00 -15:15 Coffee Break

15:15 - 16:30 4 separate sessions on: Policy, Planning, Personnel and NAPES
Group Moderator

14 February 2008

8:00-8:30 Business Arrangements

8:30-10:00 4 separate sessions on: Policy, Planning, Personnel and NAFES

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12:00-13:30 Lunch Hour

13:30-15:00 Presentations by discussion leaders

15:00 - 15:15 Coffee Break

15:15 - 16:00 Questions and Answers

16:00 - 16:30 Closing Remarks

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Mr. Chanthaneth Simahano
Group Moderator

Dr. Ty Phommasack
Vice Minister
Speech by Mr. Gil-Hong Kim, Country Director Resident Mission Asian Development Bank on the Occasion of National Workshop for Gender Mainstreaming in Agriculture and Forestry in Lao PDR on 13-14 February 2008

13 February 2008

Thank you, Mr. Chanthaneth Simahano, the Master of Ceremony of this occasion, for your kind introduction.

Your Excellency, Dr. Ty Phommasack, Vice-Minister for Agriculture and Forestry, distinguished guests and ladies and gentlemen,

It is my great pleasure to join my colleagues in the Ministry of Agriculture and Forestry today on this special occasion, celebrating the establishment of the Division for the Advancement of Women and marking the end of ADB TA for Capacity-Building for Gender Mainstreaming in Agriculture and Forestry in Lao PDR. Firstly, I would like to appreciate the coordinated and concerted efforts of the organizing committee of the Ministry of Agriculture and Forestry for preparing this landmark event involving various stakeholders at all levels.

It is also my great pleasure to meet all the directors of MAF and PAFO, gender focal point officers of MAF and representatives from other line ministries of the Government Lao People’s Democratic Republic, international and national guests from donor agencies who are active in the promotion of gender equality and women’s empowerment in Lao PDR, and Lao Women’s Union. The diversity and number of people who gather here for the promotion of gender equality and women’s empowerment in agriculture and forestry production in Lao PDR is an impressive indication of the MAF’s enthusiasm and strong commitment to this issue. Finally, but not least, I would also like to take this opportunity to extend my special thanks to the ADB TA team members who worked side by side with their counterparts in the Ministry of Agriculture and Forestry.

Your Excellency, Dr. Ty Phommasack, Vice-Minister for Agriculture and Forestry, distinguished guests and ladies and gentlemen,

ADB TA entitled Capacity Building for Gender Mainstreaming in Agriculture and Forestry in Lao PDR is one of the catalytic attempts by ADB to promote gender equality in the institutions and programs in agriculture and forestry sector and its design is built on the globally recognized best practices of gender mainstreaming and were already tested in agriculture and forestry sector of the neighboring countries such as Vietnam and Cambodia. Delivered through four components, namely (1) creating an Institutional Framework for Gender Mainstreaming; (2) building capacity for gender Mainstreaming; (3) gender-responsive and pro-poor agricultural extension services; and (4) pilot activities for capacity-building, this TA aimed to achieve the following three objectives:

(1) build gender-responsive institutional structures and systems at MAF;
(2) strengthen the capacity of MAF officials and selected provincial and district office staff to incorporate gender dimensions in MAF’s policies, strategies, programs, and projects; and
(3) deliver gender-responsive and pro-poor agricultural extension services.

The TA team, a coalition of ANU Enterprise of the Australian National University and Chareun and Associates, comprising of international and national consultants have conducted a
comprehensive institutional and human resource analysis and a needs assessment for human resource development activities.

Based on these analysis and assessment, a series of generic and customized gender equality training courses for MAF were developed and delivered by targeting the identified stakeholders in gender mainstreaming, namely the gender focal point officers, planners and data / information officers and agriculture and forestry extension officers. Local capacity was also built in this training that MAF now has a group of core trainers on gender equality. In addition, TA Team now proposes a draft *MAF Resolution of Gender Mainstreaming*, calling MAF to introduce a MAF-wide institutional mechanism of gender mainstreaming country-wide and to implement gender mainstreaming measures in pilot offices, namely Directors of Departments and PAFO, Planning Department, Personnel Department and National Agriculture and Forestry Service (NAFES).

I understand that after the ADB TA Team’s presentation, the participants of this National Workshop, namely Directors of Departments and PAFO, planners, human resource managers, and agriculture and forestry extension officers, are requested to discuss the feasibility of these recommended gender mainstreaming measures and their action plan for gender mainstreaming for the next twelve months. When this TA started in September 2006, we were reminded by the former Director of Planning that TA outputs must be comprehensive and practical. TA team has engaged in an extensive stakeholder consultation for the purpose of understanding how MAF staff work daily and any gender mainstreaming measures will be practical and will not become an additional burden. I trust that we have satisfied these requirements.

I would like to extend my best to all of you to engage in fruitful and productive discussion and to be able to come up with comprehensive sets of measures that you commit to implement for the next twelve months. Gender mainstreaming strategy is not just a strategy for the promotion of gender equality in MAF workforce. Most importantly, it is to promote gender equality among women and men in agriculture and forestry production. As in the Article 14 of CEDAW, the Convention of the Elimination of Discrimination Against Women, addressing the special needs of rural women who are otherwise isolated from various social services is one of the important goal that the government is committed to.
Opening Remarks by Dr. Ty Phommasack, Vice-Minister, Ministry of Agriculture and Forestry (Unofficial translation)

Distinguished Guests, Ladies and Gentlemen,

Today I am very delighted to have an opportunity to be with you in the Workshop on the Progress on Gender Mainstreaming in Agriculture and Forestry. On this occasion, I would like to extend my warmest regards to all the participants.

Distinguished Guests, Ladies and Gentlemen,

As you are all aware, Lao PDR is currently in the process implementing the Policy of the Party, the Constitution which enshrines the principle of Gender Equality, the Convention on the Elimination of Discrimination Against Women, Millennium Development Goals, and the Beijing Platform of Action. This workshop is organized when the MAF Strategy for Gender Mainstreaming is in the process of implementation.

MAF is one of the four target ministries of the National Socio-Economic Development Plan which promotes gender equality through a mainstreaming approach in order to improve livelihoods of Lao women and men in a solid manner.

In order to implement the National Committee of the Advancement of Women Strategy, the Ministry of Agriculture and Forestry appointed the Committee for the Advancement of Women led by one of the Vice-Ministers as the head. MAF CAW is comprised of Directors and Deputies of MAF Departments, NAFRI, NAFES and recently established the Division for the Advancement of Women which coordinates the gender mainstreaming processes and advocates for and facilitates the advancement of women into MAF workforce, especially in decision-making posts. Women are entitled to equal rights and opportunities to men and can access to training and study opportunities both in-country and abroad.

Given the importance of promotion of gender equality and gender mainstreaming as its strategy, Asian Development Bank extended to us technical assistance project to carry out the comprehensive institutional and human resource analysis pertaining to gender situations in MAF; to build capacity of MAF staff in the institutionalization of gender equality: and to extend gender-responsive pro-poor agriculture extension service. Marking the final phase of TA, this workshop will summarize the progress that MAF has made thus far in the promotion of gender equality by revisiting each sub-sector, celebrate the launch of Division for the Advancement of Women as the specialist unit for the promotion of gender equality in MAF and present the key findings of ADB TA. As you will discover, we have had both strengths and weaknesses in gender equality and women’s empowerment in agriculture and forestry sector.

The workshop will conduct intensive discussion as to how we will best integrate gender equality principles into the mandates and terms of references of MAF Departments in order for us to effectively achieve poverty reduction goals.

Distinguished Guests, Ladies and Gentlemen,

This workshop is very important to us. I would like to thus encourage you to focus on eliciting the key gender issues in agriculture and forestry sector, constraints which hinder the achievements of gender equality and measures which eliminate them and promote gender equality in agriculture and forestry population. In this auspicious moment, I now declare that the
workshop is opened.

Thank you for your attention.

**Closing Remarks by Dr. Ty Phommasack, Vice Minister MAF**

Distinguished Guests, Ladies and Gentlemen,

On behalf of the National Committee of the Advancement of Women, Chair of the Committee of the Advancement of Women of the Ministry of Agriculture and Forestry, I would like to firstly congratulate all of you to have participated in this workshop and achieved the outcomes which were expected. I acknowledge that there were many valuable comments and exchanges of best practices and lessons learned. These were extremely important for us to resolve gender issues which are evident among agriculture and forestry population.

Dear Guests,

The two day workshop is almost over. Through the workshop report from the reporter and the presentations by the representatives of the breakaway sessions showed that we need to have appropriate policies and measures for each region and province.

By observation, it is fair for us to conclude that this workshop ended with the expected outputs and concluded successfully. Through frank and open discussions, we could learn from our achievements and identify challenges which should be tackled during the next 12 months. MAF is among the four target ministries that incorporate planning of socio-economic development for gender equality with a mainstreaming approach primarily for the improvement of livelihood of women and men in rural areas.

It is now crucial for MAF to rapidly mobilize this system, delegating the accountability to the sub-sector, region and province also to promote gender equality in their own institutions and programs. Internally and externally, MAF will commit to engage in advocacy, resource mobilization and monitor and evaluate its progress.

Promotion of gender equality in agriculture and forestry in Lao PDR is a long daunting task, not only because it covers a large number of audience, but also because it will cover large areas, namely four targets and thirteen measures. I like to appeal to all those who are concerned to unite and coordinate each other to fulfill our responsibilities.

Finally, I would like to extend my best wishes to all of you. Once again, thank you for your contribution in the workshop. I would like to extend special thanks to the Asian Development Bank (ADB) for its support for workshop processes, organization and financial support through TA. I declare that the workshop on Progress on Gender Mainstreaming in Agriculture and Forestry closed.

Thank you for your attention.
Creating an Institutional Framework for Gender Mainstreaming

1. Introduction

Having a solid and sound institutional framework for gender mainstreaming is one of the ingredients of success for any organisations to promote gender equality within their structures and among their constituents, the ultimate recipients of policies / programs / services of these organisations. Drawing on the cumulative experiences from the governments of the member states of the United Nations, regional or supra-regional bodies and other multilateral and bilateral aid agencies, the following factors are now widely recognized to be essential for gender mainstreaming strategies to succeed:

→ High and influential organisational positioning of the Specialist Unit;
→ Organisational (and political) commitment, especially expressed as the higher-level accountability of responsibilities for gender mainstreaming;
→ Availability of highly qualified personnel for managerial, specialist and general posts;
→ Availability of sufficient budget for the promotion of gender equality;
→ Open and transparent mechanisms for all stakeholders to be able to participate in the consultation and decision-making for public policies and monitoring and evaluation of their progresses; and
→ The active presence of constituents who are able to put pressure on the bureaucracy to promote gender equality and to be accountable for the results.

In the Component 1, a review and assessment of MAF institutions and human resource was conducted from a gender perspective, exploring the following questions;

→ Whether or not the following documents are gender-responsive, namely policies, strategies and guidelines / tools;
→ Whether or not MAF staff understand gender, gender and its relevance to agriculture and forestry, gender equality, and gender mainstreaming, and if so how;
→ Whether or not the mandate of MAF structures and job descriptions of various posts are gender responsive;
→ What are the current socio-demographic characteristics of MAF workforce by sex, the level of education, the level of appointment and by the type of office (business unit, e.g. MAF departments, PAFO and DAFEO);
→ What efforts have been made thus far, both through their MAF’s own efforts and resources and externally-supported ones, in the promotion of gender equality in agriculture and forestry; how effective have they been; and whether or not any best

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1 This section is based on the specialist inputs by Gender Analysis Specialist during her fourth deployment.
practices have ever been disseminated widely across MAF and its own institutions for replication: and

→ What measures are appropriate to promote gender equality in the workforce of MAF and its related institutions, their respective programmes and finally women and men who engage in agriculture and forestry production?

As these questions touch upon wide-ranging issues of MAF institutions and human resources, close collaboration with the counterpart personnel and staff members of the relevant departments, namely Department of Personnel, Department of Planning and National Agriculture and Forestry Extension Services (NAFES), and consultation with Deputy Director-General of the Permanent Secretary’s Office was required. In addition, reviews of the collected and translated official documents and statistics, and interviews of the students and academic staff of technical colleges and universities that offer relevant academic courses were also conducted.

2. Findings

2.1 MAF policies, strategies and guidelines / tools

The Gender Analysis Specialist, Dr Nishigaya, reviewed the available MAF policies, strategies and guidelines / tools. However, with the exception of Forestry Strategy to the Year 2020 of the Lao PDR that recognises gender as one of the cross-cutting issues and embeds gender-disaggregated indicators in its action plan, there are no other policies, strategies and guidelines / tools that clearly define and promote the public policy agenda, Advancement of Women.

Dr Nishigaya also reviewed the higher level national-level gender equality policies of the Government of Lao PDR, namely the Constitution (Constitution hereinafter), Law on Development and Protection of Women (Law hereinafter), and the National Strategy for the Advancement of Women along with the reporting processes and reports of Convention on the Elimination of Discrimination against Women (CEDAW) that the Government of Lao acceded to and ratified. It is her assessment that the national-level policies are well prepared with the major provisions of CEDAW being integrated into these legal instruments.

However, with the exception of the National Strategy for the Advancement of Women, both the Constitution and Law tend to focus on the negative human rights of women rather than positive human rights of women, which include socio-economic and cultural rights being relevant to agriculture and forestry. There is a gap to be filled between these national level gender policies and MAF sub-sector strategies: e.g., forestry, in which gender mainstreaming, participatory development, and rural development can be integrated as cross-cutting issues. There is thus a scope for MAF to develop its own policy for the advancement of women focusing on agriculture and forestry sector per se (see Annex 1. consultation draft of MAF policy).

2.2 Mandates and job descriptions of various offices

At the time of this report and the Gender Analysis Specialist reviewing the organisational structures, mandates, and job descriptions of divisions and units; MAF is preparing the new organisational structures, mandates and job descriptions of divisions and units. Despite the fact that the Advancement of Women agenda has been in MAF’s public policy discourse for some
time, the document entitled the Organization and Mobilization of the Ministry of Agriculture and Forestry, dated May 2007 and provisional drafts prepared by each department for its structure, mandate and job descriptions of divisions and units showed no sign of integrating this official agenda. This is not surprising. The Advancement of Women agenda in MAF and indeed in most government ministries in Lao PDR has been dealt mainly through committee (Committee for the Advancement of Women: CAW) and secretariat structures (then called Sub-CAW). Despite its importance, it was dealt as a de facto ad hoc public agenda, using MAF staff only on as-and-where required basis.\(^2\)

The exceptions were the past donor-funded gender-integrated projects. In these projects, the promotion of gender equality was programmed into the design since the onset, gender specialists (both national and international) were placed, and systematic capacity-building activities targeting at the key personnel were undertaken consistently and on full-time basis. This system, comprising of the ad hoc MAF structure for gender mainstreaming and gender integrated projects in various departments, however, faced serious dilemmas. First, apart from the regular reporting relationship, there was no formal institutional link between the two. Second, while there were many valuable inputs, experiences and (potentially) best practices in gender mainstreaming, due to a lack of consistent institutional framework and management system, they were not fully utilised as the daily practices in MAF in a sustainable manner. The exceptions are a handful of MAF staff who have been consistently involved in the promotion of gender equality in agriculture and forestry, both in the institutions and programmes. They are so dedicated to the extent that in every single training opportunity they work as resource persons, and widely disseminate the best practices learned in these past projects.

As a point of departure from this old system and the first step towards the introduction of a comprehensive mechanism for the advancement of women, MAF approved the establishment of the Gender Division located within the Permanent Secretary’s Office on 23 October, 2007. After the appointment of relevant personnel, the Gender Division is now preparing its own mandate and job descriptions under the leadership and guidance of the Permanent Secretary.

A provisional draft by PSO that the TA’s Gender Analysis Specialist reviewed defined the division’s distinctive roles as follows\(^3\):

1. Work for the advancement of women for MAF under the leadership of PSO;

2. Analyse the relevance of gender provisions in any proposed legal instruments (laws, decrees, and other rules such as strategies for the advancement of women in agriculture and forestry based on the decision of MAF CAW) proposed by Departments, and organise their dissemination;

3. Collaborate with other departments, NAFES, NAFRI and other divisions to compile the reports for the advancement of women, documenting the progress made in the landmark meetings, seminars, training courses, study tours, and other events, in order to advance women in the workforce, programs and the final recipients;

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\(^2\) For example, Sub-CAW was headed by Dr. Monthathip Chanpeangxay, then former Deputy Director of NAFRI who was deputized by Ms. Sisomphet Souvanthalisith, then former gender unit head, Department of Forestry.

\(^3\) In these MAF documents that define the departmental and divisional mandates and job descriptions, Section I defines the general provision of the particular department or division, Section II Duty and Rights, and Section III Structure of Organizational Set Up.
(4) Collect and compile gender-disaggregated data, information and statistics for
gender-integrated planning;

(5) Collaborate with Lao Women’s Union in the MAF Departments, NAFES, NAFRI and
other divisions to advance women to meet the target of women’s representation; and

(6) Any other activities that are recommended by focal point officers of MAF under the
leadership of PSO.

The draft though has the following weaknesses. Firstly, it has not clearly defined its mandate
that is supposed to be two-fold: (1) the advancement of women in MAF and its related
workforce; and (2) the advancement of women in MAF programmes, both of which contribute to
the overall goal of gender equality in women and men in agriculture and forestry production.

Secondly, based on these policy goals, what the division is empowered to do should be clearly
stated. A significant omission of this draft is the power to introduce a whole-of-MAF institutional
mechanism for gender mainstreaming. Thirdly, from this draft, it is still not yet clear what role
the division aims to play: an advisor to all departments, a coordinator specialist unit or
something else. Depending upon the style of their role, how it will relate to the other
departments will also change. Finally, the concept of advancement of women per se was not
clearly defined in the text. As such, it remains ambiguous whether it is about the agenda of
promoting women in the MAF workforce or about gender mainstreaming in programmes, or
both.

These preliminary observations thus point to the need for MAF to consider revising the
structural mandate of the Gender Division in order to sharpen policy goals, state clearly which
method of gender mainstreaming they will commit to adopt as their policy choice, and elaborate
with what stakeholders they aim to achieve these policy goals, both internally and externally. A
support and supplementary document such as MAF Policy for the Advancement of Women
(tentative title) should thus be prepared, defining the organisational goal, objectives, strategies,
and a plan of action with verifiable indicators. Then, gender mainstreaming measures should
also be identified and integrated into the departmental mandates in collaboration with all the
departments.

2.3 Characteristics of MAF workforce

Based on the available statistics, this section describes some characteristics of MAF workforce
by sex. At the time this report is being written, data collection and analyses efforts are still
under way. Data collection work is involving the Ministry of Education and the National Centre
of Statistics, and the process is expected to be completed by mid-January 2008. The final
report will thus include the analyses that are not covered in this quarterly report.

MAF has approximately 7,000 government officials in total, including national, provincial and
district levels and its related institutions such as technical colleges and training centres. This
figure excludes those who are employed on contingent contracts such as interns or project staff.
Sex-disaggregated statistics that were made available were analysed from the following angles,
namely the type of offices, the level of education, and the level of appointment. All these
analyses revealed significant gender inequality in its workforce.

Table 1 describes the MAF workforce by the type of department and sex, disaggregated by the
level of positions in each department. For the purpose of comparison across the departments
and to highlight women’s under-representation, sex ratio is calculated, setting men, instead of women, as 100. As sex ratio for each department reveals, in no department, gender parity is achieved in MAF at present. In addition, these ratios show that women and men are likely exposed to different expectations for suitable professions. Where jobs are often seen more as feminine than masculine such as personnel and organisation, livestock and fishery (e.g. more women engage in poultry and fishery work among farming population), and inspection, sex ratios are higher (e.g. 66.7, 51.0 and 62.5 respectively) than others.

In contrast, two office portfolios, namely information / statistics and agricultural and forestry extension services (NAFES) have low sex ratios (20.0 and 18.5 respectively). It is quite likely that agriculture and forestry extension service is perceived as “men’s work”, and is felt as a difficult job for women to pursue as life-long career due to familial responsibilities that they often bear. On the other hand, information and statistics work tend to be seen as specialist jobs where there is a shortage of human resource in general. Whether the latter is a preferred area of academic study for men or women will be ascertained from the education statistics (enrolment rates by discipline in post-secondary education) which are currently being requested.

Table 2 and 3 describe MAF workforce by the level of education and the type of departments. Women’s participation is highest in the workforce of technical colleges (sex ratio of 59.3: due to higher representation of women in the general service category) followed by MAF, PAFO and DAFEO (sex ratio of 30.4, 23.7 and 20.7 respectively). As these sex ratios show, women are underrepresented in all strata of educational levels in all MAF offices. As the sex ratios in Table 2 show, as the level of education becomes higher, the representation of women in the workplaces becomes lower across all areas of MAF work, namely departments, colleges, PAFO and DAFEO. Where opportunities to upgrade academic qualifications may exist for both women and men, they are not equally accessible for women and men due to different gender division of labour and the availability of familial support.

Women in mid-career with familial responsibilities tend to face difficulties in juggling family life and career. Where there is no family support, they tend to decline the offer of scholarships or fellowships to upgrade their qualifications. In a technical college, female staff mentioned that there is a choice of studying in Thailand, especially in technical colleges or universities in northeastern Thailand that shares cultural and linguistic affinity and is geographically proximate.
Annex 13: Creating an Institutional Framework for Gender Mainstreaming (Review and Analysis of Institutions and Human Resources for Gender Mainstreaming)

MAF has taken positive steps recently to promote women into the decision-making posts with the most recent appointments being the promotion of Dr. Monthathip Chanphengxai to the post of Director of NAFRI (from the Deputy Post), Ms. Pingkham Latsassima to the Deputy Director-General of the Department of Livestock and Fishery (from the Department of Personnel), and Ms. Bouasavanh Tansensy to the Deputy Director-General of PSO (from the Department of Planning). Together with the transfer appointment of Ms. Vannaly Saphanthong to the post of Deputy Director-General of PSO (from the Department of Inspection), these appointments resulted in four women in the Ranks 5 and 6. Despite these appointments, women are still disproportionately underrepresented in the decision-making posts in MAF (Tables reflecting these recent changes are currently being collected and the revised versions will be included in the final report). Most importantly, there is no woman in PAFO and DAFEO that are much closer to agriculture and forestry population than MAF itself. MAF thus needs to take steps to achieve gender equality in these two levels of offices as well.

As the figures for sex ratio from Table 4 show, women face severe constraints at each level of promotion because they are far under-represented than men at all levels and under the current human resource development plan, there is no women-specific support to enhance their

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Total Male</th>
<th>Total Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>25</td>
<td>2</td>
<td>19</td>
<td>1</td>
<td>20</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Master</td>
<td>32</td>
<td>3</td>
<td>17</td>
<td>1</td>
<td>16</td>
<td>1</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Bachelor</td>
<td>57</td>
<td>1</td>
<td>34</td>
<td>11</td>
<td>134</td>
<td>16</td>
<td>14</td>
<td>38</td>
</tr>
<tr>
<td>Higher Diploma</td>
<td>201</td>
<td>1504</td>
<td>1705</td>
<td>54</td>
<td>193</td>
<td>237</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>Technical</td>
<td>816</td>
<td>2765</td>
<td>3581</td>
<td>68</td>
<td>123</td>
<td>191</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>Certificate</td>
<td>178</td>
<td>457</td>
<td>635</td>
<td>14</td>
<td>42</td>
<td>56</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>No Certificate</td>
<td>26</td>
<td>60</td>
<td>86</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>12</td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1341</td>
<td>5666</td>
<td>6987</td>
<td>202</td>
<td>665</td>
<td>867</td>
<td>20</td>
<td>126</td>
</tr>
</tbody>
</table>

Source: Ministry of Agriculture and Forestry, 2007

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Total Female</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Total Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>5.3</td>
<td>13.7</td>
<td>0</td>
<td>25.0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>19.1</td>
<td>14.1</td>
<td>7.1</td>
<td>7.8</td>
<td>13.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>25.4</td>
<td>13.4</td>
<td>29.2</td>
<td>7.4</td>
<td>8.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Diploma</td>
<td>33.3</td>
<td>29.4</td>
<td>33.3</td>
<td>13.5</td>
<td>7.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>55.3</td>
<td>98.9</td>
<td>55.2</td>
<td>112.5</td>
<td>55.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>33.3</td>
<td>33.3</td>
<td>112.5</td>
<td>55.2</td>
<td>32.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Certificate</td>
<td>44.4</td>
<td>44.4</td>
<td>15.6</td>
<td>15.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>after Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30.4</td>
<td>23.7</td>
<td>59.3</td>
<td>20.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Department of Personnel, Ministry of Agriculture and Forestry, 2007
leadership potentials at all levels. While all strata show very low sex ratios, gender gap in the levels of 8 and 9 are particularly noteworthy because it shows that unless positive efforts are made to promote women at these two levels, the present level of representation of women in the MAF workforce will not even sustain.

These tables shown thus far confirm that despite their disproportionate contribution to agriculture and forestry production and familial and communal responsibilities, women are represented only nominally in the decision-making posts.

The representation of women in the workforce is not only the making of institutional practices and norms, but also is influenced by the proportion of women in the larger pool of population who are eligible for it. In the case of MAF and its related institutions, the majority of employees are sourced from the technical colleges that come under the jurisdiction of MAF and the universities that have relevant faculties, e.g. the Faculties of Forestry and Agriculture of National University of Laos in Dongdok and Naboun respectively. Detailed enrolment figures were available only from the Faculty of Forestry: with the average sex ratio of 20.6 in the enrolment for the higher diploma between 1986 and 2003, and 25.1 for the Bachelor of Science between 1996 and 2000. Other technical colleges are likely to have similar sex ratios of enrolment, but comprehensive statistics were not available. Thus, the lower representation of women in the MAF workforce is influenced by the lower enrolment of women in post-secondary education institutions across the country.

Table 4. MAF Workforce by the Level of Appointment by Sex

<table>
<thead>
<tr>
<th>Post Classification</th>
<th>Incumbent of Currently Occupied Posts by Sex</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Grade 1: Minister</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Grade 2: Vice-Minister</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Grade 3: Director-General (CG)</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Grade 4: Deputy DG and Directors PAFO</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>Grade 5: Head of Division (MAF) / Deputy Directors PAFO</td>
<td>6</td>
<td>95</td>
</tr>
<tr>
<td>Grade 6: Deputy Head of Division (MAF) / Head of Section PAFO / Head DAFEO</td>
<td>8</td>
<td>342</td>
</tr>
<tr>
<td>Grade 7: Head of Unit (MAF) / Deputy Head of Section PAFO / Deputy Head DAFEO</td>
<td>10</td>
<td>510</td>
</tr>
<tr>
<td>Grade 8: Head of Unit DAFEO</td>
<td>37</td>
<td>458</td>
</tr>
</tbody>
</table>

Source: Department of Personnel, Ministry of Agriculture and Forestry, 2007
The advancement of women in the MAF workforce is thus a relevant and significant agenda not only for MAF, but also for all three mass organisations of the State and Party, namely Lao Women’s Union, Trade Union and Youth Union and another political organisation, Lao Front for National Construction that represents the interests of ethnic minorities. Since the advancement of women in MAF institutions must be dealt both at the time of recruitment, placement and promotion, close consultation and collaboration with these unions which advocate the interests of their respective constituencies are necessary. MAF Department of Personnel may certainly be interested in creating an enabling environment to debate the affirmative action plans, mobilise necessary resources for all levels and monitoring and evaluating the progress.

2.4 Past and present experiences in gender-integrated projects

Since the introduction of the New Economic Policy in the mid-1980s, Lao PDR started to open its door to official development aid resources channelled through bilateral donors, UN agencies, international financial institutions and international NGOs, some of which have actively engaged in agriculture and forestry sector through MAF and its related institutions. Most of these projects proactively promoted the advancement of women in their respective projects and programs at all levels through which significant progress towards gender equality was achieved.

The Lao-Swedish Forestry Programme, for example, included the following activities for gender mainstreaming: (1) the formulation of a draft action plan and gender mainstreaming strategy; (2) supporting the staff members of the Ministry to participate in Gender Training courses at the Gender Studies and Development Centre at the Asian Institute of Technology, Bangkok, Thailand; (3) Participation in the multidisciplinary team work on land-use allocation field survey; and (4) carrying out gender mapping and analysis of the indigenous knowledge and use of non-timber forest products (NTFP).

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4 The list of past and present gender-integrated projects supported by external resources was already reported in the Mid-Term Report.
Along with the more recent World Bank and Finnish Government-funded Sustainable Forestry and Rural Development, gender-integrated projects and programs have contributed to set important trends in gender integration through the following key measures, inter alia:

- Consistent application of gender analysis and use of gender-disaggregated data and information for the planning, monitoring and evaluation to measure and document changes caused by project interventions;
- Gender equality quota in the provision of scholarships;
- Gender-disaggregated consultation at all levels in order to identify different development needs by sex;
- Setting women-only quotas for the advancement of women at all levels; and
- Gender-sensitive design and organisation of project interventions to enhance women’s participation into the public arenas (e.g. schedule, communication medium and additional arrangements [child-care services, lunch and refreshments] of the project interventions).

Despite these recommendations and donors’ commitment for the promotion of gender equality, gender inequality is still evident in the distribution of project participants. Table 5 shows the number of participants in the water user sub-committee posts by sex in a government irrigation project. Men are overrepresented in the posts where resource mobilisation and decision-making are required. On the other hand, women are overrepresented in deputising positions or work under the specific orders (e.g. cash disbursement). In sum, expectations appear to exist for what posts are more suitable for men than women and vice versa, and in almost all cases they are not challenged or reversed.

Table 5. Distribution of Responsibilities in an Irrigation Project by Sex

<table>
<thead>
<tr>
<th>Post Description</th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water User Group Chief</td>
<td>22</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Deputy 1</td>
<td>18</td>
<td>4</td>
<td>22:2</td>
</tr>
<tr>
<td>Deputy 2</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Head, Organization, Management and Labour Mobilization</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Head, Administration</td>
<td>15</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>Head, Cash Payment and Disbursement</td>
<td>1</td>
<td>21</td>
<td>2100</td>
</tr>
<tr>
<td>Head, Audit</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Department of Irrigation, Ministry of Agriculture and Forestry, 2007

A similar trend is also revealed in the gender indicators of SUFORD project participants (Table 6) as below.
Annex 13: Creating an Institutional Framework for Gender Mainstreaming (Review and Analysis of Institutions and Human Resources for Gender Mainstreaming)

Table 6. The Number of SUFORD Activity Participants

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>VDU</td>
<td>83</td>
<td>29</td>
<td>34.9</td>
</tr>
<tr>
<td>FMU</td>
<td>136</td>
<td>4</td>
<td>28.8</td>
</tr>
<tr>
<td>District SUFORD</td>
<td>56</td>
<td>25</td>
<td>44.8</td>
</tr>
<tr>
<td>PPC</td>
<td>31</td>
<td>18</td>
<td>56.1</td>
</tr>
</tbody>
</table>

Source: National Agriculture and Forestry Extension Services, Ministry of Agriculture, 2007

When sex ratio for the type of work is examined, it becomes evident that the one for the forestry management unit (FMU) is the lowest among all the other three office categories, namely village development (VDU), district-level coordination (District SUFORD) and provincial level coordination (PPC). As confirmed during the visits to the technical colleges and universities, forestry, especially extension work, is understood by students as more or less as a “masculine work” because of its physically demanding labour. Yet, when social rule was more rigorously implemented in the past, female and male foresters engaged in actual forestry work indiscriminately and worked side by side. A few decades after, female students who were specialised in forestry ended up more often in the office occupations such as administration, finance or personnel than in the actual forestry work. Why so?

The occupational choices of the women who are specialised in agriculture and forestry are saliently shaped not only by gendered expectations on the appropriate social roles, but also by women’s own agency. When asked why they do not want to be foresters who engage in actual extension work, female students (presumably single) who are enrolled in the post-secondary technical courses in forestry replied that if they engage in forestry extension work, others would tease or question their sexual propriety because forestry extension work can involve travelling with a group of men in isolated locations for prolonged period. Depending on their age, marital status and family composition, familial responsibilities also narrow women’s career choices. As in most other countries, women bear a disproportionate share of reproductive activities that are expected for good daughters, wives and mothers. Since the mid-1980s when the state-sponsored social services were abolished, working parents in Laos assumed heavy familial responsibilities (e.g. child care and other familial and filial duties). In the case of nuclear family in cities, such responsibilities put pressure on household budget and parents’ time as they lack family support which is available through kinship system in rural areas.

Gender studies literature from the region also raised important factors which inhibits young women to opt for work in agriculture and forestry. They are physical consequences of outdoor work, especially to the skin colour, bodily odour and pain which other types of work under indoor conditions do not cause. Authors such as Wolf (1992) and Mills (2001) who studied gender, migration and work in Indonesia and Thailand found that women perceive working conditions and physical consequences as the markers of status differences. In addition to other factors such as birth order or regular salaries, they opt for factory work rather than staying in farming because of the perceived superiority of indoor wage labour. If seriously conducted, agriculture and forestry work exposes workers to an excessive level of ultra violet. Where serious demonstration work is undertaken, extension workers are required to travel for a long distance and an extended period and to tolerate demanding physical work for demonstration and other purposes. In the meantime, most Lao women and men are exposed to modern images of fair skinned Thai actresses projected daily from Thai TV stations, magazines and karaoke videos. Cosmetics are also widely sold in the local markets, motivating women to follow various Thai

5 _Than samai_ is a term which is often used in Thai media, meaning being modern.
models whose features are not so different from theirs. At the hearsay level of conversation, men also talk about fair skin colour as their preference to choose their brides. In these rapid social and economic transformations, they are seen to mark status differences in the market-driven prestige system, thereby making agriculture and forestry less attractive to young women who are about to enter into labour market after post-secondary technical courses. Consequently, some opt for office work which provides regular salaries and others for studying further to obtain at least bachelor degrees.\(^6\)

Under-representation of women in the forestry is only the tip of the iceberg of gendered job hierarchy in MAF. As the earlier Table 1 showed, the extension work is the job category in which women are least represented (see the column for NAFES). In the case of SUFORD project, for example, the representation of women becomes lower as the geographic location of business unit becomes more peripheral and distant from the provincial capital. This trend is clearly shown in the sex ratios shown in Table 6 presented in the earlier section: 58.1 at PPC (provincial level), 44.6 at District SUFORD (district level) and 34.9 at VDU (village level).

Where the greatest efforts are required to enhance gender equality in order to alleviate poverty and accelerate growth through investing in women, i.e. at the village level, women’s representation in the extension services is the lowest and nominal. These examples show that despite donors’ commitment for gender equality (as in the World Bank and the Government of Finland), gender equality has not actually been internalised into MAF’s institutional practices and programs due not only to the significant level of gender gap in the MAF workforce at all levels, but also market-driven approach pursued by male extension officers, and gender blindness embedded in the institutional practices. Thus, donors’ commitment is evaporated, if not ignored, during the implementation.

### 2.5 Competing Discourses on the Advancement of Women

Competing discourses exist for the advancement of women, especially in terms of what the advancement of women implies, who the main agent is and how it is implemented in various spheres of MAF work, namely in the programme (design / delivery / monitoring and evaluation) and human resource management and development, including the affirmative actions. NCAW made it clear that the advancement of women is not only about the promotion of women into public decision-making posts, but also about the promotion of gender equality at all levels of the government institutions and programs to actualise gender equality between women and men in Lao society. However, because of its reference to the category of “women” per se and the historical fact that until 2002, LWU had been tasked to advance women in society within the trinity of state, party and the government as the de facto national machinery for the promotion of women’s status and gender equality, some in MAF still think that the meaning of the advancement of women is solely about the promotion of women into public decision-making posts at the cost of the latter more significant organisational mission, namely gender equality in society.

With the exception of a small group of dedicated staff who have been closely working with the multilateral and bilateral donor agencies, and international NGOs in the promotion of gender equality in agriculture and forestry for almost two decades, gender concepts and approaches

\(^6\) These two options were frequently mentioned by students. In fact, some of these students who were enrolled in the MOE quota and were guaranteed for employment in MAF did not turn up for employment procedures. No justification was provided by these candidates, and technical colleges have not undertaken any tracer studies, investigating where their graduates are.
stipulated by NCAW have not yet fully grasped by the majority in MAF due to lack of definitions made available in the leaflet or other communicable forms.

The confusion of two distinct approaches was also reflected in the design and delivery of gender-integrated programmes. Among the stakeholders at all levels of the extension services, there is still a prevailing misunderstanding that gender integration into agriculture and forestry extension services is to create a women-only component in the project activities, to promote women in the decision-making ladder of extension services only, or to do gender training for all stakeholders with a hope to make them gender-responsive and to request for more inclusive extension services. Where there is no conscious effort is made, women are hardly invited to the training activities or public meetings organised by the extension services. In most cases, women do not speak up either, unless asked or are made comfortable through special measures such as sex-disaggregated meetings. These are some of the unmediated cultural patterns which still prevail in the dynamics between the village women and men, and extension workers to date.

In the context in which the onus of budget execution of official foreign aid being transferred increasingly to the recipient government institutions, the above misconceptions about gender mainstreaming into agriculture and forestry services are now more easily taken for granted, accommodated, or overlooked as a minor issue than in the past where gender specialists were placed regularly and worked with their counterpart on daily basis. Where the management system to check the efficacy of current practices in gender mainstreaming is weak, many resources can be potentially drained. For example, how many sessions and what types of gender equality training courses are actually needed to achieve gender equality at all levels, what other guidelines and tools are required, and how effectively MAF staff’s learning can be reinvested in their work? These are some of the important questions that require deliberations before programmes are conceptualised and designed fully.

2.6 Human Resource Management and Development for the Advancement of Women

Promotion of Women into Decision-Making Posts

Due to a lack of formal systems to record in-country human resource development training courses in MAF, it is impossible to answer what is the proportion of MAF staff who completed gender equality training, to what extent they understand gender and its relevance to agriculture and forestry, whether or not they have utilised their training learning outcomes and as a result what changes have been made to gender situations in agriculture and forestry.

The inventory of previously organised gender equality training courses shows that in cumulative total, 9 MAF staffers have attended gender equality training courses, ranging from generic ones to more specialised ones and 13 courses of various purposes were organised in the past (see Annex 2). Thus far, the recipients of these training courses were predominantly women who have already been qualified in the technical fields which are relevant to agriculture and forestry. However, their participation and learning were neither recognised nor recorded by the MAF Department of Personnel due to the absence of such in-country training courses as part of staff’s career development and retrieve them for performance evaluation.

This is not the case for the donor-supported training courses or fellowship opportunities overseas. In this case, the invitation letters arrive in the Department of Personnel through which they are rerouted to the relevant departments. Thus, the Department of Personnel has an accumulated record, which allows a tracer study to investigate where these letters end up with, who attended them, whether or not they returned to the positions that utilised the learning
outcomes of the training courses and based on the learning outcomes what efforts the training attendees have made thus far. However, such tracer studies comprehensively evaluating the effectiveness of gender equality training courses have never been undertaken.

Empirical evidence from various countries suggests that excepting some European democracies, there is no consistent model in which the increase of women in the public decision-making posts leads to gender equality in the society (Rule 1987, Matland 1998 and Moser 2001). However, in the context of official development aid, it is quite common to find a policy statement which reads that the promotion of women’s leaderships is an important goal itself as well as a means to the promotion of gender equality in the society. This policy discourse thus expects women who enter into the leadership positions to have dual missions of performing leadership roles and promoting gender equality in society, which are not expected for the men in the similar standings. This is also assumed and expected in Lao context. Promotion of women into the decision-making posts is a commitment by the government (see NCAW, 2006, for example). Overall, by all account each ministry appears to take steps to appoint more women than before into the posts of Director-Generals, Deputy Director-Generals and Directors of the Division.

**Recruitment**

While the promotion of women into decision-making posts is the responsibility of each ministry, the recruitment of public servants is undertaken by Public and Civil Service Agency (PACSA). The recruitment of qualified and competent staff in the age of market-economy is a challenge common to all ministries in Laos. Whether or not line ministry can influence the recruitment processes, if so to what extent, and at what levels are currently being ascertained and the findings be incorporated into the final report.

**Performance Evaluation System**

In MAF, performance evaluation is undertaken through two means: one through the initial statement of staff members on their achievement during the past twelve months, and the other through the evaluation by her / his supervisor according to the following criteria:

- **Performance in Social Activities:** Political attitudes and behaviour
- **Performance of Prescribed Duties:** Vision, development of policy, strategy, plan and budget, knowledge of organization, methods for administrative tasks, technical expertise and knowledge, decision-making / problem-solving, administrative capability, leadership, honesty, trust, listen to others, and achievement.

All of these criteria are evaluated with a score between 1 and 10. Finally, the total score is calculated along with the comments by their supervisors, direct and superior. Where an improvement can be made to reflect staff’s work in gender mainstreaming, first a clear gender mainstreaming policy needs to be established and job descriptions for specific functions are integrated into the relevant job descriptions of all departments. Gender focal point officers should be appointed formally and the official announcement is made. At the time of evaluation, they should describe what gender measures they have taken into their routine and highlight the achievements in their declaration. All other staff do not receive any formal appointment letters to integrate gender into their work. However, they should describe their performance in their declaration for them to be considered as part of performance. Once MAF adopts a policy on

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7 See AusAID, Gender Equality in Australia’s Aid Program: Why and How, Canberra, 2007
gender mainstreaming, all supervisors who are in the position of evaluating the staff members may need to attend a human resource management training course. This course will need to emphasise that gender mainstreaming is now an official part of MAF work and that staff contribution in this interdisciplinary issue should be taken into account for performance evaluation.

MAF Career Paths

Under the current Human Resource Management and Development Plan till 2020, MAF does not have any career development paths for its staff, for example, by the end of five years service from the recruitment (for the Bachelor’ holders); they are expected to have certain sets of knowledge, skills and experiences. Consequently, although its mandate is about the promotion of agriculture and forestry which is predominantly rural industry, the majority of staff prefer to stays in Vientiane and are reluctant to move to provinces.

To what extent MAF staff is willing to rotate as a routine part of their tour of duties? The Gender Analysis Specialist was informed that a significant proportion of staff retire without having any field experiences. It is believed that female staff forms a majority of those who are less mobile due to their familial responsibilities. This does not mean that MAF lacks family-responsive workplace policies. In fact, it also allows both female and male staff to take parental leave. But in reality, while women take parental leave for a period anywhere between three months (paid) to more prolonged period (unpaid and require permission by the supervisor), men do that for a few days only, especially at the time of births only. These practices show that despite the fact that reproductive activities can be performed both by women and men; they are overwhelmingly performed by women.

Affirmative Action Plan and Measures

Apart from these recruitment, placement and leave issues, there are other factors which influence workplace cultures pertaining to gender equality. This includes the availability of affirmative action plan and measures and an equitable system to enable their implementation for women in all demographic backgrounds and segments of bureaucracies. As described in the earlier session, the government already adopted the National Strategy for the Advancement of Women (2006) in which the promotion of women into the decision-making posts is a stated commitment. The majority of female MAF staff are now aware of the fact that the representation of women in the workforce is much lower than men, and that more women need to be systematically recruited, placed and promoted to achieve gender equality in the workplace. As a catalytic mechanism and measures to advance women, LWU has thus far acted as the de facto agent to promote women in bureaucracies. As in any line ministries, LWU and other mass organisations such as Trade Union and Youth Union organize themselves in MAF with their respective members engaging in actions to promote their respective missions.

Given its historical involvement in the advancement of women, LWU still exerts a high degree of influence over the promotion of women in bureaucracies. However, the number of active LWU members in MAF is said to have been declined over the years. In addition, as the private and non-profit sectors offer more attractive remuneration and working conditions, the government faces constraints to the recruitment of qualified and competent staff in general. An earlier ADB Special Evaluation Study on Capacity Development Assistance (2004), for example, highlights:

…Selection, recruitment, appointment, and promotion principles for public service employment are not performance based. The value of public sector salaries has been
deteriorating in recent years. Hierarchical structures rather than initiative and self-motivation have been the norm, although with a younger generation of staff rising in the public service this might be changing…(ADB, 2004: 2).

Despite its mission and achievements, LWU may now face many serious challenges which are being posed by rapid social and economic transformations and their consequences such as different views over its organisational mission caused by intergenerational differences and membership status. For example, the very assumption of women imposed on the ever changing realities that women face has often invited such questions as to “Which women?”, and “Who are you referring to by saying we?” in various LWU forums. Thus, there is a significant scope for these mass organisations to collaborate closely in implementing affirmative actions for all women in various socio demographic backgrounds in all segments of bureaucracies.

Interviews with students in technical colleges and universities also revealed that some students appear to believe that they can be employed relatively easily by the public service as they have relatives who work in the public service who can help them. Due to various constraints in this review, a full exploration of this topic was not pursued. However, the experiences of regional countries suggest that collusion, corruption and nepotism increase inefficiency of the public services and worsen the quality of public social services that are delivered. Together with the intergenerational gap reported by the ADB evaluation team as above, these issues need to be tackled through an attention to build more inclusive and performance-responsive Lao public service. The following is a list of affirmative actions which can address these aspects:

- A merit-based recruitment for all (PACSA) and if necessary a women specific quota;
- Career seminars to be conducted in universities with relevant faculties and technical colleges under the MAF’s jurisdiction;
- Institutional strengthening of women in careers and women who are destined to be in careers in agriculture and forestry between MAF and the universities with relevant faculties and technical colleges under the MAF’s jurisdiction;
- Well-defined MAF career paths destined to be in professional, managerial and leadership posts;
- Identifying women in leadership (or destined to be in leadership) role models, e.g. women who go through tours of duty despite various constraints, women who are in the leadership positions, and women who choose to be in agriculture and forestry professional jobs);
- Women-specific and / or gender responsive provisions of scholarships;
- Leadership training to increase the chance for women to get promoted.

To implement these affirmative actions, political commitment and the creation of enabling environment will be necessary ideally through MAF CAW and in each department by Director-General.
TNA Questionnaire

TO: MAF Directors General, Deputy Directors General, Directors, Heads of Division, Gender Focal Points, Sub-CAW secretariat

FROM:

SUBJECT: ADB TA 4655-LAO: QUESTIONNAIRE: Gender Equality and Gender Mainstreaming

One of the main objectives of this Technical Assistance (TA) is to help the Ministry of Agriculture and Forestry Sub-CAW to facilitate gender mainstreaming in agriculture. For this purpose, the TATeam will design a participatory systemic learning process and plan and prepare resource materials for this purpose.

To assist the TA Team with this task, we would be grateful for your response to the following questionnaire about gender equality and gender mainstreaming. Your cooperation would be appreciated in completing the questionnaire and returning it to the Project Office by 11 September 2006.

The information gained will be used to design further discussions and workshops on gender mainstreaming in MAF.

Thank you for your help.
QUESTIONNAIRE FOR SENIOR MAF STAFF ON GENDER EQUALITY AND GENDER MAINSTREAMING

Please complete the following Questionnaire and return it to the TA Project Office by 11 September 2006.

1. What is the level of your position?  E.g. Director General, Head of Division.
   ..............................................................................................................

2. What are your main responsibilities in this position?
   ..............................................................................................................
   ..............................................................................................................

3. For how many years have you worked in MAF?  ...............................................

4. Does your Position Description mention gender equality?  Yes/No
   If Yes, please give details.
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   ..............................................................................................................

5. In your own view, in what ways is the issue of Gender and Gender Mainstreaming relevant to your own work, and the work of MAF in general?
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6. Have you received any training in gender issues?  Yes/No
   6a. If Yes, for how long was the training?  .................................................
   6b. Who delivered the training?  .................................................................
   6c. In which ways were you able to apply knowledge gained in training in your own work?
   ..............................................................................................................
   ..............................................................................................................
7. Have you been able to arrange any training / information sessions on gender issues for your staff? Yes/No

8. If Yes, what were the topics of the training / information sessions?
………………………………………………………………………………………………………

9. What difficulties do you see for your Department/Division/ in introducing Gender Mainstreaming into MAF management practice?
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10. What kind of support will your Department / Division need to be able to implement Government policy on gender equality effectively?
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11. What benefits do you see for your Department in introducing Gender Mainstreaming into MAF management practice?
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12. We would appreciate any comments or observations you would like to make on the general issues of training on gender equality and gender mainstreaming.
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Original Training Plan and Background Information of Planning Exercise

I. INTRODUCTION

Information and Training Programmes for this TA have been divided into two Components designed to help MAF move to Gender Mainstreaming over time.

Component 1: Information and Training to Raise Awareness of Gender Mainstreaming

This Component looks at the gender knowledge required by MAF if policy for Gender Mainstreaming is to be successfully implemented and sustained as normal management practice. It is in fact, a training curriculum for this TA

The rationale for this Component is that the first step in integrating gender awareness with mainstream management practice is shared knowledge and understanding about what gender equality is, and how gender mainstreaming can be introduced into management practice. Without this shared knowledge and understanding, mainstreaming will not be possible.

Thus, a major activity under this Component will be the preparation and production of an MAF Gender Management Guide, based on the LSFP materials which can be used to advocate for and plan for the implementation of the Government's policy on gender equality and Gender Mainstreaming.

Component 2: Training for the Implementation of Gender Mainstreaming as Standard Management Practice in MAF.

This component deals with the procedures and tools MAF will need to implement Gender Mainstreaming into its operations and personnel management. It will also deal with action required to encourage the inclusion of training for gender equality in NAFES management practice, and in its training programmes at central, PAFO, DAFEO and Village levels.

Summary:

Taken together, these two Components form a curriculum for training in gender equality and gender mainstreaming, which will provide a linked systemic learning process, using existing materials based on strong participatory learning methodology.
II. FRAMEWORK FOR GENDER TRAINING IN MAF

Component 1: Information and Training to Raise Awareness of Gender Mainstreaming

Objective
This Component will provide information sessions, workshops and training for appropriate personnel in MAF, PAFO, NAFES and NAFRI, in the principles of gender equality and gender mainstreaming to ensure that:

- senior management and supervisory staff have sufficient technical understanding of the Gender Mainstreaming principles and processes to ensure that
- participatory training action at all levels will be taken to raise the status of women across the Agriculture and Forestry sector, and that
- the benefits of the initiative will flow effectively to women and men at the Village level, via a participatory, pro-poor and gender responsive Lao Extension Approach.

At PAFEC, DAFEO and Village Extension Services levels, the TA will work within the Lao Extension Approach\(^1\) and the LEAP Project through NAFES, to add value to the principle of “Extension for Everyone - why Laos needs an inclusive approach to agricultural extension\(^2\), which is the philosophical basis for training under LEAP Phase II. The association of the TA with the LEA and LEAP through NAFES will mean that the TA can achieve its objective of creating a participatory systemic learning process across the MAF.

Outcomes
MAF is better-positioned take the practical steps required for it to become a gender responsive institution, with commitment to achieving gender equality as an institutional goal.

Proposed Activities
Six possible units of training activities for Component 1 have been discussed at this stage. This list will be refined and finalized as the work of consultants progresses.

Unit 1 Using the LSFP Gender and Development manuals as base documents, prepare and produce an official MAF Gender Management Guide which can be used by the TA trainers and Gender Focal Points in MAF, NAFES and NAFRI to brief the Ministry and its agencies on the principles of gender equality and the implications for their areas of responsibility of moving to implement Gender Mainstreaming.

Unit 2 Using the official MAF Gender Management Guide, provide information, and briefing for key MAF senior level managers on the principles of gender equality and the management of gender mainstreaming.

Unit 3 Retraining existing trainers, and training new trainers and Gender Focal Points in MAF, NAFES and NAFRI on using the official MAF Gender Management Guide.

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\(^1\) Extension for Everyone – why Laos needs an inclusive approach to agricultural extension. NAFES/LEAP. Vientiane, January 2006
**Management Guide** as the major information and sensitisation tool that they will use for training in their own workplaces.

**Unit 4** Training in Gender Awareness and Mainstreaming in MAF Planning and Budgeting and Human Resources Development, including Gender statistics for planning by Dr Kasumi Nishigaya, Gender Analysis Specialist.

**Unit 5** Training on Gender Sensitive and Pro-Poor Extension Services. Working with the LEAP Project, develop innovative approaches to DAFEO and VES learning and training, in which training in gender equality is demonstrated as a basic pillar of the production process, and a major factor in improving the quality of life at Village level.

**Unit 6** Participatory and Consultative Assessment of Institutional Mechanisms for Promoting Gender Equality in Agriculture

**Component 2:**
**Training for the Implementation of Gender Mainstreaming as Standard Management Practice in MAF.**

**Framework for Training under this Component (Prepared by the Gender Specialist)**

This Component will provide training for the Implementation of Gender Mainstreaming as Standard Management Practice in MAF.

**Objectives**
To ensure that MAF is aware of the management tasks involved in the mainstreaming process.

**Outcomes**
Practical tools to assist MAF in the implementation process.

**Activity 1:**
Produce a Handbook of Guidelines and Training Manual for use in implementing Mainstreaming Gender across the Ministry, in areas such as policy development and documentation, staffing and recruitment, performance appraisal and promotion, workplace management and occupational health and safety, official notices and office memos, MAF publications etc. The intended audience is Gender Focal Persons and Department officials

**Activity 2:**
Gender statistics for research and policy. The intended audience is researchers and statisticians.

**Activity 3:**
Introducing the use of PCM Logical Framework for screening policies, programmes and projects from a gender point of view. The intended audience is Department of Planning Departmental Focal Persons.
Activity 4:
Production of gender statistics and information about agriculture for use at PAFO level. The intended audience is statistics users and producers; Gender Focal Persons.

Activity 5:
Further training for senior managers, if required, in the use of Gender statistics for planning. The intended audience is senior planners, budget officers and HRD personnel.

III. PROGRAMME OF INFORMATION AND TRAINING ACTIVITIES

COMPONENT 1:

Training will be arranged in seven units, as follows:

Unit 1 Preparation and production of training materials for gender training

Objective 1
MAF endorses an institutional gender training program, to be supported by high quality training materials specifically designed to train staff at all levels in the knowledge and skills required to promote and implement Government policy on gender equality and the advancement of women in MAF.

Outputs 1.1
An MAF Gender Management Guide and handbooks for use in training trainers to train staff at all levels on gender issues, and strengthen MAF capacity to deal with the challenges of incorporating Gender mainstreaming as standard management practice.

Activities:
Activity 1.1.1: TA consultants review and adapt the LSFP Gender Management Guide and its supporting documents, as well as other suitable training material to produce a draft MAF Gender Management Guide for approval.

Activity 1.1.2: Following approval of the materials by MAF the consultants will arrange for the printing of sufficient copies in sufficient quantity for the requirements of the TA training programme. Note: A similar procedure will be followed in producing handbooks to the Guide as the TA progresses.

Unit 2 Training of Trainers in Gender Mainstreaming

Objective 2
MAF has sufficient training capacity and organisational commitment to introduce Gender Mainstreaming and sustain it as standard management practice.

Output 2.1
A committed, well-trained cadre of trainers is available to provide quality competency-based training for MAF staff on the principles and practice of Gender Mainstreaming as a key element of the on-going MAF HRD program.

Activity 2.1.1 A Gender Training Coordinator is deployed to the TA consultant team to organise, staff and supervise training carried out under the TA. TOR for this position is provided at Attachment 1.

**Activity 2.1.2** Identify and recruit the required number of gender trainers for MAF staff for the introduction and maintenance of Gender Mainstreaming as standard management practice at all levels of the organization.

**Activity 2.1.3** Conduct a training needs analysis on all trainers appointed to identify areas requiring refresher and initial training...

**Activity 2.1.4** Based on the findings of the TNA, prepare, schedule and deliver appropriate competency-based training and retraining programs for trainers in 1.1.1 above.

**Activity 2.1.5** Evaluate and report on the quality and short-term outcomes of training.
Unit 3  Training for key MAF senior level managers in the principles of gender equality and the management of gender mainstreaming

Note  An important issue in considering priorities for training is the best practice lesson that the support of senior officials for gender equality objectives is the key to effective progress, DFID 2002

Objective 3
To strengthen MAF commitment and capacity to support and integrate gender equality as a mainstream principle in planning and implementing all its operations, programmes, projects and human resource development activity.

Output 3.1
MAF management has improved capacity to support the integration of gender equality into MAF operations, programmes, projects and human resource development activity.

Activity 3.1.1 An information paper on Gender Mainstreaming and its implications for MAF as an implementing organisation will be distributed to participants for prior reading. This paper will be the subject of a structured workshop and breakout activities that will address associated key issues.

Activity 3.1.2 Notes of workshop discussions and breakout groups will be summarized by the TA consultants and MAF Focal Points and used as the basis for a second short workshop that will identify and document priority strategies to be addressed by MAF in implementing a Gender Mainstreaming strategy.

Activity 3.1.3 The same group of MAF senior officers will attend a further short workshop, facilitated by TA consultants and trainers to consider the issues arising from the first workshop and identify needs for further information and briefing for the group.

Activity 3.1.4 The issues raised in Activity 2.1.3 will be recorded, reviewed and reworked by the TA consultants, copies distributed to participants and findings incorporated into later training phases.

Unit 4  Training for key PAFO senior managers in TA Provinces in understanding the principles of gender equality and the management of gender mainstreaming.

Objective 4
To strengthen PAFO knowledge, commitment and capacity to integrate gender equality as a mainstream principle in planning and implementing all its operations, programmes, projects and human resource development activity, and provide support for Extension services officers.

Output 4.1
PAFO management has improved capacity to support the integration of gender equality into their operations, programmes, projects and human resource development activity.

Activity 4.1.1 Appropriate PAFO officers will be exposed to the LSFP Management Guide – Gender and Development - and the complementary Field Guide, in a workshop
situation led and moderated by experienced gender trainers and focal persons from within MAF.

**Activity 4.1.2**
The issues raised and discussed in Activity 2.1.1 will be recorded, reviewed by the core team and TA consultants, and incorporated into PAFO/DAFEO training plans, in particular plans for strengthening the training of Extension Service officers.

**Unit 5 Training in Gender Awareness and Mainstreaming in MAF Planning and Budgeting and Human Resource Development.**

**Objective 5**
To ensure that gender equality is managed as a cross-cutting issue in MAF organizational planning and budgeting and Human Resource Development.

**Output 5.1**
Government policy on gender equality and the advancement of women is reflected in MAF short and long-term planning and budgets and human resource development...

**Activity 5.1.1** Explore gender issues in agriculture, generally and across all sub-sectors in context with the concept of Gender and Development.

**Activity 5.1.2** Examine the contributions to be made to MAF planning, budgeting and human resource development through effective and efficient gender analysis.

**Activity 5.1.3** Examine the concept of Gender Mainstreaming in the context of pro-poor planning, budgeting and human resource development for gender empowerment and the advancement of women.

**Unit 6 Training on Gender Sensitive and Pro-Poor Extension Services - To be finalised in cooperation with the LEAP Project**

**Objective 6**
LEAP Project trainees, DAFEO officials, Government Extension Officers and Village Extension Workers in TA pilot Provinces as agreed with the LEAP Project have a clear understanding of the principle of gender equality and improved capacity for undertaking and reporting on social and gender analysis.

**Output 6.1**
Government Extension Officers and Village Extension Workers in the pilot villages have a clearer understanding of the principles of gender and development, the inter-relationships between poverty, ethnicity and gender, and training in the use of a range of methodologies and materials for working with Village communities to achieve greater gender balance and improvement in the quality, as well as quality of women’s participation.

**Output 6.2**
Government Extension Officers and Village Extension Workers in the pilot DAFEO’s and villages possess appropriate skills for undertaking and reporting on social and gender analysis as a basis for planning and implementing more equitable and participatory development activities at village level, for women and men who depend on agriculture, forests and other natural resources for their livelihood.

Activity 6.1.1 Workshop gender issues in Agriculture with responsible staff at NAFES to combine LEA training experience and TA expertise to produce a prioritized list of gender issues to be addressed in training at the various levels of LEAP activity.

Activity 6.1.2 Negotiate and plan with LEAP managers an agreed TA input into the LEAP training curriculum and training program.

Activity 6.1.2 Consider the relationships between Poverty, Ethnicity and Gender and devise techniques for addressing all of these issues together at Village level.

Activity 6.1.3 Training in planning, conducting and reporting on gender social analysis as a basis for planning gender sensitive action to improve livelihoods at village level.

Activity 6.1.4 Practice in constructing and using appropriate tools for Village-based planning, recording and analyzing data and reporting on Village plans.

Unit 7 Participatory and Consultative Assessment of Institutional Mechanisms for Promoting Gender Equality in Agriculture

Objective 6
To monitor Gender Mainstreaming process by building skill in M&E on-the-job.
Activities to be developed.
ACTIVITIES FOR COMPONENT 1

Training Program I:
Preparation and production of training materials for gender training

Objective 1
To research, prepare and produce high quality support training materials for a MAF institutional gender training program, specifically designed to train staff at all levels in the knowledge and skills required to promote and implement Government policy on gender equality and the advancement of women.

Target Groups
There are two major groups to be trained to use these materials: (i) MAF Gender Focal Points and nominated senior staff members who will become trainers of staff in their own Departments and agencies, to ensure the sustainability of the mainstreaming effort, and (ii) LEAP trainers working with DAFEO extension officers to enhance gender sensitivity in the work of Village Extension Workers and their clients.

Duration
The process of reviewing, adapting, and preparing copy to print ready stage should take approximately two months to end November 2006. This will be possible, given that the base materials produced under the Lao Swedish Forestry Project are available on CD, in both English and Lao. Following clearance of the proposed training materials by MAF and NAFES, printed copies should be ready for use by mid-January 2007.

Resource Persons
Dr Outhaki Khamphoui, Deputy Team Leader, and Ms Sisomphet, MAF Gender Specialist will establish and coordinate a Working Group of Gender Focal People, MAF and LEAP trainers, and one or two key senior MAF staff, to provide advice and assistance with this programme.

Training Program II:
Training of Trainers

Objectives
MAF has sufficient HRD capacity and organizational commitment to introduce Gender Mainstreaming and sustain it as standard management practice. MAF Gender trainers are upgraded to become master trainers in Gender Mainstreaming.

Target groups
MAF Gender trainers 22 (2 persons, 1 woman and 1 man, from each department). Total - 22 persons.

Duration - 5 days

Trainers / facilitators / Resource persons (to be confirmed)
Ms Sisomphet, Ms. Nouhak, Ms Vivanh and Dr Outhaki, Andrea Schroder

Programme
Module 1 Training of Trainers (TOT)
1. Techniques required for participatory learning in training adults

2. Preparation and use of learning tools for use with literate and non-literate groups of learners

Module 2  Gender Issues in Agriculture  
1. Concept of Gender and Development,  
2. Gender Analysis  
3. Gender Issues in Agriculture (each sub-sector)

Module 3  Gender sensitive and pro-poor Planning  
1. Gender Empowerment and Advancement of women,  
2. Gender Checklist for Agriculture

Module 4  Gender Sensitive Agricultural Extension  
1. Training based on LSFP Field Guide – Gender and Development

Module 5  Evaluation and reporting on village-based development training  
1. The purpose of course evaluation and reporting  
2. Tools for effective evaluation of training programs  
3. Analysis of evaluative information  
4. Report writing for evaluation

Associated Cost

- 22 trainees x 5 days  
- 4 trainers x 5 days  
- Hire of venue  
- Meals x 5 days  
- Training materials/consumables

Training Program III:  
**Information briefing and discussion session on Gender Mainstreaming with key Senior MAF staff and Sub-CAW, GFP’s**

**Objective**
To strengthen MAF commitment and capacity to support and integrate gender equality as a mainstream principle in planning and implementing all its operations, programmes, projects and human resource development activity.

**Target groups**
Sub-CAW Members (11), Secretariat (2), Gender Focal Persons (11) - Total 25 persons

**Duration** - 2 days

**Trainers / facilitators / resource persons (to be confirmed)**
Dr. Phouang Parisack, Dr Monthatip, Ms Sisomphet, Dr Outhaki

**Stimulus**
A Background Paper exploring the concept of Gender Mainstreaming and possible issues for MAF in implementing gender sensitive management practices in all of its activities will be distributed as pre-reading.

Module 1  Gender Issues in Agriculture  
1. Concept of Gender and Development,
2. Gender Analysis
3. Gender Issues in Agriculture (each sub-sector)

Module 2  
Gender Mainstreaming
1. Concept of Gender Mainstreaming
2. Institutional set up; policy, political willingness, mechanism/procedure
3. Tools for Gender Mainstreaming

Module 3  
Key Management issues in Gender Mainstreaming
1. Gender sensitive and pro-poor Planning,
2. Gender Budgeting
3. Gender empowerment and the advancement of women
4. Gender Checklist for Agriculture – Working Group Exercise

Module 4  
Review
The same group of MAF senior officers will attend a further half-day workshop, facilitated by Gender Focal Persons? to consider the issues arising from the first workshop, using the outcomes of working with the Gender Checklist in Module 3, and identify needs for further training for the group.

Associated Cost
- trainees x 2 days
- trainers x days
- Hire of venue
- Meals x 2 days
- Training materials/consumables

Training Program IV:
Gender Mainstreaming for PAFO senior managers

Objective
To strengthen PAFO commitment and capacity to support and integrate gender equality as a mainstream principle in planning and implementing all its operations, programmes, projects and human resource development activity, and strengthening support to PAFEC & DAFEO

Target groups
All PAFO Directors. Arrange with MAF to add one day to a normal meeting of all PFO Directors. The TA would pay the costs associated with the additional day – per diem, accommodation, venue hire meals etc.

Duration - 2 days

Trainers / facilitators / Resource persons (to be confirmed)
Dr Monthatip, Ms Sisomphet, Dr Kasumi, Dr Outhaki

Programme
Module 1  
Gender Issues in Agriculture at the Province and District levels
1. Concept of Gender and Development,
2. Gender Analysis
3. Gender Issues in Agriculture (each sub-sector)

**Module 2**  
Gender Mainstreaming  
1. Concept of Gender Mainstreaming  
2. Institutional set up; policy, political willingness, mechanism/procedure  
3. Tools for Gender Mainstreaming

**Module 3**  
Key Management issues in Gender Mainstreaming  
1. Gender sensitive and pro-poor Planning,  
2. Gender Budgeting  
3. Gender Empowerment and Advancement of women  
4. Gender Checklist for Agriculture – Working Group Exercise

**Associated Cost**
- trainees x days
- trainers x days
- Hire of venue
- Meals x days
- Travel and accommodation
- Training materials / consumables

**Training Program V:**  
**Gender Awareness and Mainstreaming in Planning, Budgeting and Human Resource Development**

**Objectives**
To ensure that gender equality is managed as a cross-cutting issue in MAF organizational planning, budgeting and human resource development.

**Target groups**
Planners, financial and HRD managers from each MAF Department and NAFES, NAFRI - Total 24 persons.

**Duration - 3 days**

**Trainers / facilitators / Resource persons (to be confirmed)**
Ms Sisomphet, Ms NouHak, Dr Kasumi and Dr Outhaki

**Programme**

**Module 1**  
Gender Issues in Agriculture  
1. Concept of Gender and Development,  
2. Gender Analysis  
3. Gender Issues in Agriculture (each sub-sector)

**Module 2**  
Gender Mainstreaming  
1. Concept of Gender Mainstreaming  
2. Gender sensitive and pro-poor Planning, Gender Budgeting  
3. Gender Empowerment and Advancement of women in Human Resource Development, Gender Checklist in Agriculture – workshop exercise
Module 3: Implications of Gender Mainstreaming for Management

1. Planning
2. Budgeting for HRD
3. Staff training & career development
4. Monitoring & evaluation

Associated Cost

- No. of trainees - 24 trainees x 3 days
- Trainers x days – trainers x days
- Hire of venue
- Meals x days
- Travel and accommodation
- Training materials/ consumables

Training Program VI:
Gender Sensitive and Pro-Poor Extension Services in cooperation with NAFES, the LEAP Project and the CEDTU (3 Provinces to be decided in consultation with NAFES/LEAP)

To be negotiated and finalised in discussions with LEAP management

Objectives
(a) To raise awareness and build skills of Government Extension Officers (DAFEO)
(b) To raise the gender awareness and skills of Village Extension Workers in cooperation with Governments Extension Officers (DAFEO)

Target groups
NAFES and District level Government Extension Officers and Village based Village Extension Workers.

Duration - 7 days

Trainers / facilitators / Resource persons
Ms. Sisomphet, Dr Kasumi and Dr Outhaki.

Module 1: Gender Issues in Agriculture, with DAFEO and Government Extension Officers
1. Concept of Gender and Development,
2. Linkage of Poverty, Ethnicity and Gender
3. Gender Analysis

Module 2: Data collection methods and tools, with DAFEO and Government Extension Officers
1. Gender sensitive PRA (Field work)
2. Analysis and reporting of PRA information

Module 3: Planning Gender sensitive and pro-poor Extension services, with Government Extension Officers and Village Based Extension Workers.
1. Constructing appropriate Village-based planning models
2. Recording and analyzing gender sensitive livelihood data
3. Reporting on village plans

**Associated Cost**

- No. of trainees - 24 trainees
- trainers x days
- Hire of venue
- Meals x days
- Travel and accommodation
- Training materials / consumables

**Training Program VII:**

**Monitoring and Evaluation**

**Objective**
To monitor Gender mainstreaming process, strengthen MAF capacity in Monitoring & Evaluation through on the job training

**Target groups**
Gender Focal Points (11), LWU, MAF Department of Inspection, and MAF Department of Planning - Total 24 persons.

**Duration - 7 days**

**Trainers / facilitators / Resource persons (to be confirmed)**
Ms. Sisomphet, D Kasumi, Dr Outhaki

**Programme**

**Module 1**  
Methodology and preparation 2 days

**Module 2**  
Field data collection and compilation and analysis 4 days

**Module 3**  
Workshop – Presentation of Results (Data Analysis) and Lessons Learned 1 day

**Associated Cost**

- No. of trainee - 24 trainees x 3 days
- trainers x days – trainers x days
- Hire of venue
- Meals x days
- Travel and accommodation
- Training materials/consumables

**COMPONENT 2:**

**Training for the Implementation of Gender Mainstreaming as Standard Management Practice in MAF Participatory and Process-Oriented Gender Statistics Workshops**

1. **Framework for Training under Component 2**
   Gender statistics and information are essential tools for information on gender issues to guide policy makers in formulating the gender responsive public policies. A Prime Minister’s Decree was issued in May 2000, requiring the integration of sex-
disaggregated statistics in policy and planning. New guidelines issued in January 2005, call for all the institutions to be gender responsive in their production of statistics.

Participatory and Process-Oriented Gender Statistics Workshops which will be organized under this ADB TA will follow the 2005 guidelines and will include participatory consultation, production processes and dissemination by involving immediate users and producers of gender statistics and information in agriculture and the wider audience of end-users (e.g. consumers at the bookshops).

Gender statistics and information need to incorporate both quantitative and qualitative data, in order to explain gender issues in the concerned sector(s). This integration is achieved by constructing a gender analysis framework.

2. **A summary of activities**
   Activities for workshops in Component 2 are summarised as follows:
   
i. users identify the needs for gender statistics and information in agriculture;
   ii. producers understand the gender issues and by using appropriate methods produce the required statistics and information;
   iii. together with technical working group the organizing committee makes the products available and accessible through the information pool (e.g. websites, booklets and ‘an information centre’) and:
   iv. this institution is managed by the organizing committee comprising gender statistics and information users and producers.

These activities are rearranged in a logical framework format, as in the following section three. Further, the workshop work processes by timeline, the programme of dissemination seminars and a suggested table of content are found in the section four, five and six.

3. **Workshops on Participation and Process-Oriented Gender Statistics and Information**

   **Overall goal**

Gender statistics and information for agriculture will be used by MAF and its PAFO and DAFEO staff, NAFRES and NAFRI for formulating policies, programme planning and monitoring and evaluation.

   **Target groups**

   **Statistics producers:** National Statistics Centre (NSC) and Ministry of Agriculture and Forestry (MAF) staff and external gender specialists

   **Statistics users:** MAF, PAFO, National Agricultural and Forestry Extension Service (NAFES), National Agricultural Forestry Research Institute (NAFRI), Provincial Agricultural and Forestry Extension Centre (PAFEC), District Agricultural and Forestry Extension Office (DAFEO), donor agencies, international NGOs, media, and universities

   **Purposes of the Workshops**

- To increase collaboration between the statistics users and producers
- To increase the statistical literacy (knowledge and skills) of gender statistics users
- To increase the gender awareness, knowledge and skills of gender statistics producers
- To make gender statistics available to the wider audience (e.g. government institutions, mass organizations, universities, development banks, UN agencies and international NGOs).

### Outputs

- An institutional framework for the production of gender statistics and information in agriculture is established.
- An institutional framework for planning and evaluation forums for gender issues in agriculture is established among the stakeholders.
- Gender statistics and information in agriculture for TA pilot province(s) are published.
- Gender issues in agriculture are made visible and evident by gender statistics and information in TA pilot province(s).

#### 3.5 Activities

**At the central level**

- Needs assessment of gender statistics and information in agriculture
- Establishment of organizing committee and technical working group in gender statistics and information in agriculture
- Training on gender statistics and gender analyses

**At the provincial or district level**

- Gender statistics and information in agriculture production workshop
- Editing, publishing and distribution of booklets containing useable gender statistics and information in agriculture
- Dissemination meetings/seminars
- If needed, review of the outputs with external experts

#### 3.6 Inputs

NSC  
MAF  
ADB TA Specialists (Dr Kasumi Nishigaya, Gender Analysis Specialist, and Dr Outhaki Khamphoui, Human Resource Development and Training Specialist, and Deputy Team Leader)

### 4. Workshop work processes by timeline toward the production of one booklet for one province

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Responsible Parties</th>
</tr>
</thead>
</table>
| 1   | Opening remarks  
Gender Equality/Gender Mainstreaming  
Gender statistics  
Socio-gender dimensions in Lao PDR’s | MAF and NSC  
Trainers to be appointed |

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Sector-specific gender issues and statistics: Population</td>
<td>NSC and trainers</td>
</tr>
<tr>
<td>3</td>
<td>Sector-specific gender issues and statistics: Public sector</td>
<td>NSC and trainers</td>
</tr>
<tr>
<td>4</td>
<td>Sector-specific gender issues and statistics: Economic development and environment</td>
<td>NSC and trainers</td>
</tr>
<tr>
<td>5</td>
<td>Sector-specific gender issues and statistics: Health, Education and Violence Against Women</td>
<td>NSC and trainers</td>
</tr>
<tr>
<td>6</td>
<td>Teamwork for production</td>
<td>MAF, NSC and TA</td>
</tr>
<tr>
<td>7</td>
<td>Teamwork for production</td>
<td>MAF, NSC and TA</td>
</tr>
<tr>
<td>8</td>
<td>Teamwork for production</td>
<td>MAF, NSC and TA</td>
</tr>
<tr>
<td>9</td>
<td>Teamwork for production</td>
<td>MAF, NSC and TA</td>
</tr>
<tr>
<td>10</td>
<td>Teamwork for production</td>
<td>MAF, NSC and TA</td>
</tr>
<tr>
<td>11</td>
<td>Teamwork for production</td>
<td>MAF, NSC and TA</td>
</tr>
<tr>
<td>12</td>
<td>Presentation and correction</td>
<td>Chief editor</td>
</tr>
<tr>
<td>13</td>
<td>Presentation and correction</td>
<td>Chief editor</td>
</tr>
<tr>
<td>14</td>
<td>Closing ceremony and finalization of draft</td>
<td>MAF and NSC</td>
</tr>
</tbody>
</table>

5. Programme of dissemination meetings

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Participant registration</td>
<td></td>
</tr>
<tr>
<td>8:30-10:00</td>
<td>Opening remarks</td>
<td>MAF and NSC</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Gender mainstreaming and gender statistics and information as a tool</td>
<td>ADB TA Team</td>
</tr>
<tr>
<td></td>
<td>Questions and Answers</td>
<td></td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>State of gender statistics in Laos</td>
<td>NSC</td>
</tr>
<tr>
<td></td>
<td>Questions and Answers</td>
<td></td>
</tr>
<tr>
<td>12:00-13:00</td>
<td>Lunch Break</td>
<td></td>
</tr>
<tr>
<td>13:00-15:00</td>
<td>Socio-gender issues in agriculture in the pilot province(s)</td>
<td>Chief Editor</td>
</tr>
<tr>
<td></td>
<td>Questions and Answers</td>
<td></td>
</tr>
<tr>
<td>15:00-16:30</td>
<td>Discussion on the use of gender statistics and information in agriculture booklets</td>
<td>MAF</td>
</tr>
<tr>
<td>16:30-</td>
<td>Closing remarks</td>
<td>MAF and NSC</td>
</tr>
</tbody>
</table>

6. Gender Statistics and Information in Agriculture in the Pilot Province(s):
   Table of Content

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Content</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pilot province outlook: Population analyses (static and dynamic demography)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pilot province outlook: Types of agriculture, size of production activities by the household</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Gendered division of labour by the type of agriculture and size of production activities by the household</td>
<td></td>
</tr>
</tbody>
</table>
### Objectives
To ensure that MAF is aware of the management tasks involved in the mainstreaming process.

### Outcomes
Practical tools to assist MAF in the implementation process.

**Activity 1:** Produce a Handbook of Guidelines and Training Manual for use in implementing Mainstreaming Gender across the Ministry, in areas such as policy development and documentation, staffing and recruitment, performance appraisal and promotion, workplace management and occupational health and safety, official notices and office memos, MAF publications etc. The intended audience is Gender Focal Persons and Department officials.

**Activity 2:** Gender statistics for research and policy. The intended audience is Researchers and Statisticians.

**Activity 3:** Introducing the use of PCM Logical Framework for screening policies, programmes and projects from a gender point of view. The intended audience is Department of Planning Departmental Focal Persons.

**Activity 4:** Production of gender statistics and information about agriculture for use at PAFO level. The intended audience is statistics users and producers; Gender Focal Persons.

**Activity 5:** Further training for senior managers, if required, in the use of Gender statistics for planning. The intended audience is senior planners, budget officers and HRD personnel.

**Activity 6:** Participatory and Process-Oriented Gender Statistics Workshops. This workshop is intended to include statistics producers (NSC, MAF and external gender specialists).

Estimated costs of training activities are shown in the following Table.
### COMPONENT 1: Information and Training to Raise Awareness of Gender Mainstreaming

<table>
<thead>
<tr>
<th>Title</th>
<th>Participants</th>
<th>Trainers/Facilitators</th>
<th>Duration</th>
<th>Loc’n</th>
<th>Est. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Materials Development</td>
<td>Materials Development Working Group</td>
<td>Dr. Outhaki, Ms. Sisomphet</td>
<td>3 months</td>
<td>MAF</td>
<td>5,300</td>
</tr>
<tr>
<td>II. Training of Trainers</td>
<td>MAF Gender trainers 22 (2 persons, 1 woman and 1 man, from each Dept).</td>
<td>Ms. Sisomphet, Ms. Nouhak, Ms. Vivanh, Dr. Outhaki, Andrea Schroeter</td>
<td>5 days</td>
<td>MAF</td>
<td>2,000</td>
</tr>
<tr>
<td>III. Information briefing and discussion session on Gender Mainstreaming</td>
<td>Senior MAF staff and Sub-CAW, GFP’s Total: 25 persons</td>
<td>Dr. Parisack, Dr. Monthatip, Ms. Sisomphet, Dr. Outhaki</td>
<td>2 days</td>
<td>MAF</td>
<td>1,000</td>
</tr>
<tr>
<td>IV. Gender Mainstreaming for PAFO senior managers x 2</td>
<td>Discuss</td>
<td>Dr. Monthatip, Ms. Sisomphet, Dr. Kasumi, Dr. Outhaki</td>
<td>2x1 days</td>
<td>MAF</td>
<td>2,000</td>
</tr>
<tr>
<td>V. Gender Awareness and Mainstreaming in Planning, Budgeting and Human Resource Development</td>
<td>Planners, financial and HRD managers from each MAF Department and NAFES, NAFRI Total: 24 persons</td>
<td>Ms. Sisomphet, Dr. Nouhak, Dr. Kasumi, Dr. Outhaki</td>
<td>2 days</td>
<td>MAF</td>
<td>1,500</td>
</tr>
<tr>
<td>VI. Gender Sensitive and Pro-Poor Extension Services in 3 Provinces to be negotiated &amp; scheduled with NAFES</td>
<td>PAFEC and DAFEPO level GES and VEW Extension Workers Total:</td>
<td>Discuss with NAFES, LEAP &amp; CEDTU</td>
<td>7 days</td>
<td>TBD</td>
<td>3,000</td>
</tr>
<tr>
<td>VII. Monitoring and Evaluation</td>
<td>Gender Focal Points (11), LWU, MAF Department of Inspection. MAF Department of Planning Total: 24 persons</td>
<td>Ms. Sisomphet, Kasumi, Outhaki</td>
<td>7 days</td>
<td>MAF</td>
<td>2,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>9</th>
<th>10</th>
<th>11</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>SUB TOTAL</td>
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<td></td>
<td></td>
<td></td>
<td>26,800</td>
</tr>
</tbody>
</table>
### COMPONENT 2: Training for the Implementation of Gender mainstreaming as Standard management Practice in MAF

<table>
<thead>
<tr>
<th>ACTIVITY 1:</th>
<th>Produce a Handbook of Guidelines and Training Manual for use in implementing Mainstreaming Gender across the Ministry, in areas such as policy development and documentation, staffing and recruitment, performance appraisal and promotion, workplace management and occupational health and safety, official notices and office memos, MAF publications etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended audience</td>
<td>MAF &amp; NSC Trainers to be appointed</td>
</tr>
<tr>
<td>Participants</td>
<td>Trainers/ Facilitators</td>
</tr>
<tr>
<td>Trainers</td>
<td>Duration</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY 2:</td>
<td>Gender statistics for research and policy. The intended audience is Researchers and Statisticians.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>ACTIVITY 3:</td>
<td>Introducing the use of PCM Logical Framework for gender screening of policies, programmes and projects.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY 4:</td>
<td>Production of gender statistics and information about agriculture for use at PAFO level.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>ACTIVITY 5:</td>
<td>Further training for senior managers, if required, in the use of Gender statistics for planning.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>ACTIVITY 6:</td>
<td>Participatory and Process-Oriented Gender Statistics Workshops</td>
</tr>
<tr>
<td></td>
<td>Statistics producers: NSC and MAF staff and external gender specialists</td>
</tr>
<tr>
<td></td>
<td>Statistics users: MAF, NAFES, NAFRI, PAFECs, DAFEOs, donor agencies, NGOs, media, and universities</td>
</tr>
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</tr>
</tbody>
</table>

**SUB TOTAL**: 13,200

**TOTAL Components 1 & 2**: 40,000
<table>
<thead>
<tr>
<th>TITLE OF ACTIVITIES</th>
<th>PARTICIPANTS</th>
<th>KEY PERSONS INVOLVED</th>
<th>ACTUAL OR PROPOSED DATES</th>
<th>LOCATION</th>
<th>ESTIMATED COST (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intensive planning of the Training Program (A)</td>
<td>TA Team</td>
<td>(none)</td>
<td>August and September 2006</td>
<td>MAF, in Vientiane</td>
<td>No additional costs</td>
</tr>
<tr>
<td>2. Training Needs Assessment (T)</td>
<td>TA Team and MAF officers</td>
<td>Dr Outhaki Khamphoui, Mr Geoff Burke, Ms Sisomphet Souvanthalisith</td>
<td>September 2006</td>
<td>MAF, Vientiane</td>
<td>No additional costs</td>
</tr>
<tr>
<td>3. One-day Consultative Workshop on Consolidating Gender Mainstreaming in Agriculture (A)</td>
<td>For senior MAF officers and delegates from a wide range of other agencies. The total attendance was 52, of whom 24 were women</td>
<td>Dr Ty Phommasack, Vice Minister, Dr Phouang Parisak Pravongviengkham, Director General, Permanent Secretary Office, Dr Monthathip Champhengxay, Deputy Director General, NAFRI, and Head of the Ministerial CAW Secretariat, Dr Outhaki Khamphoui, Ms Sisomphet Souvanthalisith</td>
<td>24 October 2006</td>
<td>MAF, in Vientiane</td>
<td>US$1,000</td>
</tr>
<tr>
<td>4. Five-day Field Survey and Gender Training Needs Assessment (T)</td>
<td>Provincial and District MAF officers (ten, of which three were women), together with villagers and Production Group members from four villages, numbering perhaps 200 men and women</td>
<td>Dr Outhaki Khamphoui, Ms. Sisomphet Souvanthalisith, Mr. Thongsavanh Phanthalavong, NAFES official, Head of Coordination Unit, Rural Development Division</td>
<td>11-16 December 2006</td>
<td>Khammouane and Bolikhamxay Provinces, and two Districts and four villages</td>
<td>US$1,540</td>
</tr>
<tr>
<td>5. Gender Considerations in Agriculture Extension Training (T)</td>
<td>Thirty Provincial and District officers from five Northern Provinces (including six women) attended</td>
<td>The LEAP Team, and Dr Outhaki Khamphoui, Mr Phet Phommachak, Ms. Sisomphet Souvanthalisith and Mr. Thongsavanh Phanthalavong</td>
<td>7-9 February 2007</td>
<td>Oudomxai Province</td>
<td>US$2,997</td>
</tr>
</tbody>
</table>
### TA ACTIVITIES ACCOMPLISHED UP TO SEPTEMBER 2007

<table>
<thead>
<tr>
<th>TITLE OF ACTIVITIES</th>
<th>PARTICIPANTS</th>
<th>KEY PERSONS INVOLVED</th>
<th>ACTUAL OR PROPOSED DATES</th>
<th>LOCATION</th>
<th>ESTIMATED COST (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Ten-day Training Course on Gender Statistics and Gender Analysis (T)</td>
<td>About 15 MAF officers, and also officers from other agencies</td>
<td>Dr Kasumi Nishigaya, Dr Outhaki Khamphoui, Ms. Sisomphet Souvanthalisith</td>
<td>19 February to 2 March 2007</td>
<td>MAF, in Vientiane</td>
<td>US$3,470 (est.)</td>
</tr>
<tr>
<td>7. Ten-day Training Course on Gender Statistics and Gender Analysis (T)</td>
<td>About 15 Provincial officers</td>
<td>Dr Kasumi Nishigaya, Dr Outhaki Khamphoui, Ms. Sisomphet Souvanthalisith</td>
<td>5 March to 16 March 2007</td>
<td>Khammouane Province</td>
<td>US$6,000 (est.)</td>
</tr>
<tr>
<td>8. Development of Training Materials (T)</td>
<td>TA Team, especially Dr Outhaki Khamphoui and Ms Sisomphet Souvanthalisith (none)</td>
<td>Should be completed by the end of May 2007</td>
<td>MAF, in Vientiane</td>
<td>US$5,300 (est.)</td>
<td></td>
</tr>
<tr>
<td>9. Seven-day “Training of Trainers” (T)</td>
<td>Up to 15 MAF officers</td>
<td>Dr Outhaki Khamphoui, Ms. Sisomphet Souvanthalisith, Dr Monthathip Chanpengxay and Ms Pingkham Lassasimma</td>
<td>Seven days within May 2007</td>
<td>MAF, in Vientiane</td>
<td>US$2,140 (est.)</td>
</tr>
<tr>
<td>10. Development of Training Materials (T)</td>
<td>TA Team, especially Dr Outhaki Khamphoui and Ms Sisomphet Souvanthalisith (none)</td>
<td>Should be completed by the end of May 2007</td>
<td>MAF, in Vientiane</td>
<td>US$5,300</td>
<td></td>
</tr>
<tr>
<td>11. Seven-day “Training of Trainers” (T)</td>
<td>Up to 15 MAF officers</td>
<td>Dr Outhaki Khamphoui, Ms. Sisomphet Souvanthalisith, Dr Monthathip Chanpengxay and Ms Pingkham Lassasimma</td>
<td>Seven days within May 2007</td>
<td>MAF, in Vientiane</td>
<td>US$2,140 (est.)</td>
</tr>
<tr>
<td>12. Gender Considerations in Agriculture Extension Training (T)</td>
<td>To be decided, depending on the plans of the LEAP Team for further Training in several Provinces</td>
<td>The LEAP Team, and Dr Outhaki Khamphoui, Mr Phet Phommachak and Ms. Sisomphet Souvanthalisith</td>
<td>To be done in collaboration with SUFORD</td>
<td>According to the MOU and in consultation with SUFORD</td>
<td>US$3,000 (est.) for each course, totaling US$6,000 (est.)</td>
</tr>
</tbody>
</table>
## Annex 16: Training Plan of Systemic Human Resource Development Program (Revised Final)

### Title of Activities

<table>
<thead>
<tr>
<th>TITLE OF ACTIVITIES</th>
<th>PARTICIPANTS</th>
<th>KEY PERSONS INVOLVED</th>
<th>ACTUAL OR PROPOSED DATES</th>
<th>LOCATION</th>
<th>ESTIMATED COST (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Total Expenditure by Third Quarterly Report (End August 2007):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$31,779</td>
</tr>
</tbody>
</table>

A. Total Expenditure by Third Quarterly Report (End August 2007): $31,779
<table>
<thead>
<tr>
<th>TITLE OF ACTIVITIES</th>
<th>PARTICIPANTS</th>
<th>KEY PERSONS INVOLVED</th>
<th>ACTUAL OR PROPOSED DATES</th>
<th>LOCATION</th>
<th>ESTIMATED COST (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Agricultural Extension Component (T)</td>
<td>PAFO, FAFEO, and women and men in the communities</td>
<td>Mr. Phet Phommachack, Dr. Outhaki Khampoui, Dr. Kasumi Nishigaya, and MAF Gender Specialist (TBA)</td>
<td>Fourth deployment of Nishigaya (commencing from end of October 07)</td>
<td>Two pilot provinces</td>
<td>$10,000</td>
</tr>
<tr>
<td>14. Introducing gender sensitive planning, monitoring and evaluation system (T and A)</td>
<td>TBA (Consultation: MAF Gender Specialist and International Cooperation and Investment)</td>
<td>Dr Kasumi Nishigaya, Ms. Sisomphet Souvanthalisith and Mr. Chanthaneth Simahano</td>
<td>Fourth deployment of Nishigaya (commencing from end of October 07)</td>
<td>MAF in Vientiane</td>
<td>$1,000</td>
</tr>
<tr>
<td>15. Production of gender mainstreaming tools (T and A)</td>
<td>Sub-CAW secretariat (or “Gender Division”, if established)</td>
<td>Dr. Kasumi Nishigaya and Ms. Sisomphet Souvanthalisith</td>
<td>Fourth deployment of Nishigaya (commencing from end of October 07)</td>
<td>MAF in Vientiane</td>
<td>$2,000</td>
</tr>
<tr>
<td>16. Focus group with MAF women staff (T and A)</td>
<td>Sub-CAW secretariat (or “Gender Division”, if established)</td>
<td>Dr. Kasumi Nishigaya and Ms. Sisomphet Souvanthalisith</td>
<td>Fourth deployment of Nishigaya (commencing from end of October 07)</td>
<td>MAF in Vientiane</td>
<td>$1,000</td>
</tr>
<tr>
<td>17. Gender Mainstreaming Planning for 2008 by MAF department (key departments only due to budgetary constraints under TA)</td>
<td>Sub-CAW secretariat (or “Gender Division”, if established)</td>
<td>Dr. Kasumi Nishigaya and Ms. Sisomphet Souvanthalisith</td>
<td>Fourth deployment of Nishigaya (commencing from the end of October 07)</td>
<td>MAF in Vientiane</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

B. Total Projected Expenditure: A + $17,000 = $48,770
Annex 17: Participatory Consultation Planning Mission for the Component of Gender-Responsive Pro-Poor Agriculture Extension Service

Third In-country Input: Terms of Reference

Name: Dr. Kasumi Nishigaya
Designation: Gender Analysis Specialist
Organization: ANU Enterprise, The Australian National University
Contact: uq910175@anumail.anu.edu.au; knj@anuenterprise.com.au

The proposed small program of pilot activities has the overall purpose of demonstrating the effectiveness of a practical approach to Gender Mainstreaming in agricultural extension services. It will aim to do this by:

i) raising the awareness among Extension Service staff of the need to take account of the needs and preferences of women and men separately, and increasing their knowledge and skills in how to do this in their everyday work.

ii) raising awareness among villagers of the different needs, workloads, roles and responsibilities of women and men in the community.

iii) facilitating a process of participatory planning for improvements in extension service delivery at village level, such as ensuring extension staff meet separately with women, if appropriate, to provide support with planning and ongoing technical assistance on agricultural based livelihood activities.

iv) strengthening the capacity of women in villages to request appropriate extension services and utilize these services as and when they are needed, e.g. by supporting the development of women’s organizations.

v) through the extension service, offering support to women through local women’s organizations for micro enterprise development in the form of technical advice and inputs, e.g. seeds, fertilizers, equipment, or small loans.

vi) if appropriate, facilitate linkages between the extension service and local microfinance institutions, to assist villagers to access small loans for micro enterprise.

During this short visit, the Gender Specialist will work closely with the Deputy Team Leader, Dr Outhaki, the Agricultural Services Specialist, Mr Phet, Ms Sisomphet and key counterpart staff from the MAF to:

1. Agree on the overall purpose and objectives of pilot activities and support to MAF extension services, e.g. to test and demonstrate effective application of Gender Mainstreaming approach, as outlined above.

2. Devise an indicative program of activities to be undertaken in villages, e.g. focus group discussions, participatory exercises (transsects walks, daily routine charts, etc), and participatory planning for pilot activities involving villagers and extension staff, e.g. livelihood activities targeting the needs and preferences of women in particular. Consideration should also be given to activities to strengthen women’s organizations in the villages, e.g. leadership training, simple book-keeping, literacy & numeracy, savings & credit schemes etc.

3. Decide on the sample size and location, i.e. the number of villages where pilot activities are to be undertaken and their location. It is recommended that the number is limited to 3 or 4, and they should all be easily accessible from Vientiane, e.g. within a few hours travel by road. Selection should be based on criteria such as evidence of need for improvement in extension services (with regard to gender equality), economic status of villagers, level of motivation and interest of villagers, access to markets, etc.

4. Identify simple methods for recording field data and prepare a reporting pro forma and an outline monitoring & evaluation framework for the pilot activities.

5. Prepare a detailed workplan for field based activities over the next 4 months, including a Staff Schedule and indicative budget.
6. Draft a simple set of practical guidelines for use by the Agricultural Extension Services Specialist and other extension staff on the activities they should undertake in each village. At least 2 full days should be spent initially in each village to meet with different groups, explain the purpose of the program, and conduct various participatory exercises. Follow-up visits should be action oriented and focus on achievable outcomes.

7. Prepare a brief report summarizing the tasks undertaken during the assignment, people met, decisions made, and attaching a copy of the Staff Schedule, Workplan, list of villages & locations, outline M&E framework and Guidelines.

**Pilot Activity Program Field Team**

Mr Phet Phommachak – Agricultural Extension Services Specialist: lead pilot activities
Agricultural Extension Officers (2): implement pilot activities
Ms Sisomphet – Gender Specialist: guide, supervise and monitor field team
Dr Outhaki Khampnou – Deputy Team Leader, overall supervisor of Program

**Timeframe**

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-9 June</td>
<td>Meet with Project PD and key counterpart staff&lt;br&gt;Meet with SUFORD, LEAP etc&lt;br&gt;Prepare draft schedule of activities, staff schedule, workplan, budget, m&amp;e framework, and indicative guidelines</td>
</tr>
<tr>
<td>11-16 June</td>
<td>Seek approval from MAF for program and staffing arrangements&lt;br&gt;Refine and finalise schedules and guidelines</td>
</tr>
<tr>
<td>18-23 June</td>
<td>Contact villages, DAFOs etc.&lt;br&gt;Liaise with SUFORD and/or LEAP and arrange timing of village visits</td>
</tr>
<tr>
<td>25-30 June</td>
<td>Contact villages, DAFOs etc.&lt;br&gt;Liaise with SUFORD and/or LEAP and arrange timing of village visits</td>
</tr>
<tr>
<td>2-7 July</td>
<td>Undertake 1st visit to villages – data collection and planning</td>
</tr>
<tr>
<td>9-14 July</td>
<td>Undertake 1st visit to villages – data collection and planning</td>
</tr>
<tr>
<td>16-21 July</td>
<td>Undertake 1st visit to villages – data collection and planning</td>
</tr>
<tr>
<td>23-28 July</td>
<td>Reporting, arrange training courses, liaise with MFIs</td>
</tr>
<tr>
<td>30 July – 4 Aug</td>
<td>Reporting, arrange training courses, liaise with MFIs</td>
</tr>
<tr>
<td>6-11 August</td>
<td>Undertake 2nd visit to villages – training, monitoring</td>
</tr>
<tr>
<td>13-18 August</td>
<td>Undertake 2nd visit to villages – training, monitoring</td>
</tr>
<tr>
<td>20-25 August</td>
<td>Undertake 2nd visit to villages – training, monitoring</td>
</tr>
<tr>
<td>27 Aug – 1 Sept</td>
<td>Reporting and analysis of findings</td>
</tr>
<tr>
<td>3-8 September</td>
<td>Reporting and analysis of findings</td>
</tr>
<tr>
<td>10-15 Sept</td>
<td>Undertake 3rd visit to villages – data collection, impact assessment</td>
</tr>
<tr>
<td>17-22 Sept</td>
<td>Undertake 3rd visit to villages – data collection, impact assessment</td>
</tr>
<tr>
<td>24-29 Sept</td>
<td>Undertake 3rd visit to villages – data collection, impact assessment</td>
</tr>
<tr>
<td>1-6 October</td>
<td>Reporting and analysis of findings</td>
</tr>
<tr>
<td>8-13 October</td>
<td>Reporting and analysis of findings</td>
</tr>
</tbody>
</table>
### Schedule of Dr. Kasumi Nishigaya

*Gender Analysis Specialist, ADB TA 4655-LAO*

<table>
<thead>
<tr>
<th>Date</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 May 07</td>
<td>Departure from Canberra by Greyhound. Overnight stay in Sydney.</td>
</tr>
<tr>
<td>(Wednesday)</td>
<td></td>
</tr>
<tr>
<td>31 May 07</td>
<td>Departure from Sydney for Bangkok and Vientiane by TGs 992 and 692 respectively. Arrival reported.</td>
</tr>
<tr>
<td>(Thursday)</td>
<td></td>
</tr>
<tr>
<td>1 June 07</td>
<td>Public Holiday in Lao PDR. MAF engaged in National Tree Plantation Campaign.</td>
</tr>
<tr>
<td>(Friday)</td>
<td></td>
</tr>
<tr>
<td>2 June 07</td>
<td>Lunch with Dr. Outhaki Chalamony-Khampoui at her residence. Briefed about the developments at MAF and her ideas about the agricultural extension component. Obtained copies of LEAP Project Phase III information kits.</td>
</tr>
<tr>
<td>(Saturday)</td>
<td></td>
</tr>
<tr>
<td>3 June 07</td>
<td>Prepared a consultation timetable, draft budget form (unit cost only) and personnel (in terms of number and job description only) for Monday’s consultation.</td>
</tr>
<tr>
<td>(Sunday)</td>
<td></td>
</tr>
</tbody>
</table>
| 4 June 07  | 8:00am- Consultation with MAF TA personnel: Dr. Mouithaiph Chaepengxay (NAFRI), Mr. Chanthaneth Simahano (International Cooperation) and Ms. Sisomphet Souvanthalsith (Gender Specialist).  
10:00am- NAFRI: Meeting with LEAP and SUFORD project directors. |
| (Monday)   |                                                                          |
| 5 June 07  | 8:00am- Consultation with MAF TA personnel (continued):  
3:00pm- UNDP Consultation with Ms. Phanchinda Lengsav, Advisor on Poverty Reduction and Ms. Harumi Fuentes. Will be briefed about any developments in the UNDP project of Gender Empowerment in Poverty Reduction and will explore the use of the tools developed under GEPR during the fourth deployment. |
| (Tuesday)  |                                                                          |
| 6 June 07  | Continue consultation at MAF and finalize drafting the plan.            |
| (Wednesday)|                                                                          |
| 7 June 07  | Continue consultation at MAF and finalize drafting the plan.            |
| (Thursday) |                                                                          |
| 8 June 07  | Finalize the project description of agricultural extension component of TA; television conference at ADB Lao PDR Resident Mission with Ms. Mio Oka, Social Development Specialist, ADB Manila. |
| (Friday)   |                                                                          |
| 9 June 07  | Departure to Sydney via Bangkok by TGs 693 and 995 respectively.        |
| (Saturday)|                                                                          |
| 10 June 07 | Arrival in Sydney and then to Canberra by Greyhound.                    |
| (Sunday)   |                                                                          |
Memorandum of Understanding (MOU) stipulating the cooperation between the ADB TA 4655 Gender Mainstreaming in Agriculture, Lao PDR and Sustainable Forestry and Rural Development (SUFORD)

Date: 1 November 2007, Thursday
Ministry of Agriculture and Forestry
Vientiane, Lao PDR

Preamble: Principles of Cooperation

WHEREAS, ADB TA has three overall objectives: (1) to build gender-responsive institutional structures and systems at MAF; (2) to strengthen the capacity of MAF officials and selected provincial and district office staff to incorporate gender dimensions in MAF policies, strategies, programs and projects; and (3) to strengthen gender-sensitive and pro-poor agricultural extension services;

WHEREAS, SUFORD has three objectives: (1) to improve strategy, regulation and participatory sustainable forestry; (2) to prioritize participation of sustainable forestry protection; and (3) to improve livelihood and sustainable beneficiary of forestry production and rural development system;

WHEREAS, ADB TA and SUFORD are concerned with the promotion of gender equality in the extension services under NAFES and other departments which render extension services under the Ministry of Agriculture and Forestry (MAF);

WHEREAS, both ADB TA and SUFORD wish to cooperate in order to pursue their common objectives, and to establish general principles and identify areas of mutual cooperation for the benefit of women and men in the agriculture and fishery communities in Lao PDR; and

THUS, ADB TA and SUFORD hereby agree to the following principles governing their cooperation for their support to MAF.

Section 1: Objectives

The objectives of this agreement is to establish an overall framework for collaboration and coordination between ADB TA 4655 and SUFORD for the promotion of gender sensitive pro-poor agricultural extension services:

1. To increase gender awareness among the agricultural extension officers in PAFO and DAFEO;

2. To support NAFES to integrate the gender sensitive pro-poor measures in their Lao Extension Approach (LEA);

3. To build the capacity of PAFO/DAFEO to plan, deliver and evaluate the gender sensitive pro-poor agricultural extension services; and
4. As a result, to increase gender equality among women and men in agriculture and forestry population.

Section 2: Areas of Collaboration and Coordination

The areas of specific collaboration and coordination between ADB TA 4655 and SUFORD will be:

1. Participatory planning, including gender analyses and assessment;
2. Skills and capacity development activities through agricultural extension services, aiming to benefit women and men equally;
3. Monitoring and evaluation, fully integrating gender perspectives; and
4. Disseminating the best practices and lessons learned through the workshop.

Section 3: Responsibilities of ADB TA and SUFORD

Both ADB TA and SUFORD will be committed to complement each other in promoting gender sensitive pro-poor agricultural extension services with ADB TA bringing in gender specialists and SUFORD well trained agricultural extension workers who are committed to integrate gender sensitive pro-poor dimensions in their agricultural extension activities.

In more concrete terms, ADB TA through its provision will:

1. make available a field TA team aiming to promote gender sensitive pro-poor agricultural extension services to collaborate with the SUFORT field team in undertaking the above stated field-based activities. The team is composed of the following members:
   - MAF: Gender Analysis Specialist (TBA: full time)
   - Agricultural Extension Specialist (Mr Phet Phommachack: full-time)
   - Human Resource Development Specialist (Dr. Outhaki Khampoui: intermittent)

2. provide their field-cost, travel cost (Vientiane-Savannakhet), consumables, MAF liaison cost and the dissemination workshop cost.
   - See attached budget prepared by ANU Enterprise, the Australian National University.

SUFORD through its provision will:

1. make available a field team to collaborate with the ADB TA field team through NAFES, PAFO and DAFEO in undertaking the above stated field-based activities; and

2. provide the field-cost of NAFES, PAFO and DAFEO, their travel cost (in-province
travel cost or means) and actual intervention cost (e.g. training courses, equipments, inputs, and some incentives).

Section 4: General Conditions of MOU

1. This MOU will not affect the current contracts under ADB TA and SUFORD respectively.

2. The implementation of this MOU will be in full compliance with the respective administrative rules and procedures of ADB and FINIDA, and be subject to the availability of funds.

3. There is a possibility that this agreement may be modified at any time by mutual written consent of the parties.

4. This MOU may be terminated by either party with thirty days’ notice.

Mr. Simon Cann-Evans
General Manager, Projects Division, ANU Enterprise, The Australian National University

Mr. Bouahong Phanthanousy
National Project Management Coordinator SUFORD

Ms. Vannaly Saphangthong
Deputy Director-General, Permanent Secretary’s Office Ministry of Agriculture and Forestry
### Annex 18: Memorandum of Understanding for the Gender-Responsive Pro-Poor Agriculture Extension Service (ADB TA, SUFORD and MAF)

#### Design and Monitoring Framework

**Gender Sensitive Pro-Poor Agricultural Extension Services**

<table>
<thead>
<tr>
<th>Design Summary</th>
<th>Performance Targets/Indicators</th>
<th>Data Sources/Reporting Mechanisms</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact</td>
<td>Sex-disaggregated data from the government reporting system show improved gender situations: Time-use patterns, income, decision-making and public arena participation, health and education.</td>
<td>Government reporting system, UNDP human development report (Lao country report)</td>
<td>GOL continued commitment to gender mainstreaming in all sectors. Strong advocacy and support by NCAW and the Division for the Advancement of Women at MAF.</td>
</tr>
<tr>
<td>Outcome (Depends on the type of activities introduced)</td>
<td>Sex-disaggregated data from the impact studies of training participants show improved gender situations: Time-use patterns, income, decision-making and public arena participation, health and education.</td>
<td>Impact assessment (both quantitative and qualitative)</td>
<td>Continued commitment to gender sensitive pro-poor agricultural extension services at MAF, MAF/PADO/PAFEO, MAF/PADO/PAFEO-PAFECO. Good practices and lessons learned widely disseminated by the Division for the Advancement of Women at MAF.</td>
</tr>
<tr>
<td>Outputs</td>
<td>The number of agricultural extension beneficiaries who are women increases beyond the current 20% by June 2008. Women participate in all phases of extension sponsored activities equally with men.</td>
<td>MAF reporting system for gender mainstreaming (project, departmental and other business unit-based)</td>
<td>Activities that are beyond the specialization of PADO/PAFEO Village extension workers and reflect the interests of women be introduced and sustained.</td>
</tr>
</tbody>
</table>

### Activities with Milestones

1. **Participatory Planning**
   - Start: 1 July 2007
   - Complete: 15 July 2007 (outputs by 12 July 2007)
   - Outputs: proceedings of participatory planning, photographs, flipcharts outputs (e.g., tracer walks, resource mapping)

2. **Training Activities and Monitoring**
   - Start: 23 July 2007
   - Complete: 15 August 2007 (outputs by 14 August 2007)
   - Outputs: proceedings of training activities and monitoring, photographs documenting the processes, voices of women and men in the processes and

3. **Evaluation**
   - Start: September or October
   - Complete: September or October

4. **Joint Seminar on Best Practices and Lessons Learned**
   - Start: November
   - Complete: November

### Inputs

- **ADB TA:**
  - Agricultural Extension Specialist, MAF Gender Specialist, and Human Resource Development Specialist/Deputy Team Leader and their field-cost (per diem and travel)
  - Field-assistant cost

- **SUFORD:**
  - PADO/PAFEO Village extension officers and their field-cost (per diem and travel)
  - Field-assistant cost

- Village-based intervention cost (e.g., training, provisions for small-scale infrastructure, income generation and home garden, and maintenance
### Annex 18: Memorandum of Understanding for the Gender-Responsive Pro-Poor Agriculture Extension Service (ADB TA, SUFORD and MAF)

#### Budget: Promoting Gender Equality in Agricultural Extension Component, ADB TA 4655

Expressed in USD

<table>
<thead>
<tr>
<th>Personnel Cost</th>
<th>Unit Cost</th>
<th>Frequency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Team Leader, Per diem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Extension Specialist, Per diem</td>
<td>40</td>
<td>21</td>
<td>840</td>
</tr>
<tr>
<td>Gender Specialist (TBA), Per diem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honorarium</td>
<td>30</td>
<td>42</td>
<td>1260</td>
</tr>
<tr>
<td>MAF Liaison, M &amp; E and Quality Control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liaison officer, Communication and printing cost</td>
<td>40</td>
<td>12</td>
<td>480</td>
</tr>
<tr>
<td>PAFO/DAFEO (M&amp;E and Training), Per diem</td>
<td>SUFORD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel Cost</td>
<td>SUFORD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car rental</td>
<td>250</td>
<td>3</td>
<td>750</td>
</tr>
<tr>
<td>Gasoline (refuelling)</td>
<td>100</td>
<td>3</td>
<td>300</td>
</tr>
<tr>
<td>Village-Based Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field assistants (research, training and media production)</td>
<td>2</td>
<td>270</td>
<td>540</td>
</tr>
<tr>
<td>Reporting forms and stationeries</td>
<td>250</td>
<td>1</td>
<td>250</td>
</tr>
<tr>
<td>Village-based interventions (training, infrastructure development, income generation and microfinance preparation)</td>
<td>SUFORD</td>
<td>SUFORD</td>
<td>SUFORD</td>
</tr>
<tr>
<td>Final Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop Package</td>
<td>1000</td>
<td>1</td>
<td>1000</td>
</tr>
</tbody>
</table>

**Total**

10000
Terms of Reference of Agriculture Extension Specialist
Market Survey to Develop the Training Content of Agriculture Extension Services

1. Background

Between 4 December 07 and 10 December 2007, ADB TA Team comprising of Dr. Outhaki Khampoui and Mr. Phet Phommachack implemented (1) gender equality training for DAFEO extension officers and (2) gender-integrated participatory rural appraisal to come up with a plan for the extension services for the pilot villages. This component was executed under the auspices of Ministry of Agriculture and Forestry and by the collaboration between Sustainable Forestry and Rural Development (SUFORD) and this TA. The entire process was closely monitored by Ms. Sisomphet Souvanthalisith, Deputy Director, Division for the Advancement of Women, Permanent Secretary’s Office, and where necessary her inputs and advice were sought.

Gender-integrated PRA is a relatively new experience for DAFEO extension officers in Savannakhet, and most likely in other provinces. Notwithstanding this, all sixteen DAFEO extension officers have divided the responsibilities of the execution of gender-integrated PRA processes, and successfully facilitated and moderated the processes and developed the outputs in the two pilot villages in Songkhone District (along the Mekong River, south of Savannakhet town). At the end of the gender-integrated PRA processes, livestock production was identified by both women and men to be their single most important interest of learning from DAFEO extension services. Further, kapok and chilly production, harvesting and processing were identified by women as their main areas of interest for learning from DAFEO extension services.

Despite its close location to Mekong River and various streams, the pilot area is prone to drought condition. Apart from rice production that relies on rainfalls, no other products are being produced and harvested. In relation to off-farm non-farm agricultural and forestry extension services, DAFEO extension officers seem to have very little previous experiences. Consequently, SUFORD sponsored village development plans in this areas tend to promote livestock mainly as the required area for intervention, very few training sessions have been attended by women thus far. The proposed mission by Mr. Phet Phommachack is to address this gender gap by identifying gender-specific needs for off-farm and non-farm income generation opportunities and hopefully by extension will be able to contribute to the improvement of livelihood of rural families in this area by investing in women.

2. Mission Period

Dr. Outhaki: Please enter date after discussing with Phet

3. Purpose of Mission

- Undertake a comprehensive market survey of the target areas by asking villagers what they purchase, how much and from whom, including labour or barter transactions;
- In the provincial and district capital and market centres, identify local products; places of origin; and prices. Purchase sample products, and where possible take
photographs for the purpose of documentation;
• Make a list of off-farm and non-farm income generation opportunities for the pilot areas by using a gender-sensitive consultation method;
• Identify a list of on-farm training needs for the pilot areas by using a gender-sensitive consultation method;
• Ascertain the nature and extent of food security in the pilot areas;
• Identify resources that are required for the training courses for the above income generation opportunities and the cost of mobilization;
• Identify additional non-technical training needs to enhance the bargaining power of women and men in the market;
• Together with the DAFEO extension officers, develop pilot gender-integrated pro-poor agricultural extension services, bearing in mind that women and men have different needs (e.g. training content), available time (e.g. training time) and accessibility to the training content (e.g. media and communication); and
• Along with the purchased sample products and pictures, develop a short presentation for the debriefing sessions.

4. Outputs

(1) Market survey report, documenting the products, places of origin and prices by the following location:
  • Pilot areas;
  • Provincial capital (by the location of market or shop);
  • District capital; and
  • Any other roadside markets
(2) Purchased sample products and photographs
(3) A list of on-farm training needs by sex and marital status;
(4) Report on the nature and extent of food security in the pilot areas;
(5) List of resources per training course and their cost for mobilization;
(6) List of additional non-technical training needs, resources to respond them and their cost;
(7) Pilot gender-integrated pro-poor agricultural extension services by sex; and
(8) A short presentation for the debriefing sessions within TA Team
Terms of Reference of Agriculture Extension Specialist  
Participatory Situation Analysis Study on Household Energy Consumption

1. Background

For DAFO Song Khone to be able to design and deliver holistic and comprehensive gender-integrated pro-poor agriculture and forestry extension services, Agriculture Extension Specialist of ADB TA 4655 undertook a two-week field mission in December 07 and January 08. In this exploratory mission, he investigated further commodity chains of various products and goods between and across Savannakhet provincial capital, the district market and villages and micro-level production activities of various agricultural produces and other livelihood activities in the villages by paying attention to gender. He found out that if the access to market and organizational skills are considered, agricultural extension services to increase productivity of chillies, kapok and livestock can bring positive economic impacts to rural women and rural households. Some of these findings are now integrated into the agricultural and forestry extension services that DAFO is planning to deliver in mid-January 08 and Human Resource Development Specialist will monitor their effectiveness during their implementation.

In addition, Agriculture Extension Specialist also found that the household energy and forestry resource consumption patterns appear to be influenced by the household economic status (through its proxy of vehicle possession such as hand-tractors, motorcycles, bicycles and none). In general, villagers of all walks of life share common concern over the reduction and deterioration of forestry resources in their environs and are aware that much longer distance is required to collect the same amount of fuelwood and other forestry resources for household consumption and income generation. Women and men in poverty, especially those who do not possess the vehicles to increase their mobility, are assumed to be more vulnerable to these changes than those who do not. Taking the advantage of the presence of Human Resource Development Specialist who led the research project on this topic and authored “Fuels for Life”, it was decided that the following activities will be undertaken in order not only to put forward concrete steps to introduce energy saving practices and to mobilize resources externally to enhance this movement across the country, but also to introduce holistic agriculture and forestry extension services by DAFO. Together, these end results are envisaged not only to slow the deterioration of forestry resources, but also to improve women’s health, to release them from time- and labour-intensive work and to increase their access to agriculture and forestry training, education and information services.

2. Objectives

This situation analysis study has three long-term objectives:

- To increase thermal efficiency in the household energy consumption;
- To reduce the consumption of fuelwood in order to save forestry, vegetation and surrounding environment; and
- To improve life standards of the poor through the reduction of respiratory diseases and intensive labour in fuelwood collection (e.g. walking, cutting and carrying).
3. The Outline of Activities

3.1 Consultation with DAFO Office for the demonstration / small-scale surveys in two villages

The activities of this last remaining component will be discussed with DAFO office, more specifically with the Director, who co-managed the gender equality training for agriculture and extension service officers more recently. In this consultation, Agriculture Extension Service Specialist will concentrate on the following points:

- Brief him the outline of the following activities which are in draft form. Ask him opinions and where required, make pragmatic adjustments without going beyond the budgetary ceiling;

- For the purpose of doing a small-scale survey which will be repeated at a regular interval, ADB TA team would like to release energy-saving stoves to those who fall under the following two categories: (1) currently cook food without any stoves (e.g. in or on the ground with the cooking grid) and (2) have no any vehicles for fuelwood collection and thus collect fuelwood on foot. Based on his earlier observation, there were 32 households altogether in these villages;

- Ask him whether or not this act will not invite any jealousy or opposing views from the village heads and other villagers and request his support to facilitate this experiment, the method of which will be explained in the latter section;

- Also, request him whether or not a DAFO officer be able to accompany him for the execution of this study for the entire period. If the request is agreed, discuss and agree on the terms (e.g. vehicles; honorarium, meeting and equipments for an experiment and sampling process); and

- Record the above discussion into a minutes to be reported to Human Resource Development Specialist / DTL and cc: MAF.
3.2 On-site experiment of cooking and demonstration for the use of energy-saving stoves

While many in two villages share common concern over their over reliance on the forestry resources, deterioration of forestry resources over recent years and their worsening livelihoods, it is assumed that they may not be aware how much fuelwood that an energy saving stove can actually save in comparison with other means of cooking (i.e. in or on the ground; non-energy saving cooking stoves; and different energy sources). After their daily cooking needs are identified, Agriculture Extension Specialist will conduct an on-site experiment to measure the time and the amount of energy sources to cook X cups of rice and a kettle of water by using different types of stoves and energy sources. Some possible comparative options are:

- Fuelwood: energy saving stove
- Charcoal: energy saving stove
- Fuelwood: in the ground
- Fuelwood: on the ground
- Items to test: normal rural diet like rice, soup, hot water to name just a few.

The results of these experiments will be reported in a table, showing the amount of fuel used and time taken for each energy source / stove / food option and documenting the comments by the experiment participants.

3.3 Cost and benefit of current household energy consumption patterns in rural Laos for the family members, community, and environment

Human Resource Development Specialist will give a short presentation to those who are not currently using energy-saving stoves about the cost of using fuelwood in the open stove and benefit of introducing the energy-saving stove based on her previous study on “Fuel for Life”. She will also show samples of other types of energy-saving stoves from the region; introduce their benefits; and motivate DAFO and villagers to adopt them as and where they will be able to afford in the future.

3.4 Survey on household energy consumption in the two villages

3.4.1 Door-to-Door Interviews / On-Site Interviews (in the case where all non-users can come to one location for the experiment)

Once the official permission is obtained to conduct a survey on household energy consumption in the two villages, Agriculture Extension Specialist will conduct a household energy consumption survey with DAFO counterpart. Visit door-to-door of all households which do not use energy-saving stoves, talk to those who actually engage in fuelwood collection (if women do this work, talk to women: be courteous and respectful, if necessary in the presence of husbands), fill in the questionnaire formats translated by Human Resource Development Specialist, complete the survey of non-users and return the results.

3.4.2 Participant-Observation of Fuelwood Collection

Agricultural Extension Service Specialist will participate in the fuelwood collection activities by women from the households which do not use energy saving stoves. Estimate the distance walked, time used and the amount collected. Ask how many
days this supply would last. Document this process by photographing, including all the research participants and the Specialist himself.

3.4.3 Key Informant Interview
The earlier mission report by the Agriculture Extension Specialist showed that there are many critical issues which impinge upon the deterioration of forestry resources. Together with the DAFO officer, he will interview village heads and several other types of household energy users (e.g. those who have hand-tractors, motorcycles, and bicycles; identify some major patterns of forestry resource deteriorations; and prepare key findings, including factors which are beyond the control of women and men in the pilot areas.

3.5 Key Informant Interviews on the potential service providers to work with MAF / DAFO for the introduction of rural household energy conservation
In consultation with MAF gender specialist and planner (in charge of NGO section) and DAFO director, Agriculture Extension Specialist will list up the potential service providers who are able to introduce household energy conservation measures as part of rural development activities. Explore possibilities of mass organizations, international NGOs, private sector providers, and technical colleges and discuss their strengths in particular areas.

3.6 Market Survey (Any remaining activities from the previous mission)
- Find out the average wage per day in the village, district and Savannakhet by the type of occupation
- Any other remaining activities from the previous mission terms of reference

4 Reporting
Agriculture Extension Service Specialist will bring back all questionnaire responses to the project office upon his return. With the written report, he will also report the other relevant findings on the research topics and discuss them with a view to conceptualize more holistic and comprehensive gender-responsive pro-poor agriculture and forestry extension services.
Acknowledgements

- Dr. Ty Phommacack, Vice-Minister in Charge of Advancement of Women;
- Dr. Bounthong Bouahom, Permanent Secretary;
- Present and past project directors of this TA, namely Dr. Monthathip Changpenxay, Director of NAFRI and Mrs. Vannaly Saphanthong, Deputy Director-General, Permanent Secretary’s Office; and Ms. Mio Oka, Social Development Specialist of ADB;
- Other MAF Directors of Departments that ADB TA dealt, especially Dr. Phouang Panisa Pravongviengkham who at the onset of TA provided leadership;
- Mr. Xaypladeth Choulamany, Deputy Director-General, Department of Planning;
- Mr. Chanthaneth Simahano, Director, Division for International Cooperation;
- Mrs. Vilayphone Volaphim, Director, Division for the Advancement of Women;
- Ms. Sisomphet Souvanthalisith, Deputy-Director, Division for the Advancement of Women;
- Dr. Outhaki Khampoui, Human Resource Development Specialist and Deputy Team Leader; and
- Many others at MAF who are too numerous to mention.

Presentation Outline

- TA Team Members and TA Project Outline
- Institutional and Human Resource Analysis
- Human Resource Development Activities
- Gender-Responsive Pro-Poor Agriculture Extension Service
- Recommendations

Team Members

ANU Enterprise (ANU E), the Australian National University
- Dr. Kasumi Nishigaya, Gender Analysis Specialist and Acting Team Leader

Chareun & Associates (C&A)
- Dr. Outhaki Khampoui, Human Resource Development Specialist and Deputy Team Leader
- Mr. Phet Phommachack, Agriculture Extension Service Specialist

Project Management
- Mr. Simon Cann-Evans, General Manager, ANU E
- Mr. Chareun Sayakhoummane, Executive Director
- ANU Enterprise and C&A

TA Project Outline

- TA Purpose
  1. Build gender-responsive institutional structures and systems at MAF;
  2. Strengthen the capacity of MAF officials and selected provincial and district office staff to incorporate gender into MAF policies, strategies, and projects; and
  3. Deliver gender-sensitive and pro-poor agricultural extension service.
- TA components
  1. Creating an Institutional Framework for Gender Mainstreaming
  2. Building Capacity for Gender Mainstreaming
  3. Gender-Sensitive and Pro-Poor Agriculture Extension Service
  4. Pilot Activities for Capacity Building
Presentation Outline

- TA Team Members and TA Project Outline

Institutional and Human Resource Analysis

- Institutional and Human Resource Analysis

Human Resource Development Activities

Gender-Responsive Pro-Poor Agriculture Extension Service
  - Capacity-building for DAFO officers
  - Pilot activities

Recommendations

Institutional and Human Resource Analysis

- Institutional and Human Resource Analysis

1. What are institutions?

- Arrangements or ‘rules of the game’, shaping the behavior of members in them and common understandings about how issues and problems are to be addressed and solved;

- Complexes of norms and behaviors, persisting over time by serving collectively valued purposes; and

- Dynamic, responding to changes in local actors and their understanding, as well as to external power or environmental conditions.

  - Informal institutions are social norms that represent evolved practices with stable rules of behaviour that are outside the formal system

  - Formal institutions are those whose norms, rules and sanctions are guaranteed through formal processes that are usually but not always official, and are written and enforceable through legal recourse or arbitration

Institutional and Human Resource Analysis: Expected TA deliverables

- Comprehensive review and analysis of MAF from a gender perspective

  → Gender mainstreaming framework

  → Human resource development strategy for gender mainstreaming

  → Affirmative action measures

Institutional and Human Resource Analysis

- Institutional and Human Resource Analysis

1. Are the official policies/strategies/guidelines/tools gender-responsive?

2. Do MAF staff understand gender concepts and approaches to achieve gender equality?

3. Are the mandates of MAF structures and job descriptions gender-responsive?

4. To what extent are women represented in the MAF workforce?

5. What efforts have been made so far in the promotion of gender equality in MAF institutions and programs; how effective have they been; and whether or not best practices have been disseminated and utilized across MAF?

6. What measures will be required to promote gender equality in MAF institutions, programs and agriculture and forestry population?

Institutional and Human Resource Analysis

<table>
<thead>
<tr>
<th>Methods</th>
<th>Topics to be reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules</td>
<td>Desk review; Policy, Strategies/Guidelines for MAF Sub-Sectors-Decrees/Resolutions</td>
</tr>
<tr>
<td>Structures</td>
<td>Desk review; observation; interviews; Overview of Structure for Gender Mainstreaming,</td>
</tr>
<tr>
<td></td>
<td>Mandate of Departments, Organizational Structures, Post Classifications, and Job Descriptions of all posts</td>
</tr>
<tr>
<td>Systems /</td>
<td>Desk review; observation; interviews; Human Resource Inventory and systems and practices</td>
</tr>
<tr>
<td>Practices</td>
<td>relating to recruitment, deployment, performance evaluation review, promotion, benefits, training and professional activities</td>
</tr>
<tr>
<td>Profile of MAF</td>
<td>Statistics; desk review; Qualifications/Skills mix/Gender equality in HR</td>
</tr>
<tr>
<td>Human Resource</td>
<td>Meetings; observation; interviews; trainers; Knowledge/Attitudes/Behaviour in gender mainstreaming</td>
</tr>
<tr>
<td>for Gender</td>
<td></td>
</tr>
<tr>
<td>Mainstreaming</td>
<td></td>
</tr>
<tr>
<td>Planning cycle</td>
<td>Interviews; Planning Cycle/Content/Method</td>
</tr>
<tr>
<td>content / method</td>
<td></td>
</tr>
</tbody>
</table>

Rules

- Law on Protection and Development of the Women (2005) was enacted, but has rarely been evoked.

- Gender equality commitment in agriculture and forestry is integrated into the component of the National Growth and Poverty Eradication Strategy of National Strategy for the Advancement of Women;

- Agriculture and Forestry Sector Development Goals and Directive Measures for the Sixth Five Year Plan 2006-2010 has no statement on gender;

- Forestry Strategy of MAF to the Year 2020 has the provisions for the promotion of gender equality under 5.3.5. as a cross-cutting issue; and

- Law on Foreign Investment.
**Structure: Success factors**

For the gender mainstreaming to work effectively, it is ideal if:

1. The specialist unit is located at the highest possible place in the organizations;
2. Technically specialized staff are available in the specialist unit;
3. Sufficient budget is allocated to the gender-integrated projects;
4. An open system which enables the whole-of-society participation approach; and
5. The presence of the external constituencies for the system to be accountable for.

Source: Beijing Platform of Declaration, 1995

---

**Planning cycle / content / method**

- Through gender analysis / gender statistics workshops, ascertained the availability and use of gender statistics pertaining to agriculture and forestry:
  1. Population profile analysis;
  2. Activity profile analysis;
  3. Access and control profile analysis; and
  4. MAF workforce at all levels
- Then, through interviews, assessed whether or not they were used for planning.

---

**Structures: Assessment of previous MAF structure for gender mainstreaming**

- “Secretariat of CAW”: Not full-time;
- Focal point officers: MAF LWU Representatives;
- Functions of all stakeholders and their relationships: Other than MAF-CAW, unclear; and
- All staff: Heavy reliance on gender specialists rather than integrating gender as part of their own work.

---

**Gender disaggregated data and information in agriculture and forestry**

- What are the characteristics of population who engage in agriculture and forestry by sex? In comparison with the other sectors, what aspects are different?
- Are there any characteristics in activities with respect to productive, reproductive and community activities by sex?
- Are there any characteristics in access to and control over resources and benefits in agriculture and forestry by sex?
- Is MAF workforce gender equal?
  - By revealing gendered patterns of work, and access and control over resources and benefits, gender statistics can alert the planners the need for gender responsive approach.

---

**Department’s mandates and job descriptions**

- No department has integrated gender mainstreaming as part of their mandates/job descriptions formally;
- Focal point officers were formally appointed (through Department of Personnel), but whether or not their performance was considered as part of their formal work in their performance review was uncertain; and
- Assessed the initial draft of job descriptions of the Division for the Advancement of Women. Critical role of monitoring and evaluation of gender mainstreaming was overlooked.

---

**Gender-disaggregated data and information: Findings**

- Gender statistics on population and socio-economic situations (baseline data)
  - Areas of improvement: More data/information and the improved accessibility for the statistics users (e.g. easy tables/graphs/charts).
- Representation of women and men in the MAF programs (institutional indicators)
  - Well documented in SUFORD. What about other government- or donor-funded projects?
- Representation of women and men in the MAF workforce (institutional indicators)
  - Well documented.
  - Used for gender-planning?
  - No: But willingness to use them if they are available.
Gender Statistics on Population and Socio-Economic Situations

Farm Population by Sex and Age Group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-24</td>
<td>Male</td>
<td>342,600.00</td>
<td>391,100.00</td>
<td>114.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>342,600.00</td>
<td>391,100.00</td>
<td>114.2</td>
</tr>
<tr>
<td>25-34</td>
<td>Male</td>
<td>248,600.00</td>
<td>282,400.00</td>
<td>113.6</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>248,600.00</td>
<td>282,400.00</td>
<td>113.6</td>
</tr>
<tr>
<td>35-44</td>
<td>Male</td>
<td>214,800.00</td>
<td>213,900.00</td>
<td>99.6</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>214,800.00</td>
<td>213,900.00</td>
<td>99.6</td>
</tr>
<tr>
<td>45-54</td>
<td>Male</td>
<td>141,600.00</td>
<td>141,800.00</td>
<td>100.1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>141,600.00</td>
<td>141,800.00</td>
<td>100.1</td>
</tr>
<tr>
<td>55-64</td>
<td>Male</td>
<td>88,006.00</td>
<td>90,800.00</td>
<td>103.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>88,006.00</td>
<td>90,800.00</td>
<td>103.2</td>
</tr>
<tr>
<td>65+</td>
<td>Male</td>
<td>72,600.00</td>
<td>73,600.00</td>
<td>101.4</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>72,600.00</td>
<td>73,600.00</td>
<td>101.4</td>
</tr>
</tbody>
</table>

Source: Lao Agricultural Census, 1998/1999
Legend: Sex Ratio is calculated as the ratio of women to 100 men

Net School Enrolment Rates Among Children Between 6-15 Years Old by Sex and Urban-Rural Differentials

<table>
<thead>
<tr>
<th>Age 6-10</th>
<th>Age 11-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Urban</td>
<td>91</td>
</tr>
<tr>
<td>Rural (with road access)</td>
<td>70</td>
</tr>
<tr>
<td>Rural (without road access)</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: LECS 3
Legend: expressed in per cent

Adult Literacy (estimated)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>95</td>
<td>65</td>
</tr>
<tr>
<td>Rural with road</td>
<td>86</td>
<td>63</td>
</tr>
<tr>
<td>Rural without road</td>
<td>69</td>
<td>39</td>
</tr>
</tbody>
</table>

Source: LECS 3
Legend: Expressed in per cent

Time Use by Sex

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income Generating Activities</td>
<td>5.2</td>
<td>4.5</td>
</tr>
<tr>
<td>Household Work</td>
<td>0.6</td>
<td>2.2</td>
</tr>
<tr>
<td>Sleeping / Eating / Leisure</td>
<td>15.4</td>
<td>14.8</td>
</tr>
<tr>
<td>Travel / other</td>
<td>1.6</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Source: Lao Expenditure and Consumption Survey 2002/03
Unit expressed in hours

Farm Land: The Status of Owner/Operator

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Owner and Operator</td>
<td>1,020,800</td>
<td>1,082,600</td>
<td>106.1</td>
</tr>
<tr>
<td>Non-Owner Operator</td>
<td>88,200</td>
<td>111,000</td>
<td>125.9</td>
</tr>
</tbody>
</table>

Source: Lao Agricultural Census, 1998/99
Legend: Sex Ratio is calculated as the ratio of female to 100 male
## Gender Indicators: Participants of the MAF Programs in the Field

<table>
<thead>
<tr>
<th>Role</th>
<th>Women</th>
<th>Men</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water User Group Chief</td>
<td>0</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Water User Group Deputy 1</td>
<td>4</td>
<td>18</td>
<td>22.2</td>
</tr>
<tr>
<td>Water User Group Deputy 2</td>
<td>0</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Head Organization and Management and Labour</td>
<td>0</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Mobilization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Administration and Finance</td>
<td>7</td>
<td>15</td>
<td>46.7</td>
</tr>
<tr>
<td>Head of Cash Payment and Disbursement</td>
<td>21</td>
<td>1</td>
<td>2100</td>
</tr>
<tr>
<td>Head of Audit and Inventory</td>
<td>0</td>
<td>22</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Department of Irrigation, Ministry of Agriculture and Forestry, 2007

## Decision-Making Roles in MAF Projects

<table>
<thead>
<tr>
<th>Role</th>
<th>Women</th>
<th>Men</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>VDU</td>
<td>83</td>
<td>20</td>
<td>41.5</td>
</tr>
<tr>
<td>FMU</td>
<td>136</td>
<td>4</td>
<td>2.9</td>
</tr>
<tr>
<td>District SUFORD</td>
<td>56</td>
<td>25</td>
<td>44.6</td>
</tr>
<tr>
<td>PPC</td>
<td>31</td>
<td>18</td>
<td>58.1</td>
</tr>
</tbody>
</table>

Source: MAF-SUFORD

Legend: The ratio of female to 100 male

## MAF Workforce by the Level of Education and Sex (2007)

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Sex</th>
<th>Per Cent</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D</td>
<td>25</td>
<td>7.4%</td>
<td>8.0</td>
</tr>
<tr>
<td>Master</td>
<td>328</td>
<td>12.1%</td>
<td>13.7</td>
</tr>
<tr>
<td>Bachelor</td>
<td>497</td>
<td>12.3%</td>
<td>14.1</td>
</tr>
<tr>
<td>High Certificate</td>
<td>1504</td>
<td>11.8%</td>
<td>13.4</td>
</tr>
<tr>
<td>Technical Certificate</td>
<td>2785</td>
<td>22.7%</td>
<td>29.4</td>
</tr>
<tr>
<td>Certificate</td>
<td>457</td>
<td>22.0%</td>
<td>38.9</td>
</tr>
<tr>
<td>No Certificate</td>
<td>60</td>
<td>30%</td>
<td>43.3</td>
</tr>
<tr>
<td>Total</td>
<td>5656</td>
<td>28.0%</td>
<td>35.1</td>
</tr>
</tbody>
</table>

Source: Ministry of Agriculture and Forestry, 2007

Sex Ratio here is calculated for 100 men.

## MAF Workforce by the Department and Sex (2007)

<table>
<thead>
<tr>
<th>Department</th>
<th>Sex</th>
<th>Per Cent</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPS</td>
<td>46</td>
<td>14%</td>
<td>32.3</td>
</tr>
<tr>
<td>Personnel and Organization</td>
<td>15</td>
<td>10%</td>
<td>40.0</td>
</tr>
<tr>
<td>Agriculture</td>
<td>47</td>
<td>30%</td>
<td>29.9</td>
</tr>
<tr>
<td>Livestock and Fishery</td>
<td>51</td>
<td>26%</td>
<td>33.8</td>
</tr>
<tr>
<td>Forestry</td>
<td>83</td>
<td>22%</td>
<td>21.0</td>
</tr>
<tr>
<td>Irrigation</td>
<td>100</td>
<td>30%</td>
<td>16.3</td>
</tr>
<tr>
<td>Planning</td>
<td>29</td>
<td>8%</td>
<td>21.8</td>
</tr>
<tr>
<td>Inspection</td>
<td>8</td>
<td>5%</td>
<td>38.5</td>
</tr>
<tr>
<td>NAFRI</td>
<td>184</td>
<td>53%</td>
<td>22.4</td>
</tr>
<tr>
<td>NAFES</td>
<td>135</td>
<td>25%</td>
<td>15.6</td>
</tr>
</tbody>
</table>

Source: Ministry of Agriculture and Forestry, 2007

Sex Ratio here is calculated for 100 men.

## SUFORD: Participation into the Training and Livelihood Improvement Opportunities by Sex and the Type of Office

<table>
<thead>
<tr>
<th>Department</th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>VDU</td>
<td>63</td>
<td>20</td>
<td>41.5</td>
</tr>
<tr>
<td>FMU</td>
<td>136</td>
<td>4</td>
<td>2.9</td>
</tr>
<tr>
<td>District SUFORD</td>
<td>56</td>
<td>25</td>
<td>44.6</td>
</tr>
<tr>
<td>PPC</td>
<td>31</td>
<td>18</td>
<td>58.1</td>
</tr>
</tbody>
</table>

Source: MAF-SUFORD

Legend: The ratio of female to 100 male

Annex 20: ADB TA Presentation in the Final Workshop
### MAF Workforce by the Level of Appointment and Sex

<table>
<thead>
<tr>
<th>Post Classification</th>
<th>Incumbent of Currently Occupied Posts by Sex</th>
<th>Per Cent Women</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Grade 3: Minister</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 4: Vice-Minister</td>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 5: Director-General (DG)</td>
<td>11</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 6: Deputy DG and Directors PAFO</td>
<td>36</td>
<td>2</td>
<td>5.3%</td>
</tr>
<tr>
<td>Grade 7: Head of Division (MAF) / Deputy Directors PAFO</td>
<td>96</td>
<td>6</td>
<td>5.9%</td>
</tr>
<tr>
<td>Grade 8: Deputy Head of Division (MAF) / Head of Section PAFO / Deputy Head DAFEO</td>
<td>342</td>
<td>8</td>
<td>2.3%</td>
</tr>
<tr>
<td>Grade 9: Head of Unit (MAF) / Deputy Head of Section PAFO / Deputy Head DAFEO</td>
<td>516</td>
<td>10</td>
<td>1.9%</td>
</tr>
<tr>
<td>Grade 10: Head of Unit DAFEO</td>
<td>466</td>
<td>37</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

Source: Ministry of Agriculture and Forestry, 2007

Sex Ratio is calculated for 100 men.

### Human Resource Development Component
- Developed Systemic Gender Training Program based on the training needs assessment, some observations and existing literature on gender training.
- Training content is divided into two:
  - Generic component
  - Customized component:
    1. senior management;
    2. data/information officers;
    3. core group of trainers; and
    3. extension service officers

### Senior Management
- Introduced concepts and approaches to gender and its application in agriculture and forestry among MAF senior managers
- Through SWOT, assessed current situations on gender mainstreaming; and
- Explored various measures to improve institutions for gender mainstreaming in agriculture and forestry.

### Data/Information Officers
- By using FAO’s SEAGA module on gender statistics, disseminated the steps involved in gender analysis; and
- Produced some gender statistics from the available data

### Presentation Outline
- TA Team Members and TA Project Outline
- Institutional and Human Resource Analysis
- Human Resource Development Activities
- Gender-Responsive Pro-Poor Agriculture Extension Service
  - Capacity-building for DAFO officers
  - Pilot activities
- Recommendations
When we evaluate gender situations in farming, sex of the owners of livestock is also important (not only the sex of livestock).

**Core Group of Trainers of Gender Equality Training**
- Built capacity of MAF’s core group of trainers for gender equality training:
- In collaboration with LEAP and SUFORD, raised gender awareness of DAFO officers;
- Built their capacity in the delivery of gender-responsive pro-poor agriculture extension service; and
- Provided them with technical assistance to develop gender-responsive pro-poor agriculture extension service.

**Monitoring of the learning outcomes of training participants**
- Monitoring methods:
  - Face-to-face interviews training participants and their supervisors;
  - At present, MAF has no systemic gender training program and management information system at the Department of Personnel.

**Extension Service Officers**
- In collaboration with LEAP and SUFORD, raised gender awareness of DAFO officers;
- Built their capacity in the delivery of gender-responsive pro-poor agriculture extension service; and
- Provided them with technical assistance to develop gender-responsive pro-poor agriculture extension service.

**Monitoring of the learning outcomes of training participants**
- Agriculture Extension Service
- Trained DAFO officers under LEAP; worked closely with Andrea Schroeter of LEAP.
Monitoring of the learning outcomes of training participants

- Gender Analysis and Statistics

  Dr. Outhaki Khampou and Ms. Sisomphet Souvanthalisith monitored the learning outcomes of training participants.

Results of Monitoring (General)

- Knowledge and skills gained from the training courses were useful and partly applied to the participants’ daily routine work.

- Excepting the MAF CAW and the Division for the Advancement of Women, the whole-of-MAF Gender Mainstreaming Mechanism has not been made official, limiting the opportunities to apply their learning outcomes.

- Some could fully utilize participatory training skills in their routine work as they were appointed already as gender officers and trainers (NAFES).

TOT

- TOT enhanced their skills in training. They became more knowledgeable and self-confident: and

- They could receive practical tools to be used as part of their repertoire of training tools (e.g. handouts, training manual, monitoring and evaluation matrix, tips for agriculture extension service workers) for both generic and customized gender training.

Gender Analysis and Statistics

- Some training participants already applied their learning outcomes in their collection of sex-disaggregated data to report the number of extension training meeting participants by sex.

- Up to this point, there is no official reporting requirement for institutional indicators and thus there is no official pro-forma.

- With the instruction from MAF along with the pro forma for institutional indicators (e.g. training course participants by sex), PAFO is willing to fulfill its responsibility in reporting.

Agriculture Extension Service Officers

- The training helped them to pursue their tasks with a sense of quality to respond to different needs of women and men in agriculture and forestry production, processing and marketing.

- Knowledge and skills gained through training demonstration were practical and applicable immediately. Through the delivery of gender-responsive and pro-poor agriculture extension service, extension officers felt a sense of pride and confidence.

- They also look forward to proceeding to actual production activities after which they can now conduct monitoring and evaluation of the entire processes as well.

Presentation Outline

- TA Team Members and TA Project Outline
- Institutional and Human Resource Analysis
- Human Resource Development Activities
  - Gender-Responsive Pro-Poor Agriculture Extension Service
    - Capacity-building for DAFO officers
    - Pilot activities
- Recommendations
Gender-Responsive Pro-Poor Agriculture Extension Service Pilot Activities

- Capacity-Building of DAFO Officers in Song Khone District, covered by SUFORD (Video Clip)

Presentation Outline

- TA Team Members and TA Project Outline
- Institutional and Human Resource Analysis
- Human Resource Development Activities
  - Gender-Responsive Pro-Poor Agriculture Extension Service
    - Capacity-building for DAFO officers
    - Pilot activities
- Recommendations

Market Survey

I wonder whether village women weavers can make arrangements with the cotton textile firms. Linking SME and women in villages is one of the gender-responsive measures DAFO can apply into their work.
Thank you, Akira (JICA Advisor), for purchasing pedometers on behalf of us. Now, I could estimate how far and how long women walked to collect firewood every week!

You’re welcome. I also walked for a long distance to find user-friendly pedometers.

Mr. Phet, you seem to bring cold weather from the north every time you come to Savannakhet!
Is anyone recording the time taken for cooking?

This is such an interesting reading.

Gee, women in the north carry even heavier loads of firewood than we do!

I haven’t read books for some time, but I can read.

Annex 20: ADB TA Presentation in the Final Workshop
Today, even men participated in this experiment.

Damn, this is heavy!

Thank you, Mr. Keo Douang Sy and Mr. Nouane Savanh of DAFO and Mr. Phet of ADB TA, for arranging these experiments and the delivery of stoves.
I hope some NGOs and donors become interested in applying these experiences. My name is Kek Thone, and I am in charge of NGOs in the Division of International Cooperation.

---

**Results of Participatory Experiment: Lak Sip Et**

<table>
<thead>
<tr>
<th>Weight of Firewood (kg)</th>
<th>Step (cm)</th>
<th>Distance (m)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pheng</td>
<td>24.5</td>
<td>58</td>
<td>2088</td>
</tr>
<tr>
<td>Phanh</td>
<td>22.8</td>
<td>60</td>
<td>2516</td>
</tr>
<tr>
<td>Tong</td>
<td>22</td>
<td>62</td>
<td>2958</td>
</tr>
<tr>
<td>Xuan</td>
<td>23</td>
<td>57</td>
<td>2611</td>
</tr>
<tr>
<td>Ket</td>
<td>14.5</td>
<td>57</td>
<td>2648</td>
</tr>
<tr>
<td>Noi</td>
<td>32</td>
<td>64</td>
<td>4725</td>
</tr>
<tr>
<td>Boun</td>
<td>21</td>
<td>63</td>
<td>1155</td>
</tr>
<tr>
<td>O</td>
<td>24.5</td>
<td>74</td>
<td>4172</td>
</tr>
<tr>
<td>Kham</td>
<td>26</td>
<td>55</td>
<td>3242</td>
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<tr>
<td>Khan</td>
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<td>Lone</td>
<td>13</td>
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<td>2788</td>
</tr>
<tr>
<td>Da</td>
<td>17</td>
<td>70</td>
<td>3358</td>
</tr>
<tr>
<td>Ta</td>
<td>12</td>
<td>54</td>
<td>2812</td>
</tr>
<tr>
<td>Boun</td>
<td>9</td>
<td>52</td>
<td>1468</td>
</tr>
<tr>
<td>Sombat</td>
<td>25</td>
<td>54</td>
<td>1796</td>
</tr>
<tr>
<td>Average</td>
<td>20.65</td>
<td>2650.1</td>
<td></td>
</tr>
</tbody>
</table>

---

**Results of Participatory Experiment: Done Ngai**

<table>
<thead>
<tr>
<th>Weight of Firewood (kg)</th>
<th>Step (cm)</th>
<th>Distance (m)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dong</td>
<td>14</td>
<td>67</td>
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<tr>
<td>Lep</td>
<td>12.5</td>
<td>50</td>
<td>2400</td>
</tr>
<tr>
<td>Osathai</td>
<td>10</td>
<td>72</td>
<td>4600</td>
</tr>
<tr>
<td>Boun</td>
<td>9</td>
<td>67</td>
<td>3900</td>
</tr>
<tr>
<td>Nou</td>
<td>12.5</td>
<td>65</td>
<td>3900</td>
</tr>
<tr>
<td>Da</td>
<td>20</td>
<td>59</td>
<td>3000</td>
</tr>
<tr>
<td>Sou</td>
<td>19</td>
<td>54</td>
<td>800</td>
</tr>
<tr>
<td>Sanikhai</td>
<td>10</td>
<td>52</td>
<td>2600</td>
</tr>
<tr>
<td>Lol</td>
<td>16</td>
<td>57</td>
<td>3400</td>
</tr>
<tr>
<td>Bou</td>
<td>19</td>
<td>57</td>
<td>3460</td>
</tr>
<tr>
<td>Kam</td>
<td>17.5</td>
<td>54</td>
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<tr>
<td>Noi</td>
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<td>46</td>
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<tr>
<td>Chai</td>
<td>14.1</td>
<td>58</td>
<td>1700</td>
</tr>
<tr>
<td>Chamb</td>
<td>26.5</td>
<td>67</td>
<td>2800</td>
</tr>
<tr>
<td>Lam</td>
<td>29</td>
<td>53</td>
<td>1900</td>
</tr>
<tr>
<td>Average</td>
<td>17.14</td>
<td>2741.3</td>
<td></td>
</tr>
</tbody>
</table>
Recommendations

- Adoption of MAF Resolution for Gender Mainstreaming in Agriculture and Forestry (provisional title)
- Institutional development and strengthening
- Human resource development for gender mainstreaming in MAF programs
- Implementation of affirmative action plan
- Strengthening gender-responsive pro-poor agriculture extension service approach

Adoption of MAF Resolution for Gender Mainstreaming in Agriculture and Forestry (provisional title: No. 1)

- Why adopting MAF Resolution for Gender Mainstreaming in Agriculture and Forestry?
  - Define policy goals.
  - To advance women in MAF workforce; and
  - To promote gender equality in agriculture and forestry population.

Institutional development and strengthening: MAF mandates and job description (No. 9)

- Integrate the following clauses to make gender mainstreaming as the official, visible and recognizable work of MAF:
  - Under the Section (3):
    - Be responsible for gender mainstreaming in all the issues and subjects which are under the Department’s mandate;
  - Under the Section (4):
    - In collaboration with PSO for seeking advice, conducting joint activities and monitoring and evaluation, and annual reporting on the advancement of women;
    - Through MAF CAW which is responsible for deciding the policy-matters for the advancement of women; and
    - Through the nominated gender focal point officers who actively participate in the Gender Mainstreaming Network, a cross-institutional network.
Institutional development and strengthening: Management Information system (No. 10 and 12)

**Institutional Indicators**
- Decree the integration of gender into MAF management information system;
- Produce formats for institutional indicators, both under national budget and externally-funded projects; and
- Monitor and evaluate progress of gender-integrated management information system.

**Baseline Indicators for Planning**
- Within MAF consolidate the list of gender statistics/data/information needs for planning;
- To the producers of statistics/data/information, advocate this need;
- Facilitate resource mobilization; and
- Monitor and evaluate the progress of gender-integrated planning using sex-disaggregated data/information.

Human resource development for gender mainstreaming in MAF programs (No. 3)

- Focused human resource development for the Directors, Planning, Personnel and Extension Service;
- Implementation after the institutional development:
  - Defining the training content for each department areas;
  - Developing the training resources; and
  - Honing the training skills of core trainers.
- Develop a comprehensive human resource development program in gender mainstreaming.

Implementation of affirmative action plan (No. 4)

- Goals of Affirmative Actions:
  - To advance women in MAF workforce
  - To advance women cross-institutionally within MAF
  - To make the workplace family-friendly
- Production of media program for the advancement of women in agriculture and forestry in Lao PDR
- Organizing recruitment seminars on campuses
- Women mentoring women
- Introducing women-specific quotas for the opportunities of study in-country and abroad and appointment
- Awareness-raising of Directors of Departments and PAFO about affirmative action plan
- Commitment by senior management to the affirmative action plan

Strengthening gender-responsive pro-poor agriculture extension service approach (No. 15, 16 and 17)

- Introduction of gender equality training customized for extension service for all DAFO officers;
- Introduction of user-friendly tips for gender-responsive pro-poor agriculture extension service;
- Introduction of monitoring and evaluation by integrating gender-disaggregated data/information/indicators;
- Gender equal participation in the villages by taking into account gendered time allocation and women’s triple roles; and
- Introduction of energy-saving stoves as one of the entry points for extension work.
List of Proposed Measures of Gender Mainstreaming in MAF Institutions and Programs

1. Gender Analysis in Agriculture and Forestry in Lao PDR
2. Proposed MAF Decree for Gender Mainstreaming in Agriculture and Forestry
3. Human Resource Development for Gender Mainstreaming in Agriculture and Forestry
4. Affirmative Action Measures
5. Terms of Reference MAF Gender Mainstreaming Network
6. Gender Integration into the Strategic Direction of Agriculture and Forestry Sector (2006-2010)
7. Monitoring and Evaluation for the Whole-of-MAF Mechanism for Gender Mainstreaming
8. Leadership for Gender Mainstreaming
9. Gender Integration into MAF Mandates and Job Description
10. Management Information System for Human Resource Development Activities in Gender Mainstreaming
11. Gender Statistics of MAF Workforce
12. What is gender statistics?
13. Integration of Gender Analysis into MAF Planning Cycle
14. Integration of Gender Analysis and Mainstreaming in Private Investment in Agriculture and Forestry
15. A Model Process for Gender-Responsive Pro-Poor Extension Service
16. Tips for Gender-Responsive Pro-Poor Agriculture Extension Service for Extension Workers
17. Monitoring Matrix for Gender Responsive Pro-Poor Extension Service

Annex 21: Final Workshop Handouts (English)
Workshop Handout 1: Gender Analysis in Agriculture and Forestry in Lao PDR

1. Introduction

1.1 The Commitment for the Advancement of Women by the Government of Lao PDR

1.1.1 The Constitution

The commitment by the Government of Lao PDR to promote equality between women and men is found both in its adoption of national laws and ratification of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). The Article 22 of 1991 Lao Constitution, for example, stipulates: Lao citizens are all equal before the law irrespective of their gender, social status, education, beliefs and ethnic backgrounds." The Article 24 of the same Constitution also stipulates, "Citizens of both genders enjoy equal rights in the political, economic, cultural, and social fields and in family affairs." In 2003, the National Assembly adopted the following amendment to strengthen the protection provisions of the Constitution: "The State, society and families attend to implementing, development policies and supporting the progress of women and to protecting the legitimate rights and benefits of women and children (National Commission for the Advancement of Women 2006)."

1.1.2 Law on the Development and Protection of Women

For the application of gender equality, the National Assembly adopted the Law on the Development and Protection of Women in 2004. To facilitate the actual application of this law, a state decree was issued by the President. Among others, this Law embodies measures to protect legitimate interests of women, the responsibility of state, society and family for gender equality, to eradicate all forms of discrimination against women, to prevent and combat trafficking in women and children and intimate partner violence, and to establish appropriate conditions for women to participate in and to be protected in national development (National Assembly of the Lao People's Democratic Republic 2004).

1.1.3 National Strategy for the Advancement of Women

In addition to the Law on the Development and Protection of Women, the Lao Government adopted the National Strategy for the Advancement of Women (National Commission for the Advancement of Women 2006), stipulating the concrete action plans, targets and actions. Based on the other important national and international legal instruments which encompass women's rights comprehensively, the National Strategy addresses the following five important areas;
(1) Enhance women’s active participation in the implementation of the National Growth and Poverty Eradication Strategy (NGPES) for the entire population and women themselves;

(2) Promote women and girls access to upgrading and education with the gradual equality with male;

(3) Improve healthcare services for women;

(4) Increase the number of women in decision-making position at all levels; and

(5) Strengthen national machineries that protect and promote the advancement of women.

1.2 The Commitment for the Advancement of Women in Agriculture and Forestry

1.2.1 Article 14 of CEDAW

The commitment by the Government of Lao PDR’s for the advancement of women in agriculture and forestry is premised on the Articles 10, 11 and 13, respectively, affirming women’s rights to non-discrimination in education, employment and economic and social activities and more specifically Article 14, which give special emphasis with regard to the situation of rural women, whose particular struggles and vital economic contributions warrant more attention in policy planning (The United Nations Division for the Advancement of Women 1979). This article warrants special policy attention firstly to the significant roles, including those in non-monetised economies, played by rural women for the economic survival, and urges the policy-makers to take all appropriate measures to ensure the application of all provisions of the Convention, and secondly to ensure to eliminate all discrimination against rural women so that they will participate in and benefit from development processes fully and equally to men. The following is the list of rural women’s right that the Article 14 of the Convention urges, all of which are relevant to the mandate of Ministry of Agriculture and Forestry:

(a) To participate in the elaboration and implementation of development planning at all levels;

(b) To have access to adequate health care facilities, including information, counselling and services in family planning;

(c) To benefit directly from social security programmes;

(d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit
of all community and extension services, in order to increase their technical proficiency;

(e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;

(f) To participate in all community activities;

(g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;

(h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications (The United Nations Division for the Advancement of Women 1979).

1.2.2 Enhance Women’s Active Participation in the Implementation of National Growth and Poverty Eradication Strategy (NGPES)

NGPES recognizes that poverty in Laos is primarily a rural phenomenon and given their heightened disadvantages, poverty is more prevalent in rural areas, ethnic minorities and women than urban areas, ethnic Lao and men respectively. One of the important actions that NGPES promotes is to enhance women’s active participation in the implementation of NGPES itself with the following six targets stipulated for the period to 2010 (National Commission for the Advancement of Women 2006: 10-11):

(1) the number of women receiving training related to technique on agriculture and animal breeding to be increased by ten per cent a year;

(2) to have the policy on land allocation for agriculture and animal breeding and to create other income generating activities for the poor families;

(3) to increase number of households access to loan provided by Poverty Reduction Fund, village development fund, and low-interest credit provided by banks;

(4) to expand village development fund through women’s participation;

(5) to create job opportunity for women increasing 15 persons per year; and

(6) to support small and medium enterprises owned by women to be able to be expanded and access regional and international markets.
1.3. The Lao Government's Institutional Arrangements for the Advancement of Women

In 2003, the Lao National Commission for the Advancement of Women (LaoNCAW) was established by the Prime Minister’s Decree Number 37 in order to undertake the following tasks (National Commission for the Advancement of Women 2006: 1):

(1) Assist the Government in formulating national policy guidelines and strategies aimed at promoting women’s advancement at all levels and aspects; and

(2) Act as the focal point for, and to coordinate closely with, local authorities and international organizations concerned in the implementation of the Party and Government’s policy on promoting gender equality as well as on eliminating all forms of discrimination against women.

Each line ministry of the Government also established its own Commission for the Advancement of Women in order to streamline this mandate both in its institutions and programs. In the Ministry of Agriculture and Forestry (MAF), the ministerial committee was established in 2003 and has been operational on ad hoc basis. This was also the case for the Secretariat of the Ministerial Committee which has been acted as the de facto specialist unit to advance women in its programs. However, since it had only a part-time staff, the demands for specialists inputs by MAF programs competed with its capacity. At the time when this policy is being drafted, the Secretariat is now upgraded as the Division for the Advancement of Women and is housed at the Permanent Secretary’s Office, which is located in the Cabinet Office of the Minister. The Whole-of-MAF structure for the advancement of women is also proposed to be functional once the mandate of PSO be endorsed by the Minister, the details of which are described in the latter part of this Policy.

2. Gender Inequality among Women and Men Producers in Agriculture and Forestry

2.1 Global Trends

Women contribute significantly to the economic development, both through their on- , off- and non-farm paid work and unpaid work they routinely perform for the family and community. This is also the case for agriculture and forestry where women occupy a significant proportion of farming population. Women produce over half the food and thus play the major role for the family’s food security and well-being both through economic activities to generate income and reproductive activities (Food and Agriculture Organization of the United Nations 2002). In most cases, however, women and men have different farming systems, access to and control over resources and benefits, and decision-making power. Thus, compared to men, women tend to perform wider range of tasks and to have
different production objectives, but face numerous constraints to improve productivity (Food and Agriculture Organization of the United Nations 2004).

Over the years, policies and projects in agriculture and forestry have made significant progress in institutionalizing gender equality, which may have led to narrow the gender gap in farming population. However, where such efforts in increasing the gender sensitivity were lacking, “farmers” were uncritically assumed as male bread-winners and women were easily marginalized from the opportunities which increase their productivity such as training and information, inputs and assets and thus could not benefit as equally as men did. In such cases, women’s productivity remained lower then men’s. For the decision-makers, planners and project implementers to recognize different contribution made by women and men in agriculture and forestry and different constraints which hinder their equal participation, gender analysis will need to be undertaken and its findings must be integrated into the research design, implementation and management. Failure to do so would lead to implementation bottlenecks and unsuccessful project performance.

Due to multi-level constraints, women do not benefit automatically from agricultural development projects. Gender-neutral programs can not only bypass women, but can also be detrimental to them if thorough gender analyses are conducted and their findings integrated into project designs. By revealing the gendered patterns in agriculture and forestry and alerting practitioners to potential gender-differentiated outcomes if no special measures be adopted, gender analysis can reduce unequal impact of project interventions. Because of their disadvantaged positions, gender analysis will need to focus more often on women than men. Special steps will need to be proposed and implemented to enhance the participation of women and overcome constraints to their participation. Thus, systematic gender analysis will provide the decision-makers with a comprehensive perspective from which the executive decisions can be made to prioritize various agendas from practical to strategic objectives. Full integration of gender perspectives produces benefits that go beyond improved project performance than without them. Direct involvement of women through their active participation from the project conceptualization, planning, implementation, and evaluation empowers them and provides them with strong sense of ownership and increased benefits. Better access to resources and benefits also allows women to devote more time to earn or generate more income which will in turn allow them to care for their own and their families’ needs. The economy and the society will thus be able to benefit simultaneously.

2.2 Gender Situation in Agriculture and Forestry in Lao PDR

2.2.1 Profile of Population in Agriculture and Forestry (More gender statistics are needed from NSC)

Most available literature describes the Lao economy being predominantly agrarian with the major part of its population engaging in agriculture and forestry
activities. According to the most recent Lao Agricultural Census of 1998/99 (Agricultural Census Office 2000), there are in total 2.3 million women and men who engage in agriculture and forestry production in Lao PDR. Including their siblings and other family members who benefit from this sector, the proportion of population in agriculture and forestry sector is estimated to be around eighty per cent of the total population. Table 1 describes the number of women and men who engages in agriculture and forestry activities by the age group (limited to the population aged +15). For the purpose of comparison across the different age groups, sex ratio (with men being 100) is calculated in the additional row.

A closer look at the demographics of population who engages in agriculture and forestry activities, especially by sex and age group, reveals that the proportion of women who engage in agriculture and forestry production is higher than that of men in the same activities in the younger age groups (age groups 15-24 and 25-34). Given rapid social and economic transformations that have taken place during the past ten years or so in Lao PDR and Greater Mekong Sub-Region, it is quite unlikely these demographic characteristics still hold in late 2007. Transport and communication infrastructure development, the expansion of mass media through satellite TV channels and proliferation of wage labour may well have favoured age and gender skewed migration, both to urban centres and to neighboring countries and decreased the number of youth who engage in agriculture and forestry production (Asian Migration Centre: Mekong Migration Network 2005).

Table 1. Population in Agriculture and Forestry (Age 15+) by Sex and Age Group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-24</td>
<td>342,800.00</td>
<td>331,100.00</td>
<td>114.2</td>
</tr>
<tr>
<td>25-34</td>
<td>249,800.00</td>
<td>232,400.00</td>
<td>113.6</td>
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<tr>
<td>35-44</td>
<td>214,800.00</td>
<td>213,300.00</td>
<td>99.6</td>
</tr>
<tr>
<td>45-54</td>
<td>141,600.00</td>
<td>141,800.00</td>
<td>100.1</td>
</tr>
<tr>
<td>55-64</td>
<td>88,006.00</td>
<td>90,800.00</td>
<td>103.2</td>
</tr>
<tr>
<td>65+</td>
<td>72,800.00</td>
<td>73,600.00</td>
<td>101.4</td>
</tr>
</tbody>
</table>

Source: Agricultural Census, Ministry of Agriculture and Forestry, 1998/1999

Both women and men over the age 15 in rural areas have lower literacy rates than their urban counterparts, especially those who are in rural areas without road accesses. Gender gap is adult literacy is pronounced in all regional differentials, and becomes wider as the transport access becomes more constrained. While gender gap is only ten per cent in the case of adult literacy in urban area, twenty per cent in rural areas with road access and thirty per cent in rural areas without road access.
Table 2. Adult Literacy Rates by Sex and Urban-Rural Differentials

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>95</td>
<td>86</td>
</tr>
<tr>
<td>Rural with Road</td>
<td>86</td>
<td>63</td>
</tr>
<tr>
<td>Rural without Road</td>
<td>69</td>
<td>39</td>
</tr>
</tbody>
</table>

Source: Population Census, National Statistics Centre, 2005

Illiterates need special assistance in education and training activities in order to enhance their knowledge and skills in agriculture and forestry skills, possibly through the increased use of media, demonstration, pictures and daily languages as opposed to technical and specialized languages that extension workers might use. Special approaches to ethnic minority women must also be formulated considering their low or no proficiency in Lao language. Low socio-economic demographics of rural population are also reflected in the net school enrollment of children as well. Table 3 shows the net school enrollment rates by sex, age group and urban-rural differentials. In both age groups with the exception of age 6-10 in urban area, females are less enrolled in schools in all regional strata. While gender gap is not so pronounced in the primary school age group (age 6-10: 3 per cent for urban, skewed towards females, 3 per cent and six per cent skewed towards males in two rural area categories respectively), it is wider in the higher age group equivalent to the lower high school age group (age 11-15: 3 per cent for urban, 11 per cent and 22 per cent with two rural area categories, all being skewed males).

Table 3. Net School Enrollment Rates by Sex, Age Group and Urban-Rural Differentials

<table>
<thead>
<tr>
<th></th>
<th>Age 6-10</th>
<th>Age 11-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Urban</td>
<td>68</td>
<td>91</td>
</tr>
<tr>
<td>Rural (with road)</td>
<td>75</td>
<td>72</td>
</tr>
<tr>
<td>Rural (without road access)</td>
<td>56</td>
<td>50</td>
</tr>
</tbody>
</table>

Source: Lao Expenditure and Consumption Survey III 2002/2003, National Statistics Centre

These figures show that low purchasing power of poor rural households has affected the human capital of next generation negatively. Certainly, due to the gender and intergenerational division of labour in poor rural households and a relatively large size of the family in rural areas, the cost of girls’ schooling becomes higher than their contribution to their household economy, including their income generating potentials. Unless conscious efforts are made, the current patterns of development have left half of rural women being marginalized from the formal education system, having no or low degree of literacy and most
likely failing to access to various social services provided in Lao.

2.2.2 Activity Profile Analysis

Forestry, livestock and fishery production activities are conducted alongside rice farming and vegetable production with rice farming still being the dominant mode of production for this industry. Rice-farming in Lao PDR can be classified into two broad categories: one that is undertaken in lowland with or without irrigation and the other in hill areas cleared by slash and burn without any irrigation. Women and men from the agriculture and forestry population work side by side. However, there are some characteristics in how they divide their work in productive, reproductive and community activities as below in Table 5:

Table 4. Gender Division of Labour in Rice-Farming (ethnic Lao: lowland rice-farming)

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Adult Male</th>
<th>Adult Female</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of seeds</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soaking</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Making bunds</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making fence</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Transporting manure</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ploughing</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Harrowing</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sowing</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Uprooting seedlings</td>
<td>X</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td>Transplanting</td>
<td>X</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td>Irrigation</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Guarding the field at night</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeding</td>
<td>X</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td>Harvesting</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Threshing</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Packing hay</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Threshing by hand</td>
<td>XX</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Winnowing</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transporting to storage</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Marketing rice</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: (Kirjavainen 2006)

In some areas, these patterns are changed due to shortage of male labour with women engaging in land preparation, irrigation and preparing bunds and seedbeds. In addition to rice, Kirjavainen (2006) reports that rural households produce items such as vegetables, sweet potatoes, tobacco, cassava and maize and they tend fruit and banana trees as well. Marketing these products is almost always done by women whose faces dominate the food section of local markets in most cities and settlements.

Beyond production, woman are active in water and firewood collection. Forest that covers approximately half the national land provides women and men in rural communities with food sources, ranging from bamboo shoots, honey, birds
and animals, insects, snails and fruits. Being a landlocked country, fishery resources in Lao PDR originate from the Mekong River, and its tributaries. More recently, fish farming is getting increasing prevalent as a source of income generation activities as well such as prawns and catfish. In these products as well, woman are active in processing and marketing them. While livestock is also known as an important source of income for rural households, very little is understood in its gender division of labour with some exceptions for example poultry production which is mostly done by women and the work of collecting and using manure of buffaloes and cows by women for farming purposes.

How women and men spend twenty four hours are documented and analyzed regularly by Lao Expenditure and Consumption Surveys. Table 5 and 6. describe the hours spent by women and men daily for various tasks for production, reproduction and community activities. According to these figures,

<table>
<thead>
<tr>
<th>Table 5. Summary of Time Use by Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
</tr>
<tr>
<td>Income Generating Activities</td>
</tr>
<tr>
<td>Household Work</td>
</tr>
<tr>
<td>Sleeping / Eating / Leisure</td>
</tr>
<tr>
<td>Travel / other</td>
</tr>
</tbody>
</table>

Source: Lao Expenditure and Consumption Survey 2002/2003, National Statistics Centre

<table>
<thead>
<tr>
<th>Table 6. Time Use for the Daily Activities by Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>Sleeping</td>
</tr>
<tr>
<td>Eating, drinking, personal care</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>Work as employed</td>
</tr>
<tr>
<td>Own business work</td>
</tr>
<tr>
<td>Tending rice</td>
</tr>
<tr>
<td>Tending other crops</td>
</tr>
<tr>
<td>Tending animals</td>
</tr>
<tr>
<td>Collecting firewood</td>
</tr>
<tr>
<td>Fetching water</td>
</tr>
<tr>
<td>Hunting</td>
</tr>
<tr>
<td>Fishing</td>
</tr>
<tr>
<td>Buying/shopping</td>
</tr>
<tr>
<td>Construction</td>
</tr>
<tr>
<td>Weaving, sewing, textile care</td>
</tr>
<tr>
<td>Handicraft (not textile)</td>
</tr>
<tr>
<td>Cooking and baking</td>
</tr>
<tr>
<td>Washing, cleaning, do the dishes</td>
</tr>
<tr>
<td>Care for children/elderly</td>
</tr>
<tr>
<td>Travels</td>
</tr>
<tr>
<td>Leisure time</td>
</tr>
<tr>
<td>Others</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Lao Expenditure and Consumption Survey 2002/2003, National Statistics Centre
The results confirm a broad global trend that women work longer hours than men and undertake most tasks in the care and maintenance of household, while men are more mobile, employed and are educated. The above information is useful to provide directions in who to be targeted by the agricultural and forestry extension services, to transfer knowledge and skills in what topics, when and how. Especially, for agricultural and forestry extension services to be gender responsive and pro-poor, tight schedule and multiple tasks performed by women in production, reproduction and community activities need to be seriously considered along with the appropriate methods for communication.

2.2.3 Access and Control Profile Analysis

Gender is prevalent not only in the division of labour, but also in what resources and benefits they can access to and control over. Along with water, land is perhaps one of the most important resources in agriculture and forestry. Among ethnic Lao population, family land is equally divided among the children regardless of their sex. The exception is the youngest daughter who tends to receive an extra portion along with the other assets, including the house and immediate property, in exchange with the task for providing care for their parents in their old age. In other ethnic groups that follow patrilinial traditions, this may not be the case. Also, with the increase of population in the lowland, such uxorilocal tradition may not always be followed and land-tenancy may also be increased. The most recent agricultural census shows that the land ownership and operatorship is gendered with a higher proportion of women being non-owner operators, being most likely tenants who are obliged to pay rents to the owners.

<table>
<thead>
<tr>
<th>Table 7. Land Ownership and Operatorship by Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Farm-Owner and Operator</td>
</tr>
<tr>
<td>Non-Owner Operator</td>
</tr>
</tbody>
</table>

Source: Agricultural Census 1998/1999, Ministry of Agriculture and Forestry

Gender values and norms are also reflected in the distribution of various public positions in the projects in which women are far less represented in the actual decision-making posts, are often deputize men in the leading posts and are often in charge of cash disbursements, not necessarily the financial controller. The following Table 9 shows a typical pattern in the distribution of responsibilities in a public irrigation project by sex.
Table 8. Distribution of Responsibilities in an Irrigation Project by Sex

<table>
<thead>
<tr>
<th>Position</th>
<th>Male</th>
<th>Female</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water User Group Chief</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Deputy 1</td>
<td>18</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>Deputy 2</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Head, Organization, Management and Labour</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mobilization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head, Administration</td>
<td>15</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>Head, Cash Payment and Disbursement</td>
<td>1</td>
<td>21</td>
<td>2100</td>
</tr>
<tr>
<td>Head, Audit</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Department of Irrigation, Ministry of Agriculture and Forestry, 2007

Other resources pertaining to agriculture and forestry including training of all kinds and banking and credit services and benefits such as income, trust and decision-making power in other areas are also assumed to be distributed unequally between women and men. For example, access to credit and banking services might be influenced by such factors as whether or not one owns the land and other assets that can be used as collaterals, whether or not one can comprehend, read and write Lao, and whether or not one is dealt fairly at the bank counters. These are one of the areas of work which requires further gender data and information for the advancement of women in agriculture and forestry.

2.2.4 Determinants Analysis

Various factors determine gendered division of labour and gender-differentiated access to and control over resources and benefits in agriculture and forestry at the individual and household, community, government and non-profit sector social service providers and national, regional and international public policies, and rapid social economic transformations which characterize Mekong Sub-Region. Gender biases are prevalent and embedded at all these levels, not only in individuals’ attitudes and behaviour, but also in the social services and policies which are rendered to the women and men in the communities. They cause both explicit and implicit discrimination against women and narrow the areas and extent of women’s participation, marginalizing them from various life-improving opportunities in public areas.

This would be especially so in the case of agricultural extension services in which the representation of women is the lowest. Where women are employed, because of their multiple tasks including the work in public, household chores and other responsibilities, they often choose to take administrative and managerial tasks rather than to use their own knowledge and expertise gained in the formal academic studies. Where extension services are provided by men, they tend to target men in the villages from the village head to various production groups. In these services, there is also a strong tendency to strengthen income
earning potentials of the recipients for example through the introduction of cash crops through commercial plantation and livestock farming. Very little efforts have been made to include women in extension training services and certainly only marginal efforts have been made to introduce appropriate technology to reduce women’s physical burden in agriculture and forestry production, including fuel wood and water collection and food processing.

Women lacking confidence and experience in public space also contributes to their own further marginalization from publicly subsidized agriculture and extension services. Where consultation meetings were conducted at the village level, it is often the case that women sit behind or far away from the areas where men engage in active discussion. Unless separate meetings are organized for them, they do not express their own opinions in public. Further, due to their tight schedule and multiple tasks during on-farm period, it is difficult to organize meetings of any kinds in the communities, especially women whose only recess time is an hour before bedtime and with exhaustion disturbing their concentration, substantial discussion for prolonged hours may not be possible.

Rapid social and economic transformations caused by the market economy and mass media have have mixed influences. While they led to an increase in employment opportunities, and information and technology proliferation, they tend to promote wage labour, consumerism and commoditization of femininity that tends to depreciates women’s traditional entitlements and assets. In the case of commercial plantation where farmers lose their own land entitlements in exchange of wage labour, women might be placed at a heightened disadvantages than men in understanding working conditions, including wage level, and claiming their entitlements due to their lower literacy and lack of organizational and representational skills. In general, agriculture and forestry producers in Lao PDR are less advantageous in the increasingly liberay market-oriented economy since they are less skilled in the organization and establishment of the forward and backward linkages from producers to the market. Nowhere is this evident in Lao markets where sellers after sellers sell try to sell identical products for similar prices in similar locations. Women champion these local markets, maybe gaining some incomes, but not necessarily being able to maximize their potentials when they are together.

### 2.2.5 Gender-Integrated Projects in Agriculture and Forestry

Since the introduction of New Economic Policy in mid-1980s, Lao PDR started to open its door to the official development aid resources channeled through the bilateral donors, UN agencies, international financial institutions and international NGOs, some of which have actively engaged in agriculture and forestry sector through MAF and its related institutions (see Annex X for the list of past gender-integrated projects in agriculture and forestry sector). Most of these projects proactively promoted the advancement of women in their respective projects and programs at all levels through which significant progress towards gender equality was achieved. Lao-Swedish Forestry Programme, for
example, included the following activities for gender mainstreaming; (1) the formulation of a draft action plan and gender mainstreaming strategy; (2) supporting the staff members of the Ministry to participate in Gender Training courses at the Gender Studies and Development Centre at the Asian Institute of Technology, Bangkok, Thailand; (3) Participation in the multidisciplinary team work on land-use allocation field survey; and (4) carrying out gender mapping and analysis of the indigenous knowledge and use of non-timber forest products (Kirjavainen 2006: 11).

Along with the more recent World Bank and Finnish Government-funded Sustainable Forestry and Rural Development, gender-integrated projects and programs have contributed to set important trends in gender integration through the following key measures, inter alia:

- Consistent application of gender analysis and use of gender-disaggregated data and information for the planning, monitoring and evaluation to measure and document changes caused by project interventions;

- Gender equality quota in the provision of scholarships;

- Gender-disaggregated consultation at all levels in order to identify different development needs by sex;

- Setting women-only quotas for the advancement of women at all levels; and

- Gender-sensitive design and organization of project interventions to enhance women’s participation into the public arenas (e.g. schedule, communication medium and additional arrangements [child-care services, lunch and refreshments] of the project interventions).

These measures of gender integration were recognized to be effective to advance women in agriculture and forestry by the MAF and its related institutions and to achieve gender equality in agriculture and forestry population will be strengthened and disseminated across the country through its network.

2.3 Gender Issues in MAF Institutions and Human Resource

The advancement of women, the Lao term for the promotion of gender equality, has been in public policy discourses for some years in Lao PDR. In 2002, the Lao Government officially established the National Commission for the Advancement of Women (NCAW) as the national machinery for the promotion of gender equality, being institutionally independent of Lao Women’s Union, a mass organization which is part of the state. Since then, it has taken significant steps toward the adoption of the Law on the Development and Protection of Women (2005) and the National Strategy for the Advancement of Women (2006). In the latter, the development of agriculture and forestry sector is positioned as part of the poverty alleviation strategy which forms the pillar three.
Despite these progressive move, the advancement of women has not been clearly defined and articulated in the MAF institutions, namely policy, strategies and guidelines / tools with an exception being Forestry Sector Strategy. Forestry Sector has been one of the oldest sectors which have received consistent and strong gender-integrated donor support since mid-1980s and its Strategy recognizes gender as a cross-cutting issue which needs to be integrated into all levels of operations, especially through the following seven measures (Ministry of Agriculture and Forestry 2005: 61):

1. promote gender-sensitive approaches in all activities related to management and utilization of forests and forest land;
2. develop gender sensitive methodologies, technical guides and best practices regarding the management of trees and forests in fragile areas;
3. carry out more socio-economic research and analysis of the impacts of forestry projects on gender;
4. ensure a more equitable share of responsibilities in natural resource management, equitable access to resources (education, extension, training and production inputs such as credit and financial services);
5. enhance gender responsive training curriculum in the education system;
6. increase opportunities on representation and participation of women in decision-making at all levels, including the availability of appropriate technical knowledge and skills: and
7. support income generating activities for improving women livelihoods through forest related projects.

Whereas agriculture and forestry sub-sectors have also enjoyed gender-integrated donor assistance, their strategies did not appear to have integrated gender into their operations.

An additional factor which hinder the promotion of gender equality and gender mainstreaming approach is a lack of understanding and perhaps some confusion among its staff. The public policy discourse of Lao government pertaining to the promotion of gender equality has strong connotation of treating women as a distinctive social unit and object for promotion and protection of their rights. While this may not be intended, this comes at the cost of paying close attention to the social and cultural norms and values which define and influence gender relations and gender equality in a given culture at a given time.

The establishment of NCAW as part of the governmental institution gave an impetus to set up and operationalize similar organizational structures defined as the Sub-Committee for the Advancement of Women (Sub-CAW) within each line
ministry. MAF Sub-CAW was established in 2002, having Vice-Minister as the Chair, Sub-CAW secretariat as the operational specialist unit for the advancement of women and Lao Women’s Union focal point officers as Gender Mainstreaming Network. Efforts to advance women into MAF institutions and programs have not materialized in the significant progress most likely due to its weak, ad hoc (e.g. mainly where external resources were available through donors) and its micro focus in its day-to-day operations (e.g. grass-roots interventions and gender training of various kinds). They have not yet brought about substantial changes in its institutions and gender situations in agriculture and forestry due to the following reasons:

- Committee structures were perceived to be temporary and ad hoc, not permanent commitment;
- The Sub-CAW secretariat was staffed only part-time and thus suffered a shortage in human and other resources;
- Appointment of LWU focal point officers, mainly women, and their job descriptions were made formally by the Department of Personnel, but the public policy agenda of advancement of women was seen as the mandate of LWU rather than the formal mandates of MAF; and
- Even where these officers made outstanding efforts, they were not necessarily linked to the formal system of performance evaluation and accordingly their efforts remained invisible.

Because it is still a relative issue, gender in the context of MAF work has neither been well- and systematically integrated into the Human Resource Development Plan or been institutionalized in various management information system and practices yet. At the time of preparing this policy, the Department of Personnel does not have the official management information system to record, retrieve and report the number of MAF staff who have previously attended in-country gender training courses. Given gender training courses have been the most active areas of intervention in the advancement of women so far, the number of those who attended could have been potentially high and their learning outcomes have definitely contributed to the gender integration in their actual practical work. Due to these institutional constraints, however, the nature and extent of progress in human resource development for the advancement of women cannot be measured; what learning outcomes of those who attended gender training have actually led them to engage in the concrete actions to mainstream gender into MAF institutions and programs; and as a result, to what extent capacity building for gender mainstreaming has contributed to the advancement of women in MAF institutions and programs. These are areas which require improvements for the advancement of women in MAF institutions and programs to be materialized.
2.4 Constraints for the Advancement of Women in Agriculture and Forestry at All Levels

MAF is comprised of an approximate 7,000 government officials, including all levels and all business units (including those of technical colleges which come under the mandate of MAF) and excluding those who are employed on contingent contracts and other intern or volunteer positions. Sex-disaggregated figures were analyzed from various angles, among others, the type of department, the level of education of the workforce and the level of appointment, revealing significant gender biases and inequality in its workforce.

Table 10 describes the MAF workforce by the type of department and sex, aggregated by the level of positions in each department. For the purpose of comparison across the departments, sex ratio is calculated setting men as 100. As these ratios reveal, in no department, gender parity is achieved in MAF staff representation. From the profile of department, gender values and norms are quite evident in the distribution of workforce by sex. Where jobs are often seen more as feminine such as personnel and organization, livestock and fishery (more women engage in poultry and fishery work among farming population), and inspection, there are higher figures for sex ratio (e.g. 66.7, 51.0 and 62.5 respectively). Information and Agricultural and Forestry Extension Services (NAFES) are the two departments where women’s representation is low in the workforce. Most likely this is because women are less qualified in ICT and statistics for the case of the former, and extension works, as described earlier, are seen as “men’s work” and are perceived to be difficult for women to pursue as life-long career given familial responsibilities.

Table 9. MAF Workforce by the Type of Department and Sex

<table>
<thead>
<tr>
<th>Department</th>
<th>Sex</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>FBD</td>
<td>14</td>
<td>46</td>
</tr>
<tr>
<td>Personnel and Organization</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Agriculture</td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td>Livestock and Fishery</td>
<td>26</td>
<td>51</td>
</tr>
<tr>
<td>Forestry</td>
<td>22</td>
<td>83</td>
</tr>
<tr>
<td>Information</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Planning</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>Inspection</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>NAFRI</td>
<td>63</td>
<td>184</td>
</tr>
<tr>
<td>NAFES</td>
<td>25</td>
<td>135</td>
</tr>
</tbody>
</table>

Source: Department of Personnel, Ministry of Agriculture and Forestry, 2007

Table 10 and 11 describes MAF workforce by the level of education and the type of departments. They are represented highest in colleges (sex ratio of 59.3 most likely the workforce of administrative staff), followed by MAF, PAFO and DAFEO
Women are underrepresented in all strata of educational levels in all areas of MAF work. As the figures in Table 10 confirms, as the level of education becomes higher, the number of women becomes lower in comparison with men across all areas of MAF work, namely departments, colleges, PAFO and DAFEO. Where opportunities to upgrade their academic qualifications are offered, women in mid-career with familial responsibilities tend to decline the offer. In the past, these opportunities are offered in the form of undergraduate studies within Lao PDR and overseas, for example, in former communist countries, Thailand, Australia, and New Zealand, for those who have only higher and technical certificates, post-graduate studies overseas (as above) for those who are qualified to upgrade their academic qualifications.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Ph.D</th>
<th>Master</th>
<th>Bachelor</th>
<th>Higher Diploma</th>
<th>Technical</th>
<th>Certificate</th>
<th>No Certificate after Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments</td>
<td>25</td>
<td>328</td>
<td>457</td>
<td>134</td>
<td>276</td>
<td>176</td>
<td>26</td>
<td>1341</td>
</tr>
<tr>
<td>Colleges</td>
<td>22</td>
<td>237</td>
<td>185</td>
<td>11</td>
<td>27</td>
<td>55</td>
<td>6</td>
<td>546</td>
</tr>
<tr>
<td>PAFO</td>
<td>2</td>
<td>14</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>17</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>DAFEO</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Ministry of Agriculture and Forestry, 2007

Table 11. Sex Ratio of MAF Workforce by the Level of Education and the Type of Departments

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Total</th>
<th>Departments</th>
<th>Colleges</th>
<th>PAFO</th>
<th>DAFEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D</td>
<td>8.0</td>
<td>5.3</td>
<td>0</td>
<td>25.0</td>
<td>0</td>
</tr>
<tr>
<td>Master</td>
<td>13.7</td>
<td>19.1</td>
<td>7.1</td>
<td>7.8</td>
<td>13.3</td>
</tr>
<tr>
<td>Bachelor</td>
<td>14.1</td>
<td>25.4</td>
<td>28.2</td>
<td>7.4</td>
<td>8.2</td>
</tr>
<tr>
<td>Higher Diploma</td>
<td>13.4</td>
<td>29.5</td>
<td>33.3</td>
<td>13.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Technical Certificate</td>
<td>29.4</td>
<td>55.3</td>
<td>122.2</td>
<td>34.0</td>
<td>24.4</td>
</tr>
<tr>
<td>Certificate</td>
<td>38.9</td>
<td>33.3</td>
<td>112.5</td>
<td>55.2</td>
<td>32.3</td>
</tr>
<tr>
<td>No Certificate after Secondary</td>
<td>43.3</td>
<td>14.3</td>
<td>400.0</td>
<td>44.4</td>
<td>16.6</td>
</tr>
<tr>
<td>Total</td>
<td>23.7</td>
<td>30.4</td>
<td>59.3</td>
<td>23.7</td>
<td>20.7</td>
</tr>
</tbody>
</table>

Source: Department of Personnel, Ministry of Agriculture and Forestry, 2007

Women are far underrepresented in the decision-making posts in MAF. Currently, there is only one at the level of Director-General of the Department and three deputy directors of departments. No woman represents PAFO or DAFEO. As the figures for sex ratio from the Table 11 show, women face severe constraints at
each level of promotion because they are far underrepresented than men anyway in all levels and have very little support in terms of enhancing their leadership roles. While all strata have one digit figures for sex ratio, gender gap in the levels of 8 and 9 are particularly notable, showing unless positive efforts are made to promote women at these levels, the present level of representation may even not be sustained.

Table 12. MAF Workforce by the Level of Appointment by Sex

<table>
<thead>
<tr>
<th>Post Classification</th>
<th>Incumbent of Currently Occupied Posts by Sex</th>
<th>Sex Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Grade 3: Minister</td>
<td>0 0</td>
<td>1 1</td>
</tr>
<tr>
<td>Grade 4: Vice-Minister</td>
<td>0 0</td>
<td>2 2</td>
</tr>
<tr>
<td>Grade 5: Director-General (DG)</td>
<td>0 0</td>
<td>11 11</td>
</tr>
<tr>
<td>Grade 6: Deputy DG and Directors PAFO</td>
<td>2 2</td>
<td>36 36</td>
</tr>
<tr>
<td>Grade 7: Head of Division (MAF) / Deputy Directors PAFO</td>
<td>6 6</td>
<td>95 95</td>
</tr>
<tr>
<td>Grade 8: Deputy Head of Division (MAF) / Head of Section PAFO / Head DAFEO</td>
<td>8 8</td>
<td>342 342</td>
</tr>
<tr>
<td>Grade 9: Head of Unit (MAF) / Deputy Head of Section PAFO / Deputy Head DAFEO</td>
<td>10 10</td>
<td>516 516</td>
</tr>
<tr>
<td>Grade 10: Head of Unit DAFEO</td>
<td>37 37</td>
<td>468 468</td>
</tr>
</tbody>
</table>

Source: Department of Personnel, Ministry of Agriculture and Forestry, 2007

The tables shown thus far confirm that women are yet another minority among the beneficiaries, providers of agricultural and forestry extension services and decision-makers. Despite their significant contribution to agriculture and forestry production activities, both in monetized and non-monetized sectors, they are not rewarded in their decision-making power. The advancement of women in the MAF workforce is a relevant and significant agenda for all three mass organizations of the State and Party, namely Lao Women’s Union, Labour Union and Youth Union. Since the advancement of women in MAF institutions must be dealt both at the time of recruitment, placement and promotion, close consultation and collaboration with these unions are necessary along with the positive actions taken by the Department of Personnel.
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Ministry of Agriculture and Forestry. 2007c. Decision of the Minister on the Organization and Operation of the Department of Forestry, Vientiane,
Ministry of Agriculture and Forestry. 2007d. Decision of the Minister on the Organization and Operation of the Department of Inspection, Vientiane,
Workshop Handout 2: Proposed MAF Decree for Gender Mainstreaming in Agriculture and Forestry

1. Policy for the Advancement of Women in Agriculture and Forestry in Lao PDR

1.1 Goal

The goal of the Policy for the Advancement of Women in Agriculture and Forestry (hereinafter The Policy) is to achieve gender equality between women and men who engage in agriculture and forestry.

1.2 Policy Objectives

The objectives of the Policy is two-fold: firstly to advance women in MAF and its related institutions, and secondly to advance women in their respective programs with a view to achieve the Goal.

1.3 Guiding Principles

The Ministry of Agriculture and Forestry will have the following six guiding principles of the Policy in order to achieve the above described policy goal:

- Strengthen the institutions for the advancement of women into MAF and its related institutions and programs at all levels;
- Increase gender awareness and responsiveness of MAF staff at all levels;
- Integrate gender analysis and gender-disaggregated data / information / statistics into MAF planning cycle;
- Enhance qualifications, competencies and core skills of women to advance women in MAF workforce at all levels;
- Increase rural women’s access to and control over the resources and benefits; and
- Enhance ties with the external constituencies which support the advancement of women in agriculture and forestry, including relevant government ministries, local governments, three mass organizations, namely Lao Women’s Organization, Labour Organization and Youth Organization, technical schools / training centres / universities, diplomatic missions / international financial institutions, UN agencies and international NGOs, mass media and private sector at all levels (see 5.4 for the list of external constituencies).
1.4 Outputs / Indicators

1.4.1 Strengthen the institutions for the advancement of women into MAF and its related institutions and programs at all levels

Outputs:
- The institutional framework of the whole-of-MAF advancement of women is established at the national, provincial and district levels within all MAF institutions, namely MAF departments, PAFO, DAFEO and Technical Colleges.

- Enhance ties with the internal and external constituencies which support the advancement of women in agriculture and forestry (see 5.4 for the list of external constituencies).

Indicators:
- The list of all MAF policies, plans, strategies, guidelines / tools which are now gender-integrated.

- The list of all organizational mandates, structures, and job descriptions which are now gender-integrated.
- The list of all MAF departments, PAFO, DAFEO and related-institutions which submit annual progress reports in the advancement of women to the Permanent Secretary's Office.

1.4.2 Increase gender awareness and responsiveness of MAF staff at all levels

Outputs:
- All new recruits of MAF become aware of and responsive to gender in their work.

- All MAF staff who have not previously attended gender equality training attend generic gender equality training and become aware of and responsive to gender in their work.

- Gender is integrated into the comprehensive human resource development plan of MAF.

- The curriculum of all MAF technical colleges and training centers becomes gender responsive.

Indicators:
- Per cent of new recruits of MAF who become aware of and responsive to gender in their work.

- Per cent of MAF staff who become aware of and responsive to gender in their work.
• The nature and extent of gender integration in human resource development.

• The number of courses which is gender-integrated.

1.4.2 Integrate gender analysis and gender-disaggregated data / information / statistics into MAF planning cycle

Outputs:
• Gender is integrated into the annual plans of MAF departments.¹
• Gender statistics are developed for the use of gender analysis and planning.

• Gender analysis is conducted with the findings being integrated into the MAF’s regular cycle of planning, monitoring and evaluation.

• Both quantitative and qualitative data and information are used to document changes in monitoring and evaluation of Gender Mainstreaming Policy, Strategy and gender-integrated projects / programs within MAF.

• Independent resources are allocated for monitoring and evaluation from a gender perspective.

• Gender-integrated knowledge management system is integrated into MAF net for the purpose of pooling and retrieving the best practices of gender mainstreaming, and enhancing mutual learning.

Indicators:
• Gender-integrated annual plans of MAF departments.

• Newly produced gender profile based on the statistics pertaining to agriculture and forestry.

• Evidence that gender statistics are used for planning and leading to gender-integrated actions.

• Evidence of the conduct of gender analysis and the integration of its findings as part of the cycle of planning, monitoring and evaluation in the annual planning sessions.

• Evidence of the quantitative and qualitative data and information, describing the baselines or changes in monitoring and evaluation of Gender Mainstreaming Policy, Strategy and gender-integrated projects / programs within MAF.

• The number of gender-integrated monitoring and evaluation activities / studies conducted.

¹ Annual plans of PAFO and DAFEO are submitted through the Provincial Governors Office to the Prime Minister’s Office.
• Gender-integrated knowledge management system, the number and type of users and their interests.

1.4.3 **Enhance qualifications, competencies and core skills of women to advance women in MAF workforce at all levels**

**Outputs:**
• Affirmative actions for women are advocated, facilitated and implemented.

• Equal opportunities are provided for women and men at the time of recruitment for MAF for all types of positions, namely permanent positions of all levels, contracted staff, and interns.

• Equal opportunities are provided for women and men in the promotion.

• Equal opportunities are provided for women and men in the placement.

• Equal opportunities are provided for women and men in the training opportunities for obtaining undergraduate and post-graduate degrees, the development of leadership and management skills, technical studies and upgrading their competencies and skills.

**Indicators:**
• Affirmative action plan and its annual progress report.

• The number of newly recruited staff by sex and the type of contracts.

• The number of women and men who are promoted.

• The number of women and men who are transferred and the number of transfers which are unconventional (e.g. women professional staff posted to PAFO / DAFEO, men transferred to the Division for the Advancement of Women).

1.4.4 **Increase rural women’s access to and control over the resources and benefits; and**

**Outputs:**
• MAF strategy on gender-sensitive pro-poor agricultural extension services is developed and disseminated to PAFO / DAFEO.

• Guidelines and tools for gender-sensitive pro-poor agricultural extension services are developed and disseminated to PAFO / DAFEO.

• Extension officers of DAFEO become aware of and responsive to gender by integrating gender considerations into their actual work.
Equal opportunities are provided to women and men to attend the training courses provided by DAFEO agricultural and forestry extension services.

Equal opportunities are provided to women and men to access to credit and other support services to start off-farm non-farm income generating activities provided not only by MAF and its related institutions, but also by private and non-profit sectors under the MAF mandate.

Learning opportunities such as meetings, workshops and study tours are provided equally for women and men in the extension services and in the communities to learn from the best practices within, region and other regions.

**Indicators:**
- MAF strategy on gender-sensitive pro-poor agricultural extension services; the record of dissemination of the strategy and observation of knowledge on the strategy during on-site inspection.
- Guidelines and tools for gender-sensitive pro-poor agricultural extension services; the record of dissemination of the guidelines and tools and observation of knowledge on the guidelines and tools during on-site inspection.
- Post-training evaluation, describing the learning outcomes from the gender equality training, the content of action plans and the progress of plans.
- The number of women and men attending the training courses provided by DAFEO agricultural and forestry extension services, including the donor-funded project.
- The number of women and men who receive the credit and any other social support services to start off-farm non-farm income generating activities and improve livelihoods by the type of institutions, namely MAF and its related institutions, and private and non-profit sectors.
- The number of women and men who attend meetings, workshops and study tours to learn from the best practices within the country, region and other regions.


During the fiscal year of 2007 / 2008 (October 2007-September 2008), MAF will plan to engage in the following provisional actions to advance women in agriculture and forestry by targeting the three departments, namely Planning, Personnel and National Agriculture and Extension Service (NAFES). These provisional actions are expected to set trends within MAF and its related institutions and are expected to bring about specific outcomes to satisfy the policy goals stipulated in the earlier section. They are also described in the
separate matrix along with rough budget estimates and potential donors identified by reading their country strategy (see attached Annex X).

2.1 Gender Analysis and Gender-Integrated Planning:

- In the annual planning sessions of pilot departments, provide advisory and technical backstopping, including the facilitation of the conduct of gender analysis and gender-integrated planning.

Estimated Month: by the end of May 08
Resources: in-house
Responsible Department: Permanent Secretary’s Office

- For other MAF departments and all PAFOs, (1) explore measures for the advancement of women as part of the Departmental Annual Plans and (2) develop a plan for the establishment and strengthening of gender mainstreaming system for PAFO / DAFEOs respectively.

Estimated Month: by the end of May 08 for the fiscal year 09
Resources: in-house
Responsible Department: Permanent Secretary’s Office / MAF line departments

2.2 Implementation of the Gender-Integrated Annual Plan by MAF departments

2.2.1 Development of Planning Tools

- Drawing on the available datasets from the National Statistical Office, develop a plan to produce both national and provincial gender profile in agriculture and forestry (18 booklets) and disseminate them for the purpose of planning (national and selected provinces).

Estimated Month: October 07- January 08
Resources: External assistance preferred (FAO)
Type: TA and budget support
Responsible Department: Permanent Secretary’s Office / Department of Planning

2.2.2 Knowledge Management

- Examine and explore a possibility of developing website for the Division for the Advancement of Women of MAF, and where feasible, develop its content.

Estimated Month: ongoing
Resources: in-house
Responsible Department: Permanent Secretary’s Office / Department of Planning
• Document best practices and develop case studies to pool and retrieve for learning.

Estimated Month: ongoing, but especially after the submission of annual progress report
Resources: in-house
Responsible Department: Permanent Secretary’s Office / Department of Planning / Department of Personnel

• Collect and collate resources pertaining to gender mainstreaming in agriculture and natural resource management to pool and retrieve for learning.

Estimated Month: ongoing
Resources: in-house
Responsible Department: Permanent Secretary’s Office / Department of Planning / Department of Personnel

• Develop tools and guidelines pertaining to "gender mainstreaming" in MAF and disseminate their use, especially the manual for the gender focal point officers.

Estimated Month: March 08
Resources: in-house
Responsible Department: Department of Planning / Permanent Secretary’s Office

2.2.3 Human Resource Development for Gender Mainstreaming

• Develop and deliver gender equality training to MAF staff in the pilot departments (customized gender training)

Estimated Month: April, May and June, 08
Resources: in-house
Responsible Department: Department of Personnel / Permanent Secretary’s Office

• Monitor and evaluate progresses in the human resource development for gender mainstreaming

Estimated Month: immediately after the training / Six months after the training
Resources: In-house
Responsible Department: Department of Personnel / Permanent Secretary’s Office

• Monitor and evaluate progresses in the appointment of women into the decision-making posts
Examine a feasibility of a comprehensive affirmative action plan for the advancement of women, including (1) the quote system; (2) the vertical and horizontal institutional linkage with MAF / PAFO / DAFEO, technical schools / training centres and universities for mentoring and networking among professional women in agriculture and forestry; and (3) leadership development scholarships / fellowships specifically for women.

2.3 Monitoring and Evaluation of progresses for Gender Mainstreaming in MAF Institutions and Programs

- Collect the annual progress reports from the departments for the purpose of monitoring and evaluation in the advancement of women, analyze the areas of strengths and weaknesses, identify constraints and strategies to overcome them and submit the report to the MAF CAW headed by the Vice-Minister.

2.4 Advocacy, Representation and Resource Mobilization

2.4.1 Advocate for the advancement of women in MAF institutions and programmes in the internal and external forums

- Identify the strategic areas in the advancement of women and advocate for the advancement of women in MAF institutions and programmes in the internal and external forums
Represent the interests for the advancement of women in agriculture and forestry in Lao PDR in internal and external forums

- Represent the interests for the advancement of women in agriculture and forestry in Lao PDR in internal and external forums

Estimated Month: ongoing
Resources: in-house
Responsible Section: Department of Planning / Permanent Secretary’s office

Identify the suitable funding and resources, both internally and externally, and proactively engage in resource mobilization

- Explore and identify the suitable funding and resources, both internally and externally, and proactively engage in resource mobilization

Estimated Month: ongoing
Resources: in-house
Responsible Section: Department of Planning / Permanent Secretary’s Office

3. Implementation Mechanism

The following paragraphs stipulate the whole-of-MAF implementation mechanism to advance women in agriculture and forestry. The names of key personnel involved in the whole-of-MAF implementation mechanism are attached in the Annex X.

3.1 Headquarters for the Advancement of Women in Agriculture and Forestry

The Headquarters for the Advancement of Women in agriculture and forestry is located in the Cabinet Office of MAF, being represented by one of the Vice-Ministers. S/he is empowered:

(1) to establish the whole-of-MAF structure and institutions for the advancement of women at all levels, namely national, provincial and district and assign the following new roles to the existing personnel:

- Managers-in-Charge for the Advancement of Women (Directors of Departments, PAFO and DAFEO) in their respective offices;
- Specialist Units for the Advancement of Women;
- Gender Focal Point Officers in each office;
- Gender Mainstreaming Network as the cross cutting institution in MAF and in each province (comprising of PAFO and DAFEOs) respectively; and
- All staff as the active participants for the Advancement of Women.

(2) to provide overall leadership in the promotion of this policy as the Chair of the
MAF Commission for the Advancement of Women (MAF CAW) which defines the policy directions in the advancement of women in agriculture and forestry in Lao PDR;

(3) to guide the Directors of MAF Departments, who function as the members of MAF CAW and the Managers-in-Charge for the Advancement of Women in their respective departments, being accountable for the progress in the advancement of women in their respectable offices;

(4) to guide the directors of PAFO, who function as the Managers-in-Charge of Advancement of Women in their respectable provinces, in the development of structure and institutions within PAFO / DAFEO and programs which advance women in agriculture and forestry industry workforce and population;

(5) to ensure that the directors of MAF departments and PAFO fulfill their responsibilities for the advancement of women within their respectable offices in accordance with this policy through appropriate measures; and

(6) Approve the final version of Annual Progress Report for the Advancement of Women and based its recommendations, chair and guide the MAF CAW to agree on the next steps for the advancement of women to achieve the goals of this Policy.

3.2 Directors of MAF Departments and PAFO as the Managers-in-Charge for the Advancement of Women

As the Managers-in-Charge for the Advancement of Women, Directors of MAF Departments and PAFO have overall responsibilities for the Advancement of Women in their respective offices and are accountable for the progress. More specifically, these responsibilities include:

(1) To the Permanent Secretary’s Office, they recommend the suitable personnel as the focal point officers in charge of advancement of women in their respective offices. These recommendations are then forwarded to the Department of Personnel;

(2) They direct the formulation of Annual Plans of Action for the Advancement of Women in their respective offices, direct the implementation, monitoring and evaluation of the progress of their Annual Plans of Action, and provide quality assurance in their final reports;

(3) In collaboration with the Permanent Secretary’s Office, they also introduce the measures for the advancement of women in their respective offices, and create an enabling environment for their implementation; and

(4) Finally, based on these experiences, they recommend the next steps
required for the advancement of women in their respective offices. Along with other agenda, these recommendations will be discussed in the MAF CAW chaired by Vice-Minister and participated by the Directors of MAF Departments.

3.3 Specialist Unit for the Advancement of Women in Agriculture and Forestry at the National, Provincial and District Levels

At the national level, the MAF Policy on the Advancement of Women in Agriculture and Forestry is promoted and catalyzed by the Division for the Advancement of Women (Gender Division hereinafter). This is a new division and is the specialist unit in charge of providing advice and technical backstopping to the MAF and its related institutions. It is directed and supervised by one of the Deputy Director-Generals of Permanent Secretary’s Office, which is located in the Cabinet Office of MAF.

At the provincial and district levels, similar structures of specialist units are established and qualified personnel are appointed to advance women into PAFO / DAFEO institutions and programs. Ideally, these specialist units are positioned in the area of bureaucracy where an overall coordination and planning be carried out effectively and wide-reaching influence upon various units in PAFO / DAFEO be possible such as the Office of PAFO Directors or Planning Units.

The main functions of these specialist units are as follows:

(1) At their respectable level, be it national, provincial or district, these specialist units are responsible for the provision of appropriate and timely advice and technical backstopping for their respective clients, namely MAF Departments, divisions and units, and other related institutions (e.g. technical colleges and training centres), and PAFO / DAFEO divisions and units. They also monitor and report progresses made in the advancement of women in their respective offices;

(2) These specialist units are also responsible for the coordination and working of the Networks for the Advancement of Women in Agriculture and Forestry in MAF headquarters and provinces respectively; and

(3) With the authority and leadership of the Permanent Secretary’s Office, the Gender Division are in charge of collecting, collating and analyzing the Annual Progress Reports for the Advancement of Women submitted by all MAF Departments and all PAFOs. The-Whole-of-MAF Annual Progress Report for the Advancement of Women, compiled and refined by the Division, is submitted to the Vice-Minister who is in charge of headquarter functions.
3.4 All Staff / Focal Point Officers for the Advancement of Women / and MAF Network for the Advancement of Women in Agriculture and Forestry

In order to achieve the goals of Policy for the Advancement of Women in Agriculture and Forestry, all staff of MAF / PAFO / DAFEO and related institutions, not only the gender specialists, are now responsible for implementing the above measures and collaborating each other for the advancement of women. In the Whole-of-MAF Mechanism for the Advancement of Women, it is recognized that generalist and specialist inputs are complementary for the achievement of positive sum results in the advancement of women in agriculture and forestry in the rapidly changing environment surrounding agriculture and forestry in Lao PDR. Such changes include, but are not limited to: (1) a varying degree of progress in human resource development for the advancement of women in MAF / PAFO / DAFEO and related institutions at this stage; (2) an increasing specialization in the type of work required in agriculture and forestry; (3) the availability of various financial and in-kind official, non-profit and for-profit sector aid resources; and (4) a variety of farming practices patterned by ethnicity / culture and rapid social transformations.

In each MAF department, PAFO and DAFEO, Focal Point Officers for the Advancement of Women are thus formally appointed in order to catalyze, facilitate, advise and support the each organization-wide processes and actions by all staff for the advancement of women in agriculture and forestry. They are also tasked to prepare a draft Departmental Annual Action Plan for the Advancement of Women, to monitor progress made in the implementation of Departmental Annual Action Plan, to prepare Departmental Annual Progress Report for the Advancement of Women, to submit it to the Specialist Units and to liaise with the Specialist Units in relation to any technical or specialist issues which are beyond their control.

In order to add an impetus to the ongoing progress in the advancement of women in each business unit of MAF, MAF Gender Mainstreaming Network, comprising of focal point officers for the advancement of women, will be established and strengthened. In each province, a similar network will also be established for the advancement of women by PAFO, cutting across all DAFEO offices under its control. MAF Gender Mainstreaming Network is envisaged to act as the forum and pool in which knowledge and experience be stored, retrieved and shared systematically. Learning from colleagues is encouraged through face-to-face mentoring on such topics as:

(1) gender analysis and gender-integrated planning;
(2) provision of advice and back-stopping for the implementation of gender-integrated programs;
(3) human resource development for the advancement of women;
(4) advocacy, representation and resource mobilization: and
(5) knowledge management.

3.5 Collaboration with the Relevant External Stakeholders

The actual processes and outcomes of advancement of women in agriculture and forestry are influenced not only by those who constitute the Whole-of-MAF Mechanism for the Advancement of Women, but also by those who are external to MAF as well. The Division for the Advancement of Women and specialist units for the advancement of women in PAFO / DAFEO and related institutions at all levels are responsible for strengthening the ties with the following external constituencies:

- Relevant government ministries and departments at the national, provincial and district levels that can influence the socio-economic well-being of Lao producers in agriculture and forestry;

- Three mass organizations that represent and constitute the Lao civil society, namely Lao Women’s Organization, Labour Organization, Youth Organization and Lao Front for National Construction, all of which have enormous potentials in reaching out Lao producers in agriculture and forestry;

- The technical schools / training centres which fall under the mandate of MAF and provide academic courses for those who intend to join in MAF workforce and professional courses for those who are currently employed as technical-level officers by MAF;

- The universities which provide academic and professional training courses for the students who will join in the MAF workforce in a few years time;

- Diplomatic missions / international financial institutions, UN agencies and international NGOs that provide development aid resources originating from the official, non-government, and non-profit sectors;

- Mass media, including broadsheets, TV stations, radio stations, and popular magazines which can widely disseminate various news on agriculture and forestry and their producers, processors and distributors; and

- Private sector interests, both national, regional and international, which can create employment opportunities for the farming population.

4. Monitoring and Evaluation

Gender Division is responsible for the introduction of whole-of-MAF monitoring and evaluation system, including the success indicators, and the actual analysis of monitoring and evaluation reports submitted by MAF departments / PAFO /
DAFEO. Finalized as the MAF’s annual monitoring and evaluation report on the advancement of women, such report documents and measures progresses made in the advancement of women. The monitoring and evaluation system, covering MAF / PAFO / DAFEO and related institutions and their respectable programs at all levels, will be introduced in close collaboration with these institutions. Under the guidance and authority of Vice-Minister and supervision by the Deputy Permanent Secretary of the Permanent Secretary’s Office, MAF Division for the Advancement of Women can introduce the monitoring and evaluation pro forma and instruct the MAF Departments, PAFO / DAFEO and related institutions to submit the bi-annual and annual progress reports for monitoring and evaluation purposes by the predetermined deadlines. The Division for the Advancement of Women is also responsible for the design and execution of more long-term impact studies, measuring and documenting the long-term impacts caused by the introduction of the whole-of-MAF system for the advancement of women upon women and men producers in agriculture and forestry.

Based on these monitoring and evaluation reports submitted by the departments and on-sites visits and interviews in impact studies, the Division will be responsible for the development of progress reports, which describe progresses, identify constraints in the implementation of this policy, and recommend the measures which eliminate the negative influences by the constraints and next steps to achieve the goals of this policy. The Division will submit the final annual progress report to the Vice-Minister who is empowered to provide the overall leadership for the implementation of this policy where required with the support by the directors of MAF departments and PAFO.
Workshop Handout 3: Human Resource Development for Gender Mainstreaming in Agriculture and Forestry

1. Background

MAF has been hosting donor-funded projects in all sub-issues under their mandate since mid-1980s. WID and later called GAD components formed part of these externally funded programs, building the capacity of core staff in MAF in terms of knowledge and skills in promoting gender equality in agriculture and forestry through fellowships and scholarships to study abroad and in-country training workshops/meeting/seminars. While the recipients of the middle- to long-term fellowships and scholarships were well documented by the Department of Personnel of MAF, those of in-country training workshops/meeting/seminars were not as the donors address invitation letters directly to the relevant departments without copying to the Department of Personnel. At times, only after the events, Department of Personnel receives the information relevant to human resource development. MAF lacks a management information system, tracking the participants who attended those relevant in-country gender equality training courses and their learning outcomes. On this particular matter, the Department of Personnel is not placed well for monitoring and evaluating the nature and extent of its staff’s knowledge, attitudes and behaviour pertaining to gender-responsiveness and progress in human resource development plan for gender mainstreaming.

2. Participatory Evaluation of Human Resource Development for Gender Mainstreaming

The high-level meeting for gender mainstreaming organized at MAF included a participatory workshop to conduct SWOT analysis: one that evaluated various issues in gender mainstreaming on (1) policy; (2) strategy; (3) human resource development; (4) capacity building in gender and development; (5) organizational structure for gender mainstreaming; (6) information system; (7) programming, screening and monitoring/evaluation; and (8) budgeting. On both human resource development and capacity building in gender and development, the following are the main points which were raised:

2.1 HRD

- Sex-disaggregated data of staff at all levels are now available;
- Report on HRD for 2001-2004 and Strategic Planning on HRD 2006-2010 are available;
- Very few women are appointed in the senior managerial positions;
- HR targets are not sex-disaggregated and monitoring and evaluation by sex is impossible;
- There is no affirmative action;
- Senior officers are not tasked to promote gender equality in promotion and placement recommendations;
Lao Government has a reporting requirement for CEDAW; 
Women are overlooked in recruitment, staffing, development and promotion; and 
Women are found in agriculture and technology

2.2 Capacity Building in gender and development

Past gender equality training course incorporated gender into technical sub-issues under MAF mandates, e.g. forestry, fishery, livestock, agriculture, extension; 
As a result, MAF also developed a core group of gender specialists; 
Resources for gender equality training courses are available; 
But, there is not comprehensive and consistent capacity-building program targeted at the specific audience groups; 
Donor support has been channeled through projects and have not been consistent; and 
Donor support in gender mainstreaming are not well coordinated.

3. MAF Human Resource Development Plan for Gender Mainstreaming (Provisional Title: MAF HR Plan)

Taking into account these accumulated experiences, the following principles and measures are now being proposed for MAF HR Plan.

3.1 Strategic Goals

MAF HR Plan will pursue the following strategic goals:

A core cadre of gender specialists in MAF will be operational and available for technical backstopping services; 
All staff have knowledge and skills in gender mainstreaming in agriculture and forestry; and 
Equal representation of women and men in MAF workforce, especially in senior decision-making positions.

3.2 Measures

(1) Fellowships/Scholarships for Academic Degrees in Gender Studies or Rural Development

The number of academically qualified gender specialists in MAF is limited. There is a need to develop the next generation gender specialists who are qualified in sub-issues of agriculture and forestry and gender studies:

Develop selection criteria for those who will be trained as gender specialists in MAF. Ideally, they are already qualified in the respective technical fields which are relevant to MAF mandate and have substantial
MAF work experience with a combination of managerial tasks and field-practices (e.g. mid-career, mid-30s, high language aptitude and technical qualifications).

→ Internally screen the candidates for short-listing; and
→ Proactively identify scholarship sources for matching.

(2) Office Management, English and Computer Skills

To enhance competitiveness of MAF staff and enable them to engage effectively in donor relations, management and training/studies, generic and customized training courses on office management, English and computer skills will be considered, delivered both at MAF or at private schools:

→ The providers of generic standardized office management and computer skills courses will be identified;
→ MAF staff who will be eligible for the fellowship/scholarship program with some capacity-building support are identified;
→ Statement of commitment letters and permissions are obtained; and
→ Department of Personnel will organize the courses, monitor and evaluate their progress.

For English, there will be two aims: (1) to upscale English skills of eligible staff in general and (2) to hone English proficiency and skills of those who are highly qualified to the standards eligible for academic scholarships abroad.

→ The providers of English language courses will be identified;
→ MAF staff who will be eligible for both (1) and (2) are identified;
→ Official documentations for participation are obtained; and
→ Department of Personnel will organize the courses, monitor and evaluate their progress.

(3) In-Country Gender Equality Training Workshops/Seminars/Meetings

→ In collaboration with the gender specialists, Department of Personnel will develop the modules of Gender Equality Training courses, both generic and customized ones.
→ Define the audience: Generic gender equality training courses are targeted at all staff, while customized gender equality training courses are for specific occupational groups and on ad hoc needs (e.g. Planners, Personnel and Extension Service).
→ Identify the number of those who have not gone through the generic training courses and develop a training plan. Choose appropriate training methods to extend the courses as wide as possible by using, for example, ICT-based training courses.
→ Together with the gender specialists, Department of Personnel will develop modules and training plans for the customized gender equality training courses.
Develop monitoring and evaluation indicators and identify learning outcomes. Conduct training needs assessment, post-training evaluation and six month period post-training evaluation.

Based on the evaluation reports, recommend gender specialists to provide follow-up technical backstopping services.

(4) Affirmative Action Measures (separately drafted and circulated for discussion)

See the attached affirmative action measures.
Workshop Handout 4: Affirmative Action Measures

How can MAF increase women into its workforce at all levels, and more specifically into the decision-making posts?

Recruitment
- Develop women-specific intern and other associate appointment programs with a view to increase women workforce in MAF;
- Plan and conduct recruitment seminars annually in the technical colleges and relevant university faculties to attract women entrants; actively mobilize women staff in the workforce for this purpose;
- Set the quota for women to promote gender equality; and
- Make sure scholarship provisions are legally linked to recruitment into MAF (bondage).

Placement
- Actively promote professionally and technically qualified women into the positions which utilize their qualifications and skills;
- Consider packages which allow women to take PAFO / DAFO assignments from MAF; and
- Penalize women who are professionally and technical qualified but choose to stay in administrative work only for prolonged periods.

Promotion
- Consider compromising the current eligibility criteria for promotion for women only so as to increase their chances for promotion;
- Prepare a list of women who are eligible for promotion to be recommended to the Directors of MAF offices and Vice-Minister-in-Charge-of-Advancement-of-Women;
- Remind Directors of MAF offices of the women-specific eligibility and encourage them to actively consider eligible women's promotion over men; and
- In the event of non-recommendation of eligible women from the Departments, exercise discretionary actions.

Managerial Positions
- Retain women who are currently in senior positions as long as possible in various forms;
- Where there are two deputy posts at the division and department levels, assign one post for women; and
- Set a quota for women in senior positions.

Retirement
- In lieu of longer parental leave, consider older age for women’s retirement age.

Social Welfare
- Encourage men to be able to take parental leave equally;
Fellowship / Scholarship Opportunities
- Discuss donors to make the eligibility criteria as much as possible for women candidates, especially the age provision (within the range of five years);
- Consider identifying women candidates for the courses other the promotion of gender equality;
- Consider identifying men candidates for the courses on the promotion of gender equality;
- Actively identify scholarship opportunities which allow distance-learning for post-graduate studies to obtain masters and Ph.Ds for women who have competing familial responsibilities and are eligible for the study.

Leadership Training
- Examine the eligibility of leadership training courses and if necessary, consider years of service and other relevant experiences in lieu of academic qualifications to be eligible for the leadership training courses; and
- Set the quota for women to participate in the leadership training courses;
- Seek resources to develop or to send eligible women to participate in external leadership training courses that are specific to women in leadership.

Women-to-Women Mentoring
- Identify needs in mentoring by examining supply and demand sides;
- Identify a pool of women with professional qualifications and leadership qualities to be mentors for women;
- Match mentors and women staff who are identified to require mentoring; and
- Monitor and evaluate their outcome.

Cross-Institutional Program for the Advancement of Women
- Encourage and actively participate in the development of curriculum which responds to the needs of market for the technical colleges;
- Encourage the development of curriculum which responds to the needs of market for the relevant university faculties; and
- Actively shape the cross-institutional professional women’s network for their advancement in agriculture and forestry work.

“MAF Workforce and Its Work (Provisional Title)” Video Production
- Develop a concept paper and script for “MAF Workforce and its Work” which shows family- and women-friendly policies of MAF;
- Commission out the production; and
- Produce a video which profiles MAF workforce and its work for the external audience, especially addressing potential entrants into the MAF workforce.

Organizational Mandates / Job Description
- Integrate organizational mandates for the advancement of women into all departments;
- Make department directors accountable for the advancement of women
in their portfolio, both for institutional and programmatic duties;
• Make the appointment of gender focal point officers official and to be part
  of the department’s mandate; and
• Develop job description for the individual posts to make staff
  accountable for their performance, including the advancement of women in their
  routine work.

Monitoring and Evaluation
• Develop monitoring and evaluation indicators of the affirmative actions;
• HR Department closely monitor and evaluate progress of the affirmative
  actions; and
• Report them annually to
Vice-Minister-in-Charge-of-Advancement-of-Women
Workshop Handout 5: Terms of Reference MAF Gender Mainstreaming Network

1. Objectives

As the cross-departmental network, MAF Gender Mainstreaming Network, comprising of two gender focal point officers from each department, will promote gender equality within MAF institutions and programs as the catalyst, facilitator, advisor and supporter.

2. Outputs / Outcomes

Activities by MAF Gender Mainstreaming Network will contribute to the solid progress in the promotion of gender equality in MAF institutions and programs through the following areas:

- Gender analysis is undertaken as part of planning exercises and gender data and information (including statistics) are reflected in the MAF development plans;
- MAF staff members will become gender aware and gender responsive and proactively integrate gender equality into their routine work processes;
- At all levels, gender equality, one of MAF’\textquoteright s important cross-cutting agendas, is advocated for, represented on behalf of women and men in agriculture and forestry production, and sufficient resources will be mobilized;
- In the implementation of gender-integrated programs, MAF staff members will be able to access to advice and technical backstopping services first within their own respective offices;
- MAF’\textquoteright s institutional knowledge and experiences in gender mainstreaming is accumulated in the retrievable form (e.g. guidelines, tools, best practices and other IEC materials) for all in need for their mutual learning purposes; and
- MAF institutions and programs are now monitored and evaluated from a gender perspective with the merits of gender mainstreaming being highlighted.

3. Roles and Responsibilities

Together with other gender focal point officers, gender focal point officers of each department who form the MAF Gender Mainstreaming Network will be responsible for the promotion of gender equality into MAF institutions and programs through the following six specific roles and responsibilities: namely (1) Gender Analysis and Gender-Integrated Planning; (2) Human Resource Development; (3) Advocacy, Representation and Resource Mobilization; (4) Advice and Back-Stopping of the Gender-Integrated Programs; (5) Knowledge Management; and (6) Monitoring and Evaluation. More specifically, they will undertake the following activities under each category:
3.1 Gender Analysis and Gender-Integrated Planning

→ Introduce gender analysis, if requested, even facilitate its process and integrate the findings at all stages of planning cycle in their own department’s institutions and programs;
→ Encourage the use of gender statistics and information for gender analysis and planning; and
→ Encourage the participation of both women and men in the planning processes.

3.2 Human Resource Development

→ Actively engage in the implementation of Affirmative Action for MAF Women and its programs;
→ Develop and implement the comprehensive human resource strategy for gender mainstreaming;
→ Design and deliver generic gender equality training for all in their respective departments; and
→ Design and deliver issue- and context specific gender equality training.

3.3 Advocacy, Representation and Resource Mobilization

→ As active agents of gender mainstreaming, advocate and represent the interests of women and gender equality at all levels in MAF and international, regional and sub-regional forums; and
→ Mobilize and leverage the available resources for the promotion of gender equality.

3.4 Advice and Back-Stopping of the Gender-Integrated Programs

→ Provide MAF Departments with advice and technical backstopping services;
→ Encourage colleagues to take steps in gender mainstreaming;

3.5 Knowledge Management

→ Produce guidelines and tools for gender mainstreaming;
→ Develop best practices;
→ Commission impact studies from a gender perspective;
→ Catalyse and facilitate the production of gender statistics and information; and
→ Create learning culture

3.6 Monitoring and Evaluation

→ For their annual progress report, monitor and evaluate progresses brought about by gender mainstreaming in their departments.
4. Members

As of the Date/Month/Year, the following staff members of MAF are appointed as the gender focal point officers in each department.
Workshop Handout 6: Gender integration into the Strategic Direction of Agriculture and Forestry Sector (2006-2010)

1. Where is gender in the MAF Strategic Direction of Agriculture and Forestry Sector (2006-2010)?

Gender is not integrated into the current MAF Strategic Direction of Agriculture and Forestry Sector (2006-2010) which consists of the following four goals and 13 measures:

**Goals**
Goal 1: Continue to implement the Food Production Program
Goal 2: Commodity Production
Goal 3: Definitely stopping slash and burn cultivation
Goal 4: Sustainable forest management and well-balanced between exploitation, uses and protection/conservation.

**Measures**
Measure 1: Agriculture and forestry sector view
Measure 2: Survey and allocation of agriculture and forestry production zone
Measure 3: Seeds/breeds availability
Measure 4: Promotion and technical services, and human resource development
Measure 5: Establishment of village development groups in relation with sector development
Measure 6: Organizing production and establish economic structure from local/grassroots level (from down to top)
Measure 7: Irrigation and preventing drought and flood
Measure 8: Productivity increase (fertilizer, compost, seeds and technique)
Measure 9: Quality control (standard production system) and disease prevention
Measure 10: Financial, the use of assistance and internal and external investments
Measure 11: Achieving economies in production (production cost)
Measure 12: Implementation and monitoring and evaluation
Measure 13: Decentralization (management hierarchy) and collaboration between Government-people and economic sector

2. MAF’s Responsibilities Stipulated in the National Strategy for the Advancement of Women (2006)

However, MAF’s responsibilities are enshrined in the National Strategy for the Advancement of Women (2006) of the National Commission for the Advancement of Women which aims to support the National Growth and Poverty Eradication Strategy (NGPES). Out of its six action plans, MAF’s responsibilities are specifically mentioned in the first one:

1. Promote women’s active participation in the implementation of the National Growth and Poverty Reduction Strategy (NGPES) for entire population and
for women themselves;  
(2) Promote women and girls access to upgrading and education with the gradual equality with male;  
(3) Improve health care services for women;  
(4) Increase number of women in decision-making positions at all levels; and  
(5) Strengthen national machineries that protect and promote the advancement of women.

2.1 Major Roles in the National Strategy for the Advancement of Women

- Among the five targets of NGPES, MAF was referred as the main agent to act on the Target 1 and 2, namely:

Target 1: The number of women receiving training related to technique on agriculture and animal breeding to be increased by 10 per cent a year; and

Target 2: To have the policy on land allocation for agriculture and animal breeding and to create other income generating activities for the poor families.

For each, it is specifically envisaged to undertake the following:

Target 1:  
(1) Be responsible for poverty eradication, pay attention to the implementation of modernization in agriculture sector and in comprehensive rural development plan that includes the area-focused development program for women (MAF, MOIH, LWU, and MLSW):

→ Move natural agriculture-animal breeding and forestry towards market-oriented products (i.e. identify strategic goods each area, crop seeds technique on breeding, or production: with MOIH and LWU);  
→ Promote manufacturing that aimed at adding extra value to agricultural and forestry products (with MOIH);  
→ Support women's production related to agricultural-animal breeding and forestry and marketing by providing marketing-related information, improving infrastructure, storage, manufacturing technique, processing, packaging and credit.
(2) Support income generation by increasing agricultural-animal breeding products;  
(3) Redeploy its technical staffs to districts in order to train those staffs being grown in a critical mass of people, and train female technical staff for districts and villages.  
→ Research and plan to organize technical training.

Target 2:  
(1) Implement the policy on Land-Forest Allocation and to allot cultivated land with paying special attention to the poorest households and households headed by women.
(2) Provide MOE with support to develop vocational training curriculum such as weaving, pottery, and agricultural manufacturing industries, and to organize training for targeted people and women with a focus on the poor in rural and mountainous areas (with MOIH and LWU).

2.2 Supportive Roles in the National Strategy for the Advancement of Women (2006)

- In addition, MAF is expected to play supportive roles in the following three targets as well:

Target 3:
(1) Establish appropriate condition for women, female-headed households to enable access to credit for running business in producing and manufacturing sectors, to mobilize foreign support and loan for women’s groups with low interests (support LWU along with State Bank, and MOIH).

Target 5:
(1) Participate in the process organized by Lao NCAW in the review of regulations related to new staff recruitment, placement, redeployment, and other policies in order to ensure non-discrimination towards women (with other stakeholders).

Target 6:
(1) Provide support to MOIH (with MOE and others) in creating training curricula in relation to business running and production such as marketing knowledge, product development, investment, branding, fund administration, and organize training for target groups.

3. What approach(es) of gender mainstreaming are needed for the future policies?

3.1 Maintain gender-integrated national policies at NCAW with the clear division of responsibilities

Given its coordinating role and location in the Prime Minister’s Office, it is expected that NCAW will continue playing a critical role in advocating for and ensuring the inclusion of gender into national-level policies. In addition, it will also continue compiling the list of gender-integrated policies belonging to the line ministries.

3.2 Integrate gender into MAF’s Strategic Direction for Agriculture and Forestry Sector (2011-2015)

For the MAF specific policies, it is important to include a provision explaining that gender (and perhaps with other social issues as well) is a cross-cutting issue which needs to be seriously taken into consideration in all aspects and levels of
MAF institutions and programs. If possible, brief descriptions as to why the inclusion of gender will enhance the effectiveness of inputs and the omission of gender will lead to inefficiency by overlooking women’s critical roles though these can be often invisible and unpaid.

Gender-specific indicators will then be developed to monitor progress made in the measures and programs. Division for the Advancement of Women should carefully review the process of planning MAF’s Strategic Direction, consider how best gender can be integrated, and ensure that it will be invited to the process to provide specialist inputs.
## Workshop Handout 7: Monitoring and Evaluation for the-Whole-of-MAF Mechanism for Gender Mainstreaming

### Monitoring and evaluation indicators of the whole-of-MAF-mechanism for gender mainstreaming

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Source</th>
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<tbody>
<tr>
<td><strong>3.1 Gender Analysis and Gender-Integrated Planning</strong></td>
<td></td>
</tr>
<tr>
<td>Design and conduct gender analysis integrate findings at all stages of planning cycle in their own department’s institutions and programs</td>
<td>The list of gender-integrated planning meetings and minutes.</td>
</tr>
<tr>
<td>Use of gender statistics and information for gender analysis and planning, and</td>
<td>The list of gender statistics, data, and information used in the gender analysis and planning.</td>
</tr>
<tr>
<td>Encourage the participation of both women and men in the planning processes</td>
<td>Encouragement reflected in the invitation letters, workshop/meeting arrangements, the number (and %) of women participants</td>
</tr>
<tr>
<td><strong>3.2 Human Resource Development</strong></td>
<td></td>
</tr>
<tr>
<td>Affirmative Action Plans in MAF Women and its programs</td>
<td>% increase of women in the MAF workforce and its programs</td>
</tr>
<tr>
<td>Develop the comprehensive human resource strategy for gender mainstreaming</td>
<td>Adoption of human resource strategy for gender mainstreaming</td>
</tr>
<tr>
<td>Design and deliver generic gender equality training for all in their respective departments, and</td>
<td>The list of gender equality training course content, the number (and %) of MAF workforce trained in gender equality by the type of training methods by sex</td>
</tr>
<tr>
<td>Design and deliver issue- and context-specific gender equality training</td>
<td>The list of designed issue- and context-specific gender equality training course content, the number and % of MAF workforce trained in these training courses by sex</td>
</tr>
<tr>
<td><strong>3.3 Advocacy, Representation and Resource Mobilization</strong></td>
<td></td>
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<tr>
<td>Advocate and represent the interests of women and gender equality at all levels in MAF and its institutions, regional (and sub-regional) forums and networks, and</td>
<td>The list of international, regional, and sub-regional forums in which MAF delegates attended, advocated, and represented gender equality</td>
</tr>
<tr>
<td>Mobilize and leverage the available resources for the promotion of gender equality, and</td>
<td>The list of resources which were mobilized for the promotion of gender equality by the type of organization, amount and project/program</td>
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<tr>
<td><strong>3.4 Advice and Back-Stopping of the Gender-Integrated Programs</strong></td>
<td></td>
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<tr>
<td>Provide MAF departments with advice and technical back-stopping services, and</td>
<td>The number of requests for advice and technical back-stopping by the type of issue and those who submitted requests</td>
</tr>
<tr>
<td>Encourage colleagues to take steps in gender mainstreaming,</td>
<td>The list of actions taken to encourage colleagues to take steps in gender mainstreaming</td>
</tr>
<tr>
<td><strong>3.5 Knowledge Management</strong></td>
<td></td>
</tr>
<tr>
<td>Produce guidelines and tools for gender mainstreaming,</td>
<td>The list of gender guidelines produced for gender mainstreaming</td>
</tr>
<tr>
<td>Develop best practices,</td>
<td>The list of best practice case-studies produced by departmental levels for what purposes</td>
</tr>
<tr>
<td>Commission impact studies from a gender perspective, and</td>
<td>The list of commissioned studies to investigate gendered impacts</td>
</tr>
<tr>
<td>Catalogue and facilitate the production of gender statistics and information, and</td>
<td>The list of statistics which contain gender statistics, the list of gender profile data, and information which contain gender statistics</td>
</tr>
<tr>
<td>Create learning culture</td>
<td>The number and the type of learning platforms used for training and learning</td>
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Department of Planning

Department of Personnel, Lao Women’s Union (Division for the Advancement of Women)

Department of Personnel
Workshop Handout 8: Leadership for Gender Mainstreaming

Adopting and/or implementing a gender mainstreaming strategy for the promotion of gender equality in MAF institutions and programs requires strong commitment and leadership by the high-level management. Here are some references on leadership found in the empirical studies and actual practices in gender mainstreaming:

Example 1:

**Role of Leadership in organizational changes:** The challenge is to transform organizations to actively pursue the goal of promoting gender equality and women’s empowerment through a process of gender mainstreaming and other forms of organizational change. As gender equality often touches on power relations, there can be strong discomfort and even resistance to change. To make progress in gender mainstreaming, the following is needed:

- Strong and active leadership and commitment to the issue;
- Incentives (i.e. recognition of contribution in the form of awards/medals, performance linked to promotion, and conference presentation/publications) and accountability clearly defined in the documents and endorsed by the right authority; and
- Critical mass of committed individuals.


Example 2:

**Success linked to senior-level commitment:** The head of mission and his/her senior management are instrumental to the success of mainstreaming gender into all areas of the mission’s work. Similarly, at the headquarters, the Principals and their senior management also play a key role in determining the gender-related resources and institutional structures in peace-keeping missions. As stated in the Secretary-General’s Report on *women, peace and security*:

Missions that have made progress in promoting gender equality and women’s rights have had the support of the highest levels of authority with the mission. The head of mission has the responsibility to promote and facilitate attention to gender perspectives in all areas of work and demand accountability from managers and staff from all levels. A clear commitment to the promotion of gender equality in the earlier mission is required from the inception of its mandate to the end. This commitment must be translated into concrete actions in all areas of the mission and should be the responsibility of all staff in the mission, particularly senior managers.
The Secretary-General reaffirmed in 2002 that “gender advisors and gender units are resources to support the top management of the Department of Peace-Keeping Operations in carrying out their leadership role in gender mainstreaming.”

What follows are the examples of roles and responsibilities of senior management with regard to gender mainstreaming and implementing their mandates:

- Ensure gender advisor participate in all stages of planning;
- Concept of operation includes a strategy for gender mainstreaming and a provision for gender unit and advisor;
- These provisions are reflected in the results-based budget; and
- In the implementation, baseline assessments include an analysis of key gender issues based on which a plan for addressing priority gender issues be developed.

UN Department of Peace-Keeping Operations, *Gender Resource Package for Peace-Keeping Operations*, pp. 4-5
Workshop Handout 9: Gender Integration into MAF Mandates and Job Description

MAF’s Departments and PAFO’s mandates and Job Descriptions are defined in the official document entitled the Decision of the Minister on the Organization and Operation of the Ministry of Agriculture and Forestry (2007). For each department, four sections are allocated to describe the following aspects:

(1) General Provision
(2) Duties and Rights
(3) Structure of Organizational Set-Up
(4) Methods of Working

From the review, it was apparent that (1) and to some extent (4) are common to all departments, while (2) and (3) are distinctive. According to Department of Personnel, there are other documents which define the job descriptions down to the unit level. However, they were not attached as part of this bounded official version.

Despite women form half the agriculture and forestry population, no department is equipped with job descriptions for promoting gender equality in their respective mandates. If MAF is still in the process of finalizing mandates and job descriptions for the new structure, it is highly recommended to consider inclusion of gender mainstreaming in all departments’ job descriptions by adding the following statements:

For the section (3):

- Be responsible for gender mainstreaming in all the issues and subjects which are under the Department’s mandate;

For the section (4):

- In collaboration with the Permanent Secretary’s Office (Division for the Advancement of Women) for seeking advice, joint activities, monitoring and evaluation, and annual reporting on the advancement of women;
- Through MAF CAW which is responsible for deciding the policy-matters for the advancement of women; and
- Through the nominated gender focal point officers who actively participate in the Gender Mainstreaming Network, a cross-departmental network;

What are the steps for the MAF Directors, then?

(1) In the department meetings, if any, announce that the promotion of gender equality is an important mandate of MAF and thus will be incorporated into all aspects of department’s activities;
(2) Officially nominate the gender focal point officers and recommend their
decisions to the Permanent Secretary’s Office and Department of Personnel;
(3) Caucus what they can do each year in gender mainstreaming and prioritize the Department’s commitment. Some of the examples are:

- Review all rules, procedures and official documents under the Department; examine whether there are any gender biases; and if any, rectify them;
- Design and deliver customized gender equality training course and proactively participate in such training courses and model the expected behaviour;
- Undertake gender analysis on the issues which are relevant to the department and integrate the findings into the planning cycle of MAF, donor-funded and investment projects;
- Monitor and evaluate the impact of previous interventions, explore whether there were any positive or negative impacts in projects which were not intended to be gender-responsive and draw lessons and good practices;
- Prepare case studies for gender equality training courses;
- Provide PAFO with specialist support on gender mainstreaming, when asked;
- Introduce a gender-disaggregated management information system to monitor the number of women and men who participate in various workshops, training courses, and meetings at all levels;
- Praise progress and create enabling environment for all to be proactive in gender mainstreaming; and
- Acknowledge contribution made by women equally as men in the MAF workforce and recommend them for promotion.

(4) Show the Department’s commitment publicly. Take the opportunities of both internal and external events and express its commitment as speech, conclusion and declaration.
(5) Develop both qualitative and quantitative indicators, monitor progress, identify constraints, eliminate constraints, and evaluate impacts of various interventions.
Workshop Handout 10: Management Information System for Human Resource Development Activities in Gender Mainstreaming

Background
Excepting the system to record the details of participants to the long-term fellowships/scholarships, MAF normally does not record the details of participants to the in-country short-term workshop/training courses/meetings for the purpose of capacity-building. The majority of these activities have been funded by donors and are often targeted at the defined audience in the MAF workforce and invitations letters are often addressed to the relevant Departments only. Department of Personnel either learns these events later or does not know about it at all. In the issue of gender and agriculture/forestry topics, there was no comprehensive list of training courses and participants other than that compiled by the Human Resource Development Specialist/Deputy Team Leader. Dr. Outhaki Khampoui has more than seventeen years of work experiences in monitoring and evaluation, gender equality, and population health and later in the sector of agriculture and forestry and through her extensive work experience has managed to compile the list. In order to monitor and evaluate the impact of MAF Policy, Resolution, Strategies, Guidelines and Tools pertaining to gender mainstreaming in the future, MAF will need to have these details recorded systematically in the future.

Proposed Actions (to be discussed)
So long as gender mainstreaming in MAF goes, the Permanent Secretary’s Office is strongly committed to work closely with the Department of Personnel and other departments in the design and delivery of in-country gender equality training, training needs assessments, post-training monitoring and evaluation activities and follow-up actions.

- As a short-term measure, it is thus proposed that in a simple database form, Department of Personnel will start recording the details of participants into these training courses; monitoring and evaluation of their performance in gender mainstreaming conducted immediately and six months after the training courses, both from the participants and their supervisors, and the follow-up technical stopping advice they received.

- These data and information will be analyzed and included in the MAF Annual Report on Gender Mainstreaming which will be submitted to NCAW through the Cabinet Office of MAF.

- When the personnel database will be revised at one point in the future, Department of Personnel should advocate the inclusion of a new variable of in-country capacity-building participation into a new system.

- It is also proposed that together with the Permanent Secretary’s Office (Division for the Advancement of Women), the Department of Personnel will monitor and evaluate progress in institutional and human resource development
in gender mainstreaming by conducting gender audits regularly.

Workshop Handout 11: Continue Engendering MAF Workforce Statistics (see the attached tables in the Handout 1)
What is gender statistics?

A form of statistics adequately reflecting the situation of women and men in all policy areas.

- Shows issues determined both by sex-based and/or gender-based differences between women and men.
- Not necessarily and not only statistics disaggregated by sex.
- Take into consideration social and cultural factors as they result in gender-based biases in data collection, analyses and presentation.

<table>
<thead>
<tr>
<th>What is gender statistics?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sex-disaggregated data:</td>
</tr>
<tr>
<td>Descriptive and partial</td>
</tr>
<tr>
<td>- Adult literacy rates by sex region</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is gender statistics?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Gender-disaggregated data:</td>
</tr>
<tr>
<td>Analytical, comprehensive &amp; contextualized</td>
</tr>
<tr>
<td>- School enrollment rates by sex and region over the years</td>
</tr>
<tr>
<td>- Teaching workforce by sex and region</td>
</tr>
<tr>
<td>- Household income by region over the years</td>
</tr>
<tr>
<td>- Basic education policy/measure</td>
</tr>
<tr>
<td>- Anthropological study on different values attached to education of male and female children</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>What is gender statistics?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sex-disaggregated data</td>
</tr>
<tr>
<td>- Time use by sex and type of activities of agricultural population</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is gender statistics?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Gender-disaggregated data</td>
</tr>
<tr>
<td>- Gender analysis of agriculture to GDP</td>
</tr>
<tr>
<td>- Assets, inputs and outputs in agriculture by user- &amp; owner-status by sex</td>
</tr>
<tr>
<td>- Anthropological studies on matrilineal and patrilineal societies, highlighting inheritance, division of labour in agriculture…</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Table 1: Time Use by Sex and Type of Activities of Agricultural Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Productive activities</td>
</tr>
<tr>
<td>Reproductive activities</td>
</tr>
<tr>
<td>Community activities</td>
</tr>
</tbody>
</table>
Why do we need gender statistics?

- A valuable tool for gender advocates, policy makers and others working in gender-related issues.
- To formulate and monitor policies and plans
- To promote equality and monitor progress to equality
- To eliminate gender-based stereotypes
- To monitor progress towards the international goals

A brief history of gender statistics

<table>
<thead>
<tr>
<th>World Conference on the Status of Women by the United Nations</th>
<th>Paradigm Change</th>
<th>Important milestone of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975: World Conference on Women in Mexico City</td>
<td>WID Approach: Bringing women into development</td>
<td>Women's role was emphasized. Data collection methods were revealed during the implementation in 1980s.</td>
</tr>
<tr>
<td>1985: World Conference on Women in Nairobi</td>
<td>GAD Approach: Development is gendered processes.</td>
<td>Shift from WID to GAD. Shift from statistics on women to statistics on women and men to gender mainstreaming of statistics.</td>
</tr>
</tbody>
</table>

Producing gender statistics: Steps

1. Collaborative effort between the statistics producers and users (see the chart);
2. Selection of topics;
3. Identification of the data to understand gender issues/differentials in various aspects of life;
4. Evaluation of existing concepts, definitions, and methods against the existing gender realities;
5. Development of new concepts, definitions and methods to produce unbiased gender statistics;
6. Compilation, analysis, and presentation of statistics in user-friendly forms: and
Presentation Outline
1. What is gender statistics?
2. Why do we need gender statistics?
3. A brief history of gender statistics
4. Producing gender statistics: Steps
5. The production process of gender statistics
6. Presenting gender statistics
7. Disseminating gender statistics
8. What’s next?

Prepared user-friendly tables and charts

Prepared user-friendly tables and charts

Preparing user-friendly tables and charts

Adult Literacy Rate by Sex and Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Sex</th>
<th>Men</th>
<th>Women</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-24</td>
<td></td>
<td>84.3</td>
<td>76.6</td>
<td>80.5</td>
</tr>
<tr>
<td>25-34</td>
<td></td>
<td>79.2</td>
<td>63.8</td>
<td>71.1</td>
</tr>
<tr>
<td>35-44</td>
<td></td>
<td>77.1</td>
<td>55.8</td>
<td>65.8</td>
</tr>
<tr>
<td>45-54</td>
<td></td>
<td>80.1</td>
<td>53.4</td>
<td>64.4</td>
</tr>
<tr>
<td>55-64</td>
<td></td>
<td>80.6</td>
<td>34.4</td>
<td>53.9</td>
</tr>
<tr>
<td>65+</td>
<td></td>
<td>62.8</td>
<td>12.4</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Source: Cambodia Socio-Economic Survey, 2004

Making user-friendly charts

Presenting data with the life cycle approach

• Analysis of women and men’s behaviour and characteristics over the various stages of their lives (sex, age, marital status, living arrangement and the number of children)

• Examples:

  • Time use statistics by sex, age group, living arrangement, and the number of children

  • Labour Participation Rate by sex, age, marital status, and the number of children by age

Source: FAO Professional Workforce by sex and staff level FAO, 2003

Presenting data with the life cycle approach

Annex 21: Final Workshop Handouts (English)

Source: Agricultural Censuses, MA, USA, 1997 and 2002

Source: Gender Equality Bureau, Cabinet Office, Japan, 1996

Source: FAO Professional Workforce by sex and staff level FAO, 2003
Presentation Outline

1. What is gender statistics?
2. Why do we need gender statistics?
3. A brief history of gender statistics
4. Producing gender statistics: Steps
5. The production process of gender statistics
6. Presenting gender statistics
7. Disseminating gender statistics
8. What’s next?

Press releases and press briefings

- Signal to all user groups that new data are released. Need a special session for the press to present the statistical news.
- Effective communication: mass media, especially newspaper
- Marketing tools: flyers containing key figures on women and men
- Press briefings: Press release is handed out in advance and journalists are briefed about on the release before asking questions.

Disseminating gender statistics

- Accurate, relevant and accessible way to meet the needs of users.
- Various styles: depending upon the audience: databases to tables/charts and written analyses, methods and definitions of indicators.
- Gender affects all areas of public policies. Thus, gender statistics should be user-friendly, attractive and comprehensive.

Advertising posters, flyers and pamphlets

- Language of the press release: KISS (keep it short and simple)
- Journalistic: clear, concise, and simple with strong story lines, leads and subheads. Be selective (emphasis the main point).
- Accompanied by press kits (products, leaflets and booklets)

Marketing and dissemination plan

- Knowledge about the existing and potential users is essential for marketing and dissemination strategy.
- Potential market: from specialists to general public to increase the awareness of gender issues, stereotypes and discrimination.
- Elements of successful marketing: liaison with media, production of promotional materials and dissemination sessions (conferences and seminars).

Lectures and seminars

- Reach smaller but targeted audience, e.g. provinces, and a session in a special conference.
- On other formal/informal occasions, gender statistics can be included in the official speeches to highlight the issues to be discussed in the events.
What’s next?

- Gender responsive institutions have:
  - staff who are gender sensitive and responsive;
  - Institutions of gender mainstreaming;
  - Tools/guidelines for daily use for gender mainstreaming; and
  - External interest groups which sustain interests in promoting gender equality.

- Objectives of this gender statistics workshops:
  - Enhance the gender awareness and analysis capacity of statisticians/data analysts;
  - Prepare the best possible gender statistics tabulation plans;
  - Produce gender statistics based on the available data.

An example of how to present gender profile in farming (see hand-out: A case of dairy farming/livestock).

Elements in gender statistics in agriculture & forestry:

- **Agricultural population profile**, describing the demographic characteristics and comparing them with non-agricultural population

- **Gender disaggregated data for user and ownership of** agricultural assets, inputs and social capital and distribution of outputs. Also, public policies and their possible gendered implications.

- These data will show that in agriculture & forestry who does what, when, how and at what cost and benefit and become useful sources for promoting gender equal policies and measures in agriculture.
MAF has not yet started the organization-wide gender-integrated planning into its planning cycle. The majority of its efforts in gender-integrated planning in MAF are found in the donor-funded projects/programs. Through various measures, these projects/programs have brought about positive changes to MAF institutions and final beneficiaries, the illustrative examples of which are as follows:

- MAF staff specialized in statistics/data collection and analysis learned how to undertake gender analysis by using gender statistics; as part of her learning outcomes, MAF gender specialist continued to train PAFO staff specialized in statistics/data collection and analysis in four southern provinces;
- Time allocation study showed that women tend to engage in firewood and water collection and childcare more than men do. Because of these tasks, their availability for meetings, training courses and workshops to enhance their skills in agriculture and forestry production, processing and marketing is more constrained than men's. To enhance women's participation in these activities, it is necessary to accommodate their competing tasks by choosing the right time and location, providing some childcare support and at times motivating men to accompany their wives to these events;
- By fellowship/scholarship provisions offered through projects/programs, MAF could develop a core group of staff who are specialized in gender and agriculture/forestry; and
- Gender analysis showed that women and men play different roles in forestry management and thus have different preferences for the trees to be planted in the plantation activity component. These findings are reflected in the proposed work plans.

However, due to various reasons, being donor-funded did not necessarily guarantee that gender mainstreaming measures are applied in projects/programs, either. Once the goal of MAF Resolution for Gender Mainstreaming is clearly defined and agreed, it is highly recommended that the following steps will be routinely practiced in both internally and externally funded activities of MAF:

- Gender analysis is done, measures to promote gender equality are proposed and reflected in the project design, and monitoring and evaluation indicators which are gender disaggregated are developed;
- Measures to promote gender equality are applied at the stage of implementation; constraints which hinder women's participation are reduced and women's participation are actively promoted through affirmative action measures; and
- Monitoring and evaluation are undertaken with the active participation of women and men and gender-disaggregated data/information are used to document and measure changes.
In order to ensure the quality at the entry of projects/programs, conducting gender analysis at the onset of project conceptualization and reflecting its findings into the project design are necessary. Promoting gender equality is an organizational change for MAF that requires additional resources/investment such as the deployment of gender specialists, both at MAF and from outside, human resource development, and other inputs. Thus, strong support by the senior management is necessary.

What will follow shows the five steps involved in Gender Analysis Framework which is recommended to be applied in the MAF planning cycle:

→ Population Profile Analysis

In the MAF development zones, what are the characteristics of population that engages in agriculture and forestry production, processing and marketing (e.g. socio-demographic variables)?

→ Activity Profile Analysis

Are there any trends in gender division of responsibilities in productive, reproductive and community activities?

→ Access and Control Analysis

Are there any gendered trends in access to and control over resources and benefits in agriculture and forestry production, processing and marketing?

→ Determinant Analysis

What determined these gendered differences in activities and access/control of resources and benefits?

→ Project Cycle Analysis

In the planned projects, what considerations are necessary to promote gender equality in institutions and project/program activities.

This analysis will indicate if and where the objectives and methods proposed for the project should be modified to improve the chances that the project will succeed and to minimize the likelihood that women will be disadvantaged as a result of it. Some questions that may need to be considered in this analysis deal with production processes, training, information, participation, access, and institution building.
Workshop Handout 14: Integration of Gender Analysis and Mainstreaming in Private Investment in the Sector of Agriculture and Forestry

Since mid-1980s, Lao PDR started to introduce more liberal economic policies that facilitate privatization of national assets, reduction of protective measures, and foreign investment. With the improved transport and communication infrastructure, these measures have brought about rapid social-economic transformations to Lao population, the majority of which still lives in rural areas and engages in subsistence agriculture. To minimize negative impacts and equally distribute positive impacts across the population, any investment interventions should first introduce a comprehensive impact study, including gender impact assessment, at the conceptualization stage, in order to guide the formulation of the proposed interventions in a socially equitable manner.

What kinds of safeguards does the Lao Government have against the potential impacts by foreign investment? A review of Law on the Promotion of Foreign Investment in the Lao People’s Democratic Republic (2004) showed that there is no provision for such assessments to take place for the investors and hosting government. Some references on social dimensions in this decree include:

**Article 3: Promotion of Foreign Investment**
Foreign investors may invest in production, business in all sectors and zones of investment in the Lao PDR except in business activities which are detrimental to national security or cause a negative impact on the environment in the present or long-term, or are detrimental to health or fine national traditions.

**Article 13: Obligations of Foreign Investment**
The obligations of foreign investors are:

4. To facilitate the organization and activities of the mass organizations in their enterprises (including Lao Women’s Union);

6. To address matters of social security, healthcare and safety of employees in their enterprises;

7. To protect environment and ensure that their business activities do not adversely impact on the public, national security or public order;

8. To maintain a reserve in accordance with laws and regulations;

9. To maintain insurance and social security policies in accordance with the laws and regulations relating to insurance and social security;

12. To perform such other obligations as set out in the laws and regulations (e.g. National Law (including the Law on Protection and Development of Women: 2004)).
In addition, a meeting with a MAF official confirmed that there is no MAF
guideline to undertake a comprehensive impact study, including gender
assessments, in the case of private sector investments. Time constraints
hindered the TA team to approach the Ministry of Planning to ascertain whether
there are any guidelines, which accompany the above mentioned decree and
obliges the investors (both domestic and international) and the government to
close a comprehensive impact assessment to ensure the reduction of
negative impacts to a minimum and the equitable distribution of positive impacts
across the affected population.

Private investors can take advantages of situations where the rule of the law of
hosting countries on this issue is non-existent or lax. However, depending upon
the countries of origin, the rule of the law of their home countries can regulate
their investment behaviour abroad through the rule of law on corporate social
responsibility (CSR). CSR is, by definition, a concept whereby organizations
consider the interests of society by taking responsibility for the impact of their
activities on customers, employees, shareholders, communities and the
environment in all aspects of their operations. This obligation is seen to extend
beyond the statutory obligation to comply with legislation and sees
organizations voluntarily taking further steps to improve the quality of life for
employees and their families as well as for the local community and society at
large. Obviously, ideally the hosting government is equipped with the laws to
ensure the delivery of social sound investments, is in the position to evoke them
as and where required, to be able to monitor and evaluation the outcomes
freely, and to guide the investors. Given the fact that the Lao Government is still
developing its rule of law capacity and Laos receives sizeable foreign
investment, perhaps even larger than aid projects/programs, safeguarding
social equalities through CSR (including gender equality) is potentially very
effective transitional measure for the government and hosting population in the
short-term.

Here are some of the measures which have been used in the context of
ensuring social equalities in private investment:

(1) Social impact assessments (SIA), including the gender impact assessments,
are undertaken and the findings are reflected in the investment projects to
minimize the expected negative impacts and enhance and distribute equally
the positive impacts:

SIA first emerged in the 1970s in the U.S, as a way to assess the impacts on
society of certain development schemes and projects before they go ahead - for
example, new roads, industrial facilities, mines, dams, ports, airports, and other
infrastructure projects. It has been incorporated since into the formal planning
and approval processes in several countries, in order to categorise and assess
how major developments may affect populations, groups, and settlements. SIA
is often carried out as part of, or in addition to, Environmental Impact
Assessment, but it has not yet been as widely adopted as EIA in formal
planning systems, often playing a minor role in combined environmental and social assessments.

As to standard definition "Social impact assessment includes the processes of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of planned interventions (policies, programs, plans, projects) and any social change processes invoked by those interventions. Its primary purpose is to bring about a more sustainable and equitable biophysical and human environment." (International Principles of SIA)

A substantial academic literature has developed around the techniques and the application of SIA, and it is widely taught and practiced. Major consultancy firms offer SIA expertise (which could be offered to 'developers', governments, or campaign organisations). They, and individual skilled practitioners and academics are often called upon to produce SIA reports, particularly in advance of proposed new infrastructure projects. The academic backgrounds of SIA practitioners are diverse, but may include applied sociology, anthropology, geography, development studies, and planning.

SIA overlaps substantially with the current interest in monitoring and evaluation (M&E). M&E is carried out after a project or development has gone ahead, to assess impacts and to see how well its goals were met. Evaluation is particularly important in the areas of public policy, health and education initiatives, and international development projects more generally, whether conducted by governments, international donors, or NGOs.

In all these sectors, there is a case for conducting SIA and evaluations at different stages. There is a growing concern that projects of all types (from large dams to the work of small rural development NGOs), are efficiently conducted, do not disadvantage local people, and do not generate negative social and environmental impacts.

(2) Donor-funded CSR projects:

- United Nations Industrial Development Organization

  *Micro-Level*: CSR development assistance on the micro-level involves direct assistance to a group of companies belonging to the same sector, region, cluster, and supply chain. Due to limited capacities, the outreach and up-scaling effects are limited. Therefore, this is done only on a pilot basis.

  *Meso-Level*: Work on this level involves targeting business support and advisory institutions (public or private) or organizations that are interested in expanding their service portfolio. In this context, UNIDO provides assistance to these intermediary institutions on how to support businesses in the implementation of CSR practices. Some of UNIDO’s CSR projects focusing on institutional capacity building in terms of CSR, are combined with a series of demonstration projects carried out in selected enterprises.
Macro-Level: On the macro level, UNIDO provides policy advice to government institutions in determining what public policies best support a country’s business community in its efforts to implement practical CSR strategies. Assistance is given in the form of legislative and non-legislative support.

- International Finance Corporation
  The Corporate Social Responsibility Practice is focused on building public sector understanding of incentives and pressure points, and on improving strategic interactions. The team provides country-specific diagnostics to help developing country governments work more effectively with businesses, use the incentives more strategically in development plans, and take advantage of dynamic linkages between voluntary approaches and regulations.

(3) Action research project, testing the hypothesis that empowerment of women is the key to community development of investment affected areas

- Creating Empowered Communities: Gender and Sustainable Livelihoods in a Coal Mining Region in Indonesia,
  http://empoweringcommunities.anu.edu.au/

What can MAF do in order to minimize the negative impacts and to maximize the equal distribution of positive impacts by private investment?
ADB TA developed a model process for Gender Responsive Pro-Poor Extension Service. Drawing upon MAF Development Strategy (4 targets and 13 measures), this process has been applied consistently in two pilot villages in Savannakhet.

**Step 1: Gender Equality Training for DAFO Officers**

- Training needs assessment (TNA hereinafter);
- Preparation of the training content (i.e. gender and extension service, gender and agriculture/forestry, gender mainstreaming in extension service, and communication and organizational skills) and tools;
- Delivery of gender equality training for DAFO officers
  - Class room teaching
  - PRA for the purpose of the provision of agriculture and forestry extension service
  - Participatory demonstration

**Outputs:**

1. Extension officers become aware of gender issues in agriculture and forestry and the need for gender-responsive pro-poor agriculture and forestry extension service.
2. PRA report addressing the training needs by sex. For example:
   - Knowledge and skills to care for and maintain healthy livestock (women and men);
   - Knowledge and skills to plant, raise, crop and process chilly, water melon, cucumber, kapok, including pest control (women); and
   - Knowledge and skills to plant, raise, crop and process banana trees and pineapples (men).

**Step II- Planning of the extension service delivery**

- Based on the PRA findings, the DAFO officers who completed gender equality training courses prepared plans of extension service for the pilot villages:
  - Identified the areas where additional information are required;
Followed the advice of MAF gender specialists (i.e. extension work should use the resources which are locally available first) and developed terms of reference for a local consultant who supports DAFO work;

Collected additional information on the commodities in the market, commodity network, and other resources that are useful for agriculture and forestry extension service;

Collected preliminary data on the situations of household energy consumption in the pilot villages by the economic status of households (i.e. marked by their access to vehicles);

- Studied more in depth the feasibility of the planned training courses; situations in the pilot villages (e.g. the availability of agriculture and forestry-related services like veterinarians, the motivation of women and men, indigenous knowledge, community infrastructure and social services) and natural resource (e.g. soil quality, water sources, and non-timber forestry products);

- Collect and collate training resources from various sources (e.g. library, knowledge bag of LEAP, book shops, both domestic and international, internet, and newspapers (e.g. special columns on commodity production);

- Prepared training tools, produced visual tools and handouts for villagers;

- Coordinated with other specialized extension trainers in agriculture and livestock, and forestry/community development;

- Coordinated with the village authority and Lao Women’s Union (LWU);

- Made plans to organize extension training courses in the pilot villages based on the needs of women and men in the villages as follows;
  
  - Appropriate technology to raise healthy livestock;
  - Chilly plantation, water melon, cucumber, kapok plantation (including pest control);
  - Energy efficiency experiments by using different types of cooking (e.g. hall in the ground, grill on the ground, three stone stove on the ground, and stoves of various kinds);
  - Measurement of the number of steps by pedometers that women, men, girls and boys from the poorest household walk for firewood collection and estimation of the time, distance and potential wage loss; and
  - Introduction of improved cook stoves and experiments of its efficiency.
Promote the wide use of energy (fuel wood) saving in all households of the villages for saving forest and reduce women’s workload and times.

Step III - Actual implementation – delivery of extension information service/training

- Check the attendance of women and men and key resource persons (e.g. village veterinarians for disseminating the knowledge and skills to maintain healthy livestock);
- Arrange the seats which encourage women’s participation (e.g. seats in the front and close to the trainers);
- Conduct the training course by using participatory training methods: invite people to share their views and experiences on the extension topics by asking them questions;
- Conduct participatory experiments and demonstrations of a variety of energy saving stoves and other indigenous methods to demonstrate energy efficiency for women and men in the pilot villages;
- Promoted personal and public hygiene by motivating the completion of construction of latrines (e.g. some household finished the constructions);
- Discussed the possibility of food, cash crop and commodity production from locally available resources for income generation;
  - Banana; papaya; pineapples;
  - Chilly;
  - Processed products from mud-crabs (they are available in a large amount and attack rice crop);
  - Processed products from bamboo shoots; and
  - Production of torches (e.g. used only for household consumption thus far).

- Organized production groups.

Step IV. Monitoring and Evaluation

- Reminded the concept and approach of inclusiveness embodied in *Gender Responsive Pro-Poor Extension Service*;
- Introduced participatory monitoring methods to the monitoring team (i.e. classroom teaching);
- Involve DAFO officers, women and men in the pilot villages as part of the monitoring team;
Conducted face-to-face individual interviews, focus groups and key informant interviews of DAFO officers; and
Summarized the findings, commented and drew lessons and good practices on the monitoring and the inclusive approach in **Gender Responsive Pro-Poor Extension Service.**
Workshop Handout 16: Workshop Tips for Extension Workers

Good extension worker knows how to work
with women and men equally

Women in the Lao PDR form 54% of the total labor force in agriculture and forestry sector. They are farmers, producers, processors and traders. They are thus part of the main target group of agriculture and forestry extension work. Women deserve equal rights and opportunities to training / education / information, market, and agricultural inputs as men.

(Photograph: male extension workers talk to women)

Page 1: Be emphatic to rural women - Listen to and consult with women

- Talk to women, ask them questions, and listen carefully to what they say. What do they problematize? Together with men’s perspectives in agriculture and forestry production, you can now get a complete picture on gendered situations, statuses and problems.

- Listen to men and understand what men say. What do they problematize? Are they different from women’s problematization?

- Only after you hear views of both women and men, you can say you learned about situations and problems in the community.

- Pay special attention to women. Most of them are shy and reluctant to speak in public, especially in mixed groups. With women facilitators and women only meeting arrangements, they become open and talk freely.

- You should take into account women’s voices in the whole processes of extension services from the needs assessment, planning, implementation, monitoring and evaluation and your commitment to the inclusive approach must be documented in the extension plan.

Page 2: Adopt approaches that ensure gender equal participation in the conduct of extension service

There are four main stages in the conduct of agriculture and forestry extension service. They are:

- business arrangement
- planning of extension service
- implementation of extension service
- monitoring / evaluation.
You will find specific gender mainstreaming approaches for each stage in the sections and pages to follow.

**Stage 1: Business Arrangements**

1. Involve women in the design and conduct of data collection.
2. Indicate clearly your intention to invite a preferred number and profile (e.g. age, marital status, ethnic background) of women to the village authority.
3. Choose the most suitable time and location for women, avoiding the competition with their multiple workload.
4. Where men resist strongly about women’s participation, explain the necessity and importance of women’s attendance to them. If suitable, invite both.
5. Organize sex-disaggregated groups in order to hear their unhindered voices. Remember power is inherent in any interpersonal relations and women are likely to express their views more freely in women-only situations.

**Page 3: (continued)**

**Stage 2: Gender integration into participatory rural appraisal tools**

*Apply gender sensitive participatory rural appraisal (PRA) tools to understand gendered needs for extension service*

**Population profile analysis:**

→ Who are they? What are the demographic characteristics of women and men who are under your extension jurisdiction?

**Activity profile analysis:**

→ Who does what, when, where, how, and at what cost and benefit (in reproductive, productive, and community works)? Are there any gendered trends?

**Access and control profile analysis:**

→ Who has access to and control over what resources and benefits? Are there any gendered trends?

**Determinant analysis:**

→ What do women and men problematize? Are there any gendered differences?

→ What are the factors which influence differentiated participation of women and men in extension service?

**Project cycle analysis:**

→ Will the planned interventions impact women and men differently? If so, how? Are the expected impacts negative or positive?
What measures will reduce the negative impacts to women / men?
What measures will increase women's empowerment?
What will be the monitoring and evaluation indicators?

Stage 3: Plan the Operationalisation of Gender Responsive Participatory Appraisal Tools

The following is the list of gender responsive participatory appraisal tools along with their respective objectives.

**Participatory village mapping**: to identify infrastructure and resources

**Transect walk**: to identify physical soil situation, use, problems, and ways for solution

**Seasonal calendar**: to identify women’s and men’s activities during the year

**Activity profile**: to identify the gender division of labor

**Dream map**: to identify the needs of women and men

In the pages to follow, how they are operationalised will be explained.

Conduct transect walk to identify physical soil situation, problems and solutions

(Insert a picture of outputs)
(Explain the methods)

Make a seasonal calender

(Insert a picture of outputs)
(Explain the methods)

Identify gendered division of labour and compile an activity profile

(Insert a picture of outputs)
(Explain the methods)
Page 8: (continued)

**Identify gendered dreams and compile dream maps.**

(insert a picture of outputs)
(explain the methods)

Page 9: (continued)

**Stage 4: Plan Gender-Responsive Pro-Poor Extension Training Courses**

(insert a picture of outputs: Gender-Responsive Pro-Poor Extension Courses)
(explain the methods)

Page 10: (continued)

**An example of processes involved in the gender-responsive extension service in fish farming:**

(1) Identify gendered division of labour

→ Selection of location of the pond
→ Digging pond
→ Preparing the bottom
→ Breeding fingerlings
→ Nursery
→ Feeding
→ Extraction/fishing
→ Processing
→ Consumption
→ Marketing

(2) Ensure the planned training courses address those who actually do the tasks.

(3) Plan and organize the training courses to suit the daily schedule of women taking into account their multiple tasks.

(4) Identify the best methods of training delivery to meet the needs of audience. Remember many rural women are illiterate in Lao. Organize and arrange the language support system.

Page 10: (continued)

**An example of presentation of activity profile.** It shows clearly that livestock production activities are undertaken both by women and men, even by children in some cases.
Include women into those extension training opportunities, ensure equal opportunities in access to training / education / information and other follow-up intervention activities with agricultural inputs.

<table>
<thead>
<tr>
<th>Sub. Activities</th>
<th>AF</th>
<th>AM</th>
<th>MF</th>
<th>MM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Make shelters for cattle / buffaloes (livestock hereinafter).</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>2 Accompany livestock to pasture and get back home.</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>3 Clean their shelters. Transport animal waste away for fertilizer.</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4 Feed livestock water (room and evening).</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>5 Feed livestock salt (2-3 times a week).</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6 Footage collection and feeding (grass or hay).</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>7 Health check /consult veterinarians.</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8 Make decisions on insemination (with which male?).</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>9 Negotiate with the owners to borrow the chosen males for mating.</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10 Take care of the insemination processes.</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11 Follow pregnancy situations and predict the day and time of delivery.</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12 Prepare the location of delivery.</td>
<td>++</td>
<td>++</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13 Clean the newly born and take the placenta away.</td>
<td>++</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14 Give the newly born some milk during the first few days until the mother can start breastfeeding.</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15 Vaccinate the livestock or make arrangements of this service (twice a year).</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16 Go to the market to buy vaccines and instruments (e.g. syringes).</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17 Track down the livestock if they are missing in action.</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>18 Make decisions on when to sell and for what that proceeds will be spent.</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>19 Keep money for safe-keeping.</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Legend: Role: AF=adult female, AM=adult male, MF=minor female and MM=minor male. Frequency: + never, ++ often and +++ more often

Page 11: (continued)

Example 3 - Vegetable Plantation (Gardening)

Page 12: (continued)

In order to organize an effective training, the extension workers must choose appropriate time period (based on seasonal Calendar) and time of the day and make sure those women can fully attend the course without any constraints.

Page 13: Special Considerations for the Least Advantaged
Stage 4: Pay special attention to illiterate, neo-literate and women who have insufficient public experience.

Use visual aids, including video and other audio resources for extension services.

Page 14: Plan Gender-Responsive Pro-Poor Agriculture and Forestry Extension Training

Stage 5: Planning the Training

Step 1: Preparation

a. Technical Preparation
   Coordination with the District Head of Livestock and Veterinary Unit
   Collection of all training materials available
   Study and select the best (easy / clear message/ understandable for the people with illiteracy and low level of education)
   Prepare Training Programme

Page 15: (continued)

b. Coordination
   ➔ Contact village head to find out the livestock mortality and morbidity.
   ➔ Identify training need assessment: find out if villagers are knowledgeable about the methods of raising healthy livestock e.g. forage technology, preparation of supplementary feed and feeding frequencies.

c. Identification of specialists
   Don’t hesitate to coordinate with the subject matter specialist if you are not specialist in this field.

d. Authorization and logistics
   Present the plan to organize extension training on cattle raising and prepare logistics.

Page 16: Implementation of Gender-Responsive Pro-Poor Agriculture Extension Services

Ensure women will be able to attend the training courses or meetings as well. Make sure they get seats in front, but at the back. Make sure that they understand what you explain. Talk in plain languages. Avoid technical terminology as much as possible. Invite them to express their impressions or comments on what they learn.

➔ Advice the beneficiaries/producers to organize in production groups.
→ Advice them to share experience.
→ Advice to promote also women to be head of the group.
→ Invite your target group to think on what they need next from you.

Page 17: Monitoring and Evaluation

→ Try the maximum to visit regularly your target groups
→ Ask them how the situation of their production process is?
→ What is still not clear as knowledge?
→ Give them practical advice
→ At the end of the production term conduct participatory evaluation, involving women and men.
→ Assess the impact to women and men
→ Draw lesson learnt and disseminate information among villagers and other villages and among your colleagues.

Good extension officer/worker needs to be not only good technician, but researcher, coordinator, catalyst and promoter of gender equality in extension work.

All these tasks deserve recognition as it contributes directly to poverty reduction and sustainable development.
<table>
<thead>
<tr>
<th>No</th>
<th>Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did the Extension officers conduct the seasonal calendar and division of labor profile in the stage of Data Collection for Training Need Assessment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Did they use the above tools as reference to decide the meeting/training period and time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Did the officers set up extension meeting / training in the most appropriate timing for women (and men)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Did the extension officers notice in advance the Village Chief to invite women (including the poor) to the training / meeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What was the number and percentage of women attended the training / meeting?</td>
<td>No, % W</td>
<td>No,%Men</td>
</tr>
<tr>
<td>6</td>
<td>Where women had seats at the extension meeting / training venue?</td>
<td>in front</td>
<td>behind</td>
</tr>
<tr>
<td>7</td>
<td>Did the officers motivate women to talk (give their opinion) in the meeting?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Were women and men split into separate groups in case there is consultation for their views and need assessment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Did the women’s opinion and needs were taken into account by the extension officer in equal weight as men's?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Did the extension officers use visual aids to facilitate the understanding of the illiterate or low literacy participant/learners?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Could women explain clearly what they have learned from the extension officers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What was the number and proportion of women in the production groups?</td>
<td>No, % W</td>
<td>No, % M</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>How many women are Head of production group?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Did women, including the poorest get direct benefits from the project/extension activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>If Yes, what is the type of benefits? Please specify (by underlining the relevant answer /s) : skills, cash, kind?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Did the extension officer organize model household/farm in different extension items?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Did the extension officer regularly monitor the progress based on the plan developed with production groups?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Did the extension officers systematically report to their supervisor on the results with sex disaggregated information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Did the extension officers share the best practices of inclusive extension services with his colleagues?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. The above matrix is designed for the monitor to the performance of extension workers. It is also useful for extension workers to check the quality of their work.
гимнастиката и патически упражнения

1. Кхема охунг хамме няй и симера хамма и паки

1.1. Големи и малки упражнения в частността на ръцете

1.2. Упражнения за сърцето и дихателната система

1.3. Упражнения за стомаха и червата

1.4. Упражнения за здравето на костите и сухожилия

1.5. Упражнения за съхранението на здравето

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Annex 22: Final Workshop Handouts (Lao)

II. ておりますさ イム ブック そして ポンプアユ抜号 ケンスティッフ リマネージャー (Managers-in-charge)

III. まとめて サイム ケンスティッフ ティオデマユ抜号 モークバットバムバуть号 レフー
Annex 22: Final Workshop Handouts (Lao)

1. จำแนกฝ่ายที่มีส่วนร่วม อุปกรณ์ อาหาร น้ำมัน ที่มีเม็ดที่จะใช้ในการจัดงาน และผ้า yukarıและผ้าฮานมิล ผ้าผืนผ้าตัวผมนิยมทำในผู้พัฒนาication แอปเปิล และผ้าผืนผ้าตัวผม ผ้าผืนผ้าองค์กร (เช่น ใหญ่และขนาดเล็ก และผ้าผืนผ้าตัวผม) และผ้าผืนผ้าตัวผม / ผ้าผืนผ้าตัวผมในผู้พัฒนาication ผ้าผืนผ้าและผ้าผืนผ้าตัวผมใช้ในงานพัฒนาication และผ้าผืนผ้าตัวผมผืนผ้าผืนผ้าตัวผมผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผืนผ้าผื่
Annex 22: Final Workshop Handouts (Lao)

1. Scoped list of work items assigned to the Lao team, including the final workshop handouts.

2. The Lao team members are responsible for distributing the final workshop handouts.

3. The Lao team members are responsible for reviewing the final workshop handouts.

4. The Lao team members are responsible for finalizing the final workshop handouts.

5. The Lao team members are responsible for finalizing the final workshop handouts.

V. 通报总结报告

通报总结报告对总结当前工作的成果进行了详细总结。这包括了以下内容的总结：

1. 项目进度；
2. 项目资金使用情况；
3. 项目执行情况；
4. 项目下一步计划；
5. 项目存在的问题及解决方案。

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VI. rganization  และ  การบริการ

เพื่อมาสู่การป้องกันโรคติดต่อที่ส่งผลกระทบต่อสุขภาพและสิ่งแวดล้อม ที่รักษา และ ป้องกันการแพร่ระบาดเชื้อโรคในสังคมและ ยิ่งขึ้นเรื่อยๆอันที่จะก่อให้เกิดผลกระทบต่อสุขภาพและสิ่งแวดล้อม ที่รักษา เพราะการป้องกันและรักษาสุขภาพ จะทำให้การป้องกันและรักษาสุขภาพในสังคม มีประสิทธิภาพที่ดีมากขึ้น แต่ยังคงมีปัญหาในการป้องกันและรักษาสุขภาพในสังคม ที่ดีมากขึ้น แต่ยังคงมีปัญหาในการป้องกันและรักษาสุขภาพในสังคมเมื่อการป้องกันและรักษาสุขภาพในสังคม

เป็นการป้องกันโรคติดต่อที่ส่งผลกระทบต่อสุขภาพและสิ่งแวดล้อม ที่รักษา และ ป้องกันการแพร่ระบาดเชื้อโรคในสังคมและ ยิ่งขึ้นเรื่อยๆอันที่จะก่อให้เกิดผลกระทบต่อสุขภาพและสิ่งแวดล้อม ที่รักษา เพราะการป้องกันและรักษาสุขภาพ จะทำให้การป้องกันและรักษาสุขภาพในสังคม มีประสิทธิภาพที่ดีมากขึ้น แต่ยังคงมีปัญหาในการป้องกันและรักษาสุขภาพในสังคมเมื่อการป้องกันและรักษาสุขภาพในสังคม

เพื่อมาสู่การป้องกันโรคติดต่อที่ส่งผลกระทบต่อสุขภาพและสิ่งแวดล้อม ที่รักษา และ ป้องกันการแพร่ระบาดเชื้อโรคในสังคมและ ยิ่งขึ้นเรื่อยๆอันที่จะก่อให้เกิดผลกระทบต่อสุขภาพและสิ่งแวดล้อม ที่รักษา เพราะการป้องกันและรักษาสุขภาพ จะทำให้การป้องกันและรักษาสุขภาพในสังคม มีประสิทธิภาพที่ดีมากขึ้น แต่ยังคงมีปัญหาในการป้องกันและรักษาสุขภาพในสังคมเมื่อการป้องกันและรักษาสุขภาพในสังคม
ประกาศเข้าสู่สิ่งเสริมความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาว

1. เนื้อหา

เป้าหมายของการอบรมอบรมการเข้าสู่สิ่งเสริมความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาวให้กับทั้งผู้ปฏิบัติงานของกองทัพและ公子 (ธุรกิจในภูมิภาคไทย) ให้มีแนวทางความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาว และต่อไปนี้เป็นข้อแนะนำในการจัดการทหารและ公子.

2. จุดประสงค์ของการอบรม

จุดประสงค์ของการอบรมรวมมี 2 อย่าง:
- ส่งเสริมการเข้าสู่สิ่งเสริมความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาวให้กับทั้งฝ่ายทหารและ公子 และมีการพัฒนาแนวทางการจัดการทหารและ公子.
- ยกระดับ公子 ให้มีแนวทางการเข้าสู่สิ่งเสริมความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาว (กับการพัฒนา公子)

3. บัณฑิตวิชามาตรฐาน

มาตรฐานการทหารและ公子จะมีต้องมีอย่าง 6 ด้านที่สำคัญดังนี้:
- สร้างความเข้าใจในการจัดการเข้าสู่สิ่งเสริมความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาว และ公子 และ公子และทุกฝ่าย (公子, มี)
- ยกระดับ公子และ公子จัดการความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาว และ公子ทุกฝ่าย.
- ยกระดับ公子และ公子จัดการความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาว และ公子ทุกฝ่าย.
- ยกระดับ公子และ公子จัดการความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาว และ公子ทุกฝ่าย.
- ยกระดับ公子และ公子จัดการความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาว และ公子ทุกฝ่าย.
- ยกระดับ公子และ公子จัดการความมั่นคงทางเศรษฐกิจไม่ยุ่งในสปป.ลาว และ公子ทุกฝ่าย.

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4. 

4.1 ปัญหาสิ่งที่น่าจดจำที่เกิดขึ้นในกระบวนการพัฒนาการยุทธศาสตร์วิศวกรรมและสิ่ง

วิธีแก้ไข:

- ใคร่ครวญทุกภาคส่วนถึงความรู้ความสามารถที่ต้องการพัฒนาการยุทธศาสตร์วิศวกรรมในระยะยาว
- วางแผน และ ปฎิบัติที่สอดคล้องกับยุทธศาสตร์สิ่งก่อสร้างในระยะยาว
- วางแผน และ ปฎิบัติที่สอดคล้องกับยุทธศาสตร์สิ่งก่อสร้างในระยะยาว
- สามารถเข้าถึงข้อมูลที่เกี่ยวข้องได้ทันท่วงทีโดยมีแบบมัลติมีเดีย (อ้างอิงใน 5.4)

วิธีพัฒนา:

- ยี่ห์ยิบบางบาง뭇เลย ผ่านพิสัย ดูท่าก้าว แล้วก็รีบสื่อสารด้วยสื่อมัลติมีเดีย ติด-ล่าง
- ยี่ห์ยิบบางบาง뭇เยี่ยม ผ่านพิสัย ดูท่าก้าว แล้วก็รีบสื่อสารด้วยสื่อมัลติมีเดีย ติด-ล่าง
- ยี่ห์ยิบ ทุก สาขางานธุรกิจของตัวเอง ผ่านพิสัย แล้วก็รีบสื่อสารด้วยสื่อมัลติมีเดีย ติด-ล่าง
- ปฎิบัติ ทุก สาขางานธุรกิจของตัวเอง ผ่านพิสัย แล้วก็รีบสื่อสารด้วยสื่อมัลติมีเดีย ติด-ล่าง
3.4.2 ឯកស្សំពឹងអស់ឈឺនិង ឈឺរបស់អូនឈឺស្រួលអាចប្រើប្រាថៃក្នុងការឆ្លីពីអ្នកឈឺ។

ឈឺដំឡូងគ្រប់គ្រងប្រូបាញ់ត្រូវបាន់ប្រូបាញ់សម្រាប់ចំនួននេះនិងត្រូវបាន់ប្រូបាញ់សម្រាប់ស្រួលដល់អ្នកឈឺ។

- ចំនួននេះរបស់អូនឈឺជាក្រុមហ៊ុនអាចប្រូបាញ់បាន ក្នុងទីក្រុងសំខាន់ប្រាហាន។
- ក្នុងការប្រូបាញ់អ្នកឈឺត្រូវបាន់ប្រូបាញ់សម្រាប់អ្នកឈឺដែលមានការស្រួលដល់អ្នកឈឺ។
- អ្នកឈឺដែលមានការស្រួលដល់អ្នកឈឺត្រូវបាន់ប្រូបាញ់សម្រាប់អ្នកឈឺ។
- អ្នកឈឺមានការស្រួលដល់អ្នកឈឺត្រូវបាន់ប្រូបាញ់សម្រាប់អ្នកឈឺ។

ឈឺដំឡូងគ្រប់គ្រងប្រូបាញ់ជាក្រុមហ៊ុនអាចប្រូបាញ់បាន}

3.4.3. ដំឡូងគ្រប់គ្រង និង ឈឺរបស់អូនឈឺ និង សំខាន់ស្រួល ដែលមានការស្រួលដល់អ្នកឈឺស្រួលអាចប្រូបាញ់បាន និង អាចប្រូបាញ់បាន

ឈឺដំឡូងគ្រប់គ្រងប្រូបាញ់ជាក្រុមហ៊ុនអាចប្រូបាញ់បាន
Annex 22: Final Workshop Handouts (Lao)

- ບ້ານເຊິ່ງພົບຄັນ ວັງ-ດຸກ ໃນວັນພະຍາມທົດສຳມາດ ແລະ ທີມໂຄງທາງນີ້ລະບົບການພັດທະນາ ໃຊ້ໃນແລະເປັນປະກວດເຊິ່ງອາການການພັດທະນາ, ບ້ານເຊິ່ງເຊີຍ ແລະ ທັບມີມອນທະຍາໄລ.
- ວັນພະຍາມທົດສຳມາດໃດຜູ້ອາການມີການສະແດງທັງໝູໜິ່ງແລະ ທີມໂຄງທາງນີ້ລະບົບການພັດທະນາ ມືນ ແລະ ທັບມີມອນທະຍາໄລ ແລະ ການສະແດງທັງໝູໜິ່ງ.
- ການຈັດການສົ່ງເສັ່ນທາງນີ້ແລະລາຄານ ວັງ-ດຸກ ໃນວັນພະຍາມທົດສຳມາດໜ້ານີ້ໄດ້ຮັບການທ່ານນາງທອງດູດ ແລະ ທັບມີມອນທະຍາໄລ.

ຖິ່ນວັນນື້ນ:

- ເປັນພະຍາມທົດສຳມາດທາງນີ້ລະບົບການພັດທະນາ ວັງ-ດຸກ
- ນາງທອງດູດ ວັງ-ດຸກ ໃນວັນພະຍາມທົດສຳມາດຂອງທາງນີ້ລະບົບການພັດທະນາໄດ້ຮັບການທ່ານນາງທອງດູດ ແລະ ທັບມີມອນທະຍາໄລ.
- ນາງທອງດູດກ່ຽວກັບນາງທອງດູດໃນການສົ່ງເສັ່ນທາງນີ້ລະບົບການພັດທະນາ ວັງ-ດຸກ ໃນະການສົ່ງເສັ່ນທາງນີ້ລະບົບການພັດທະນາ ທ່ານນາງທອງດູດ ແລະ ທັບມີມອນທະຍາໄລ.
- ນາງທອງດູດກ່ຽວກັບນາງທອງດູດໃນການສົ່ງເສັ່ນທາງນີ້ລະບົບການພັດທະນາ ວັງ-ດຸກ ໃນວັນພະຍາມທົດສຳມາດໜ້ານີ້ໄດ້ຮັບການທ່ານນາງທອງດູດ ແລະ ທັບມີມອນທະຍາໄລ.
- ນາງທອງດູດກ່ຽວກັບນາງທອງດູດໃນການສົ່ງເສັ່ນທາງນີ້ລະບົບການພັດທະນາ ວັງ-ດຸກ ໃນວັນພະຍາມທົດສຳມາດໜ້ານີ້ໄດ້ຮັບການທ່ານນາງທອງດູດ ແລະ ທັບມີມອນທະຍາໄລ.
- ນາງທອງດູດກ່ຽວກັບນາງທອງດູດໃນການສົ່ງເສັ່ນທາງນີ້ລະບົບການພັດທະນາ ວັງ-ດຸກ ໃນວັນພະຍາມທົດສຳມາດໜ້ານີ້ໄດ້ຮັບການທ່ານນາງທອງດູດ ແລະ ທັບມີມອນທະຍາໄລ.

3.4.4 ເດັກກ່ຽວກັບຊ່ວຍມະຫາໄຊຂອບຄວາມແຂງແຂງຂອງພ້ອມ ທາງໆເຊິ່ງມີ ໃນແລະໃນແລະບົບການພັດທະນາ ແລະ ທັບມີມອນທະຍາໄລ.

ຫຼັກໃຊ້ກັນ:

- ທີມໂຄງທາງນີ້ລະບົບການພັດທະນາ ໃນວັນພະຍາມທົດສຳມາດ ແລະ ທັບມີມອນທະຍາໄລ ແລະ ທັບມີມອນທະຍາໄລ ເຊິ່ງພ້ອມ ໃນແລະໃນແລະບົບການພັດທະນາ ແລະ ທັບມີມອນທະຍາໄລ.
- ທີມໂຄງທາງນີ້ລະບົບການພັດທະນາ ໃນວັນພະຍາມທົດສຳມາດ ແລະ ທັບມີມອນທະຍາໄລ ເຊິ່ງພ້ອມ ໃນແລະໃນແລະບົບການພັດທະນາ ແລະ ທັບມີມອນທະຍາໄລ ເຊິ່ງພ້ອມ ໃນແລະໃນແລະບົບການພັດທະນາ ແລະ ທັບມີມອນທະຍາໄລ ໂດຍເຊິ່ງອາການທາງນີ້ລະບົບການພັດທະນາ ແລະ ທັບມີມອນທະຍາໄລ.
Annex 22: Final Workshop Handouts (Lao)

- 亳 видеохонлам наасан хэлбэрээ тодорхойлолт, бүгдийг нарийвуул тодорхойлох боломжийг гэрэл зэргээс эмнэлээ. Гэхээс эсэн мэдээлэл болох боломжийг гэрэл зэргээс эмнэлээ.
- Бусад нийлүүлэгийн арга тодорхойлолтыг үндэснийг тодорхойлсноо, хэрэгэр нь тодорхойлсон бүгдийг нэрлэх боломжийг гэрэл зэргээс эмнэлээ.
- 亳 видеохонлам наасан хэлбэрээ тодорхойлолт, бүгдийг нарийвуул тодорхойлох боломжийг гэрэл зэргээс эмнэлээ. Гэхээс эсэн мэдээлэл болох боломжийг гэрэл зэргээс эмнэлээ.
- Бусад нийлүүлэгийн арга тодорхойлолтыг үндэснийг тодорхойлсноо, хэрэгэр нь тодорхойлсон бүгдийг нэрлэх боломжийг гэрэл зэргээс эмнэлээ.
- Бусад нийлүүлэгийн арга тодорхойлолтыг үндэснийг тодорхойлсноо, хэрэгэр нь тодорхойлсон бүгдийг нэрлэх боломжийг гэрэл зэргээс эмнэлээ.
- Бусад нийлүүлэгийн арга тодорхойлолтыг үндэснийг тодорхойлсноо, хэрэгэр нь тодорхойлсон бүгдийг нэрлэх боломжийг гэрэл зэргээс эмнэлээ.
- Бусад нийлүүлэгийн арга тодорхойлолт, бүгдийг нарийвуул тодорхойлох боломжийг гэрэл зэргээс эмнэлээ. Гэхээс эсэн мэдээлэл болох боломжийг гэрэл зэргээс эмнэлээ.

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នៅពេល 2007 – 2008, ប្រការឈុតប្រការដែលប្រការប្រការការងារក្នុងការប្រការរបស់ខ្លួន ក្នុងអំឡុងដែលក្នុងប្រការ៖

• ប្រការជាតិប្រការទូទៅប្រការប្រការដែលប្រការប្រការក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន ក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន

4.1 ការប្រការនៃអំពីសុវត្ថិភាព ឯុ-មន្តិសុខ   

- ប្រការសម្រាប់ជួយប្រការដែលប្រការប្រការក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន ក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន

- ប្រការសម្រាប់ជួយប្រការដែលប្រការប្រការក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន ក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន

ចតីទៅលើក: ប្រការ កាមេរ៉ូប 5/08
ការរៀបចំ: ជ្រើស
ការរៀបចំការប្រការ: នេស្តុតសាមភ្នែក

- ស្ថានធាតុចម្លង់ការណ៍ និង សម្រាប់ការស្ថានធាតុចម្លង់ការណ៍

  1) ប្រការសម្រាប់ជួយប្រការដែលប្រការប្រការក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន ក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន

  2) ប្រការសម្រាប់ជួយប្រការដែលប្រការប្រការក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន ក្នុងអំឡុងដែលក្នុងប្រការរបស់ខ្លួន

ចតីទៅលើក: ប្រការ កាមេរ៉ូប 5/08 សម្រាប់ 09
ការរៀបចំ: ជ្រើស
ការរៀបចំ: នេស្តុតសាមភ្នែក

Annex 22: Final Workshop Handouts (Lao)
Annex 22: Final Workshop Handouts (Lao)

4.2 发现问题并发表意见：演讲者及参与者发言。 议题：提议

4.2.1 小组讨论的初步结果

- 问题：小组讨论的主题是关于环保方面的议题。小组讨论共进行了18个议题，每个议题都有详细的讨论和参与者的意见。每个小组都提交了初步的小组报告（Lao版和中文版）并提交给研讨会。

日期：2007年10月7日至10月8日。

小组划分：各组讨论的主题和目标

4.2.2 研讨会的报告和讨论

- 问题：各组在报告中提出了具体的目标和建议。每个小组都提出了具体的建议，包括对环保行动的建议。

日期：报告的日期

报告提交时间：截止日期

报告形式：报告版本 / 报告内容

- 问题：报告中提出了具体的环保行动和建议。报告中提出了具体的建议，包括对环保行动的建议。

日期：报告的日期

报告提交时间：截止日期

报告形式：报告版本 / 报告内容
4.2.3 ภาพยนตร์และจากสำคัญที่มีคุณภาพสูงของกิจกรรมการศึกษา-สุขภาพ

- ลูกค้าสูงคุณ และ ผลงานที่เชื่อถือได้ในระดับที่มีความเหมาะสมและกิจกรรมการศึกษา-สุขภาพ
(ลูกค้าสูงคุณ) ให้เป็นมาตรการปฏิบัติในบัตรคำวิจัย

สิ่งแวดล้อม: ขนาด
รูปแบบของผล: รูปแบบถ่าย, ตัวอย่างการพิจารณา

- ปัจจุบัน และ ประสบการณ์ที่หลากหลายในกิจกรรมการศึกษาและงานที่มีคุณภาพสูงของกิจกรรม
(บัตรคำวิจัย)

กำหนดเวลา: 6 เดือนผู้ว่าการจัดตั้งงานบัตรคำวิจัยแล้ว
สิ่งแวดล้อม: ขนาด
รูปแบบของผล: รูปแบบถ่าย, ตัวอย่างการพิจารณา

- ข้อมูลในเอกสารที่ได้มาในกิจกรรมการศึกษาและงานที่มีคุณภาพสูงของกิจกรรม
(บัตรคำวิจัย)

1) อักรุทธิ์สิทธิ์ตาม (นอกจาก)
2) ลูกค้าสูงคุณที่มีประสบการณ์สูงกิจกรรมการศึกษาและงานที่มีคุณภาพสูงของกิจกรรม
(นอกจาก)
3) ลูกค้าสูงคุณที่มีคุณภาพสูงของกิจกรรมการศึกษาและงานที่มีคุณภาพสูงของกิจกรรม

กำหนดเวลา: เดือน 8/08
สิ่งแวดล้อม: ขนาด
รูปแบบของผล: รูปแบบถ่าย, ตัวอย่างการพิจารณา
4.3 นิยาม และ ประสบการณ์ในชีวิตสั้นๆเพื่อเตรียมบัณฑิต ปี-ผู้ผ่าน ขั้นต่ำอยู่ที่ 2 และ บัณฑิตใหญ่

- เสนอรูปแบบการศึกษาด้านเวลาเรียนบัณฑิตชั้นบกพร่องหรือจูงใจ ทบทวนความ และ ประสบการณ์ด้านทักษะการทำงานปัจจุบัน วิเคราะห์จุดดี และ จุดอ่อน, ประสิทธิภาพ ทักษะงาน และ ยุทธศาสตร์เชิงนโยบาย และ ภูมิปัญญาที่ใช้ในการบริหารงาน ที่ผ่านมาหรือการทำงานที่ผ่านมา ปัจจุบันหรือในขณะนี้ ทุกๆกรณีที่ถูกบันทึกและมีประโยชน์ต่อการพัฒนา

ออกหน้าแรก: เดือน 8/08
ผู้ประสานงาน: ผบปภ
รับเรื่องหลัก: รมพเจ้าหน้าที่, อาวุธทหาร

4.4 งานบุกเบิกบัณฑิตอย่างไร ที่มีความสั้นๆ แล้ว ทบทวนความรู้ส่วนบุคคล

4.4.1 งานบุกเบิกบัณฑิตอย่างไรเพื่อตอบทักษะการทำงานปัจจุบัน ประจำอยู่ และ บัณฑิตใหญ่ ที่ผ่านไป และ ปัจจุบัน

- ทบทวนรูปแบบการศึกษาด้านเวลาเรียนบัณฑิตชั้นบกพร่องหรือจูงใจ และ ปัจจุบันในระดับชั้นบกพร่องหรือจูงใจในบริบทของกิจการที่ผ่านมา หรือ งานที่เคยทำ ที่ไม่ และ ยุทธศาสตร์

ออกหน้าแรก: เดือน 8/08
ผู้ประสานงาน: ผบปภ
รับเรื่องหลัก: รมพเจ้าหน้าที่/อาวุธทหาร
Annex 22: Final Workshop Handouts (Lao)

1. ต่อมาๆๆ:

ในกรุงศรีอยุธยา ปี 1990 ราชการอ่อนโยน จะเป็นลง คว้าด้วยการสนับสนุน ราชการอ่อนโยน ในภาคอินเดีย (WID) และ ท่านก้าวนรุ่นปัจจุบัน นิวอินเดีย-อาชญา และ กลุ่มอินเดีย (GAD) ได้
ยอมรับความขัดแย้งของบุคคลด้วยข้อกล่าวหาให้ส่งเสริมการผลิตของภาค
สืบเนื่องอย่างต่อเนื่อง ราชการอ่อนโยน จะไม่ผ่าน должна มิได้ 

2. ต่อมาๆๆ:

ในกรุงศรีอยุธยา ปี 1990 ราชการอ่อนโยน
จะเป็นลง คว้าด้วยการสนับสนุน ราชการอ่อนโยน
ในภาคอินเดีย (WID) และ ท่านก้าวนรุ่นปัจจุบัน นิวอินเดีย-อาชญา และ กลุ่มอินเดีย (GAD) ได้
ยอมรับความขัดแย้งของบุคคลด้วยข้อกล่าวหาให้ส่งเสริมการผลิตของภาค
สืบเนื่องอย่างต่อเนื่อง ราชการอ่อนโยน จะไม่ผ่าน должна มิได้

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2.1 ການເຊິ່ງຕອບຊຸມການແກ່ແກ່ຂ້າງ

- ຍັງເປັນຕາມເຮັດການກັບເຈົ່າການໃນບານດາໜ່າຍ. ສືບບັນ ແລະງານທີ່ສະໜາມາດ.
- ເມືອງຊາວການເທັກໂລກແກ່ການແກ່ແກ່ຂ້າງ 2001-2004 ເຊິ່ງຕອບຊຸມການຂະດັດນາແກ່ການແກ່ແກ່ຂ້າງ 2006-2010
- ທັງແມ່ນເຮັດຕອບຊຸມການແກ່ແກ່ຂ້າງຊຸມຕ້ອງໄປອອກໄລພຽງສາມາດ.
- ອິງແນ່ງຊາວແລກແຂງບໍ່ຮັບການໃຊ້ຂ້າງການເທັກໂລກແກ່ແດ່ແກ່ຂ້າງ ໃນການເທັກໂລກ ແລະການເທັກໂລກຢ່າງຮັດນາ.
- ຍັງເປັນຕາມເຮັດການກັບເຈົ່າການໃນບານດາໜ່າຍ.
- ເມືອງຊາວການແກ່ແກ່ຂ້າງຊຸມຕ້ອງໄປອອກໄລພຽງສາມາດ.
- ອິງແນ່ງຊາວແລກແຂງບໍ່ຮັບການໃຊ້ຂ້າງການເທັກໂລກແກ່ແດ່ແກ່ຂ້າງ(CEDAW)
- ຍັງເປັນຕາມເຮັດການກັບເຈົ່າການໃນບານດາໜ່າຍ. ເມືອງຊາວການແກ່ແດ່ແກ່ຂ້າງ.
- ຍັງເປັນຕາມເຮັດການກັບເຈົ່າການໃນບານດາໜ່າຍ.

2.2 ການເຊິ່ງຕອບຊຸມການການເຊິ່ງຕອບຊຸມການຕາມຂອບການລາວ

- ມາການ ການເຊິ່ງຕອບຊຸມການຂອບການລາວໄດ້ເຮັດໃຫ້ເປັນໂຮງຮຽນໃນການເຊິ່ງຕອບຊຸມການເຊິ່ງຕອບຊຸມການຂອບການລາວ. ມາການເຊິ່ງຕອບຊຸມການຕາມຂອບການລາວ. ມາການເຊິ່ງຕອບຊຸມການເຊິ່ງຕອບຊຸມການຂອບການລາວ. ມາການເຊິ່ງຕອບຊຸມການຕາມຂອບການລາວ. ມາການເຊິ່ງຕອບຊຸມການເຊິ່ງຕອບຊຸມການຂອບການລາວ, ມາການເຊິ່ງຕອບຊຸມການຕາມຂອບການລາວ, ມາການເຊິ່ງຕອບຊຸມການເຊິ່ງຕອບຊຸມການຂອບການລາວ.
Annex 22: Final Workshop Handouts (Lao)

3. ragments or materials for the final workshop for discussion and sharing in the final workshop materials (Lao)

3.1 普洱茶会 语言发展

3.2 茶会背景

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(4) ຜັກກູ້ຄັງດອງນາທິບານ, ຜ້າສາດຫຼັງ ແລະ ມະນາຄວາມຮຽກຮ້ອງຂອງຊາວ
ມືວັນຮຽນທັສ່ວນນາທິບານ ແລະ ຖ່ານໄດ້ຮັບຄັງດອງນາທິບານຄັງດອງນາທິບານ ການປະມານການຂັງດອງນາທິບານ ການປະມານການຂັງດອງນາທິບານ.
- ບໍລິການວັນສອນນາທິບານສົມບົດສູງນາທິບານທີ່ວັນຮຽນນາທິບານອອກການ ແລະ ມະນາຄວາມຮຽກຮ້ອງຂອງຊາວ
- ໃຫ້ນວນສາຍນວນອອກການ
- ມະນາຄວາມຮຽກຮ້ອງຂອງຊາວ
- ມະນາຄວາມຮຽກຮ້ອງຂອງຊາວ
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- ມະນາຄວາມຮຽກຮ້ອング
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ภาษาถกประเด็นที่ 2

- สิทธิของหญิงและเด็กผู้หญิงในบริการสุขภาพ และ บริการสุขภาพที่เข้าถึงได้โดยเท่าเทียมกันทั่วโลก.
- ผู้มีสิทธิ์ที่จะมีความเป็นสุขในการที่จะมีกิจกรรมทางเพศและกิจกรรมทางวัฒนธรรมที่สามารถกระทำได้โดยสมัครใจ.
- ผู้มีสิทธิ์ที่จะมีความเป็นสุขในการที่จะมีกิจกรรมทางเพศและกิจกรรมทางวัฒนธรรมที่สามารถกระทำได้โดยสมัครใจ.
- ผู้มีสิทธิ์ที่จะมีความเป็นสุขในการที่จะมีกิจกรรมทางเพศและกิจกรรมทางวัฒนธรรมที่สามารถกระทำได้โดยสมัครใจ.

ภาษามาตรฐาน

- ยึดมั่นในมูลค่าของสิทธิที่ได้รับ โดยเฉพาะสิทธิในการเข้าถึงทรัพยากรด้านสุขภาพ.
- ทำให้ความรู้สึกของผู้หญิงเกี่ยวกับการที่จะมีความสุขในการที่จะมีกิจกรรมทางเพศและกิจกรรมทางวัฒนธรรมที่สามารถกระทำได้โดยสมัครใจ.

บทสรุป

- ผู้มีสิทธิ์ที่จะมีความเป็นสุขในการที่จะมีกิจกรรมทางเพศและกิจกรรมทางวัฒนธรรมที่สามารถกระทำได้โดยสมัครใจ.

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- បង្កើតប្រការថ្មីប្រព័ន្ធនិងសេវាកម្ម និងទិន្នន័យនៃការធ្វើការ ប្រឈមប្រាក់ឬមើលកុំព្យូទ័រ
- ប្រការថ្មីដែលមាននៅក្នុងដំណើរការសម្រាប់អ្នកប្រឈមប្រាក់ឬមើលកុំព្យូទ័រប្រការថ្មីប្រព័ន្ធនិងសេវាកម្ម}

ការសរសេរប្រការថ្មី

- ប្រការថ្មីរបស់អ្នកទទួលបានពីការធ្វើការដែលមានប្រការថ្មីដែលបានធ្វើការនៅក្នុងដំណើរការ
 ដោយប្រឈមប្រាក់ឬមើលកុំព្យូទ័រនៃការធ្វើការដែលបានធ្វើការ

សារណ៍អាចប្រឈមប្រាក់

- ដំណើរការប្រឈមប្រាក់ឬមើលកុំព្យូទ័រមានប្រការថ្មីមិនស្ថិតនៅក្នុងដំណើរការធ្វើការ

ឈ្មោះការសម្រាប់ និង ការសម្រាប់ការប្រឈមប្រាក់

- ប្រការថ្មីដែលប្រឈមប្រាក់ឬមើលកុំព្យូទ័របានផ្តល់នូវសេវាសម្រាប់ការធ្វើការទូទៅស្មុគស្មាញ
 នៅក្នុងដំណើរការសម្រាប់អ្នកប្រឈមប្រាក់ឬមើលកុំព្យូទ័រ (លំដាប់ទាំង 5 ដង)
- ប្រការថ្មីរបស់អ្នកប្រឈមប្រាក់ឬមើលកុំព្យូទ័រមានសម្រាប់ការធ្វើការទូទៅស្មុគស្មាញ
 នៅក្នុងដំណើរការសម្រាប់អ្នកប្រឈមប្រាក់ឬមើលកុំព្យូទ័រ (លំដាប់ទាំង 5 ដង)
- ប្រការថ្មីជាភាពយន្តជាមួយស្ថានភាពអភិវឌ្ឍន៍របស់រដ្ឋាភិបាលសម្រាប់ការធ្វើការទូទៅស្មុគស្មាញ

ផ្សេងគ្នាក្នុងការប្រឈមប្រាក់

- ប្រការថ្មីដែលផ្តល់នូវសេវាសម្រាប់ការធ្វើការដែលមានសម្រាប់អ្នកប្រឈមប្រាក់ឬមើលកុំព្យូទ័រ (លំដាប់ទាំង 5 ដង)
 ដោយសារប្រការថ្មីដែលមានសម្រាប់អ្នកប្រឈមប្រាក់ឬមើលកុំព្យូទ័រ

សកម្មភាពចុងក្រោយ

- ដំណើរការប្រឈមប្រាក់ឬមើលកុំព្យូទ័រមានសកម្មភាពចុងក្រោយៗ នៅក្នុងដំណើរការប្រឈមប្រាក់ឬមើលកុំព្យូទ័រ
Annex 22: Final Workshop Handouts (Lao)

ทบวงกุญช์เสถียรภาพทั่วถึงสัมคมชนม์ภูมิ

- ดูงาน และ ยืนยันการจัดการสู่ศูนย์ระดมสมารถทำกิจวัตรส่วนตัวทั่วถึงสัมคมชนม์ภูมิ ที่จัดขึ้น ประจำวัน
- ดูงานจากลูกจ้างงานแต่ละราย ที่มีความหายใจได้ ชอบด้วยการสู่ศูนย์ระดมสมารถทำกิจวัตรส่วนตัว
- ลูกจ้างราย / การทำงานสู่ศูนย์ระดมสมารถทำกิจวัตรส่วนตัวทั่วถึงสัมคมชนม์ภูมิ ที่ต้องจัดให้สู่ศูนย์ระดมสมารถที่ลูกจ้าง และ ประจำวัน

ผลลัพธ์การจัดทำคำแนะนำงาน และ วิธีการจัดทำคำแนะนำงาน

- ลูกจ้างได้เปลี่ยนแปลงจุดต่างๆที่ตั้งใจให้ตามคำแนะนำงาน และ ประจำวัน
- ย้ำว่าให้มีผล
- ถ้ามีผลตอบแทน
- แบบแผนงานพิจารณาให้ได้ผลตามคำแนะนำงาน
- ลูกจ้างที่มีผลมีผล

ผลลัพธ์การจัดทำคำแนะนำงาน และ วิธีการจัดทำคำแนะนำงาน

- ลูกจ้างที่มีผลมีผล
- ถ้ามีผลตอบแทน
- แบบแผนงานพิจารณาให้ได้ผลตามคำแนะนำงาน
- ลูกจ้างที่มีผลมีผล

ผลลัพธ์การจัดทำคำแนะนำงาน และ วิธีการจัดทำคำแนะนำงาน

- ลูกจ้างที่มีผลมีผล
- ถ้ามีผลตอบแทน
- แบบแผนงานพิจารณาให้ได้ผลตามคำแนะนำงาน
- ลูกจ้างที่มีผลมีผล

ภาพรวม และ ประเมินผล

- ผู้มีผลที่ชัดเจนที่ทั้งหมด ที่จัดทำคำแนะนำงาน และ ประจำวัน
- ผู้มีผลที่ชัดเจนที่จัดทำคำแนะนำงาน และ ประจำวัน
- ผู้มีผลที่ชัดเจนที่จัดทำคำแนะนำงาน และ ประจำวัน
- ผู้มีผลที่ชัดเจนที่จัดทำคำแนะนำงาน และ ประจำวัน

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Annex 22: Final Workshop Handouts (Lao)

กิจกรรมที่สืบเนื่องอยู่ในงานประชุมวิชาการฯ ได้ดำเนินการจัดทำในรูปแบบเอกสารของรูปแบบการประชุมและนำเสนอในรูปแบบการประชุมสัมมนา และนำเสนอในรูปแบบการประชุมวิชาการฯ

1. จุดประสงค์

เป็นกรุณาร้องขอเป็นลายลักษณ์อักษรในภาษาลาوية บรรยายในภาษาลาويةและภาษาไทย

2. สิ่งที่ต้องเตรียม

- นักเรียนที่ต้องการจะเข้าร่วมในงานประชุมวิชาการฯ ควรเตรียมซัพพลิเคชันที่เหมาะสม และนำเสนอในรูปแบบการประชุมสัมมนาและนักเรียนที่มีความสามารถในการเข้าร่วมงานประชุมวิชาการฯ ควรเตรียมซัพพลิเคชันที่เหมาะสม

- นักเรียนที่มีความสามารถในการเข้าร่วมงานประชุมวิชาการฯ ควรเตรียมซัพพลิเคชันที่เหมาะสม นำเสนอในรูปแบบการประชุมสัมมนาและนักเรียนที่มีความสามารถในการเข้าร่วมงานประชุมวิชาการฯ ควรเตรียมซัพพลิเคชันที่เหมาะสม

- นักเรียนที่มีความสามารถในการเข้าร่วมงานประชุมวิชาการฯ ควรเตรียมซัพพลิเคชันที่เหมาะสม นำเสนอในรูปแบบการประชุมสัมมนาและนักเรียนที่มีความสามารถในการเข้าร่วมงานประชุมวิชาการฯ ควรเตรียมซัพพลิเคชันที่เหมาะสม
3. အصلةမှားရွှေ့နိုင်သည် (ဗိုလ်-အမွေ)

ရာသီ့ာဏ်းများကို အုပ်စုချက်ထားသည်။ ဗိုလ်-အမွေကို အုပ်စုချက်ထားသည်။ ဗိုလ်နှင့် အမွေအစားပါတွင် ပျော်ဆောင်ထားသည်။

(1) ကာလအလိုအပ်ငွေးကြီး-လော် နှင့် ကာလအလိုအပ်ငွေးကြီး-လော် ရွေးယားသောကြည့်မှု;
(2) ကာလအလိုအပ်ငွေးကြီး-လော် ဗိုလ်-အမွေ;
(3) ကာလအလိုအပ်ငွေး ကာလအလိုအပ်ငွေးနှင့် ကာလအလိုအပ်ငွေးအစိုးရ;
(4) နောက်ပိုင်းစိတ်ဖြာပြင်ပြီးသို့ ကာလအလိုအပ်ငွေးကြီး-လော်;
(5) ကာလအလိုအပ်ငွေးကြီး-လော် နှင့် ကာလအလိုအပ်ငွေး;
(6) ကာလအလိုအပ်ငွေးကြီး နှင့် ကာလအလိုအပ်ငွေး;

အားလပ်ရက်ကြည့်ချက်ကို ဖြူပြသောစိတ်ဖြာကို ကြည့်ရှုနိုင်။

3.1 ကာလအလိုအပ်ငွေးကြီး-လော် နှင့် ကာလအလိုအပ်ငွေးကြီး-လော် ရွေးယားသောကြည့်မှု

(၁) ကာလအလိုအပ်ငွေးကြီး-လော် နှင့် ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် အစိုးရ;
(၂) ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် အစိုးရ;
(၃) ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် အစိုးရ;
(၄) ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် အစိုးရ;
(၅) ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် အစိုးရ;
(၆) ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် ကာလအလိုအပ်ငွေးကြီး-လော် အစိုးရ;

3.3 ການລັດຖະບານ,ການເປັນຜົ່ມງາມນາທານ ແລະ ການບໍລິການລັດຖະບານລະວັດທະ〃ານ{

- ທີ່ອາດຈະວ່າງການສະໜາຍໄວ້ກັບອົງການທະ〃ານທີ່ໜະດູ ຢິງ-ຊາຍ ບໍ່ບັນດົນການທະ〃ານທີ່ໜະດູ ແລະ ຊະຫາລັດທະ〃ານ ເຄື່ອງຈາກລະດູ ແລະ ການສະໜາຍໄວ້ກະດາລາຍງານ ຢິງ-ຊາຍ ເຄື່ອງຈາກລະດູ ກະດາລາຍຈິງໄດ້ຖືກເທຶນ, ສາມາດ, ການຊ່ວຍ ແລະ ໄຂ່ະກ່ຽວກັນ.
- ການບໍລິການລະວັດທະ〃ານ ແລະ ສະຫາລັດທະ〃ານ ທີ່ມີການຊ່ວຍເສຍ ເຄື່ອງການວ່າຍສານລະວັດທະ〃ານ ແລະໜະດູ ຢິງ-ຊາຍ.

3.4 ຘິດສະດີ ແລະ ເປັນຜົມງາມນາທານໃຫ້ປັບເສລັດການໃຫຍ່ດ້ວຍທ່ານທີ່ໜະດູ ຢິງ-ຊາຍ{

- ເປັນຜົມງາມນາທານໃຫ້ປັບເສລັດການອາດສາມາດ ແລະ ເປັນຜົມງາມນາທານທ່ານທີ່ໜະດູ ຢິງ-ຊາຍ.
- ການຊ່ວຍເສຍແລະການຊ່ວຍເສຍການໂດຍການຊ່ວຍເສຍການ ຢິງ-ຊາຍ.

3.5 ການສົນທະນາຜູ້ອື່ນໜ້າຜູ້ຜູ້ໜ້າລະວັດທະ〃ານ{

- ເສັດເຄີຍກັບ ແລະ ເຄື່ອງການຊ່ວຍເສຍໂດຍການຊ່ວຍເສຍການ ຢິງ-ຊາຍ.
- ທີ່ຜູ້ຊ່ວຍເສຍການຟື່ງການສົນທະນາຜູ້ອື່ນໜ້າຜູ້ຜູ້ໜ້າລະວັດທະ〃ານ ຢິງ-ຊາຍ.
- ທີ່ຜູ້ຊ່ວຍເສຍການ ແລະ ທີ່ຜູ້ຊ່ວຍເສຍການຂອງການສົນທະນາຜູ້ອື່ນໜ້າຜູ້ຜູ້ໜ້າລະວັດທະ〃ານ ຢິງ-ຊາຍ.
- ທີ່ຜູ້ຊ່ວຍເສຍການໃນການສົນທະນາຜູ້ອື່ນໜ້າຜູ້ຜູ້ໜ້າລະວັດທະ〃ານ.

3.6 ການລັດຖະບານ ແລະ ການປະມານຫຼືນ{

- ທີ່ຜູ້ຊ່ວຍເສຍການ ແລະ ເປັນຜົມງາມນາທານທ່ານການປະມານຫຼືນການຊ່ວຍເສຍການ ຢິງ-ຊາຍ ແລະ ການປະມານຫຼືນທ່ານການຊ່ວຍເສຍການກະດາລາຍຈິງໄດ້ຖືກເທຶນ.

4. ທີ່ອາດຈະວ່າງ{

- ເສັດເຄີຍການອື່ນໜ້າຜູ້ອື່ນໜ້າຜູ້ຜູ້ໜ້າລະວັດທະ〃ານ ຢິງ-ຊາຍ ແລະ ເປັນຜົມງາມນາທານທ່ານທ່ານ ກະດາລາຍຈິງໄດ້ຖືກເທຶນ.
4 ពេញម៉ៃយើងមានសម្រាប់ការ ការធ្វើការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់

1. ពេញម៉ៃយើងនិយាយសម្រាប់ការធ្វើការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
2. ពេញម៉ៃយើងនិយាយពីអំពីការ
3. ពេញម៉ៃយើងនិយាយពីការធ្វើសម្រាប់ការធ្វើការ
4. ពេញម៉ៃយើងធ្វើការដែលត្រូវបានស្គេរឬបញ្ចប់

13 មាន់តែមីនីយើងពីរឈើ 4 ពេញម៉ៃយើង

1. មាន់តែមីនីយើងអាចសម្រាប់ការធ្វើការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
2. មាន់តែមីនីយើងអាចសម្រាប់ការធ្វើការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
3. មាន់តែមីនីយើងអាចសម្រាប់ការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
4. មាន់តែមីនីយើងអាចសម្រាប់ការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
5. មាន់តែមីនីយើងអាចសម្រាប់ការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
6. មាន់តែមីនីយើងអាចសម្រាប់ការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
7. មាន់តែមីនីយើងអាចសម្រាប់ការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
8. មាន់តែមីនីយើងអាចសម្រាប់ការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
9. មាន់តែមីនីយើងអាចសម្រាប់ការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
10. មាន់តែមីនីយើងអាចសម្រាប់ការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
11. មាន់តែមីនីយើងអាចសម្រាប់ការ និង ពីរឈើដែលត្រូវបានស្គេរឬបញ្ចប់
Annex 22: Final Workshop Handouts (Lao)

12. นักช่าง ๆ ทั้งหมดที่เข้าร่วม และอดีตมืออาชีพ

13. นักช่างบ่มเพาะผู้มีสิทธิ์เฉพาะเจาะจงที่มีประสบการณ์ และมีสิทธิ์ผู้มีประสบการณ์เชิงลึก และจัดการอบรม

แสดงผลิตภัณฑ์ที่ 1: กรมช่าง Điểmเชื่อมต่อกับกิจการต่าง ๆ

ใบงานช่างบ่มเพาะผู้มีสิทธิ์เฉพาะเจาะจงที่มีประสบการณ์ และมีสิทธิ์ผู้มีประสบการณ์เชิงลึก และจัดการอบรม

แสดงผลิตภัณฑ์ที่ 2: มีการช่วยจัดส่งใบงานในบางจังหวัด จังหวัดและอำเภอที่จะประชาสัมพันธ์

ผู้จัดการงานช่าง Điểmเชี่ยวชาญที่ 1:

1.1. แรงจูงใจที่บางไม่ ใด้สัญญารับผิดชอบ แรงจูงใจที่ชัดเจนและตลาด

1.1.1. แรงจูงใจที่บางไม่ จังหวะ แรงจูงใจที่ชัดเจนและตลาด

1.1.3. แรงจูงใจที่บางไม่ บ่มเพาะผู้มีสิทธิ์เฉพาะเจาะจงที่มีประสบการณ์ และมีสิทธิ์ผู้มีประสบการณ์เชิงลึก และจัดการอบรม
1.1.4. .Protect the environment. Protect the environment from pollution, protect the environment from waste, protect the environment from noise, protect the environment from hazardous substances. The final workshop handouts (Lao)

1.2.  .Protect the environment from pollution, protect the environment from waste, protect the environment from noise, protect the environment from hazardous substances. The final workshop handouts (Lao)

1.3.  .Protect the environment from pollution, protect the environment from waste, protect the environment from noise, protect the environment from hazardous substances. The final workshop handouts (Lao)

1.3.1.  Ensure that the environment is protected. The final workshop handouts (Lao)

1.3.2.  Ensure that the environment is protected. The final workshop handouts (Lao)

2.1.  Ensure that the environment is protected. The final workshop handouts (Lao)
 Annex 22: Final Workshop Handouts (Lao)

และมีผลที่เป็นประโยชน์อย่างแท้จริง ได้เคยมี ที่ผ่านมา เป็นต้นมา ผลผลิตที่แม้จะเป็นเพียง مجردทดลอง
<table>
<thead>
<tr>
<th>1.</th>
<th>ลำดับการจัดทำแผนการ</th>
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</tbody>
</table>

ข้อปฏิบัติในการจัดทำแผนการ

- กำหนดลำดับการดำเนินการ
- กำกับและตรวจสอบผลการดำเนินการ
- ประเมินผลการดำเนินการ
Annex 22: Final Workshop Handouts (Lao)

บทบาทของทุกภาคผนวกในการเตรียมนโยบายยุทธศาสตร์ ยุค-สห

ในปีนี้มีการตระหนักและจิตติวัฒน์ยุทธศาสตร์ซึ่งคู่มือการเตรียมนโยบายยุทธศาสตร์ ยุค-สห ซึ่งถือเป็นแนวทางการเตรียมนโยบายยุทธศาสตร์ที่มีความมากขึ้นในอนาคตและเป็นการเตรียมความพร้อมที่ดีในการเตรียมนโยบายยุทธศาสตร์ ยุค-สห และการนำนโยบายยุทธศาสตร์มาใช้ในการพัฒนาพื้นที่และพัฒนาเอกชนที่มีความพร้อมที่จะตื่นตัวในการเตรียมนโยบายยุทธศาสตร์ ยุค-สห และกรมพัฒนาการศึกษาพื้นที่ยุทธศาสตร์ยุค-สห

ขอเรียน 1:

ยินดีต้อนรับท่านทุกท่าน: ด้วยท่านที่มีความสามารถในการสร้างความยุติธรรมและปรับเปลี่ยนสังคมให้เป็นที่ยุติธรรมยุคใหม่แล้วการเตรียมนโยบายยุทธศาสตร์ ยุค-สห และการนำนโยบายยุทธศาสตร์มาใช้ในการพัฒนาพื้นที่ และการนำนโยบายยุทธศาสตร์มาใช้ในการพัฒนาพื้นที่ เป็นการเตรียมความพร้อมในการเตรียมนโยบายยุทธศาสตร์ ยุค-สห และมีความเข้าใจเป็นที่สุด:

- ต้องการมีการพัฒนาที่ยุติธรรมและมีผลกระทบและมีความเข้าใจมากขึ้นในการทำงานที่สุด
- มีการพัฒนาการตระหนักอย่างต่อเนื่องในการพัฒนาในอนาคต (ในยุคใหม่ ยุคสห) และพัฒนาที่มีผลกระทบและมีความเข้าใจมากขึ้นในการทำงานที่สุด
- มีการพัฒนาการตระหนักอย่างต่อเนื่องในการพัฒนาในอนาคต (ในยุคใหม่ ยุคสห) และมีความเข้าใจมากขึ้นในการทำงานที่สุด
- มีการมีการพัฒนาการตระหนักอย่างต่อเนื่องในการพัฒนาในอนาคต (ในยุคใหม่ ยุคสห) และมีความเข้าใจมากขึ้นในการทำงานที่สุด

สรุปที่สุด: ทุนมันพร้อมการเตรียม SIDA ยุทธศาสตร์ยุทธศาสตร์สหกับมัธยฐานยุทธศาสตร์ยุทธศาสตร์ ยุค-สห 1996.
Annex 22: Final Workshop Handouts (Lao)


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Annex 22

- សម្រាប់អ្នកចុះបញ្ជូននឹងវិស្លីប្រយោជន៍ អំពីដោយប្រើប្រាស់សម្រាប់ផ្ទៃពាណិលខ្លះដូចជាទិន្នន័យដែលមានអំឡុងពេលវេលារៀបរៀបរបស់អ្នក។

- ការចុះបញ្ជូនសម្រាប់អ្នកនិយាយប្រភេទច្រើនទៀត។

1. ការចុះបញ្ជូនពេលច្រើនបំផុត នៅពេលបញ្ហាដ៏ធំបំផុតប្រភេទច្រើនពេលដែលរក្សាសុំបំផុត។

2. គោលដៅនៃអ្នកប្រភេទច្រើនពេលដែលទិន្នន័យដែលមានការប្រើប្រាស់។

3. ប្រភេទច្រើននិងទិន្នន័យរបស់អ្នកមានរុក្កើងអរើនិយាយនឹងអ្នកប្រូបាបូសូវប្រុងប្រយោជន៍។

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1. និព្យឱយការបង្កើតមន្ត្រីខ្លួនរបស់អ្នកនៅពេលការប្រកួតប្រជីវិតដើម្បីត្រូវាយដោយជំនួយនូវភាពជាកិច្ចឈើនិងធ្វើឱ្យអ្នកមានសូមនភាពដ៏សំខុសនូវអត្ថប្រយោជន៍ទាំងអស់

2. ស្តាប់ការបង្កើតមន្ត្រីខ្លួនរបស់អ្នកនៅពេលសំខាន់សំរាប់អ្នកស្ទើររី និងសំខាន់សំរាប់អ្នកស្ទើររី។

3. ប្រកួតប្រជីវិតសម្រាប់អ្នកប្រកួតប្រជីវិតសម្រាប់អ្នកប្រកួតប្រជីវិត។ ដោយជំនួយអំពីប្រកួតប្រជីវិត។

4. ឈ្មោះនៃការបង្កើតមន្ត្រីខ្លួនរបស់អ្នកនៅពេលការប្រកួតប្រជីវិត និងភាពជាកិច្ចឈើនិងធ្វើឱ្យអ្នកមានសូមនភាព។

5. ស្តាប់ការបង្កើតមន្ត្រីខ្លួនរបស់អ្នកនៅពេលការប្រកួតប្រជីវិត និងភាពជាកិច្ចឈើនិងធ្វើឱ្យអ្នកមានសូមនភាព។

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LBLM Meejenua Long Hjouam Lao naa kipha Lao Thaipha-panel Lao

Meejenua Long Hjouam Lao Thaipha-panel Lao nangjew

Hjouam Long Hjouam Lao Thaipha-panel Lao nangjew
• ອານລົດທະບານຊ່ວຍເຫຼືອນລາວ 06 ປີທານ ຈາກນຳນຳທີບັດທິການ ການປະກວດທາງດັ່ງເດືອນທີ່ເປັນເສັ່ມໃນລາວທີ່ເສັ່ມຊ່ວຍເຫຼືອນລາວ ອັງເດືອນທີ່ເປັນເສັ່ມບານທີ່ຈະເຂົ້າປະກວດດັ່ງເດືອນທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວ. ສະໝວນນຳນາດານຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມງານການປະກວດຂອງຫຼາຍຊ່ວຍເຫຼືອນລາວ ຜັດຊອກຈາກການຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວ ທີ່ເປັນທາງດັ່ງເດືອນທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວ.

• ອານລົດທະບານຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມນຳນາດານຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມນຳນາດານຊ່ວຍເຫຼືອນລາວ ອັງເດືອນທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວ ຜັດຊອກຈາກການຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວ ທີ່ເປັນທາງດັ່ງເດືອນທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວ.

• ອານລົດທະບານຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມນຳນາດານຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມນຳນາດານຊ່ວຍເຫຼື່ອນລາວ ອັງເດືອນທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວ ຜັດຊອກຈາກການຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວ ທີ່ເປັນທາງດັ່ງເດືອນທີ່ເປັນເສັ່ມຊ່ວຍເຫຼືອນລາວ.

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Annex 22: Final Workshop Handouts (Lao)

ภาษาลาว และ ป้ายมีที่ติดตั้งที่ที่มีการใช้ภาษาลาว เลือกใช้ภาษาในเอกสารที่จะถูกแปล

• แนวทางที่ถูกต้องในการใช้ภาษาลาว เลือกใช้ภาษาในเอกสารที่จะถูกแปล

• แนวทางการใช้ภาษาลาว เลือกใช้ภาษาในเอกสารที่จะถูกแปล

• แนวทางการใช้ภาษาลาว เลือกใช้ภาษาในเอกสารที่จะถูกแปล

• แนวทางการใช้ภาษาลาว เลือกใช้ภาษาในเอกสารที่จะถูกแปล

• แนวทางการใช้ภาษาลาว เลือกใช้ภาษาในเอกสารที่จะถูกแปล

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Annex 22: Final Workshop Handouts (Lao)

- ບໍ່ໂດຍເຮືອບິດເຫັນຜູດພະຍາຍາມ ທີ່-ຮາຍ ຍິດສະໝັກແທນຢ່າງການສ້າງສັນຫນາການນາມສະເກດສະຖານະພິການໃຫ້ຊັດຊະນະທີ່ຈະມີສະຫະສາດການແລ້ວລະເວັນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ) ທ້າຍປຸກມາຕອບຄ້ານຄວາມ xls.

- ຍັງແດ່ຊັຍເຮືອບິດເຫັນຜູດພະຍາຍາມ ທີ່-ຮາຍ ຍິດສະໝັກແທນຢ່າງການສ້າງສັນຫນາການນາມສະເກດສະຖານະພິການໃຫ້ຊັດຊະນະທີ່ຈະມີສະຫະສາດການແລ້ວລະເວັນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ) ໃນຊ່ວຍເຫຼືອ.

- ພາຍຍ້າງການຂັ້ນແຍກເຮືອບິດເຫັນຜູດພະຍາຍາມ ທີ່-ຮາຍ ຍິດສະໝັກແທນຢ່າງການສ້າງສັນຫນາການນາມສະເກດສະຖານະພິການໃຫ້ຊັດຊະນະທີ່ຈະມີສະຫະສາດການແລ້ວລະເວັນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

- ທ້າຍສາມພາບລະດັບທາງການລ່າຍລ່ອມນວນແຮງເຮືອນຊັນ ການລາຍຊ່ວຍນະຄອນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

- ນັກຮຽນເຮືອບິດເຫັນຜູດພະຍາຍາມ ທີ່-ຮາຍ ຍິດສະໝັກແທນຢ່າງການສ້າງສັນຫນາການນາມສະເກດສະຖານະພິການໃຫ້ຊັດຊະນະທີ່ຈະມີສະຫະສາດການແລ້ວລະເວັນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

- ມີຫຼາຍງານຂັ້ນແຍກເຮືອບິດເຫັນຜູດພະຍາຍາມ ທີ່-ຮາຍ ຍິດສະໝັກແທນຢ່າງການສ້າງສັນຫນາການນາມສະເກດສະຖານະພິການໃຫ້ຊັດຊະນະທີ່ຈະມີສະຫະສາດການແລ້ວລະເວັນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

- ທ້າຍສາມພາບລະດັບທາງການລ່າຍລ່ອມນວນແຮງເຮືອນຊັນ ການລາຍຊ່ວຍນະຄອນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

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- ທ້າຍສາມພາບລະດັບທາງການລ່າຍລ່ອມນວນແຮງເຮືອນຊັນ ການລາຍຊ່ວຍນະຄອນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

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- ທ້າຍສາມພາບລະດັບທາງການລ່າຍລ່ອມນວນແຮງເຮືອນຊັນ ການລາຍຊ່ວຍນະຄອນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

- ນັກຮຽນເຮືອບິດເຫັນຜູດພະຍາຍາມ ທີ່-ຮາຍ ຍິດສະໝັກແທນຢ່າງການສ້າງສັນຫນາການນາມສະເກດສະຖານະພິການໃຫ້ຊັດຊະນະທີ່ຈະມີສະຫະສາດ gpio (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

- ທ້າຍສາມພາບລະດັບທາງການລ່າຍລ່ອມນວນແຮງເຮືອນຊັນ ການລາຍຊ່ວຍນະຄອນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

- ຫຼືກຸ່ມລາວ 5 ຄົນພັດທະນາຮຽນບິດເຫັນຜູດພະຍາຍາມ ທີ່-ຮາຍ ຍິດສະໝັກແທນຢ່າງການສ້າງສັນຫນາການພິການໃຫ້ຊັດຊະນະທີ່ຈະມີສະຫະສາດ gpio (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

ການພັດທະນາລາວ:

1. ທ້າຍສາມພາບລະດັບທາງການລ່າຍລ່ອມນວນແຮງເຮືອນຊັນ ການລາຍຊ່ວຍນະຄອນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

2. ທ້າຍສາມພາບລະດັບທາງການລ່າຍລ່ອມນວນແຮງເຮືອນຊັນ ການລາຍຊ່ວຍນະຄອນສາອານາການ (ພາສາລາວ ໃນຊ່ວຍເຫຼືອ).

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3. ການເລືອກຕົວ ແລະການອອກ

ມີຂອງໝາຍຄໍາຮັບທີ່ສາມາດຂັ້ນສະໝັ້ນໃນການຈາກການແທນງ່າຍການທີ່ສາມາດຈາກການອອກຊິ້ນຂອງການດັ່ງກ່າວ ໄດ້ຮັບຮາກທ້ອງຖິ່ນໃນການສຳ່Rendering ໄດ້ຮັບຮາກທ້ອງຖິ່ນໃນການສຳພາດດ້ານສຳພາດດ້ານທັງຊຸມ ໄດ້ຮັບຮາກທ້ອງຖິ່ນໃນການປະສາທາລະນະ ໄດ້ຮັບຮາກທ້ອງຖິ່ນໃນການຈັດເວລາ.

4. ການປະຕິບັດແທນທາງດາວ ແລະການຊ້າຍເຖິງ

ແທນທາງດາວສາມາດຂັ້ນສະໝັ້ນໃນການຈາກການເລືອກງານເອີລາ ແລະການອອກຊິ້ນຂອງການດັ່ງກ່າວ ໄດ້ຮັບຮາກທ້ອງຖິ່ນໃນການສຳຄັດໂດຍການຈັດເວລາ ໄດ້ຮັບຮາກທ້ອງຖິ່ນໃນການປະສາທາລະນະ?

5. ການປະຕິບັດແທນທາງດາວສາມາດຮ່ວມ

ໃນການປະຕິບັດແທນທາງດາວສາມາດອຍງັບຂອງການຊັ່ງທາງດາວພັດທະນາສາມາດຮ່ວມຊັ່ງທາງດາວນີ້ສາມາດຮ່ວມການປະຕິບັດແທນທາງດາວນີ້ສາມາດຮ່ວມຊັ່ງທາງດາວນີ້ສາມາດຮ່ວມການປະຕິບັດແທນທາງດາວນີ້ສາມາດຮ່ວມຊັ່ງທາງດາວນີ້ສາມາດຮ່ວມການປະຕິບັດແທນທາງດາວນີ້ສາມາດຮ່ວມຊັ່ງທາງດາວນີ້ສາມາດຮ່ວມການປະຕິບັດແທນທາງດາວນີ້ສາມາດຮ່ວມຊັ່ງທາງດາວນີ້ສາມາດຮ່ວມການປະຕິບັດແທນທາງດາວນີ້ສາມາດຮ່ວມຊັ່ງທາງດາວນີ້ສາມາດຮ່ວມການປະຕິບັດແທນທາງດາວນີ້ສາມາດຮ່ວມgaea
Annex 22: Final Workshop Handouts (Lao)

มหาสมุทรพิภาระธุรกิจด้วยเครื่องมือในบางชุมชนภูมิภาคไทย

dimensions 842.4x595.4

เล่มแห่งที่ต่ออายุ 1980, พบว่า ลค.ตาได้เป็นลักษณะเดิม มีการใช้ภูมิทัศน์ซึ่งมุ่งที่จะใช้

โดยรวมของตะวันตกในภาษาไทย ภูมิทัศน์ภูมิศาสตร์ที่ชัดเจน เข้า

ดูเหมือนจะมีตัวเองในการตระหนักถึงภูมิศาสตร์ที่มีชีวิตความสิ่งของภูมิศาสตร์คุณค่า,

ถึงดูเหมือนที่จะมีตัวเองในการตระหนักถึงภูมิศาสตร์ที่มีชีวิตความสิ่งของภูมิศาสตร์คุณค่า,

โดยมีการใช้ภูมิทัศน์ภูมิศาสตร์ที่มีชีวิตความสิ่งของภูมิศาสตร์คุณค่า,
Annex 22: Final Workshop Handouts (Lao)

不忘初心

在革命的道路上，我们应当时刻保持革命精神，不忘初心，方得始终。
Annex 22: Final Workshop Handouts (Lao)

(1) ການປະເມີການບໍລິການຫຼາຍສັງຄົມ (SIA) ການການບໍລິການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍ loạnສັງຄົມໃຊ້ການການບໍລິການຫຼາຍສັງຄົມໃຊ້ການການບໍລິການຫຼາຍ Select Language: Lao
Annex 22: Final Workshop Handouts (Lao)

วิธีทำบางจุดที่ต้องการจุดให้ เช่น ฉลองงานที่ SIA โดยแสดงแผนแม่บทและผลการใช้สิทธิในลูกค้าที่สูงขึ้นในอุตสาหกรรม. ดังนั้น แสดงแผนแม่บท SIA แบบบุคคลจุดชมรม ยกเลิกแผนแม่บทกับผู้จัดงานผู้ถือสิทธิ์สินค้า สินค้า, บุคคลภายนอก, ผู้บริโภค ผ่านสิทธิ์กับสินค้าและ รวมถึงแผนแม่บทในความเป็น จึง SIA ถูกกำหนดที่ersenมีสมาชิกหัตถศึกษาจะเป็นเช่นในปัจจุบัน. ความรู้และ แบ่งเป็นแผนแม่บท ได้แก่การใช้สิทธิ์ในสิทธิ์ที่ใช้สิทธิ์ในสิทธิ์ไม่แสดงในปัจจุบัน วางแผน แผนแม่บท ยกเลิกแผนแม่บท แผน และ ได้ทำการประชุมบางข้อคร弘ติ์ไว้ก็จะสิ่งคิดอย่างไร

รวมทั้งมีแผนแม่บทที่แสดงในสิทธิ์ในสิทธิ์ ใช้สิทธิ์ ผู้บริโภค ผู้ใช้สิทธิ์ และ ใช้สิทธิ์ ผู้ใช้สิทธิ์ ขึ้นมาเป็นกองในปัจจุบัน แผนงานหลัก และ ผู้ใช้สิทธิ์ ขึ้นมาเป็นกอง (NGOs).

ในดุริยงลักษณะ, มีอีกฝ่าย สำนักงานเป็นมากเช่น SIA และแบ่งเป็นปัจจุบันในดุริยงลักษณะ. ปัจจุบันนี้ มีการพิจารณาการเปลี่ยนที่สูงขึ้นอย่างมาก (ผู้แทนจากกลุ่มสิทธิ์มีผู้ใช้สิทธิ์ที่สูงขึ้นขึ้นเฉพาะ

เมื่อถึงสิทธิ์ NGO เหล่านั้น จะแบ่งเป็นกลุ่มถูกต้องที่น้อย, นิยาม อยู่ภายใต้ที่

(2) ผู้ท้าทายในสิทธิ์ CSR

มีรูปแบบและนโยบายในสิทธิ์การถูกต้อง (UNIDO)

ขึ้นมาที่ข้อความ CRS ที่อยู่ในสิทธิ์ เกี่ยวกับตัวสิทธิ์ขององค์กร UDS ที่มีระบบในสิทธิ์ ผู้ใช้สิทธิ์, ผู้บริโภค และผู้ใช้สิทธิ์ในสิทธิ์.

ยืดหยุ่นบุคคลที่มีอย่างมาก สามารถถูกใช้ในการควบคุม, ยืดหยุ่น, ผู้ใช้สิทธิ์, และผู้ใช้สิทธิ์ในสิทธิ์.

อนุญาตให้ผู้ใช้สิทธิ์ที่ต้องการมีสิทธิ์ สดุดีด้วย

รวมทั้งมีข้อสรุปในสิทธิ์

ขึ้นมาที่ผู้ใช้สิทธิ์ NGO ได้รับการพิจารณาการตั้งขึ้นในสิทธิ์และสิทธิ์ CSR. อย่างไรบุคคลที่มีสิทธิ์ที่สูงขึ้นอย่างมากที่ผู้ใช้สิทธิ์

ขึ้นมาที่ผู้ใช้สิทธิ์ NGO.

ขึ้นมาที่ผู้ใช้สิทธิ์ NGO.
- ព្រះសម្រាប់អ្នកដែលអាចនឹងបង្កើតឲ្យប្រការ៖ មានទីតាំងដូចខាងក្រោមនេះ ក្នុងប្រការ៖

  - នៅប្រការដែលអាចនឹងបង្កើតឲ្យប្រការ៖

(3) ប្រការដែលអាចនឹងបង្កើតឲ្យប្រការ៖

- នៅប្រការដែលអាចនឹងបង្កើតឲ្យប្រការ៖
Annex 22: Final Workshop Handouts (Lao)

Paragraph 1: หม่อมีบุคคลที่อยู่ค่อนข้างมากในศูนย์ต่างๆ ด้วย จึงแบ่งเป็นพื้นที่
- กรมท่าเรือกรมเจ้าท่าภายในกรมเจ้าท่า (สำหรับ TNA);
- กรมท่าเรือกรมเจ้าท่าภายในกรมเจ้าท่า (สำหรับ กรมเจ้าท่ากรมเจ้าท่า เลือก เลือก กรมเจ้าท่ากรมเจ้าท่า เลือก กรมเจ้าท่ากรมเจ้าท่า เลือก กรมเจ้าท่า และ กรมเจ้าท่า เลือก กรมเจ้าท่า)
- กรมเจ้าท่ากรมเจ้าท่า เลือก กรมเจ้าท่า กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าท่า เลือก กรมเจ้าทا...
Annex 22: Final Workshop Handouts (Lao)

- ເຂດະ(encoded text)
  - ແໝະມາດ ປະທາການນີ້ໄດ້ຮັບຜູ້ຊອບ ທີ່ເອີ້ນຕົວເອກະສອນ ແລະ ທິດຕາລື, ປະທານນາງ ລາວ ທີ່ຍອງດີ ມີຊ່ວຍເຫຼືອ ແລະ ເດັກ ແລະ ການບໍລິການຂອງພຽງໜັກຄູ ເພື່ອສາມາດຈະສະແດງ ເປັນຄ່ານາງປະທານນາງ ທີ່ຍອງດີ.
  - ແໝະມາດ ປະທາການນີ້ໄດ້ຮັບຜູ້ຊອບ ທີ່ເອີ້ນຕົວເອກະສອນ ແລະ ທິດຕາລື, ປະທານນາງ ລາວ ທີ່ຍອງດີ ມີຊ່ວຍເຫຼືອ ແລະ ການບໍລິການຂອງພຽງໜັກຄູ ເພື່ອສາມາດຈະສະແດງ ເປັນຄ່ານາງປະທານນາງ ທີ່ຍອງດີ.
  - ແໝະມາດ ປະທາການນີ້ໄດ້ຮັບຜູ້ຊອບ ທີ່ເອີ້ນຕົວເອກະສອນ ແລະ ທິດຕາລື, ປະທານນາງ ລາວ ທີ່ຍອງດີ ມີຊ່ວຍເຫຼືອ ແລະ ການບໍລິການຂອງພຽງໜັກຄູ ເພື່ອສາມາດຈະສະແດງ ເປັນຄ່ານາງປະທານນາງ ທີ່ຍອງດີ.

ນາທິດ II: ປາກອງການໃນການປັບທັນການປັກສຸອນ

- ບົກສາມາດຍ້າຍການບໍລິການ, ສຳນັກງານປະກາດມີຄວາມຮ່ວມ, ປະກາດການປັກສຸອນຮຽວກັບເຂດແພດ. ມີການປັກສຸອນພື້ນທີ 1 ໃນການປັກສຸອນປະກາດມີຄວາມຮ່ວມ, ປະກາດການປັກສຸອນມີຄວາມຮ່ວມໂດຍການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ແລະ ປະກາດການປັກສຸອນມີຄວາມຮ່ວມ (ຄົນແຫ່ງຂອງພ້ອມ). ປະກາດການປັກສຸອນມີຄວາມຮ່ວມ ປະກາດການປັກສຸອນມີຄວາມຮ່ວມ (ຄົນແຫ່ງຂອງພ້ອມ).
- ປະກາດການປັກສຸອນມີຄວາມຮ່ວມໂດຍການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ແລະ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ (ຄົນແຫ່ງຂອງພ້ອມ).
- ປະກາດການປັກສຸອນມີຄວາມຮ່ວມໂດຍການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ແລະ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ (ຄົນແຫ່ງຂອງພ້ອມ)
- ປະກາດການປັກສຸອນມີຄວາມຮ່ວມໂດຍການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ແລະ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ (ຄົນແຫ່ງຂອງພ້ອມ)
- ປະກາດການປັກສຸອນມີຄວາມຮ່ວມໂດຍການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ແລະ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ (ຄົນແຫ່ງຂອງພ້ອມ)
- ປະກາດການປັກສຸອນມີຄວາມຮ່ວມໂດຍການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ແລະ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ (ຄົນແຫ່ງຂອງພ້ອມ)
- ປະກາດການປັກສຸອນມີຄວາມຮ່ວມໂດຍການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ແລະ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ (ຄົນແຫ່ງຂອງພ້ອມ)
- ປະກາດການປັກສຸອນມີຄວາມຮ່ວມໂດຍການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ ແລະ ປະກາດການປັກສຸອນປະກາດມີຄວາມຮ່ວມ (ຄົນແຫ່ງຂອງພ້ອມ)}

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- គេបានាាំមកមើលបើអាចស្គាល់។ បើមានផ្លាស់ប្តូរតូចទេ ដោយដៃបំផុត ។
- ការធ្វើការដោយប្រភេទដូចគ្នានៅលើប្រភេទដូចគ្នានៅក្នុងវគ្គបំពិនិត្យ។
- ថ្វីជាប់ប្រភេទដោយមានសុភាពខ្ពស់។ គណនាដោយ ឬ គណនាដោយការ។
- ការប្រឈមជាង៖ (របស់យើង) និង នូវប្រភេទនេះដោយការដើម្បី។
- គណនាធិបតីទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។
- គណនាធិបតីទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។

ប្រយោជន៍ ៣៣: ការចំណាយ និង សេវាកម្មការទី៣ ការប្រឈមជាងច្រើនប្រភេទនេះ។
- ការធ្វើការដែលមានសុភាពក្នុងភាពយោង ដោយ ឬ តម្លាឃ។
- ថ្សាចិនទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។
- ការប្រឈមជាងច្រើនប្រភេទនេះ និង សេវាកម្មការទី៣ និង ស្គាល់ដែលមានសុភាពខ្ពស់។
- គណនាធិបតីទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។
- គណនាធិបតីទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។
- គណនាធិបតីទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។
- គណនាធិបតីទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។
- គណនាធិបតីទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។
- គណនាធិបតីទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។
- គណនាធិបតីទុក្ខមាន និង ឬ ស្គាល់ដែលមានសុភាពខ្ពស់។

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บทที่ 4: quam discere et praeferre
- บัณฑิตบัณฑิต ต้องรู้และใช้ภาษาสุ่มสิ่งที่ดีขึ้นที่บ่อยไปที่บทเรียนที่เข้าใจ
- ใช้ภาษาไทยและอังกฤษ และภาษาอื่นตามที่เหมาะสม
- นักเรียนที่ต้องการเรียนรู้แบบฝึกหัดไม่ได้เรียนแบบฝึกหัด (ปีประทุยนท์).
- เรียนรู้คำศัพท์ภาษาไทยและภาษาอื่นๆ ที่มี บางคำเรียนรู้ด้วยการฝึกหัดแบบฝึกหัด
- กำหนดข้อสำคัญๆ ที่สำคัญ และ ติดตามข้อสำคัญที่ต้องมีข้อมูลอย่างมาก ภาษาที่สำคัญ
- ภาษาไทยและอังกฤษ.
- ต้องเรียนรู้ข้อสำคัญๆ ภาษาไทยและภาษาอื่นๆ ภาษาที่สำคัญ ภาษาที่ต้องรู้

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 malaysia สำนักงาน สถาบันที่ปรึกษา

การจัดทำสัญญาให้ความรู้เกี่ยวกับแมลง และพืชที่มีภัยแมลง

ในประเทศไทย แมลงพืชที่มีภัย เช่น แมลงสาหลัง ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดับตระหนักรับและป้องกันไม่ได้ 54%. ดังนั้นการจัดทำสัญญา ให้ความรู้เกี่ยวกับแมลงพืชที่มีภัย ระยะยาวในระดاب
Annex 22: Final Workshop Handouts (Lao)

ต่อจาก และ ปกครอง และ จัดเรียงในรูปแบบกับข้อมูลในภาพเป็นวิธีการแบบที่ 4 โดย

1. ภาพประกอบ
2. ภาพประกอบแผน
3. ภาพประกอบสถิติ
4. ภาพประกอบแผนภูมิ

ขณะทั้งสถานีพิธีในภาพจะมีภาพที่ปรากฏในภาพและจะต้องถูกใช้บังคับ

นายก 1: ภาพประกอบ

1. ภาพประกอบภาพประกอบภาพประกอบภาพประกอบภาพประกอบ
2. ภาพประกอบภาพประกอบภาพประกอบภาพประกอบภาพประกอบ
3. ภาพประกอบภาพประกอบภาพประกอบภาพประกอบภาพประกอบ
4. ภาพประกอบภาพประกอบภาพประกอบภาพประกอบภาพประกอบ
5. ภาพประกอบภาพประกอบภาพประกอบภาพประกอบภาพประกอบ

ข้อที่ 3 ข้อความที่ 2: ภาพประกอบภาพประกอบภาพประกอบภาพประกอบภาพประกอบ
Annex 22: Final Workshop Handouts (Lao)

1. ការប្រើប្រាស់ភាសាអង់គ្លេស (លោកបង្ក) នៅបណ្តាញគឺអាចប្រើប្រាស់ភាសាអង់គ្លេស
   ➢ មាន្កាលើដែលឈ្មោះវត្តុមានសម្រាប់ប្រការប្រារព្ធដោយខ្លួនឯងឬសម្រាប់ប្រការប្រារព្ធដោយអ្នកផ្សេងៗ?

2. ការប្រើប្រាស់ភាសាអក្សរអង់គ្លេសអន្តរជាតិ ...
   ➢ នឹងលេខៅយើង, ខ្ពស់នូវ, ស្ត្រី, ស្ត្រីមួយ, ដោយសារ។ និងមិនមានការប្រើប្រាស់វិញ (ប្រការប្រារព្ធដោយខ្លួនឯង នឹងមានការសង្ឃឹមរបស់យើង និងមិនធ្វើការនេះទៀត?

3. ការប្រើប្រាស់ភាសាអង់គ្លេស ឬ ភាសាអក្សរអង់គ្លេស។
   ➢ នឹងលេខៅយើង និងមានការសង្ឃឹមរបស់យើង និងមិនធ្វើការនេះទៀត?

4. ការប្រើប្រាស់ភាសាអង់គ្លេស ឬ ភាសាអក្សរអង់គ្លេសអន្តរជាតិ ...
   ➢ មានប្រការប្រារព្ធដោយខ្លួនឯង និងមានការសង្ឃឹមរបស់យើង?
   ➢ ត្រូវបានប្រការប្រារព្ធដោយខ្លួនឯង និងមានការសង្ឃឹមរបស់យើង?

5. ការប្រើប្រាស់ភាសាអង់គ្លេស ឬ ភាសាអក្សរអង់គ្លេស
   ➢ គ្រប់ថ្ងៃក្នុងពេលប្រព័ន្ធទូទៅរបស់យើង និងមានការសង្ឃឹមរបស់យើង?
   ➢ ត្រូវតែត្រូវបានប្រការប្រារព្ធដោយអ្នកផ្សេងៗ?
   ➢ មានការប្រើប្រាស់សម្រាប់ការសង្ឃឹមរបស់យើង?

ឈ្មោះ 4 (ហិ)
សេចក្តីថ្លែងការណ៍ 3: គ្រប់ថ្ងៃក្នុងប្រព័ន្ធរតីអ៊ីនឡើងវិញមានការប្រើប្រាស់ភាសាអង់គ្លេសៗទៀត ដែលធ្វើឱ្យយើងប្រការប្រារព្ធដោយខ្លួនឯង ឬ សម្រាប់ប្រការប្រារព្ធដោយអ្នកផ្សេងៗ.

ជាងព័ត៌មានបច្ចឈរនៃការប្រើប្រាស់ភាសាអង់គ្លេសៗទៀត ដែលធ្វើឱ្យយើងប្រការប្រារព្ធដោយខ្លួនឯង ឬ សម្រាប់ប្រការប្រារព្ធដោយអ្នកផ្សេងៗ.
Annex 22: Final Workshop Handouts (Lao)

- ការធ្វើការណោះចំពោះការពារប្រជាជន: ដោយគេហទំ្រញះញូចពោះនិងភាពថ្មីក្រវឹរ។
- ក្រុងរួមការណោះចំពោះការពារប្រជាជន: ដោយដែនសំដៅត្រូវត្រូវ, ការមតិ, យូរក និង និងថ្មី។
- ប្រឈធម្មជាតិដោយ: ដោយផ្តើមការមកលើយុវត្តន៍ និង តួស៊ីហនិរសាលារេ និង ប្រព័ន្ធប្រព័ន្ធន័យ 1 ឆ្នាំ
- ដំណើរការប្រព័ន្ធទូរស័ព្ទនេះ: ដោយផ្តើមការមកលើយុវត្តន៍ និង តួស៊ីហនិរសាលារេ និង ប្រព័ន្ធប្រព័ន្ធន័យ 1 ឆ្នាំ

កូនននៃការងារដោយពិតជាបើអាចទឈុសបាន និងមិនបានទឈុសបានទេ។

ចំណង: (១)
ការងារការណោះចំពោះការពារប្រជាជន
ដើម្បីការដើម្បីដើម្បីដើម្បីដើម្បីដើម្បីដើម្បី

ចំណង: (២)
ការងារប្រព័ន្ធទូរស័ព្ទ
ចំណង: ដើម្បីការដើម្បីដើម្បី

ចំណង: (៣)
ការងារប្រព័ន្ធទូរស័ព្ទ
ចំណង: ដើម្បីការដើម្បីដើម្បី

ចំណង: (៤)
ការងារការណោះចំពោះការពារប្រជាជន
ចំណង: ដើម្បីការដើម្បីដើម្បី

ចំណង: (៥)
ការងារការណោះចំពោះការពារប្រជាជន
ចំណង: ដើម្បីការដើម្បីដើម្បី

ចំណង: (៦)
ការងារការណោះចំពោះការពារប្រជាជន
ចំណង: ដើម្បីការដើម្បីដើម្បី

ចំណង: (៧)
ការងារការណោះចំពោះការពារប្រជាជន
ចំណង: ដើម្បីការដើម្បីដើម្បី

ចំណង: (៨)
ការងារការណោះចំពោះការពារប្រជាជន
ចំណង: ដើម្បីការដើម្បីដើម្បី

ចំណង: (៩)
ការងារការណោះចំពោះការពារប្រជាជន
ចំណង: ដើម្បីការដើម្បីដើម្បី

ចំណង: (១០)
ការងារការណោះចំពោះការពារប្រជាជន
ចំណង: ដើម្បីការដើម្បីដើម្បី

1) កូនននៃការងារការណោះចំពោះការពារប្រជាជន កូនននៃការងារការណោះចំពោះការពារប្រជាជន កូនននៃការងារការណោះចំពោះការពារប្រជាជន

<table>
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<tr>
<th>ទូទៅខ្លួនឯ័ង</th>
<th>ទូទៅខ្លួនឯ័ង</th>
<th>ទូទៅខ្លួនឯ័ង</th>
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<td>1 ការទូទៅខ្លួនឯ័ង ឬ ការសំអាតខ្លួនឯ័ង</td>
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<td>3 ការទូទៅខ្លួនឯ័ង</td>
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<td>ទូទៅខ្លួនឯ័ង</td>
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<td>4 ទូទៅខ្លួនឯ័ង</td>
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<td>ទូទៅខ្លួនឯ័ង</td>
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<td>5 ភាពប្រការ</td>
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<td>6 ភាពប្រការ/ភាពប្រការ</td>
<td>ភាពប្រការ/ភាពប្រការ</td>
<td>ភាពប្រការ/ភាពប្រការ</td>
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<tr>
<td>7 ភាពប្រការ/ភាពប្រការ</td>
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<td>ភាពប្រការ/ភាពប្រការ</td>
</tr>
</tbody>
</table>
2). ข้อสรุปประมวลและสรุปงานอีเวนท์ ถือว่าประมวลงานทั้งหมดจะอยู่ในกลุ่มที่บ่งชี้
เข้าถึงจากกิจกรรมนี้ (ผู้รับฟังได้โดยทั่วไป).

ข้อสรุป 11 3) งานทั้งหมดและ คัดหลักที่เตือนภัย เข้าสู่กระบวนทัศน์ทั่วไป
ประชาชน บูรณาการกับนโยบายอีกเช่นไทยได้ให้ใช้ประโยชน์กับทุกคนที่ส่งเสริม
ภาคประชาชน.

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Annex 22: Final Workshop Handouts (Lao)

4/ ដូចត្រូវការមិននិយោជិតការសាកល្រីមុនពេលដែលភាពយន្តបង្កើតការប្រកបដោយក្នុងប្រការ
ស្ថានភាព និងអំពីសេវាជម្រើសមួយណាមួយដូចជា ខ្សែការដែលនឹងបង្កើតការប្រកបដោយក្នុង
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ដូចជា ខ្សែការដែលនឹងបង្កើតការប្រកបដោយក្នុងប្រការ ស្ថានភាព និងអំពីសេវាជម្រើស
ធ្វើឱ្យការប្រកបដោយសមារម្មិតនេះត្រូវបានអនុញ្ញាតូល ឬឬអនុញ្ញាតូលដោយភាពយន្តបង្កើត
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ស្ថានភាព និងអំពីសេវាជម្រើសមួយណាមួយដូចជា ខ្សែការដែលនឹងបង្កើតការប្រកបដោយ

ប្រការ និងអំពីសេវាជម្រើស

ទូទៅ 13: ឃ្លាំងទេសាច់ស្ថានភាពរូបភាព និងអំពីសេវាជម្រើសត្រូវបាន
បង្កើតការប្រកបដោយសមារម្មិតនេះត្រូវបានអនុញ្ញាតូល ឬឬអនុញ្ញាតូលដោយភាពយន្តបង្កើត
ការប្រកបដោយសមារម្មិតនេះត្រូវបានអនុញ្ញាតូល ឬឬអនុញ្ញាតូលដោយភាពយន្តបង្កើត
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ទូទៅ 14 និង 15: សកម្មភាពអង្គការប្រកបដោយសមារម្មិតនេះត្រូវបាន

ប្រការ 1: រាជធានី

ប. រាជធានីអំពូលកំណាត់ការ

- បញ្ជាក់រូបភាពកំណាត់ការលេខ៤លេខ៤០ សំបាំងសំណ្រាការ
- សំបាំងសំបាំងសំបាំងសំបាំងសំបាំងសំបាំងសំបាំងសំបាំង
- រូបភាព និង អំពីសេវាជម្រើសរូបភាព (មូលនិធី, មូលនិធី, មូលនិធី, មូលនិធី, មូលនិធី និង រូបភាព)
- រាជធានីអំពូលកំណាត់ការ

ច. រាជធានីអំពូលកំណាត់ការ (ច)

គ. រាជធានីសីតុង

- អំពូលកំណាត់ការនៃរូបភាពបច្ចេកវិទ្យាអំពូលកំណាត់ការ និង អំពូលកំណាត់ការ
- អំពូលកំណាត់ការនៃរូបភាពបច្ចេកវិទ្យាអំពូលកំណាត់ការ និង អំពូលកំណាត់ការ
- អំពូលកំណាត់ការ

ណ. អំពូលកំណាត់ការ

- អំពូលកំណាត់ការនៃរូបភាពបច្ចេកវិទ្យាអំពូលកំណាត់ការ និង អំពូលកំណាត់ការ

-C:/Documents and Settings/Administrator/My Documents/National workshop - 13-14 February 2008/Workshop Document-Lao.doc
Annex 22: Final Workshop Handouts (Lao)

บทที่16: จัดซื้อและจัดจ้างงานบริการในมาตรฐานการบริการที่จะต้องใช้ และ การจัดทำวัสดุ ที่จำเป็น สำหรับผู้ประกอบการ๒

- จัดซื้อและจัดจ้างงานบริการในมาตรฐานการบริการที่จะต้องใช้ และ การจัดทำวัสดุ ที่จำเป็น
- จัดซื้อและจัดจ้างงานบริการในมาตรฐานการบริการที่จะต้องใช้ (ฉบับแปลวิจัย)
- จัดซื้อและจัดจ้างงานบริการในมาตรฐานการบริการที่จะต้องใช้ (ฉบับแปลผู้ดำเนินการ)
- จัดซื้อและจัดจ้างงานบริการในมาตรฐานการบริการที่จะต้องใช้ (ฉบับแปลผู้ดำเนินการที่มีผลต่อสิ่งแวดล้อม)

บทที่17: งานที่จำเป็น และ งานที่จำเป็นอย่างยิ่ง

- จัดทำและจัดทำเอกสารที่จำเป็นอย่างยิ่งที่ต้องดำเนินการ ตามกฎหมาย
- จัดทำและจัดทำเอกสารที่จำเป็นอย่างยิ่งที่ต้องดำเนินการ ตามกฎหมาย
- จัดทำและจัดทำเอกสารที่จำเป็นอย่างยิ่งที่ต้องดำเนินการ ตามกฎหมาย
- จัดทำและจัดทำเอกสารที่จำเป็นอย่างยิ่งที่ต้องดำเนินการ ตามกฎหมาย
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*ប្រការពណ៌នា:* ស្របសឹង (សេដ្ឋកិច្ច) និង វិស្សិតបណ្តុះបណ្តាល និង សុខជាតិប្រវត្តិរថយន៍
Proceedings of Break-Away Sessions

1. Break-away sessions
There were in total 128 women and men who participated in the break-away sessions. They were split into four groups of the following categories:

- Directors of MAF Departments and PAFOs
- Personnel
- Planning
- Agriculture and Forestry Extension Service

2. Proceedings
Break-away sessions started with the nomination of the chairperson, resource person and the note-taker for each group. After the election, the chairperson briefed the participants about how the sessions will proceed.

The resource person of each group reviewed the documents which are common to all groups. They cover in total five topics (see details in the annexes). They discussed what would be the implications of these proposed measures to their areas of work. Afterwards they reviewed the issues that ADB TA identified in terms of institutions and human resource quality pertaining to gender mainstreaming by using the power point slides (TA presentation). These reviews and discussions took of the whole afternoon of the first day.

The documents which were explored included:

1. The whole-of-MAF-Mechanism of Gender Mainstreaming;
2. Draft MAF Resolution on whole-of-MAF-Mechanism of Gender Mainstreaming;
3. Human Resource Development;
4. Affirmative Action: and
5. Mandates and Terms of References of the Gender Mainstreaming Network.

Next morning, each group discussed the proposed measures for gender mainstreaming in both common topics and their specific topics. All participants explored the questions which were attached in the resource materials as the discussion guides.

Through the facilitation of resource persons, the participants of each group discussed whether or not the proposed measures were feasible indeed and whether or not they could comfortably implement the proposed plan of action during the next twelve months.

Finally, PAFO participants reviewed and discussed what they can do once a similar system of gender mainstreaming be introduced.

3. Summary
In the section to follow, details on the nomination of personnel, apart from the proposed discussion questions, the issues raised in each break-away session and the presentation by the group representative/resource person.
3.1 Group I: Directors
In total, there were twenty-three participants with five being women. The group nominated Mr. Khamthieng Phousavath, the Deputy Director of NAFES, as the Chairperson and Mr. Somphong Padeechit, the Director of Luang Prabang PAFO as the resource person and presenter, and Ms. Pingkham Latsasima, Deputy Director-General, Department of Livestock, as the reporter.

Except Ms. Pingkham Lassasima (Gender Focal Point, former Director of Human Resource), all stated that before attending this workshop they were not aware of NCAW/Gender Mainstreaming structure (National, Ministerial, Provincial).

The participants of this group received the NCAW brochure including the Decree of the Prime Minister of 1 May 2003 on the establishment of the National Commission for Advancement of Women. It was a useful brochure to raise their aware of the National Policy for the Advancement of Women and the government’s institutional framework for its implementation. After this session, the participants were convinced that they are now ready to implement the Ministerial decision. The following sections summarize their discussion:

**Agreement:**

Directors of MAF Departments and PAFO agree:

1. The proposed Gender Mainstreaming mechanism, including the establishment of the Gender Mainstreaming Network in Agriculture and Forestry sector at all levels (Central – Provincial/Districts): and
2. The proposed Plan of Action.

**Additional Proposals:**

Directors of MAF Departments and PAFO propose:

The responsible managers who direct the whole process will be the Deputy Directors of Departments, NAFRI, NAFES, PAFO, and DAFO as the Directors are always busy for overseeing their portfolio.

We need specialist Units or Divisions with clear job descriptions, qualified specialist staff equipped with knowledge and skills in gender studies. They should have sufficient budget to implement the proposed interventions.

MAF will need to disseminate the whole-of-MAF-Mechanism of Gender Mainstreaming to all MAF sub-sectors and Departments in order to establish the organizational structures across the country to implement gender mainstreaming strategy in a systematic way.

MAF should issue an official statement for the above so that all parties at all levels will understand and establish the organizational structures rapidly.

3.2 Group 2: Personnel
In total, there were 29 persons in this group with four being women. They unanimously nominated Mr. Bounthavy Sayaphet, the Director, Division Human Resource Development, Department of Personnel, as the Chairperson, and Presenter, Ms. Keomany, Head of Personnel, Sekong Province, as the Resource
Person, Ms. Chanthamaly Souksavath, Head of Administration, PAFO LuangPrabang as the Reporter.

Most participants in this group requested further clarifications about the proposed MAF mechanism for gender mainstreaming, ranging from different roles envisaged for Lao Women’s Union and the National Committee for the Advancement of Women, the reason why now gender mainstreaming is tasked to NCAW, but not LWU to the definition of sex-disaggregated data and its use in planning.

After some clarifications made by Ms. Sisomphet Souvanthalisith, participants became more comfortable to discuss gender mainstreaming in Personnel and Organization work.

**Agreement:**

Department of Personnel and PAFO Personnel Sections agree:

1. Gender mainstreaming will be mandated into the organizational structures and duty statements of all Departments, NAFRI, NAFES;
2. Database on MAF workforce will continue being sex disaggregated; and with the introduction of additional statistical analysis, Personnel will describe the nature and extent of gender inequality;
3. Review the existing data collection and management system to see whether there are any gender biases;
4. Analyze what measures are required to facilitate the implementation of gender mainstreaming strategy: and
5. Continue to improve the quality of gender statistics on MAF workforce.

**Additional Proposals:**

Department of Personnel and PAFO Personnel Sections propose:

1. Appoint responsible officers for gender mainstreaming in human resource development and management;
2. Seek technical support from the Division for the Advancement of Women and Centre for Information and Statistics to provide the quality statistical data: and
3. Please add: MAF (PSO/CAW Division) Oversee that each sub-sector will elaborate its own strategic plan for gender mainstreaming.

**3.3 Group 3: Planning**

There were thirty-one participants in total with seven being women. The group nominated Ms. Vivanh Souvannamethy, the Deputy Director of MAF Information and Statistic Center, Department of Planning as the Chairperson, Mr. Somsey Vilaythong, the Head of Planning, Phongsaly PAFO, as the Resource Person and Presenter, and Ms. Bouaphanh Sengmany, Deputy Director, Division of Investment, Department of Planning as Reporter.

The group focused its discussion on gender mainstreaming into the official statistics/data/information. Thus far, MAF has not yet integrated gender into its official management information system. At the broader level of government, the availability of gender statistics is limited. Up to this point, MAF has not introduced gender in its reporting format. Although there are many gender-disaggregated institutional indicators, they were left uncollected. The participants also pointed out that even if
there are some gender statistics, they are hardly used in the process of MAF official planning. They recognized that significant amount of professional training is necessary for the planners to understand gender statistics and gender-integrated planning. The following sections highlight what they agreed and proposed in addition to the proposed gender mainstreaming measures:

Agreement:

Department of Planning and PAFO Planning Sections agree:

1. Collect sex disaggregated data/information relevant to line Departments and PAFOs according to their mandates and Job Descriptions: and
2. Nominate responsible officer (Gender Focal Point) at each level, develop detail term of references, elaborate action plan with suitable budget like for other technical work

Additional Proposals:

Department of Planning and PAFO Planning Sections propose:

1. MAF elaborates the final organization framework, and issue the official note for the application at each level;
2. MAF appoints the Deputy Directors of Department, NAFRI, NAFES and PAFOs to be the responsible managers for gender mainstreaming because they are responsible for the relevant technical expertise and PAFO operations: and
3. MAF develops a monitoring and evaluation system to measure and track progress of gender mainstreaming.

3.4 Group 4: Extension
There were in total forty-five participants with fifteen being women. The group nominated Ms. Nouhak Liebmixay, Gender Focal Point of NAFES and an extension officer from the Livestock Department as the Chairperson, Mr. Viengkham Sayaphone, the Director of Khammouane Extension Center as the Resource Person and Presenter and Mr. Thongsavanh Phanthanavong as the Reporter.

Agreement:

NAFES and PAFEC agree:

1. The introduction of the-whole-of-MAF mechanism for gender mainstreaming and the proposed plan of action;
2. The proposed processes of gender mainstreaming in extension service because NAFES is currently implementing it in their extension work: and
3. To increase women technical officers at Central, PAFO, DAFO level by 10% per year for the next promotion rounds to come. These will be achieved only through long-term, well-coordinated and persistent efforts.

Additional Proposals:

NAFES and PAFEC propose:

1. The responsible managers who direct gender mainstreaming at the level of
4. **Summary of the Agreement made by the workshop participants**
The results of the agreement and proposals stipulated in the presentations can be summarized as below:

1. There is a need to set up the organizational structure to implement gender mainstreaming strategy in MAF;
2. The Deputy Directors of all business units (Departments, Institutions, and PAFO) should be in charge of directing processes for the advancement of women, instead of Directors;
3. To ensure gender equality principles to be mainstreamed, there is a need to appoint gender focal point officers in each department formally.
4. All groups agreed with the proposed Plan of Action (2008-2010). They are now aware of their official tasks;
5. Each line Department needs to elaborate its Plan of Action for gender mainstreaming (with technical backstopping of MAF Gender Division);
6. They proposed that Gender Mainstreaming Policy and Strategy has to be disseminated at all levels (Central, Provincial, District level); and
7. The results of the workshop and the Action Plan agreed in the workshop must be disseminated at PAFO level in order to have a similar process of implementation at all Provinces.

5. **Concluding Points by the Workshop Chairperson**
After the presentations, Dr. Ty Phommasack, Vice-Minister, highlighted the following issues:

Up to this point, the promotion of gender equality has been dealt seriously at the level of projects, for example, through the Lao-Swedish Forestry Project and many others supported by donors, international financial institutions, and UN agencies. Line departments have not paid sufficient attention to provide equal opportunities for women to participate in various project activities. There was no single clearing house for all these experiences to be pooled and disseminated, either.

Under the new instruction, MAF will pay serious attention to promote gender equality and women's advancement. To implement affirmative action measures, MAF organizations at all levels will consider the promotion of women into all posts, especially into the decision-making posts. It will also recruit more women as its staff, and provide them with training opportunities to upgrade their knowledge and skills and enhance their opportunities in the world of work to utilize and expand their competencies.

Lao Women's Union is under the command of Party, but the NCAW, Ministerial CAW...
and the Division for the Women’s Advancement and the Network for gender mainstreaming belong to the government. Thus, all the government officers/employees are now due to implement this MAF instruction. Promotion of gender equality is no longer a marginal work to our mandate and duty statements. It is with us as the mainstream topic.

The responsible person at the level of Department does not necessarily have to be the Deputy Director. Just because I am a Vice Minister, my counterpart does not have to be the Deputy Director. In fact, in the Department of Forestry, the Director is the responsible for the Advancement of Women.

Extension work needs to introduce various types of agricultural technology in order not only to enhance women’s and families’ productivity in productive activities to raise income, but also to reduce women’s workload and hardship in reproductive activities. Extension workers should also motivate men to help women in reproductive work so that women can have more time to relax and access to learning opportunities.
Workshop Report
Gender Mainstreaming in Agriculture and Forestry
(translation by the Permanent Secretary’s Office)

With a reference to the Party Policy, the Constitution and laws of the Lao PDR, and International Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the implementation of the Millennium Development Goals in the Lao PDR (MDGs) and the Beijing Platform of Action, and with the approval of the Minister of the Ministry of Agriculture and Forestry 0235/AF dated 1st February 2008, the Permanent Secretary Office, the Division of the Advancement of Women with the support provided by the Asian Development Bank (ADB) organized the Workshop on the Progress of Gender Mainstreaming in Agriculture and Forestry which was chaired by Dr. Ty Phommasack on 13-14 February 2008 at the Conference Hall of the Ministry of Agriculture and Forestry.

The participants of the workshop were from the MAF Committee for the Advancement of the Women which comprised of the Department, NAFES, NAFRI Directors and Deputies Directors, Provincial Agriculture and Forestry Department and District Level and MAF Gender Focal Point Officers, expatriate and local Project Advisors of MAF Programme/Projects (SUFORD, LEAP and JICA). There were also many guests from different organizations, for example, the Director of the National Committee for the Advancement of Women Secretariat Office (NCAW) and Delegates from line ministries, namely Lao Women’s Union (LWU), Gender Resource and Information Development Center (GRID), Lao National Mekong River Commission, delegates from the Ministries of Health, Education, Transport and Public Service, and Labour and Social welfare, and National Statistics Center (NSC, which is now under the Ministry of Planning). In addition, there were participants from the Asian Development Bank represented by Mr. Gil-Hong Kim, the Representative of Lao Resident Mission, ANU Enterprise of the Australian National University, Mekong River Commission (MRC), United Nation Organizations, namely FAO, UNFPA, and UNDP, and representatives of bilateral donor agencies such as JICA and FINNIDA. In total, there were 160 participants with which approximately 70 being women, and 90 men.

There were four objectives in this workshop, namely:

(1) The-whole-of-MAF mechanism for gender mainstreaming is disseminated;
(2) ADB TA accomplishments are disseminated;
(3) Best practices accumulated through the externally-funded gender-integrated projects are disseminated: and
(4) Concrete measures for the advancement of women to be adopted by the four functional offices, namely planning, personnel and extension services for the next twelve months, are discussed and made public as commitment.

The two day workshop was organized on 13 and 14 February 2008 with two parts:

1. Plenary sessions which included presentations on the-whole-of-MAF mechanism for gender mainstreaming, Policy context pertaining to Gender Mainstreaming in Agriculture and Forestry, and ADB TA accomplishments: and

2. Four break-away sessions on: (1) Policy, (2) Planning, (3) Personnel and (4) NAFES. Each group was moderated by the chair elected by the participants.

Dr. Ty Phommasack, Vice Minister MAF, member of the National Committee for the
Annex 24: Workshop Report: Gender Mainstreaming in Agriculture and Forestry

Advancement of Women (NCAW) made an opening speech, stressing the importance of roles that women play in the society and a need for their increased participation in decision-making in agriculture and forestry production, processing and marketing. Gender must be tackled not only at the MAF’s institutional level, but also at the household level as well. Women need to be supported in farming, reproductive and community-based activities through the provision of appropriate technology and tools to reduce their labour and working hours and to increase productivity. MAF extension officers have to involve women farmers into their extension services, both training and development activities.

The Vice Minister stated that recently MAF established the system of gender mainstreaming to promote gender equality in MAF, but the guidelines and tools have not been well developed. The Whole-of-MAF Mechanism for gender mainstreaming will enable the institutionalization of gender equality into all sub-sectors and at all levels and mainstreaming gender equality right at the heart of MAF mandate, no longer at the MAF’s LWU. He stressed the fact that women’s participation in all sub-sectors is a matter of fact. Male colleagues and managers thus need to consider rendering support to the promotion of women by various measures, including the provision of equal opportunities in training and capacity-building activities. He requested the participants of the workshop, especially the Directors of Departments and PAFO, planners, human resource managers, and agriculture and forestry extension officers, to discuss the feasibility of the recommended gender mainstreaming measures and their action plan for gender mainstreaming for the next twelve months.

Dr. Gil-Hong Kim, Country Representative ADB Resident Mission delivered a speech, stating that ADB TA entitled Capacity Building for Gender Mainstreaming in Agriculture and Forestry in Lao PDR is one of the catalytic attempts by ADB to promote gender equality in the institutions and programs in agriculture and forestry sector. Its design draws on globally recognized best practices in gender mainstreaming which were already tested in agriculture and forestry sector of the neighboring countries such as Vietnam and Cambodia.

Dr. Kim stressed that gender mainstreaming strategy is not just a strategy for the promotion of gender equality in MAF workforce. Most importantly, it is to promote gender equality among women and men in agriculture and forestry production as was stated in the Article 14 of the Convention of the Elimination of Discrimination Against Women (CEDAW) which calls for the member states to address the special needs of rural women who are otherwise isolated from various social services.

Ms. Vannaly Saphanthong, the Deputy Director of the Permanent Secretary responsible for the direction of the Women Advancement and Gender Mainstreaming at MAF and the President of the MAF LWU, made a power point presentation on the policy context pertaining to gender mainstreaming in agriculture and forestry, namely National Growth and Poverty Eradication Strategy (NGPES) and the National Commission for the Advancement of Women Strategy (NCAW). She emphasized the targets in the Advancement of Women stipulated in these documents: that is the annual increase of ten per cent in women’s access to training/information and agricultural technology.

She also pointed out the importance of gender mainstreaming process into the government structures, especially into agriculture and forestry and their relevance to the international legal and policy instruments (CEDAW, MDGs), and the gender integration into the implementation of NGPES and the mechanism of NCAW. MAF needs to commit itself to implement the relevant MDGs:
Goal 1 – Eradicate extreme poverty and hunger
Goal 3 – Promote gender equality
Goal 7 – Ensuring environmental sustainability
Goal 8 – Develop a global partnership for development.

In addition, she introduced the progress of the implementation of gender mainstreaming processes within MAF, especially the creation of the Division for the Advancement of Women, and the institutionalization of gender equality into the Agriculture and Forestry Development Strategy. She also discussed the importance of the coordination and collaboration with relevant stakeholders such as LWU, line ministries, and local administrations.

Mr. Simon Cann-Evans, General Manager, Projects Division, the Australian National University Enterprise (ANUE) presented the TA team members and the TA Project outline on Capacity Building for Gender Mainstreaming in Agriculture and Forestry in Lao PDR implemented through its four components, namely (1) creating an Institutional Framework for Gender Mainstreaming; (2) building capacity for gender Mainstreaming; (3) gender-responsive and pro-poor agricultural extension services; and (4) pilot activities for capacity-building.

Dr. Kasumi Nishigaya, the Gender Analysis Specialist, acting TA Team Leader introduced the Institutional and Human Resource Analysis and expected TA deliverables:

→ Gender mainstreaming framework
→ Human resource development strategy for gender mainstreaming
→ Affirmative action measures

The research methods were also introduced e.g. the analysis of the rules, structures, systems/practices, profile of MAF Human Resource, attitudes/behavior, planning cycle /content / methods. She started with the definition of the institution which is the “rules of the games” and dynamic responding to changes. There are formal and informal institution which are social norms, stable behavior that are outside the formal system which can influence the process of changes. She found that Agriculture and Forestry Sector Development Goals and Directive Measures for the Sixth Five Year Plan 2006 – 2010 has no statement on Gender, and it is the same as the Law on Foreign Investment; however the Forestry Strategy to the year 2020 has the provision for the promotion of gender equality under 5.3.5 as a cross-cutting issue. The results of the analysis showed the followings:

- “Secretariat of CAW”: Not full-time
- Gender focal point officers: MAF LWU Representatives;
- Functions of all stakeholders and their relationships: other than MAF-CAW not clear: and
- All staff: heavy reliance on gender specialists rather than integrating gender as part of their own work.

Concerning the structure:
No department has integrated gender mainstreaming as part of their mandates/job descriptions formally yet.

Focal point officers were formal appointees (through Department of Personnel), but whether or not their performance was considered as part of their formal work in their performance review was not certain.

Assess also the initial draft of job descriptions of the Division for the Advancement of Women. It was evident that their critical role of monitoring and evaluation of gender mainstreaming was lacking.

Gender-disaggregated data were also presented e.g. statistics on population and socio-economic situation, representation of women and men in the MAF programs, representation of women and men in the MAF workforce.

Dr. Outhaki Khamphoui, Human Resource Development Specialist, Deputy Team Leader presented the results of Human Resource Development Activities. The ADB TA developed a **Systemic Gender Training Program** based on the training needs assessment, some observations and existing literature on gender training. The Training content is divided into two: generic component and customized for various target groups:

1) MAF senior managers: Dr. Khamphoui introduced concepts and approaches to gender and its application in agriculture and forestry, conducted a participatory SWOT analysis, assessed current situations on gender mainstreaming, and explored various measures to improve institutions for gender mainstreaming in agriculture and forestry;

2) Data/Information Officers: By using FAO’s SEAGA module on gender statistics, Dr. Nishigaya disseminated the steps involved in gender analysis; and produced some gender statistics from the available data. In total, there were three sessions: one at the national level and two in provinces, namely Savannakhet and Khammouane;

3) Training-of-Trainees: Dr. Khamphoui conducted a TOT session in order to strengthen the capacity of MAF trainers, especially their training skills;

4) Extension officers:

LEAP: In collaboration with LEAP, Dr. Khamphoui conducted gender awareness training courses for five northern provinces targeting DAFO officers. As LEAP does not consciously integrate gender equality into its program, Dr. Khamphoui provided it with interactive sessions as part of its participatory rural appraisal (PRA) workshops and training activities.

SUFORD: In collaboration with SUFORD, Dr. Khamphoui and Mr. Phommachack conducted pilot activities on gender equality capacity building in Song Khone District, Savannakhet Province. In this approach, a whole cycle approach for gender mainstreaming was introduced, starting from gender awareness to gender-integrated planning, implementation of gender-responsive agriculture and forestry extension services, and monitoring. The mode of delivery included not only class room and face-to-face styles, but also field exercises virtually implementing together gender-integrated PRA, the application of inclusive approach of extension services, and participatory monitoring exercises, involving women and men in the villages.

Based on her findings from the post-training assessments, Dr. Khamphoui found out that the training participants retained knowledge and skills and used them partly in their work.
For their learning outcomes to be fully useful, we now wait for the official launch of the whole-of-MAF Gender Mainstreaming Mechanism. Dr. Khampoui found that the utilization of knowledge and skills from her training courses is higher among the extension service officers partly due to the fact that there are many project opportunities. In addition, they received practical tools such as training manual, monitoring and evaluation matrix, tips for agriculture extension service workers as part of the training package.

Mr. Phet Phommachack, Agriculture Extension Specialist, integrated the findings from the market survey and participatory study on firewood collection and energy-saving cooking by using energy-saving stoves into the actual extension service. He used the pedometers and energy-saving stoves as entry points to encourage women’s participation into extension service activities. Since rural women walk for a long distance to collect firewood and shoulder heavy workload of household chores, this was proven as an interactive and exciting way for women to realize their heavy burden and as a concrete and tangible way to reduce their burden in reproductive activities.

He made a photo presentation, showing the whole processes in which DAFO extension officers conducted the market survey to define the training content and participatory study on firewood collection and cooking time/firewood amount. Pictures highlighted the whole participatory processes of firewood collection, measuring the distance women talked by pedometers and time women took by watch, and weighing the amount of firewood that women collected. Women who did not have these energy- and time-saving devices and thus came from the poorest segments of two villages conducted these studies to understand their own situations. At the conclusion of these studies, they received energy-saving stoves from TA Team with the approval by MAF, PAFO and DAFO.

In concluding TA presentation, Dr. Kasumi Nishigaya, the Gender Analysis Specialist and acting TA Team Leader presented recommendations to MAF:

- Adoption of MAF Decree for Gender Mainstreaming with the most important feature being the clearly defined policy goals, namely (1) to advance women workforce and (2) to promote gender equality in agriculture and Forestry (document 1);
- Institutional Development and Strengthening, finalizing the Whole-of-MAF Mechanism for Gender Mainstreaming, including Gender Network connecting all MAF Departments; integrating and institutionalizing gender equality into MAF mandates and job descriptions and gender statistics and tools (document 5);
- Human resource development for gender mainstreaming in MAF programs (document 4);
- Implementation of affirmative action plan measures (document 5): and
- Strengthening the gender-responsive pro-poor extension service approach (documents 17 and 18)

12.00 - At the end of the above presentation, the Vice Minister invited participants to ask questions or give comments. Ms. Chandy Pankeo, the Director of the NCAW Secretariat office praised the effort of MAF to strengthen the Advancement of Women and gender mainstreaming processes by strengthening the whole system. She clearly raised the difference between CAW which is the government structure and LWU, a mass organization. She underlined the commitment of MAF for the implementation of the National Strategy for the Advancement of Women, namely the implementation of the Action Plan 1: Enhance women’s active participation in the implementation of the
National Growth and Poverty Eradication Strategy (NGPES) for the entire population and women themselves; and Action Plan 4 and 5 which relate to every NCAW line Ministry member, namely to increase the number of women in decision making position at all levels, and to strengthen national machineries that protect and promote the advancement of women. She added that the stereotypic assumptions that women are not suitable and not ready to work to the field work have thus far created obstacles for their promotion. Women officers were left behind at the time of performance evaluation as they lack field experiences as men.

The Vice Minister thanked Ms. Chandy Pankeo for the clarification. The morning sessions were close on 12.40, and then the participants were invited for lunch.

13.30 - In the beginning of the afternoon session, the Vice-Minister invited participants from line ministries to present their views. The Central Lao Women Union delegate, Ms. …, Deputy Director of Department of Development commented that the current workshop is a promising initiative to urge Women’s Empowerment and Gender Equality. MAF would be a model that other organization could learn how to strengthen the structure and implement the Policy on Gender Equality. Ms.…, delegate from the Ministry of Labor and Socio Welfare, as well as Ms….., from the Ministry of Transport and Communication, express appreciation to be invited and had opportunity to learn from the workshop and later the will report to their boss.

14.00 - Ms. Vannaly Saphangthong introduced the breakaway session processes, and then 14.30 - the participants were split into 4 groups (with the total of 128 participants) and started discussion based on reference materials/handouts (17 topics in total).

(1) The “Director Group” with total of 23 participants, of these 5 women, selected Mr. Khamthieng, the Deputy Director of NAFES, as chairperson/moderator and Mr. Somphong, the Director of LuangPrabang PAFO as the presenter.

(2) The “Planning Group” – with 31 participants, of these 7 women, selected Ms. Vivanh Souvannamethy, the Deputy Director of MAF Information and Statistic Center, as chairperson/moderator, and Mr. Somsey, the Head of Planning, Phongsaly PAFO, as the presenter.  
(3) The chairperson of the “Personnel Group” was Mr. Bounthavy, the Director of Human Resource Development, Personnel Department. The participants of the group were 29 persons, of these 4 women, and 
(4) The chairperson of the “Extension Service Group” was Ms. Nouhak Liebmixay, extension project from fishery Department, and the presenter was Mr. Vieng kham, the Director of Khammouane Province Extension Service. The total number of participants of the group were 45 persons, of these 15 women.

As content of the breakaway sessions, participants carried out followings activities e.g. review the documents which are common to all groups and discuss implications to their areas of work; then review the issues that ADB TA identified in terms of institutions and human resource quality pertaining to gender mainstreaming by using the power point slides.

Second Day - The group discussions continued in morning session. After the break, at 10.30 the groups made presentations which results can be summarized as follows:

1. There is need to set up organization structure or Unit for Gender Mainstreaming with clear mandates and job description in Ministry Departments, NAFRI,
NAFES level as well as at Provincial Agriculture and Forestry (PAFO) level; and the organization should be with staffed by qualified officers.

2. The directors and deputies (group) agreed that in the structure they are the responsible person to lead the process of women’s advancement and gender mainstreaming at their organization.

3. All groups stated they agreed with the action plan and they are aware of their task

4. Each Departments and levels need to elaborate its Strategic Action Plan on Gender with technical backstopping of MAF Gender Division

5. They proposed that Gender Mainstreaming Policy and Strategy has to be disseminated at all levels, central to local level; and

6. The results of the workshop and the Action Plan agreed in the workshop must be disseminated at PAFO level in order to have a common process of implementation.

13.30 - Ms. Sisomphet Souvanthalisit presented the Action Plan developed for the next 12 months 2007-2008. Participants did not have any comments as basically they reviewed and agreed on the proposed action plan recommended by the TA.

14.00: PSO Office presented the wrap up/proceeding and ask participant to make comments. Mr. Khamthieng, the Deputy of NAFES requested the Ministry to send official note to MAF line Departments and PAFO to set up the organizational structure of Gender Mainstreaming, as immediate follow up activity after the workshop.

3. 00 onwards, Dr. Ty Phommasack, Vice Minister MAF held Closing Remarks by highlighting the assignment of MAF to all participants to implement all agreement that they made through the presentation of the group discussions. The MAF Departments, NAFRI, NAFES, PAFOs are assigned to elaborate organizational structure in their institution and it has to be fit to the Agriculture and Forestry mandates and Job Description.

The Vice Minister extended appreciation on the achievement of the workshop and extended his sincere thank to all participants for their active contribution, and special thanks to the Asian Development for the TA support and to contribute meaningful inputs for the success of this workshop. He looks forwards to receiving further collaboration and assistance in the future to continue the Gender Mainstreaming and Women’s Advancement process.

The workshop was closed by 15.45 and was considered successful.
 Annex 25: MAF Resolution for Gender Mainstreaming in Agriculture and Forestry (Lao)

ยัดติผลการแก้ไข

กฎกติกาและข้อบังคับเกี่ยวกับการเจริญเติบโต-ดูด

ที่จะเผยแพร่และแบ่งปัน

เพื่อสนับสนุนแผนแม่บทการแก้ไข

กฎกติกาและข้อบังคับเกี่ยวกับการเจริญเติบโต-ดูด ใน 4 แซงทุกการแก้ไข และแบ่งปัน ครั้งแรกฉันท์ที่ 1, ตั้งแต่เดือนมกราคม 2008, ที่มีความ

ต้องการและแบ่งปัน, ได้รับการสนับสนุน แบบแผนการแก้ไข และแบ่งปันด้วยมูลค่า

มากพอที่จะใช้ในการจัดทำบัตรหลักได้ถูกต้องตาม

ตามที่ 4 และ 13 มาตราทางนั้นมี

ประสิทธิภาพ ที่มันจะเจริญเติบโตด้วยการ

และที่สามารถถูกแทนที่ด้วยการเจริญเติบโตในนายด่านที่เหมาะสมต่อ

การแก้ไข

กฎหมาย ญี่ปุ่น ภายใน dobrum ญี่ปุ่น ได้ยินข้อมูล โทษยุ่น

แบบแผนการแก้ไขโดยประสิทธิภาพต่อ

และจุดประสงค์ที่ใช้สอดคล้องบัตร

เรื่องที่ 1 ตามเปาจึงเห็น

บัตรโครงการ ด้านที่ 2 ตามมาค ที่มาให้ที่มีไลน์ที่ผ่าน

ในกฎหมาย

เป็นไปตามเปาจึงเห็น

และข้อบังคับในญี่ปุ่น

และมีคู่มือการเปาเป็นขั้นตอนต่อไป, บัตรทุกที่

และวิธีการเจริญเติบโต-ดูดเดิ่นในระยะเวลาที่ผลสัมฤทธิ์

และแบ่งปันดังนี้:

1. ประโยชน์เพื่อสิ่งส่งเสริมความก้าวหน้าของเมืองในระยะเวลาที่ผลสัมฤทธิ์

1.1 เส้นทาง

เป็นแบบธรรมเนียมวิทยาศาสตร์ เพื่อส่งเสริมความก้าวหน้าของเมืองในระยะเวลาที่ผลสัมฤทธิ์

และแบ่งปัน (ฝ่ายอย่างเช่นวิทยาศาสตร์) เพื่อเข้าถึงผลการส่งเสริมที่เหมาะสมของความก้าวหน้าของเมือง

และ

ฐานที่มีความสูงกว่าระยะเวลาที่ผลสัมฤทธิ์และแบ่งปัน.

2. จุดประสงค์ของกฎหมาย
3. บัณฑิตศึกษาภูมิภาค

บทบาทภูมิภาค จะวางแผน ปิ่น 6 ปีก่อนเพื่อยับลุ้นเป็นการเรียนรู้อย่างมีระบบ

• เตรียมผู้ที่จะทบทวนงบประมาณที่มีเกี่ยวข้องกับสิ่งที่เกิดขึ้นในภูมิภาค ทั้งหมดกับภูมิภาคตัวอย่าง.

• ยิ่งขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้นขึ้น

4. หรือกว้าง / หรือกว้าง

4.1 ปัจจุบัน ที่บูรณาการที่มีเกี่ยวข้องกับสิ่งที่เกิดขึ้นกับสิ่งที่เกิดขึ้นกับสิ่งที่เกิดขึ้นกับสิ่งที่เกิดขึ้นกับสิ่งที่เกิดขึ้นกับสิ่งที่เกิดขึ้น
Annex 25: MAF Resolution for Gender Mainstreaming in Agriculture and Forestry (Lao)

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Annex 25: MAF Resolution for Gender Mainstreaming in Agriculture and Forestry (Lao)
Annex 25: MAF Resolution for Gender Mainstreaming in Agriculture and Forestry (Lao)

4.3 คำมั่งคงวิมาน และ อนุรักษ์สุขภาพพื้นที่ ยุค-ดุย ละท้ายและ ยกย่องเกียรติ
ในวิถีจอม ออกจากความแท้จรัสพร้อมทุกสิ่งทั้งกันและกัน

ธีมได้รับ:

- บือคุณ ยุค-ดุย ได้เรื่องแท้ในแบบเป็นจิตใจของบุคคล ซึ่ง สะท้อนบั้ม.
- สนธิจิตบือคุณ ยุค-ดุย ได้ที่ตั้งสูงขึ้น เชื่อมโยงในทุกวิภาคภูมิพล ยุค-ดุย ในทุก
 ทางความ
- ทวีปภูมิพลยุค ยุค-ดุย ได้ที่ตั้งจิตใจยุคพล จัด และ ยิ่งยุฒิภูมิพลยุคพล บันไดเป็น
 ทวีปจิตทั้งภูมิภูมิพล ทวีปสำนึก และ ประเมินจิตยุคพล.
- ผู้อยากทราบถึงการพัฒนาและแม้จะเจอกับและประเมินตัดทุกสิ่งทั้งกันใน
 ทวีปภูมิพลยุค ยุค-ดุย และ บัญญัติผู้ดูบังคับยุคพล และ ผู้ที่จัดและ ทั้ง

ธีมขึ้นมา:

- แบบเป็นจิตใจของบุคคลที่สะสมทุกสิ่งทั้งกันบือคุณ ยุค-ดุย
- สนธิจิตบือคุณ ยุค-ดุย ที่จะต้องผูกพันในถิ่นที่พื้นที่ได้เป็นมากในขณะที่ ทวีป
 ที่จัดและ ทั้ง
- ผู้ที่ตั้งจิตใจได้ทำความเข้าใจว่าบือคุณ ยุค-ดุย และ ทวีปภูมิพลจิตใจยุคพล บันไดเป็น
- ผู้ที่ตั้งจิตใจตั้งขึ้นที่ตั้งจิตใจยุคพล และ อนุภูมิพล และ อนุภูมิพลพื้นที่ที่ตั้งจิตใจยุคพล
 ทวีปยุคน์ ตั้ง ทวีปภูมิพลที่ได้เริ่มจากทวีปภูมิพลยุคพล ทวีปจิตใจยุคพล
 ยุคพล / ยุคพลทั้งผู้ที่ตั้งจิตใจ ยุคพล และ ทวีปภูมิพลยุคพล ยุคพล อยู่ในทวีปพล และ ทวีปภูมิพล
 ทวีปพล.
- ผสมผสานที่ผู้จัดทำ/ทวีปสถิตย์ในทวีปภูมิพล และ ประเมินทวีปพลล่าสุด.
- ทวีปภูมิพลผู้ขออนุญาตบุคคล ทวีปพล และ ประเมินทวีปพล สะท้อน ผู้ที่ตั้งจิตใจยุคพล
 ทวีปพล และ ทวีปพล.

4.4 ปัฏฐานวิมามะะคละความสุข และ ทวีปภูมิพลวัฒนาภูมิพลยุคพล และ ทวีปพลจิต
 ผู้ตั้งทวีปพลมาด้วยภูมิพลสัจจะกันและ ทวีปพล.

ยิ่งไปกว่า
Annex 25: MAF Resolution for Gender Mainstreaming in Agriculture and Forestry (Lao)

- ถ萆弟子วษีษฐิติภณธิษฐุบาลยุคู ขันธินิยมทั้งสิ้นบั้น, ขันธินิยมทั้งสิ้นบั้นของผลลัพธ์ และขันธินิยมทั้งสิ้นบั้น.
- ได้ทำการยึดหลักทุ่งที่เหมาะสมยุคู และ ประ นิยมให้กับระบบเป็นแบบทุ่งทุ่ง ทุ่ง และ ประนำทุ่งในรูปแบบทุ่ง และ ประนำทุ่ง (นี้พิจารณาจุดที่ และ ปัญหา).
- ได้ทำการยึดหลักทุ่งที่เหมาะสมยุคู และ ประ นิยมให้กับระบบเป็นแบบทุ่ง และ ประนำทุ่ง. ได้ ทำลายหลักทุ่งที่ในภาคภูมิภาคที่ไม่เหมาะสม (ปัจจุบัน), ทั้งผู้ที่ ยอมรับความสำนึก และ ยืนยันที่ เป็นความรู้.

ตัวอักษร:
- มาตรการยุทธศาสตร์ทางการเกษตรที่เหมาะสมยุคูและทุ่งที่เหมาะสมยุคู และ ปัจจุบัน ที่性感ใจให้ บั้นขันธ์ ขันธ์ และ ประนำทุ่งทุ่งของภูมิภาค. เขียนกับข้อเสนอแนะและ เบื้อง.
- บั้นขันธ์ที่เหมาะสมยุคูและทุ่งที่เหมาะสมยุคู และ ปัจจุบัน ที่性感ใจให้ขันธ์ขันธ์ ขันธ์ ประกอบ แสดงในทุ่งทุ่งทุ่งของภูมิภาค.
- ผู้ที่มีขันธ์ที่เหมาะสมยุคูและทุ่งที่เหมาะสมยุคู และ ปัจจุบัน ที่性感ใจให้ขันธ์ขันธ์ ขันธ์ ประกอบ แสดงในทุ่งทุ่งทุ่งของภูมิภาค.
- ผู้ที่มีขันธ์ที่เหมาะสมยุคูและทุ่งที่เหมาะสมยุคู และ ปัจจุบัน ที่性感ใจให้ขันธ์ขันธ์ ขันธ์ ประกอบ แสดงในทุ่งทุ่งทุ่งของภูมิภาค.

ตัวอักษร:
- บั้นขันธ์ที่เหมาะสมยุคูและทุ่งที่เหมาะสมยุคูในการเกษตรที่เหมาะสมยุคู และ ทำสิ่ง เกษมสร้างขึ้นเกิดขึ้นในแต่ละภูมิภาค หลากหลาย.
- บั้นขันธ์ที่เหมาะสมยุคูและทุ่งที่เหมาะสมยุคู และ ทำสิ่งเกษตรที่เกิดขึ้นได้ในแต่ หลากหลาย.
- ทำสิ่งปลูกขึ้นใบพืช, นิยมใช้ประโยชน์จากปลูกขึ้นใบพืช ขันธ์-ขันธ์, เป็นต้นในระบบที่ ผสมผสานกับขันธ์และมีลักษณะ.
- ขันธ์และสิ่งปลูกขึ้นใบพืชที่ใช้ประโยชน์จากปลูกขึ้นใบพืชที่มีประโยชน์ทางเกษตร เบื้อง (ผบ.ธุรกิจ) กฎหมาย.
- ขันธ์และสิ่งปลูกขึ้นใบพืชและสิ่งปลูกขึ้นใบพืชที่ใช้ประโยชน์จากปลูกขึ้นใบพืชที่มี ผลขึ้นการปลูกขึ้นใบพืชเป็นอย่างยิ่งต่อสิ่งของระยะยาว (การเกษตร, หลากหลาย).

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• ข้อมูล transporte และ คู่มือการให้บริการต่างๆ ตามกฎหมาย, รวมทั้งประสิทธิภายนอก
ในประเทศ, ตลอดเวลา.

ในปี 2007-2008, คณะจะมุ่งเน้นไปที่การดำเนินงานท้องถิ่น ทั้งนี้ วางแผน
เพื่อส่งเสริมความเข้าใจของผู้หญิงในแบบอย่างท้องถิ่น และยังมี 3 รูปแบบที่ ได้แก่
1) รูปแบบแผนปฏิบัติการ (แผนปฏิบัติการท้องถิ่นของผู้หญิง) ที่ต้องใช้
เพื่อการปฏิบัติงาน ท้องถิ่น และเพื่อการพัฒนาผู้หญิง-
ดูย ในการปฏิบัติ
2) แผนปฏิบัติการท้องถิ่น และ บังคับใช้บังคับท้องถิ่น ผู้หญิง-
ดูย หลักคำสั่งคณะ

5.1 ภารกิจระดับภูมิภาค ผู้หญิง-ดูย และ งานที่เกี่ยวข้องในภูมิภาค.
• แผนปฏิบัติการระดับภูมิภาคท้องถิ่นของผู้หญิง-ดูย ได้รับความสนใจจากภูมิภาค ทั้งนี้
จากภูมิภาค (แผนปฏิบัติการท้องถิ่นของผู้หญิง) ที่ต้องใช้
เพื่อการปฏิบัติงาน ท้องถิ่น และเพื่อการพัฒนาผู้หญิง-
ดูย ในการปฏิบัติ
• แผนปฏิบัติการระดับภูมิภาค (Action Plan) สำหรับปี 2007-2008 ข้อม
เจาะลึกจากผลการวิเคราะห์ และ ที่มีการตัดสินใจของคณะจะเป็นผู้มีส่วนร่วมไว้โดย
ผู้หญิง-ดูยของภูมิภาคเดิม.
• สรุปวิเคราะห์การดำเนินงาน และ แผนระยะยาว:
 1) รูปแบบแผนปฏิบัติการท้องถิ่นของผู้หญิง-ดูย และ บังคับใช้บังคับ
 2) แผนปฏิบัติการท้องถิ่น และ บังคับใช้บังคับท้องถิ่น ผู้หญิง-
 ดูย หลักคำสั่งคณะ

สถานที่: ประเทศลาว 5/08 สำหรับปี 09
รูปแบบการ: รายปี
รูปแบบการ: ทรงผล/บังคับยึดถือผลการจัดสรรงบประมาณ.

5.2 ภารกิจระดับภูมิภาคประจำปีที่ 5 บังคับใช้บังคับผู้หญิง-
ดูย โดยมีการกำหนดอุปสรรคต่างๆ ที่อาจ

5.2.1 สรุปผลการประเมินภูมิภาค
• ผลการประเมินภูมิภาคบังคับใช้บังคับผู้หญิง-
ดูย คาดต่อไปและมีการกำหนดอุปสรรคต่างๆ ที่อาจ
 1) กำหนดเป็นขั้นตอนทักษะการจัดการท้องถิ่น และ บังคับใช้บังคับ (ขั้นแรก และ ขั้นตอนที่สอง)

5.2.2 :focus on observable and measurable outcomes
- Clearly articulating in the.heading for gender mainstreaming in agriculture and forestry (Lao)
  and  
  providing measurable outcomes as measurable outcomes in agriculture and forestry.
- Ensuring the outcomes and indicators for gender mainstreaming in agriculture and forestry are
  clearly stated and monitored.

5.2.3 :focus on measurable and assessable framework.
- Setting clear and measurable goals for gender mainstreaming in agriculture and forestry (Lao)
  (headline topics) to be measurable and monitored.
- Identifying and measuring outcomes within the framework of gender mainstreaming in agriculture and forestry.
- Setting outcomes within the framework of gender mainstreaming in agriculture and forestry (Lao) as
  measurable and monitorable.

5.3 :focus on and prepare to mainstream gender aspects by gender.
  Framework and objectives
- Ensuring the framework for gender mainstreaming in agriculture and forestry (Lao)
  and measurable.

- Preparing for gender mainstreaming in agriculture and forestry (Lao) by gender.
  Framework
  and the main objectives
- Setting clear and measurable goals for gender mainstreaming in agriculture and forestry (Lao)
  and gender.
- Setting the framework and measurable goals for gender mainstreaming in agriculture and forestry (Lao)
  and gender.
- Ensuring that the framework and measurable goals for gender mainstreaming in agriculture and forestry (Lao)
  and gender are clearly stated and monitored.

5.4 :focus on and prepare to mainstream gender aspects.
  Framework and the main objectives
5.4.1 :focus on and prepare to mainstream gender aspects.
  Framework and the main objectives
- Setting the framework and measurable goals for gender mainstreaming in agriculture and forestry (Lao)
  and gender.
- Setting the framework and measurable goals for gender mainstreaming in agriculture and forestry (Lao)
  and gender.
- Ensuring that the framework and measurable goals for gender mainstreaming in agriculture and forestry (Lao)
  and gender are clearly stated and monitored.
II. ประกาศจัดตั้งผู้บริหาร ทablyเป็นโยบายนโยบายหญิง-ชาย

6.1. ทablyผู้บริหารสถานีการเกษตรยุคใหม่ในการพัฒนาสังคม และ ป่าไม้ แบ่งเป็น 2 ตัว ต่อ

(Managers-in-charge)

6.2. ทablyผู้บริหารสถานีการเกษตรยุคใหม่ในการพัฒนาสังคม และ ป่าไม้ แบ่งเป็น 2 ตัว ต่อ
1. ด้วยมติของสภาเกษตรกรแห่งชาติถึงความจำเป็นต้องจัดทำทบทวนเสนอพัฒนาบทบาทคุณค่าของผู้สตรีในกิจการเกษตรและป่าไม้ ทั้งในระดับปัญหา ทำพื้นฐาน ว่าจะจัดทำขึ้นไป ที่มีจุดบวก เพื่อเป็นที่ทำแผนขั้นต้น เป็นต้น。

2. บ่าย ทั้งในสิ่งแวดล้อมที่มีโอกาส เกี่ยวกับวัสดุและวัสดุในที่มีการเกษตรและป่าไม้ บ่าย ทั้งในสภาพภูมิศาสตร์ การเพาะปลูก ผลิตภัณฑ์  đứaที่เหมาะสม บรรพพตลอดทุก สมัยธุรกิจ.

3. โขนการร่วมมือกับธุรกิจที่เกี่ยวข้อง ซึ่งเมื่อพิจารณาจากที่มีการคัดค้านจากที่สูงกว่า ในที่มีการคัดค้านและ ลูกค้าส่งเสริมและผลิต เพื่อจัดทำขึ้นไป ยังไม่มีผลลัพธ์.

4. กลุ่มที่, ยังให้ความสำคัญกับ ระบบที่เป็นสิ่งแวดล้อมที่สูงกว่าความที่ ข้า. ถ้าถูกทำให้ผู้สตรีวิเคราะห์กันแล้วก็จะได้พิจารณาถึงในระดับทบทวน ท.ส.บ.เข้า ที่แบ่งควบคุม ลูกค้าบริการเป็นทุกที่ และ ต้องมีกับทุกที่ สาเหตุที่สำคัญ.

6.3. ข้อบุญของสุนัขที่มีจุดมุ่งหมายมาเรื่อยๆในต่างๆ,แล้วและ เป็น ไม่ปรากฏ, ขยายที่มีการทำอุปกรณ์ที่มีการคัดค้านทุกจะทำงาน และ ป่าไม้ แบบที่เกี่ยวข้อง และ ที่อยู่อาศัย โดยจะแบ่งสิ่งแวดล้อมที่มีการคัดค้านมาเช่นกัน (เริ่มจาก ขณะที่ ปีกิจ ยู-ดิจ ไม่มีทางไป). ขณะที่ดำเนินแบบสิ่งแวดล้อมที่ เท่าที่จะเป็น การคัดค้านที่มีการคัดค้าน และ อยู่ที่ต้องการ ถ้าบริษัท ทำบริษัท, ปีกิจยู-ดิจ สลับ ทำการ และ หิมราชาที่บุญต่อ. ขณะที่บริษัทกู้กันซอ ที่ไม่ได้ที่ต้องการที่ต้องการที่บุญต่อ. ภูมิที่ต้องการที่ต้องการที่ต้องการที่บุญต่อ. ถ้าบริษัทที่ต้องการที่ต้องการที่ต้องการที่บุญต่อ.

1. จะแบ่งสิ่งแวดล้อม, แล้ว, เป็นผู้ที่เริ่มต้น, ข้อบุญของสุนัข ที่มีสิ่งแวดล้อม สะอาดที่ควรจะแบ่งตัวแยะสิ่งแวดล้อม และ นั่นว่า และ ต้องจัดส่งภูมิที่ต้องการ สะท้อน ข้อบุด และ ข้อความ และ สะท้อนข้อคิดที่เกี่ยวข้อง (เรื่อง โจมตีสิ่งแวดล้อม และ สุขภาพต่อไป) และ แนะนippets ที่ต้องการ ไปที่บุญที่ต้องการ และ ลูกค้า ที่มีสิ่งแวดล้อมและ ให้ประโยชน์ต่อ สองสิ่งค้ำกว้าง, บางที่เกี่ยวข้องกับในที่มีการเลือกเวลา ซึ่งเป็นต้น.
2. ແຂວງການປັກມັນແທ້ທຸກຄັ້ງ ເອື່ອນເພບໃຫ້ການນາຍການ/ສາມຄູນ ຕໍ່ການກໍ່/ເຕີ່ໄຊ ເສັ້ນສຶກ ຕໜ່ອທ່ານຊ່ອຍແປມຢູ່ໃນ ບ້ານແລະ/ແລະ.

3. ລວມການຊ່ວຍການຂອງຄືນ, ກະຊວງ ວັດທະນາທິບໍດະສາດ ໃນວັນກ່ຽວກຸມ, ເອື່ອນເພບໃຫ້ການນາຍການ/ສາມຄູນແທ້ທຸກຄັ້ງ ຕໍ່ການກໍ່, ແຂວງນຈັດຂອງການທີ່ຢູ່ແຕ່ ຫັ້ນລາຍການທີ່ສຶກ ຕໜ່ອທ່ານຊ່ອຍແປມຢູ່ໃນ ບ້ານແລະ/ແລະ. ດ່ວຍຈອງການກໍ່ທີ່ຢູ່ແຕ່ ຫັ້ນລາຍການທີ່ສຶກ ຕໜ່ອທ່ານຊ່ອຍແປມຢູ່ໃນ ບ້ານແລະ/ແລະ ຈ່າຍເຫດແຕ່ ເອື່ອນເພບໃຫ້ການນາຍການ/ສາມຄູນ ຕໍ່ການກໍ່.

6.4. ກະຊວງການອຸປະດູຂອງລາວ/ກະຊວງການພະບາງການຈັດຂອງການທີ່ສຶກ ຕໜ່ອທ່ານຊ່ອຍແປມຢູ່ໃນແທ້ທຸກຄັ້ງ ຕໍ່ການກໍ່ແລະ/ແລະ, ກະຊວງການ ຕໍ່ເຂົ້າ, ກະຊວງການພະບາງການຈັດຂອງການທີ່ສຶກ ຕໜ່ອທ່ານຊ່ອຍແປມຢູ່ໃນແທ້ທຸກຄັ້ງ ຕໍ່ການກໍ່ແລະ/ແລະ.

1. ແຂວງຊ່ອຍແປມຢູ່ທ່ານອະນະເລືອງການຈັດຂຶ້ນລາຍະການກໍ່ ຕໍ່ການທີ່ສຶກ ຕໜ່ອທ່ານຊ່ອຍແປມຢູ່ໃນແທ້ທຸກຄັ້ງ ແລະ/ແລະ

2. ແຂວງຊ່ອຍແປມຢູ່ການໄດ້ເຮັດວຽກໃນການຈັດຂຶ້ນລາຍະການກໍ່ ຕໍ່ການທີ່ສຶກ ຕໜ່ອທ່ານຊ່ອຍແປມຢູ່ໃນແທ້ທຸກຄັ້ງ

3. ແຂວງຊ່ອຍແປມຢູ່ທ່ານອະນະເລືອງການຈັດຂຶ້ນລາຍະການກໍ່ ຕໍ່ການທີ່ສຶກ ຕໜ່ອທ່ານຊ່ອຍແປມຢູ່ໃນແທ້ທຸກຄັ້ງ. ເອື່ອນເພບໃຫ້ການນາຍການ/ສາມຄູນ.

4. ກະຊວງການອຸປະດູຂອງລາວ/ກະຊວງການພະບາງການຈັດຂຶ້ນລາຍະການກໍ່ ຕໍ່ການທີ່ສຶກ ຕໜ່ອທ່ານຊ່ອຍແປມຢູ່ໃນແທ້ທຸກຄັ້ງ
1) ການເພື່ອກຳໆສີບຄົງທີ່ ອອກທີ່ ເຊິຍເສດ ໃສ່ໃຫ້ໂທລະທານທິບໍ່ພັດທະນາ.
2) ການກຳໆສີບຄົງທີ່ ມິດເຊິຍເສດ ເຊິ່ງໄດ້ສີບຄົງທີ່ ອອກທີ່ ອອກທີ່ ເຊິຍເສດ ໃສ່ໃຫ້ໂທລະທານທິບໍ່ພັດທະນາ.
3) ການຈັດບໍດວນສິນຄ່າທາງທີ ແລະ ການພັດທະນາທາງທີ ແລະ ການສິນຄ່າທາງທີ.
4) ການດຽວງານ, ການເພື່ອສິ່ງທີ່ ເຊິຍເສດ ໃສ່ໃຫ້ໂທລະທານທິບໍ່ພັດທະນາ.
5) ການລົງທະບຽນອົ້ມຊູ ແລະ ການສິນຄ່າທາງທີ.

6.5. ການຮັບຮອງສຶກສາທີ່ ຂຽງງາມຈາກການບົດຮຽນ

ແດ່ອານາຈັດຕັ້ງ ແລະ ມີໃຫ້ຄໍາແນະນໍາແລະອູມ້ອຍຈາກການຈດຕັ້ງງານທີ່ ເຊິຍເສດໃສ່ໃຫ້ໂທລະທານທິບໍ່ພັດທະນາ ແລະ ການຮັບຮອງສຶກສາທີ່ ຂຽງງາມຈາກການບົດຮຽນ. ເຊິກການສິນຄ່າທາງທີ ເຊິຍເສດ ໃສ່ໃຫ້ໂທລະທານທິບໍ່ພັດທະນາ. 

6.6. ການຕ້ອງຖ້າທີ່ ຂຽວງາມຈາກການນວນສີບຄົງ ແລະ ການແລະປະຄມແລະທາງທີ່ ຍື່ນເຊິຍເສດ ໄດ້ຮັບຮອງສຶກສາທີ່ ຂຽງງາມຈາກການບົດຮຽນ.

7. ການຮັບຮອງທາງ ແລະ ການຮຽນຮ່ວມ

ແດ່ອານາຈັດຕັ້ງສີບຄົກວ່າຂຽວງາມ ຍື່ນເຊິຍເສດໃສ່ໃຫ້ໂທລະທານທິບໍ່ພັດທະນາ ແລະ ການຮັບຮອງທາງ ເຊິຍເສດ ໄດ້ຮັບຮອງສຶກສາທີ່ ຂຽວງາມຈາກການບົດຮຽນ ແລະ ການຮຽນຮ່ວມ ເຊິຍເສດ ໄດ້ຮັບຮອງສຶກສາທີ່ ຂຽວງາມຈາກການບົດຮຽນ. ການຮັບຮອງສຶກສາທີ່ ຂຽວງາມຈາກການບົດຮຽນ ໃສ່ໃຫ້ໂທລະທານທິບໍ່ພັດທະນາ ແລະ ການຮັບຮອງທາງ ເຊິຍເສດ ໄດ້ຮັບຮອງສຶກສາທີ່ ຂຽວງາມຈາກການບົດຮຽນ.
ແມ່ນຄວາມກາວໜາ້ ເສມີ ຄວາມກາວໜາ້ ້ ທີ່ເກດີ ຂນື້ ພາຍຫງຼື້ ເຊັ່ນ ທີ່ໄດ້ຮັບຈາກບນດາັກມົງມີການຜະລດິ ການສໍາພາດສາລບໍ ການສະນບັສະໜູນຂອງບນດາັກມົງມີການຮອງລາຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນບັສະໜູນຂອງບນດາັກມົງມີການຮອງລາຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນບັສະໜູນຂອງບນດາັກມົງມີການຮອງລາຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນບັສະໜູນຂອງບນດາັກມົງມີການຮອງລາຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນບັສະໜູນຂອງບນດາັກມົງມີການຮອງລາຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນບັສະໜູນຂອງບນດາັກມົງມີການຮອງລາຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂຍບາຍທີ່ຕອງການແລະການສະນ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂປອນທານ່ ແລະ ການກະທບົງວ່າໄດ້ຮັບຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລບໍ ການສະນ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາລ布拉ຍງານຈາກການຕິດຕາມປະເມນີ ຜນົ ນະໂງນທານ່ ໃຫ້ທານ່ ແລະ ການເສັ້ນລາຍງານແລະການສໍາພາດສາල


### 7.1 framvnietaqibyeyi-2uye

| 1. | òñqëÄcìÀÁÀí, òñqëÁÀí, ÀÀÁí ÁÀí |

### 7.2 framvnietaqibyeyi-2uye

| 1. | ìeìòÀÁÀí, ÀÀÁàí, ÀÀÁí ÁÀí |

### 7.3 framvnietaqibyeyi-2uye

| 1. | ÀÀÁí ÁÀí, ÀÀÀí, ÀÀÁàí, ÀÀÁí ÁÀí |
### Annex 25: MAF Resolution for Gender Mainstreaming in Agriculture and Forestry (Lao)

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<td>2. ບໍPBS ດ້ວຍງານເສຍເສກ玻璃玻</td>
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ເວລາຄານເສຍເສກທັງໝັ້ນຖິຕ້າເສຍເສກ ແລະ ການປ່ຽນແບ່ງໜ່ານແນວຄວາມເຂົ້າ ແລະ ຍິນສັນຕໍ່ ຊູ້ສ່ວນ ຈົນໃສ່ເສຍເສກ ໄປທັງໝັ້ນຖິຕ້າເສຍເສກ ແລະ ທ່ານບໍPBS ດ້ວຍງານເສຍເສກ玻玻璃玻

Summary: The MAF Resolution for Gender Mainstreaming in Agriculture and Forestry (Lao) aims to address issues related to gender equality in agriculture and forestry sectors. It includes provisions for empowering women and girls, promoting women's leadership and decision-making, and ensuring their access to resources and services. The resolution also emphasizes the importance of gender-sensitive policies and practices in agricultural projects and programs. The implementation of this resolution is aimed at reducing gender disparities and promoting sustainable development in rural areas. Final draft: MAF resolution on gender mainstreaming 14
Gender mainstreaming System Resolution in Agriculture and Forestry

Gender mainstreaming System in Agriculture and Forestry workshop on 13-14 February 2008, MAF’s, PAFO and DAFO ensured and strength understand Gender mainstreaming system is not integrated into the current MAF Strategic Direction of Agriculture and Forestry Sector to responsive planning and Cooperation is entrusted with the task to translate this resolution into four goals and 13 measures as well as appropriated on Knowledge, capital of resources people’s:

I. Policy for the Advancement of Women in Agriculture and Forestry in Lao PDR

1. Goal

The goal of the Policy for the Advancement of Women in Agriculture and Forestry (hereinafter The Policy) is to achieve gender equality between women and men who engage in agriculture and forestry.

2 Policy Objectives

The objectives of the Policy is two-fold: firstly to advance women in MAF and its related institutions, and secondly to advance women in their respective programs with a view to achieve the Goal.

3. Guiding Principles

The Ministry of Agriculture and Forestry will have the following six guiding principles of the Policy in order to achieve the above described policy goal:

- Strengthen the institutions for the advancement of women into MAF and its related institutions and programs at all levels;
• Increase gender awareness and responsiveness of MAF staff at all levels;

• Integrate gender analysis and gender-disaggregated data / information / statistics into MAF planning cycle;

• Enhance qualifications, competencies and core skills of women to advance women in MAF workforce at all levels;

• Increase rural women’s access to and control over the resources and benefits; and

• Enhance ties with the external constituencies which support the advancement of women in agriculture and forestry, including relevant government ministries, local governments, three mass organizations, namely Lao Women’s Organization, Labour Organization and Youth Organization, technical schools / training centres / universities, diplomatic missions / international financial institutions, UN agencies and international NGOs, mass media and private sector at all levels (see 5.4 for the list of external constituencies).

4. Outputs / Indicators

4.1 Strengthen the institutions for the advancement of women into MAF and its related institutions and programs at all levels

Outputs:
• The institutional framework of the-whole-of-MAF advancement of women is established at the national, provincial and district levels within all MAF institutions, namely MAF departments, PAFO, DAFEO and Technical Colleges.

• Enhance ties with the internal and external constituencies which support the advancement of women in agriculture and forestry (see 5.4 for the list of external constituencies).

Indicators:
• The list of all MAF policies, plans, strategies, guidelines / tools which are now gender-integrated.

• The list of all organizational mandates, structures, and job descriptions which are now gender-integrated.

• The list of all MAF departments, PAFO, DAFEO and related-institutions which submit annual progress reports in the advancement of women to the Permanent Secretary’s Office.

4.2 Increase gender awareness and responsiveness of MAF staff at all levels

Outputs:
• All new recruits of MAF become aware of and responsive to gender in their work.

• All MAF staff who have not previously attended gender equality training attend generic gender equality training and become aware of and responsive to gender in their work.
• Gender is integrated into the comprehensive human resource development plan of MAF.

• The curriculum of all MAF technical colleges and training centers becomes gender responsive.

Indicators:
• Per cent of new recruits of MAF who become aware of and responsive to gender in their work.

• Per cent of MAF staff who become aware of and responsive to gender in their work.

• The nature and extent of gender integration in human resource development.

• The number of courses which is gender-integrated.

4.3 Integrate gender analysis and gender-disaggregated data / information / statistics into MAF planning cycle

Outputs:
• Gender is integrated into the annual plans of MAF departments.¹
• Gender statistics are developed for the use of gender analysis and planning.

• Gender analysis is conducted with the findings being integrated into the MAF’s regular cycle of planning, monitoring and evaluation.

• Both quantitative and qualitative data and information are used to document changes in monitoring and evaluation of Gender Mainstreaming Policy, Strategy and gender-integrated projects / programs within MAF.

• Independent resources are allocated for monitoring and evaluation from a gender perspective.

• Gender-integrated knowledge management system is integrated into MAF net for the purpose of pooling and retrieving the best practices of gender mainstreaming, and enhancing mutual learning.

Indicators:
• Gender-integrated annual plans of MAF departments.

• Newly produced gender profile based on the statistics pertaining to agriculture and forestry.

• Evidence that gender statistics are used for planning and leading to gender-integrated actions.

¹ Annual plans of PAFO and DAFEO are submitted through the Provincial Governors Office to the Prime Minister’s Office.
• Evidence of the conduct of gender analysis and the integration of its findings as part of the cycle of planning, monitoring and evaluation in the annual planning sessions.

• Evidence of the quantitative and qualitative data and information, describing the baselines or changes in monitoring and evaluation of Gender Mainstreaming Policy, Strategy and gender-integrated projects / programs within MAF.

• The number of gender-integrated monitoring and evaluation activities / studies conducted.

• Gender-integrated knowledge management system, the number and type of users and their interests.

4.4 Enhance qualifications, competencies and core skills of women to advance women in MAF workforce at all levels

Outputs:
• Affirmative actions for women are advocated, facilitated and implemented.

• Equal opportunities are provided for women and men at the time of recruitment for MAF for all types of positions, namely permanent positions of all levels, contracted staff, and interns.

• Equal opportunities are provided for women and men in the promotion.

• Equal opportunities are provided for women and men in the placement.

• Equal opportunities are provided for women and men in the training opportunities for obtaining undergraduate and post-graduate degrees, the development of leadership and management skills, technical studies and upgrading their competencies and skills.

Indicators:
• Affirmative action plan and its annual progress report.

• The number of newly recruited staff by sex and the type of contracts.

• The number of women and men who are promoted.

• The number of women and men who are transferred and the number of transfers which are unconventional (e.g. women professional staff posted to PAFO / DAFEO, men transferred to the Division for the Advancement of Women).

4.4 Increase rural women’s access to and control over the resources and benefits; and

Outputs:
• MAF strategy on gender-sensitive pro-poor agricultural extension services is developed and disseminated to PAFO / DAFEO.
Guidelines and tools for gender-sensitive pro-poor agricultural extension services are developed and disseminated to PAFO / DAFEO.

Extension officers of DAFEO become aware of and responsive to gender by integrating gender considerations into their actual work.

Equal opportunities are provided to women and men to attend the training courses provided by DAFEO agricultural and forestry extension services.

Equal opportunities are provided to women and men to access to credit and other support services to start off-farm non-farm income generating activities provided not only by MAF and its related institutions, but also by private and non-profit sectors under the MAF mandate.

Learning opportunities such as meetings, workshops and study tours are provided equally for women and men in the extension services and in the communities to learn from the best practices within, region and other regions.

**Indicators:**

- MAF strategy on gender-sensitive pro-poor agricultural extension services; the record of dissemination of the strategy and observation of knowledge on the strategy during on-site inspection.

- Guidelines and tools for gender-sensitive pro-poor agricultural extension services; the record of dissemination of the guidelines and tools and observation of knowledge on the guidelines and tools during on-site inspection.

- Post-training evaluation, describing the learning outcomes from the gender equality training, the content of action plans and the progress of plans.

- The number of women and men attending the training courses provided by DAFEO agricultural and forestry extension services, including the donor-funded project.

- The number of women and men who receive the credit and any other social support services to start off-farm non-farm income generating activities and improve livelihoods by the type of institutions, namely MAF and its related institutions, and private and non-profit sectors.

- The number of women and men who attend meetings, workshops and study tours to learn from the best practices within the country, region and other regions.

### 5. Plan of Action for the Fiscal Year 2008 -2010

During the fiscal year of 2007-2008 (October 2007-September 2008), MAF will plan to engage in the following provisional actions to advance women in agriculture and forestry by targeting the three departments, namely Planning, Personnel and National Agriculture and Extension Service (NAFES). These provisional actions are expected to set trends within MAF and its related institutions and are expected to bring about specific outcomes to satisfy the policy goals stipulated in the earlier section. They are also described in the separate matrix along with rough budget estimates and potential
donors identified by reading their country strategy

5.1 Gender Analysis and Gender-Integrated Planning:

- In the annual planning sessions of pilot departments, provide advisory and technical backstopping, including the facilitation of the conduct of gender analysis and gender-integrated planning.

- For other MAF departments and all PAFOs, (1) explore measures for the advancement of women as part of the Departmental Annual Plans and (2) develop a plan for the establishment and strengthening of gender mainstreaming system for PAFO / DAFEOs respectively.

5.2 Implementation of the Gender-Integrated Annual Plan by MAF departments

5.2.1 Development of Planning Tools

- Drawing on the available datasets from the National Statistical Office, develop a plan to produce both national and provincial gender profile in agriculture and forestry (18 booklets) and disseminate them for the purpose of planning (national and selected provinces).

5.2.2 Knowledge Management

- Examine and explore a possibility of developing website for the Division for the Advancement of Women of MAF, and where feasible, develop its content.

- Document best practices and develop case studies to pool and retrieve for learning.

- Collect and collate resources pertaining to gender mainstreaming in agriculture and natural resource management to pool and retrieve for learning.

- Develop tools and guidelines pertaining to "gender mainstreaming" in MAF and disseminate their use, especially the manual for the gender focal point officers.

5.2.3 Human Resource Development for Gender Mainstreaming

- Develop and deliver gender equality training to MAF staff in the pilot departments (customized gender training)

- Monitor and evaluate progresses in the human resource development for gender mainstreaming

Estimated Month: immediately after the training / Six months after the training
Resources: In-house
Responsible Department: Department of Personnel / Permanent Secretary’s Office
• Monitor and evaluate progresses in the appointment of women into the decision-making posts

• Examine a feasibility of a comprehensive affirmative action plan for the advancement of women, including (1) the quote system; (2) the vertical and horizontal institutional linkage with MAF / PAFO / DAFEO, technical schools / training centres and universities for mentoring and networking among professional women in agriculture and forestry; and (3) leadership development scholarships / fellowships specifically for women.

5.3 Monitoring and Evaluation of progresses for Gender Mainstreaming in MAF Institutions and Programs

• Collect the annual progress reports from the departments for the purpose of monitoring and evaluation in the advancement of women, analyze the areas of strengths and weaknesses, identify constraints and strategies to overcome them and submit the report to the MAF CAW headed by the Vice-Minister.

5.4 Advocacy, Representation and Resource Mobilization

5.4.1 Advocate for the advancement of women in MAF institutions and programmes in the internal and external forums

• Identify the strategic areas in the advancement of women and advocate for the advancement of women in MAF institutions and programmes in the internal and external forums

5.4.2 Represent the interests for the advancement of women in agriculture and forestry in Lao PDR in internal and external forums

• Represent the interests for the advancement of women in agriculture and forestry in Lao PDR in internal and external forums

Estimated Month: ongoing
Resources: in-house
Responsible Section: Department of Planning / Permanent Secretary’s office

5.4.3 Identify the suitable funding and resources, both internally and externally, and proactively engage in resource mobilization

• Explore and identify the suitable funding and resources, both internally and externally, and proactively engage in resource mobilization

Estimated Month: ongoing
Resources: in-house
Responsible Section: Department of Planning / Permanent Secretary’s Office

II. Implementation Mechanism
6. The following paragraphs stipulate the whole-of-MAF implementation mechanism to advance women in agriculture and forestry. The names of key personnel involved in the whole-of-MAF implementation mechanism are attached in the Annex X.

6.1 Headquarters for the Advancement of Women in Agriculture and Forestry

The Headquarters for the Advancement of Women in agriculture and forestry is located in the Cabinet Office of MAF, being represented by one of the Vice-Ministers. S/he is empowered:

(1) to establish the whole-of-MAF structure and institutions for the advancement of women at all levels, namely national, provincial and district and assign the following new roles to the existing personnel:

- Managers-in-Charge for the Advancement of Women (Directors of Departments, PAFO and DAFEO) in their respective offices;
- Specialist Units for the Advancement of Women;
- Gender Focal Point Officers in each office;
- Gender Mainstreaming Network as the cross cutting institution in MAF and in each province (comprising of PAFO and DAFEOs) respectively; and
- All staff as the active participants for the Advancement of Women.

(2) to provide overall leadership in the promotion of this policy as the Chair of the MAF Commission for the Advancement of Women (MAF CAW) which defines the policy directions in the advancement of women in agriculture and forestry in Lao PDR;

(3) to guide the Directors of MAF Departments, who function as the members of MAF CAW and the Managers-in-Charge for the Advancement of Women in their respective departments, being accountable for the progress in the advancement of women in their respectable offices;

(4) to guide the directors of PAFO, who function as the Managers-in-Charge of Advancement of Women in their respectable provinces, in the development of structure and institutions within PAFO / DAFEO and programs which advance women in agriculture and forestry industry workforce and population;

(5) to ensure that the directors of MAF departments and PAFO fulfill their responsibilities for the advancement of women within their respectable offices in accordance with this policy through appropriate measures; and

(6) Approve the final version of Annual Progress Report for the Advancement of Women and based its recommendations, chair and guide the MAF CAW to agree on the next steps for the advancement of women to achieve the goals of this Policy.

6.2 Directors of MAF Departments and PAFO as the Managers-in-Charge for the Advancement of Women

As the Managers-in-Charge for the Advancement of Women, Directors of MAF
Departments and PAFO have overall responsibilities for the Advancement of Women in their respective offices and are accountable for the progress. More specifically, these responsibilities include:

1. To the Permanent Secretary’s Office, they recommend the suitable personnel as the focal point officers in charge of advancement of women in their respective offices. These recommendations are then forwarded to the Department of Personnel;

2. They direct the formulation of Annual Plans of Action for the Advancement of Women in their respective offices, direct the implementation, monitoring and evaluation of the progress of their Annual Plans of Action, and provide quality assurance in their final reports;

3. In collaboration with the Permanent Secretary’s Office, they also introduce the measures for the advancement of women in their respective offices, and create an enabling environment for their implementation; and

4. Finally, based on these experiences, they recommend the next steps required for the advancement of women in their respective offices. Along with other agenda, these recommendations will be discussed in the MAF CAW chaired by Vice-Minister and participated by the Directors of MAF Departments.

6.3 Specialist Unit for the Advancement of Women in Agriculture and Forestry at the National, Provincial and District Levels

At the national level, the MAF Policy on the Advancement of Women in Agriculture and Forestry is promoted and catalyzed by the Division for the Advancement of Women (Gender Division hereinafter). This is a new division and is the specialist unit in charge of providing advice and technical backstopping to the MAF and its related institutions. It is directed and supervised by one of the Deputy Director-Generals of Permanent Secretary’s Office, which is located in the Cabinet Office of MAF.

At the provincial and district levels, similar structures of specialist units are established and qualified personnel are appointed to advance women into PAFO / DAFEO institutions and programs. Ideally, these specialist units are positioned in the area of bureaucracy where an overall coordination and planning be carried out effectively and wide-reaching influence upon various units in PAFO / DAFEO be possible such as the Office of PAFO Directors or Planning Units.

The main functions of these specialist units are as follows:

1. At their respectable level, be it national, provincial or district, these specialist units are responsible for the provision of appropriate and timely advice and technical backstopping for their respective clients, namely MAF Departments, divisions and units, and other related institutions (e.g. technical colleges and training centres), and PAFO / DAFEO divisions and units. They also monitor and report progresses made in the advancement of women in their respective offices;

2. These specialist units are also responsible for the coordination and working of the
Networks for the Advancement of Women in Agriculture and Forestry in MAF headquarters and provinces respectively; and

(3) With the authority and leadership of the Permanent Secretary’s Office, the Gender Division are in charge of collecting, collating and analyzing the Annual Progress Reports for the Advancement of Women submitted by all MAF Departments and all PAFOs. The Whole-of-MAF Annual Progress Report for the Advancement of Women, compiled and refined by the Division, is submitted to the Vice-Minister who is in charge of headquarter functions.

6.4 All Staff / Focal Point Officers for the Advancement of Women / and MAF Network for the Advancement of Women in Agriculture and Forestry

In order to achieve the goals of Policy for the Advancement of Women in Agriculture and Forestry, all staff of MAF / PAFO / DAFEO and related institutions, not only the gender specialists, are now responsible for implementing the above measures and collaborating each other for the advancement of women. In the Whole-of-MAF Mechanism for the Advancement of Women, it is recognized that generalist and specialist inputs are complementary for the achievement of positive sum results in the advancement of women in agriculture and forestry in the rapidly changing environment surrounding agriculture and forestry in Lao PDR. Such changes include, but are not limited to: (1) a varying degree of progress in human resource development for the advancement of women in MAF / PAFO / DAFEO and related institutions at this stage; (2) an increasing specialization in the type of work required in agriculture and forestry; (3) the availability of various financial and in-kind official, non-profit and for-profit sector aid resources; and (4) a variety of farming practices patterned by ethnicity / culture and rapid social transformations.

In each MAF department, PAFO and DAFEO, Focal Point Officers for the Advancement of Women are thus formally appointed in order to catalyze, facilitate, advise and support the each organization-wide processes and actions by all staff for the advancement of women in agriculture and forestry. They are also tasked to prepare a draft Departmental Annual Action Plan for the Advancement of Women, to monitor progress made in the implementation of Departmental Annual Action Plan, to prepare Departmental Annual Progress Report for the Advancement of Women, to submit it to the Specialist Units and to liaise with the Specialist Units in relation to any technical or specialist issues which are beyond their control.

In order to add an impetus to the ongoing progress in the advancement of women in each business unit of MAF, MAF Gender Mainstreaming Network, comprising of focal point officers for the advancement of women, will be established and strengthened. In each province, a similar network will also be established for the advancement of women by PAFO, cutting across all DAFEO offices under its control. MAF Gender Mainstreaming Network is envisaged to act as the forum and pool in which knowledge and experience be stored, retrieved and shared systematically. Learning from colleagues is encouraged through face-to-face mentoring on such topics as:

(1) gender analysis and gender-integrated planning;
(2) provision of advice and back-stopping for the implementation of gender-integrated programs;

(3) human resource development for the advancement of women;

(4) advocacy, representation and resource mobilization; and

(5) knowledge management.

6.5 Collaboration with the Relevant External Stakeholders

The actual processes and outcomes of advancement of women in agriculture and forestry are influenced not only by those who constitute the Whole-of-MAF Mechanism for the Advancement of Women, but also by those who are external to MAF as well. The Division for the Advancement of Women and specialist units for the advancement of women in PAFO / DAFEO and related institutions at all levels are responsible for strengthening the ties with the following external constituencies:

- Relevant government ministries and departments at the national, provincial and district levels that can influence the socio-economic well-being of Lao producers in agriculture and forestry;

- Three mass organizations that represent and constitute the Lao civil society, namely Lao Women’s Organization, Labour Organization, Youth Organization and Lao Front for National Construction, all of which have enormous potentials in reaching out Lao producers in agriculture and forestry;

- The technical schools / training centres which fall under the mandate of MAF and provide academic courses for those who intend to join in MAF workforce and professional courses for those who are currently employed as technical-level officers by MAF;

- The universities which provide academic and professional training courses for the students who will join in the MAF workforce in a few years time;

- Diplomatic missions / international financial institutions, UN agencies and international NGOs that provide development aid resources originating from the official, non-government, and non-profit sectors;

- Mass media, including broadsheets, TV stations, radio stations, and popular magazines which can widely disseminate various news on agriculture and forestry and their producers, processors and distributors; and

- Private sector interests, both national, regional and international, which can create employment opportunities for the farming population.

7. Monitoring and Evaluation

Gender Division is responsible for the introduction of whole-of-MAF monitoring and evaluation system, including the success indicators, and the actual analysis of
monitoring and evaluation reports submitted by MAF departments / PAFO / DAFEO. Finalized as the MAF’s annual monitoring and evaluation report on the advancement of women, such report documents and measures progresses made in the advancement of women. The monitoring and evaluation system, covering MAF / PAFO / DAFEO and related institutions and their respectable programs at all levels, will be introduced in close collaboration with these institutions. Under the guidance and authority of Vice-Minister and supervision by the Deputy Permanent Secretary of the Permanent Secretary’s Office, MAF Division for the Advancement of Women can introduce the monitoring and evaluation pro forma and instruct the MAF Departments, PAFO / DAFEO and related institutions to submit the bi-annual and annual progress reports for monitoring and evaluation purposes by the predetermined deadlines. The Division for the Advancement of Women is also responsible for the design and execution of more long-term impact studies, measuring and documenting the long-term impacts caused by the introduction of the whole-of-MAF system for the advancement of women upon women and men producers in agriculture and forestry.

Based on these monitoring and evaluation reports submitted by the departments and on-sites visits and interviews in impact studies, the Division will be responsible for the development of progress reports, which describe progresses, identify constraints in the implementation of this policy, and recommend the measures which eliminate the negative influences by the constraints and next steps to achieve the goals of this policy. The Division will submit the final annual progress report to the Vice-Minister who is empowered to provide the overall leadership for the implementation of this policy where required with the support by the directors of MAF departments and PAFO.

Minister of Agriculture and Forestry
Annex 26: MAF Resolution in Gender Mainstreaming
CAPACITY BUILDING FOR GENDER MAINSTREAMING IN AGRICULTURE IN LAO PDR
AUGUST 2006 TO FEBRUARY 2008

Specialist Report

By

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INTRODUCTION: THE PURPOSE OF THIS REPORT

This Specialist Report presents an account of activities undertaken by the Consultant during her assignments (from August 2006 to 22 February 2008 on intermittence basis) under the ADB Technical Assistance in the Ministry of Agriculture and Forestry and provides information of the Gender Mainstreaming process of MAF in collaboration with the current TA – Capacity Building for Gender Mainstreaming.

Based on the review of activities the report presents an overview of the performance during the TA assignment as the Human Development and Training Specialist.

The Report comprises of two parts e.g. summary of activities and annexes, which provide detailed information on relevant activities. This report might serve as documentation of the process and contribution to the capitalization of the Gender Mainstreaming experience in MAF as well.

PART I: SUMMARY OF ACTIVITIES DURING THE ASSIGNMENT

During the period of assignment (from 8 August – to 22 March 2008, with intermittence basis) the Consultant has been substantially worked on and had accomplished a number of mains tasks indicated in the initial Terms of References (Annex 1) and the revised TORs. They are the followings:

August-September 2007 (full-time: inputs for teamwork)

The situation of Gender Mainstreaming (institutional structure and mechanism), and Training Need Assessment, had been extensively conducted by the consultant through series of meeting and discussions on the awareness of Gender issues in the sector, skills and capacity on Gender mainstreaming of the target groups. The data collection were done through discussions, face to face interviews with individuals and group discussions of different stakeholders within MAF e.g. the TA counterparts, MAF senior officers from the Permanent Secretary Office and Department of Planning and Cooperation, the Director of NAFES, the management Team of the LEAP.

Subsequent meetings were conducted with senior management officers from the Department of Organization and Personnel in order to get the inventory of Human resource in MAF, disaggregated by sex, and to discuss about possibility of Affirmative Action in HRD to increase women’s participation in the network of the sector at all level. The meeting with the Ministerial LAO Women’s Union, Gender Focal Points and Gender Trainers was organized in order assess the situation of Human Resource Development (Annex 2) and role of Gender Focal Points in Gender Mainstreaming process, and Gender training needs. As the results of the data collection the inventory of Gender Resource Persons in different Departments (of MAF) was established. (Annex 3).

The consultant carried out the revision of the training material available, and the past training programme conducted by different Organizations and Donors e.g. LSFP/SIDA, FAO, LWU/GRID, DFID (A Practical Guide for Development Policy Makers an Practitioners); and
conducted ‘preliminary assessment’ of the capacity of the training Team and impact from the implementation of the past training by Gender the training team of MAF, in order to compile MAF training Materials appropriate to the practical uses for different target groups as well as to be able to develop Training Programme.

The Consultant developed training programme for the Framework of Gender Training in MAF – Information and Training to Raise Awareness of Gender Mainstreaming (Annex 4). The inputs of the consultant were to identify the title of the training, the objectives, outline the modules, identify participants, trainers/facilitators, duration and cost estimation. (The developed programme was included as Component 1 of the Training Framework, part of the Report of Geoff Burke, Participatory and Systemic Learning Specialist – 15 September 2006).

Assisted the Participatory Learning Specialist in conducting a formal Training Need Assessment e.g. translating the content of the assessment forms, coordinating the distribution to the target groups, follow-up, data collection, compilation and processing. The results were presented in the Consultative Workshop for senior managers. The product was later transferred to the Team Leader in English to include in the MTR in March 07.

Participation in numerous meeting (some times as translator as well) of TA team to meet with key persons in MAF and contribution to the preparation of the Inception Meeting and Report, according to the role and duties of the consultant.

October 2006 (independent inputs)

The work in October was concentrated in the preparation, implementation and reporting of the First Gender Consultative Workshop for MAF High Ranking officers to share information on Gender Mainstreaming mechanism and organizational structure. The focus of the workshop was to review the current situation of Gender Mainstreaming in MAF, to identify the gap and finally to seek alternative for improvement. The detailed work comprised of the following:

Conducted series of (meetings/consultations with Mr. Parisack and/or Mr. Xaypladeth and Dr. Monthathip and Ms. Sisompeth, Mr Vinot to communicate on content and methodologies and expected out puts. Submission of the formal request and get the formal authorization from the Office which was guided by the Minister. Make sure that the Vice Minister could fully attend and chair the workshop.

Ms. Pingkham was consulted in depth about the relevant perspectives in human resource development issues, and the possible organizational structure on Gender Mainstreaming, as well as Mrs. Vannaly Saphangthong, the MAF Lao Women’s Union President to clarify about the role of the LWU and the future Gender Mainstreaming structure.

Prepared series of Handouts and tools for presentations and discussions in the workshop. Power Points on Introduction to Gender Mainstreaming Approaches and Elements. (available in Lao)

Visual as tool for discussion: Proposed alternative of GM structure and operational mechanism (Chart Of the GM Structure)
Draft TORs of each element/body of the GM structure
Prepared Power-Point presentation of (MAF) Gender Action Plan (available in Lao)

The Consultant made presentations on Gender Mainstreaming, its Structures and Elements (based on the DFID Gender Manual), followed by brainstorming on SWOT Analysis (Annex 6: Results of SWOT Analysis). This was followed by the presentation on the proposed Gender Mainstreaming Structure / Network chart in Lao language (Annex 7: Draft Gender Mainstreaming Organizational Structure). Later the chart was updated in English in consultation with the TL, and was transferred to the TL for his specialist report.

The workshop had positive impact on the rethinking of the leaders of MAF, especially the acknowledgement of the existing weakness of MAF CAW at present time. And fortunately in one day after the workshop, an official note from the President of NCAW reached the Minister. It was an indication to each Ministry to set up a CAW Division as a permanent and formal set up which might be located in the Dept of Personnel, either in the Permanent Secretary Office.

**November 2006 (one week independent input)**

By request of Dr. Monthathip, the Ministerial CAW, the TA project Director, main counter part, the Consultant had developed the TORs of the MAF CAW which the Consultant saw as a best entry point to institutionalize Gender Mainstreaming into MAF management system. The document was developed in Lao Language, based on the TORs of the Lao NCAW, and technical key elements of Gender Mainstreaming principles. This adaptation is to ensure the political mandate of the CAW and in the same time the conduct of an effective operation process of Gender Mainstreaming. It is assumed that the document was used for the development of the final version of the TORs which was taken over lastly by the Department of Organization and Personnel (Annex 7: TORs of the Gender Mainstreaming Structure and Mechanism). The outline and main content was translated into English and transferred to the TL to be included in his Report.

**December 2006 (three weeks independent inputs)**

In December the TA work was focused on the survey on Gender Training Need Assessment for PAFO, and DAFEO / Extension Officers as follows:

1. Discussion and coordination with CETDU and LEAP officers and trainers to find out Extension training curriculum in details.
2. Conduct a Field visit and survey in two Provinces:

   Preparation of question guide for assessment.
   Meeting with the survey Team members.
   Conducting a trip to visit the target Provinces, Districts and Communities, where NAFES had implemented their extension training, and where the Village Extension System was established or in the process.
   Meeting and discussions to assess the outputs and outcomes of the extension work.
Meeting with PAFO and PAFEC officers to get information on extension system developed in the province.
Meeting with DAFEO officers to assess training need on Gender Sensitivity
Meeting with village extension workers (VEW), production groups (women and men), and village authorities, LWU to identify the level of participation of women in the Village Extension Service (as service providers and beneficiaries).
Compiling Summary Report on the training needs (Annex 8).

January 2007 (full-time: independent inputs)

The activities were mainly focused on:
1) The preparation of the training for Extension Officers and
2) Continuation of preparation of the Gender Manual for MAF (Annex 9)

The training objective was to strengthen the awareness on gender Equality of the PAFEC and DAFEO extension officers’ from 5 Northern Provinces: Luang Namtha, Oudomxay, Phongsaly, Bokeo, Houaphanh. The expected outcome was increased women’s participation in agricultural extension activities, among farmers as well as extension officers and village workers.

The activities included:
Development of the Training Programme and training materials (Handouts, Power Points Slides)
Preparation of Budget Proposal to ANUE/ADB
Coordination and collaboration with the Center of Extension Training Unit (CETDU) of the National Agricultural and Forestry Extension Services (NAFES) and the Lao Extension Approach Project (LEAP) in the Programme Development.

Initially the training was planned to be conducted in Mid January (14-16 January 07) in Vientiane (NAFES Training Center). But the actual implementation was postponed to next month. This was due to the accommodation to the actual schedule of the LEAP Project.

The Manual had almost completed the typing in Lao language. For further step, there is a need to consult with the TA team when they working in the second deployment (February-March 07) for the list of the topic and content of the Manual.

February-March 2007 (full-time: inputs for teamwork)

1. Implementation of the training in Oudomxay for 8 days (between 6-13 February 2007) (Annex 10: Report on the Workshop)

Jointly with Dr. Nishigaya conducting the Training on Gender Statistic Production at MAF level and Provincial level (Savannakhet) (see Report – Proceeding on the Trainings written by Dr. Nishigaya)
Wrote the Consultant Specialist Report and prepare work plan; coordinate with other TA Team member to adjust her own work plan in accordance to the remaining time of the TA activities.
In mean times participated in the Tripartite Meeting and assisted the Team Leader to complete the Mid Term Report,

Besides the fulfillment of her specific tasks as Human Resource Development and Training Specialist the Consultant had implemented the special task as Deputy Team Leader. The Consultant had carried out series of management and operation activities e.g. coordination with MAF and with TA team members, especially the TL and ANUE project manager by providing relevant information about work plan, planning of activities, requesting budget, preparation for the implementation of the TA activities of all team members. The consultant had contributed to the work of other TA consultant in coordination and translation their document in Lao language when it was necessary and also made translation during discussion with stakeholders who do not speak English.

April-June 2007 (two weeks inputs for teamwork)

The work was focused on the editing of the Gender Manual and preparation of the TOT.
1. The TOT was carried out successfully at the end of May (Annex 11- Report)
2. Involved in the process of the preparation of the Aide Memoir on Cooperation with SUFORD for the Gender Responsive Extension Component.

November –December 07 and January – February 08

In this last (third) deployment the consultant was working intensively under the updated TORs to accomplish effectively the overall TA tasks. The Outputs of the activities were the followings:

1. The Manual on Gender Mainstreaming in Agriculture and Forestry Sector printed (500 copies)
The content of the manual is in Lao Language with the 188 pages, including a number of illustrations. The cover pages are in color with art work reflecting the Agriculture and Forestry related activities of women and men as producers, processors and traders, and government officers, technicians, technocrats, extension officers/workers. The foreword of the Minister in which he highlight the use of the Manual, the effort and progress made and future in term of Gender Mainstreaming and Women Advancement in MAF. He also highly appreciates the support of the ADB/ANUE for the technical assistance for Gender Mainstreaming process in the sector. The Manuals were mainly distributed to the MAF Departments and Provinces/Districts with total of about 450 copies through national Gender Mainstreaming workshop participants organized in 13-14 February 08. The content of the Manual was put in form of CDRom as well.

2. The review of the gender training conducted by various project in the past (before the current ADBTA stated) was carried out through data collection from many sources, including the interviews of the resource persons, desk review of available training reports. It was found that so far the Human Resource Development Division, Personnel Department is lacking the record of the Gender training and Human Resource Development for Gender. (Annex 12 – Review of Gender training in the past ).
3. The consultant focused on the preparation of the GD training programme for PAFO/DAFO (extension officers), and conducting actual training in Songkhone District, Savannakhet Provinces. The report of the training was written and included in the fourth quarterly report (Annex 13 – the Report on Gender responsive Pro-Poor Extension Services )

3. Conducting the overall monitoring of the outcome / impact of Gender Training conducted by this current ADBTA. The monitoring methods used were Face-to-face interviews training participants and their supervisors, and interviews by sending the questionnaire to the groups of ex- training participants in case of the 5 Northern Provinces through the collaboration and support of the LEAP training team. The summary of the findings were presented in the national workshop.

4. Prepared the Programme and schedule for conducting the Field monitoring in the project villages where ex-PAFO/DAFO participants conducted their field exercise (at Lak Sip Et and Done Gnai Villages). Prepared Report on a model process of Gender Responsive Pro-Poor Extension (Annex 14)

5. As output of the Gender Responsive Pro-Poor extension the consultant prepared a draft brochure on tips for extension officers to ease to the understanding and practical use of methods and tools on Gender Responsive Pro-Poor Extension Services. (Annex 15 – Tips for Extension Officers)

6. Besides conducting the above list activities during the monitoring field work, the consultant closely worked with and monitored the performance of the Agriculture Extension Specialist, the consultant carried out experiment on cooking with different type of cooking fuel energy devices. (Annex 16- Results of Cooking Experiment)

9. She also produced a Field Monitoring and Evaluation Matrix for Gender Responsive Pro-Poor Services (Annex – 17). The produced documents on the extension services were also commented and edited by the acting Team Leader, Dr. Kasumi Nishigaya.

10. The Consultant contributed to prepare the last Gender national workshop in February. The consultant was concentrated in translation and editing of all the workshop documents from English into Lao language – about 20 documents, including the programme, handouts, presentation slide and speeches of the presenters, with the total more 160 pages. Besides this she supervised the quality of the photo copy, and provision of the documents to the workshop participants. During the Workshop she acted as presenter, translator and monitor, supporter of the group discussions.

After the workshop the work was concentrated in the translation, from Lao into English, of the workshop report and proceedings. She also gave advice to the workshop reporter on the compilation of the report and proceedings; and guided/supervised the final compilation of the Workshop Documents (English and Lao) in CD Rom. Besides her main tasks the consultant was involved in the other TA works as team member and contributed her efforts to make the TA completed its assignment as planned.
PART II: ANNEXES

ANNEX 1: TERMS OF REFERENCE FOR THE COMPLETE ASSIGNMENT

Outhaki Khamphoui (12 months intermittent input), as Human Resource Development and Training Specialist, and Deputy Team Leader, will:

- Report to work closely with the Team Leader to carry planned and scheduled activities.
- Act as the deputy team leader and support the activities relating to capacity building and staff development.

Her assigned tasks include, but not limited to, the following:

- Help the Institutional Development and planning Specialist carry out the institutional, managerial, and human resource reviews.
- Review past, ongoing, and planned human development and capacity-building assistance to MAF and assess its impact and effectiveness.
- Develop a format for an MAF human resource inventory, and collect data, with particular attention to the understanding of gender concepts.
- Based on the institutional assessment and finding from the participatory systemic learning workshops, define the roles and functions of MAF, PAFO, and DAFEOs staff in light of gender mainstreaming.
- Based on the institutional assessment and findings from participatory systemic learning workshops, define role and functions of MAF, PAFOs, and DAFEOs for Gender Mainstreaming, and develop terms of reference for the gender focal points.
- Review recruitment, deployment, promotion, and career development for MAF women staff for the preparation of affirmative actions.
- Identify the capacity gap between current human resources at key MAF department, PAFOs, and DAFEOs; and the takes required for gender mainstreaming; and assess training needs of key staff in accordance with the institutional assessment conducted under the TA.
- Define the training and capacity-building needs of MAF, and DAFEO staff based on the findings from the participatory systemic learning workshops in cooperation with the participatory consultation/systemic learning specialist.
- Prepare a concise human resource development strategy for gender mainstreaming with a staff development and training plan.
- Identify human resource management practices and issues that require strengthening.
- Review, and compile the training materials on gender and mainstreaming available in the Lao PDR, including those development by the Gender Resource Information and Development Center, Food and Agriculture Organization of the United Nations, Mekong River commission, Gender and Development Group, etc.; and adapt it if necessary for training MAF staff.
- Implement and oversee training programs.
- Prepare a report incorporating findings and recommendations for human resource development activities and summaries to be included in the inception, midterm, quarterly, and final reports.
- In the absence of the Institutional Development and Planning Specialist, act as the Team Leader to carry out the activities in accordance with the work plan while providing regular updates to the Team Leader on project implementation.

→ Provide any regular or ad-hoc information pertaining to project activities or reports requested by Kanya Schwinthramer from time to time, in addition to the specific services.

ANNEX 2: Consultation Meeting with Gender Focal-Points / LWU and Gender Technical Team (MAF)


1. Objective:

To assess training needs in gender mainstreaming amongst GFP
To explore the actual roles / task of GFP at present and what they expect to play role in Gender Mainstreaming system of MAF in future

2. Participants:

Gender Focal Points / LW (10)
Gender Technical Team (5)
Sub-Caw Secretariat
Project Deputy Director and DDG (Mr. Chanthaneth)
Total: 16

3. Facilitator: Dr. Outhaki Khamphoui, Training Specialist

4. Agenda:

1. Clarification of the role and duties of Gender Focal Points in GM
   → Who nominated GFP officially?
   → What are the criteria of selection of GFP
   → Composition of the Network by sex and education level?
   → Have they been trained in Gender in the past, do they are also trainers?
   → What are their roles in data collection on Gender, storage, dissemination of information,
   → What are their roles in mainstreaming gender issues into planning?
   → How can they influence or have inputs in mainstreaming Gender into the project cycle
   e.g. project identification, project assessment, project formulation, monitoring and evaluation?
   → Are these roles indicated in your TORs or there is any formal assignment from the MAF?
   → What are the observations on the effectiveness of GM in your Department, and in MAF
   (if it is effective, it is in which level, why?)
   → Can you share successful strategies for gender mainstreaming you have been involved
   → How do you think to improve Gender Mainstreaming System and Mechanism in MAF?
   → What are three main challenges you face in promoting GM strategies?
   → Which kind of knowledge you need to learn to facilitate your role and duty as Gender Focal Points?

2. Assessing capacity of the existing Gender Trainers

   → How long have you been trained in TOT and Gender?
How many times you have applied your knowledge and skills to conduct Gender training by yourselves?
Who were your target groups?
Did you or could you monitor the impact of your training?
What you thing you need to learn more in the future to be able to improve your skills and knowledge?
What are the existing training materials you have used for the training the past?

7. Brainstorming

What is the Gender Analysis Framework?
What is Gender Mainstreaming?
The Approaches and Methodology?
What are three main challenges you face in promoting GM strategies?

Summary of the Findings

The Gender Focal Points were nominated by the Ministerial Lao Women’s Union and approved by the Department of Organization and Personnel in 2005. All they are women, member of LWU, working at different Department of MAF. Most of them have been trained in Gender in different level. Some are Gender Trainers specialized in their sub-sector e.g. Forestry, Livestock and fishery, IT.

In fact there is no systematic data collection, storage and dissemination to the users. Only they collect data when the Central LWU need for report. The Office of Women’s Advancement was officially set up by MAF, but there was no permanent staff. The Chief and Deputy of the Office made reports when the NCAW requested, which were not regular and systematic.

Gender information is spread out at project level, without a comprehensive figure. So far they do not have any roles in mainstreaming gender perspectives into any stage of planning cycle e.g. project identification, project assessment, project formulation, monitoring and evaluation. Although there was nomination, their role and responsibility were not indicated in the TORs.

According to the information of the GFP from Forestry, she could observe the effectiveness of GM in her Department, because Gender Mainstreaming strategy was adopted in the Forestry Sector Development System, from Policy, Strategy, Programme, Projects, its implementation, monitoring and evaluation. The GFP from Forestry stated that she could share successful strategies for gender mainstreaming she had been involved.

On the question on how to improve Gender Mainstreaming System and Mechanism in MAF, the GFP and other participants came up with consensus that MAF should set up a comprehensive system e.g. organizational structure, institutionalization mechanism, capacity building, raising awareness, strengthening responsibility of the senior managers to fulfill the Policy of GOL and implement the NGPES Action plan. The main challenges main they face in promoting GM strategies are the weak specific capacity, and weak support of the supervisor, lack of budget to conduct activities, e.g. training, research, meeting to sharing information and experience from case studies, all in a continuous and systematic way. They would need technical support from specialists in each specific field.
After IT training in Gender, supported by FAO in mid 2006, Gender Focal Points had organized Gender Technical Team which members are those the most active men (3) and women (3) trainers from various Departments, willing to join the group for advocacy and implementing activities for Gender Mainstreaming in their sub-sector, as well as eager to disseminate knowledge and experience to other sub-sectors of MAF.

**ANNEX 3: Gender Resource Persons at MAF**

I. Ministerial CAW, presided by the Vice Minister, and has 11 members (men 9, women 2, all have level of DG or DDG)

II. The Women Advancement Division (5 persons: ? women, ? men)

III. Member of presidential LWU of MAF 4 persons (4 women)

IV. ICT Trainers in Gender: 6 persons (3 men, 3 women)

V. Gender Focal Points of the Ministerial Lao Women’s Union: 17 persons (17 women); and in the same time Gender Trainers (6 women). (Pls. see details in table below)

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<th>Position</th>
<th>Graduate</th>
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<td>1</td>
<td>Ms. Vannaly Saphangthong</td>
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<td>2</td>
<td>Ms. Monthathip Chanphengxay</td>
<td>NAFRI</td>
<td>DDG</td>
<td>PhD</td>
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<td>5</td>
<td>Ms. Phonethip Sommany</td>
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<td>6</td>
<td>Ms. Khamvai Nanthavong</td>
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<td>10</td>
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<td>11</td>
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<td>Ms. Phingham Lasasima</td>
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<td>17</td>
<td>Ms. Vivanh Souvannamethy</td>
<td>DOP&amp;C</td>
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ANNEX 4: Draft Training Programme

Workshop I: Gender Mainstreaming (for senior management)

1. Objectives

To raise awareness of Gender issues in Agriculture
To introduce the concept and approach/methodology of Gender Mainstreaming
To discuss the role and duty of the participants in relevant with Gender Mainstreaming in the Management and Human Resource Development system of MAF.

2. Target groups

1. Sub-CAW Members (11)
2. Director of Departments

Total 15 persons

3. Duration: one day or a morning (At MAF)

Trainers / facilitators / Resource persons
Dr. Phouang Parisack, Dr. Monthatip, Ms. Sisomphet, and Dr. Outhaki

Programme

Module 1: Gender Issues in Agriculture

1. Concept on Gender and Development, Women in Development
2. Gender Analysis
3. Gender Issues in Agriculture (each sub-sector)

Module 2: Gender Mainstreaming

1. Concept of Gender Mainstreaming (Institutional set up; Policy, political willingness, mechanism/procedure)
2. Tools (Gender Analysis, Sex Dis-aggregated statistics, Gender Planning)

Module 3: Gender in Extension Service

1. Gender sensitive and pro-poor Planning, Gender Budgeting, Gender Checklist in Agriculture
2. Gender Empowerment and Advancement of women
3. Men’s role for Gender Equality
4. Exercise

Module 4 Action Plan for Affirmative Action
Training II: Training of Trainers (TOT)

Objective:

To upgrade Gender trainers to become master trainers in Gender mainstreaming in Agriculture and effective Gender Focal Points

1. Target groups:

MAF Gender trainers 22 (one woman and one man from each department).
Total: 22

Duration 5 days

Trainers/Facilitators/Resource persons
Ms Sisomphet, Ms.Nouhak, Ms Vivanh and Dr. Outhaki,

Programme

Module 1: TOT techniques
- Technique for adult and participatory learning and training
- Preparation of tools for use with various target groups, including those with low level of education or illiterate

Module 2: Gender Issues in Agriculture
- Concept on Gender and Development,
- Gender Analysis
- Gender Issues in Agriculture (each sub-sector)

Module 3: Gender sensitive and pro-poor Planning
Gender Empowerment and Advancement of women,
Gender Checklist in Agriculture

Module 4: Gender Sensitive Agricultural Extension

Training III: Gender Awareness and Mainstreaming in Planning

1. Objective

To building technical skills for planners in each department in integrating Gender perspectives in development planning cycle of programme and projects.

2. Target groups:

Planners of each department and NAFES, NAFRI Total: 24
Duration 3 days
Trainers / facilitators / Resource persons
Ms. Sisomphet, Ms. NouHak, Dr. Outhaki,

Programme

Module 1: Gender Issues in Agriculture
- Concept on Gender and Development,
- Gender Analysis
- Gender Issues in Agriculture (each sub-sector)

Module 2: Gender Mainstreaming
- Concept of Gender Mainstreaming
- Gender sensitive and pro-poor Planning, Gender Budgeting
- Gender Empowerment and Advancement of women, Gender Checklist in Agriculture), Exercise

Training IV: Monitoring and Evaluation

Objectives
- To monitor Gender mainstreaming process
- To strengthen MAF capacity in M&E through on the job training

Target groups:
- Gender Focal Points (11),
- LWU 1
- Department of Inspection 1
- Department of Planning 1
- Socio-economic Research Division. Total 16 persons

Duration 7 days

Trainers / facilitators / Resource persons
Ms. Sisomphet, Kesumi, Outhaki,

Programme

Module 1 Methodology and preparations 2 days

Module 2 Field data collection and compilation and analysis 4 days

Module 3 workshop – Presentation on Results (Data Analysis) and Lesson Learned 1 day
Training V: Gender Sensitive and pro-poor Extension services

1. Objectives

To raise awareness and build skills of extension workers on Gender equality and issues in Agriculture
Target groups:
NAFES (CETDU) trainers, LEAP officers
Duration 5 days

Trainers / facilitators / Resource persons
Ms. Sisomphet, Phet Phommachack, Outhaki

Module 1: Gender Issues in Agriculture
4. Concept on Gender and Development,
5. Linkage of Poverty, Ethnicity and Gender
6. Gender Analysis
Module 2: Data collection methods and tools Gender sensitive PRA (Field work ) and Analysis
Module 3: Planning Gender sensitive and pro-poor Extension services, and set up model
Module 4: How to work with women farmers.
How to facilitate a group discussion

Training VI: Gender Sensitive and pro-poor Extension services

1. Objective:
To raise awareness and build skills of extension workers on Gender equality and issues in Agriculture

Target groups: Provincial and District extension workers

Duration: 5 days

Trainers/facilitators/resource persons
Ms. Sisomphet, Phet Phommachack, Dr. Outhaki

Module 1: Gender Issues in agriculture
• Concept on Gender and Development,
• Linkage of Poverty, Ethnicity and Gender
• Gender Analysis

Module 2: Data Collection Methods and Tools
Gender sensitive PRA (fieldwork) and analysis
ANNEX 5: Report on Consultative Workshop on Consolidating Gender Mainstreaming System in Agriculture

The first Gender workshop for the High Ranking officer workshop name “Consultative Workshop on Consolidating Gender Mainstreaming System in Agriculture” was carried out on Tuesday 24 October 2006, two days earlier than planned. This modification happened due to the availability of Dr. Ty Phommasack, the Vice Minister in charge of guidance of Gender Mainstreaming process in the Ministry and the current ADB-TA 4655.

The workshop took place in the conference Room of the ministry and was held during the whole day according to the schedule. The participants were from members of Sub-CAW (11 persons, out of these 2 women), Directors and Deputies Directors (12 persons), President of the LWU of MAF, the members of the LWU Gender Focal Points (16 women), Gender ICT trainers (6 persons, out of these 3 women), Master trainers of NAFES (1 man, 1 woman), and socio-economic researchers of NAFRI (2, out of these was a woman). The total was of 52 persons (28 men and 24 women).

The objectives of the workshop were (1) to create common understanding on Gender mainstreaming Concept and Approaches; (2) to assess current situation of Gender Mainstreaming system of MAF; (3) to consider the alternatives of institutional strengthening for Gender Mainstreaming process in the MAF.

The workshop sessions were carried out as the following:

Session 1: Introduction

The Workshop started with the introduction of the workshops objectives and participants by Dr. Monthathip Chanphengsay, the Head of the Ministerial CAW Secretariat and the main counterpart of the ADB-TA.

Session 2: Opening

Dr. Ty Pommasack, the Vice Minister of MAF held opening speech in which he recalled the Policy of the Party and Government on Promoting Women’s Advancement, Protection and Development through implementation of the newly endorsed Laws, and many relevant programs and projects.

He stated that Gender Mainstreaming process in MAF should be strengthened in terms of its organization structure/network and its operational mechanism. He emphasized the responsibility of senior officers to increase their responsibility as member of the Ministerial

\[1\] Recently the former Sub-CAW Secretariat was renamed as Ministerial CAW Secretariat.
CAW in leading Gender Mainstreaming process and Women’s Advancement in their organization. He urged participants to extensively share ideas and try to find out the best ways to improve the organization structure and its role and functions.

Session 3: Role of Agriculture and Forestry sector in Poverty Reduction

Dr. Phouang Parisack, the Permanent Secretary of the Minister presented and discussed the Role of Agriculture and Forestry sector in National Poverty Reduction. The presentation comprised of two Parts e.g.: (1) Contribution of the Agriculture and Forestry sector into poverty reduction, (2) Focus Activities of the sector in 2006-2010.

The Agriculture and Forestry Sector has been contributing its important part to the national economy e.g. 46.4% of GDP. In food security, the production of rice reached 2.6 million tons, average of 460 kg/person/year that is beyond the target (350kg). So far 3 provinces could eradicate the slash and burn (Champassack, Vientiane capital, Sayaboury) as planned.

MAF promotes Gender mainstreaming through inclusion Gender, women in a number of agricultural and forestry projects, namely the involvement of men and women in the production groups at village and household levels:

1) Rice cultivation in valley paddy which involved 650 groups (12 projects)
2) Livestock – 1045 groups (66 projects)
3) Integrated agriculture - 420 groups (21 projects)
4) Cash crop production – 160 groups (21 projects)
5) Fruit trees plantation – 34 groups (6 projects)
6) Non timber Forest Product – 470 groups (21 projects)
7) Tree plantation – 5150 groups (2 projects)
8) Micro finance – 47 projects; most of them run by women / LWU
Total 184 Projects, in which 7,869 groups, covering 77,382 households

He concluded that MAF has to do much more to help women and men to improve their living standard.

Session 4: Gender Mainstreaming Concept, Approaches and Tools.

Dr. Outhaki Khamphoui was suggested by the Ministry (TA counterparts, under guidance of the Cabinet), to present and discuss on Gender Mainstreaming concept and mechanism. As introduction to the main topic, she introduced the shift Approaches Women in Development (WID) to Gender and Development (GAD) as well.

She pointed out that Gender Equality is more than a goal, but it is a precondition for Poverty Reduction, Sustainable Development and Good Governance; and it is impossible to achieve the goal of Gender Equality and Women’s Advancement without clear policy, strategic plan setting out policy, objectives, action time frame and resource. Gender Mainstreaming is a strategy helping to reach this goal and it is also a development process. It is also about policy influence as much as it is about projects and program design. It involves all the steps between gender analysis and incorporating that analysis into the policy and program.
decisions that will contribute to equality of outcome for men and women in all development work.

In the Lao P.D.R. the setting up of the Commission on Women Advancement (CAW) is by itself a Gender Mainstreaming Network, therefore it has to use Gender Mainstreaming approaches and tools that have been developed over the decade, and adopted as development community’s agreed methodology to achieve gender equality. The tools comprise of Gender Analysis, Sex Dis-aggregated Statistics, Gender Planning or Gender Sensitive Planning. She reminded that the current ADB TA – Capacity Building for Gender Mainstreaming is assisting MAF to conduct Participatory Gender Assessment using Gender Analysis tools.

As Gender Mainstreaming structure, she showed the inter-relationship between the three arenas (an organization, its programs, the communities they serve –impact). The details of the 14-point framework of the elements of a gender mainstreaming strategy (used by SIDA) were presented and discussed in details and with many concrete examples from the Lao context. She emphasized that without development of a practical operational mechanism e.g. clear role and function of Gender Focal points in bringing gender issues in planning during the design phase of the programs and projects as well as conducting systematic gender sensitive monitoring and evaluation of the projects implementations (monitoring the progress of Women’s Advancement and Gender Equality).

Session 5: Situation analysis on Gender Mainstreaming in Agriculture Brainstorming (using SWOT analysis)

The session was lead by the Chair of the workshop, Dr. Ty Phommasack who opened for a participatory brainstorming and discussions. Through this session participants could get the overview of the current situation on Gender Mainstreaming Process in Agricultural and Forestry Sector, especially at the Ministry (central) level. It could be summarized that MAF Leaders feel commitment for the Women’s Advancement process. Gender Mainstreaming approaches are practiced at projects levels, mainly suggested and supported by the Donors. Concerning the responsible structure, it is still lacking clear function in order to facilitate effective procedures of Gender Mainstreaming. (Pls. see details in the annex 2 – SWOT Analysis of the current situation on Women’s Advancement and Gender mainstreaming in MAF Institution).

Session 6: Discussion on Consolidating Gender Mainstreaming Mechanism of MAF

Based on the outputs of the previous session, analysis of Gender Mainstreaming process, the participants could share ideas on how the Gender Mainstreaming process and its Network should be improved. Participants started to feel that there should a strong network under the guidance of the Commission for Advancement of Women, and also there is crucial need to have operational mechanism of Gender Mainstreaming, first at Ministerial level, then step forward to Provincial, District than village level.

The Chair of workshop, Dr. Ty Phommasack asked Dr. Outhaki to present the draft model of the potential Gender Mainstreaming network (Annex 2).

She explained the objectives of the Gender Mainstreaming structure and operational system of MAF as well as its procedures in mainstreaming Gender issues into policy, strategy, programs and projects (that needed to be in place). The duty and job description of each element of the structure/network were clearly defined. Referred to the practical needs to coordinate different aspects of Gender Mainstreaming elements namely information, training, monitoring and evaluation of projects, cooperation with donor agencies working for Gender, there is a crucial need to assign a permanent Person or Team in the Ministerial CAW Secretariat who will act as coordinator. In each Department there should need a Gender Unit or Team, which will act as catalyst, advocate/promoter, monitor Gender Mainstreaming and Women's Advancement process. Therefore these Persons or Teams need to be qualified in Gender as well as committed for the process.

Dr. Outhaki pointed out that to make this organization structure effectively operational there is crucial need of a systemic capacity building in Gender. The current ADB TA- Capacity Building for Gender Mainstreaming in Agriculture will provide some necessary inputs through its training program support and activities e.g. identification of specific measure for Gender mainstreaming, establish systems and procedures for screening new policies, recommended Project Monitoring and Evaluation Systems.

Notes: The issue of Capacity Building of human resource for medium and long term, as well as the possibility of Affirmative Actions and promoting a gender-friendly organization were not specifically discussed, because it was felt that these issues need more time and concentration and need another opportunity to discuss in details in the future.

Session 7: Closing Remark

Dr. Ty Pommasack, Vice minister made summary of the workshop, in which he stated that the Structure of the Women’ Advancement as well as Gender Mainstreaming network need to be restructured in order to meet practical needs and to respond to its role and functions assigned by the NCAW/GOL. Its job description and operation mechanism, action plan has to be set up and strengthened. He declared that he will call on a meeting with all senior officers, especially, those with senior officers (Department Director level) for further discussion and agreement for responsibility on this matter.

Conclusion

From the observation of the workshop team and the feedback of the participants, women and men, and particularly from the feedback of the Ministry, it could be assessed that the results of the workshop were very satisfactory. The statement of the Chair person at the closing session concerning the future setting up of a follow up meeting is very promising. This is also a good sign that this workshop is not the end or remains only as information/ knowledge sharing but there will be a concrete follow up action in order to put the ideas into practice. This is also a good preparation of the next step when Dr. Peter Stevens and Dr. Kasumi Nishigaya come to bring further TA inputs in the fourth coming missions.
Lessons Learned

To prepare a workshop for an institution with senior officers there is need to have some important steps for preparation as follows:

1. In the early stage of preparation there is crucial need to conduct a series of consultations and coordination with counterparts and decision makers to get common understanding and agreement on the detail planning of the workshop: objectives, content, participants, expected out puts, and methodology, resource persons, training materials (All these take a lot of times because the relevant persons / target groups are very busy).

2. To spare times of the workshop, especially for the high ranking and senior officers, who do not have much times, there is need to involve participants in the process of thinking and preparation before attending the workshop. It was helpful that an assessment tool 3 was sent out to participants some days before the workshop, this seemed make the discussions easier and effective (as we did in this case).

3. Presentations should be developed not only with theoretical principles, but need to be with relevant concrete examples from the context e.g. to highlight positive examples that each department did or is doing, and then to point out what are missing. Therefore to prepare a workshop, the training/facilitation team or resource person needs times to study the actual situation and training need assessment so that they could speak about the realty which is more interesting and useful / practical for participants.

List of Annexes

Annex 1 – List of Handouts
Handout 1. Workshop Plan and Schedule
Handout 2. Guide Questions for assessing the actual situation of Gender Mainstreaming at MAF
Handout 3. Concept of Gender Mainstreaming
Handout 4. Tentative Structure and TORs of Gender Network at MAF

Annex 2: SWOT Analysis of the current situation on Women’s Advancement and Gender mainstreaming in MAF Institution 1.

Some days before the workshop, MAF received an official note of the NCAW President which instructed about some changes:
(1) The rename of the Sub-CAW into Ministerial CAW (National CAW, Ministerial, Provincial, District CAW).

3 Questionnaires – Assessing the situation of Gender mainstreaming in MAF Institution
(2) The nomination of Ms. Chandy Pankeo, to replace Dr. Souvanpheng Bouphanouvong.

A few days after the workshop, MAF received another official note of the NCAW President informing all line Ministries to restructure Ministerial CAW Secretariat into a Unit which has position equivalent to a Division. It was recommended the unit is to be located in the Department of Personnel or in the Cabinet of Minister Secretary. As unit, it is supposed to have more than one permanent person responsible for Gender mainstreaming activities and coordination, that is better than it was suggested in the workshop. The NCAW instructed also the line Ministries to elaborate the detailed TORs of its CAW structure and to submit to NCAW Secretariat before 30 November 2006.
## Annex 6: SWOT Analysis of the Current Situation on Women’s Advancement and Gender Mainstreaming in MAF

<table>
<thead>
<tr>
<th>Elements of Gender Mainstreaming</th>
<th>Strength</th>
<th>Weakness</th>
<th>Opportunity</th>
<th>Threat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy on Gender Equality and Promotion of Women Advancement</td>
<td>There is political will and commitment of High Ranking officers of MAF</td>
<td>Yet MAF doesn’t have its own Policy (specific decree, directive concerning Women’ Advancement in the sector, and Gender Mainstreaming Guideline released by the Minister) - Laws on Protection and Development of the Women were not disseminated among staff. - MAF still lack of Gender Action Plan</td>
<td>There are Policy of Party and GOL, Laws on Protection and Development of the Women. - Lao NCAW is in the process of strengthening its structure and leadership - International cooperation and supports</td>
<td>Evaporation of GOL Policy</td>
</tr>
<tr>
<td>2. Gender Strategy</td>
<td>MAF has its own Women’s Advancement Strategy (incorporated in the National Strategy for Advancement of the Women)</td>
<td>The Strategy was not formulated in a participatory manner - Gender Mainstreaming Approaches indicated in the document was not disseminated and understood by staff and was not served as guideline for all professionals in the sector.</td>
<td>NGPES - Women’s Advancement Strategy - Population Development Strategy - Human Resource Development Program of Lao</td>
<td>Strategy remained not implemented.</td>
</tr>
<tr>
<td>3. Human Resource Development</td>
<td>- Recently there is sex dis-aggregated data of staff of all levels (Central MAF, Prov. Distr.) - Report on HDR activities 2001-2004 available - Strategic Planning on Human Resource Development (staff and students) 2006-2010 available</td>
<td>Very few women have position in senior management level - The HRD targets are not sex disaggregated, therefore it is impossible to identify clearly the number and proportion of gender balance. - There is no Affirmative Action in the promotion of women staff - Lack of TQRs on responsibility of senior officers and staff on Gender Equality promotion.</td>
<td>International obligation of GOL e.g. to report the Women’s Advancement progress to the CEDAW Commission each 4 years (CEDAW Report)</td>
<td>Women are overlooked in recruitment, staffing, development and promotion. - There are too small number of candidates in Agricultural training school and Faculty</td>
</tr>
<tr>
<td>4. Capacity Building in Gender</td>
<td>Many Gender training sessions were integrated in most technical fields training e.g. Forestry, Fishery, Livestock, Agriculture, Extension, for technical and project staff. There are some trained resource persons that can be Gender trainers. Good training materials on Gender available (for Forestry sector) that can be adapted and developed further.</td>
<td>So far there is no consistent Capacity Building Program on Gender designed for specific target groups e.g. decision makers, senior managerial level, technical. - No strategic planning in capacity building of Gender in Human Resource Development Program to support Gender Mainstreaming process in Agriculture and Forestry Sector.</td>
<td>Support of Donors in capacity building in Gender through various Development Projects, mostly in the form of Women in Development (WID) in separated projects or component, but mostly the training program is not systematic.</td>
<td>There are many capacity building programs supported by different international projects, but they are not systemic and not well coordinated among donors.</td>
</tr>
</tbody>
</table>
### 5. Organizational Structure for Gender Mainstreaming

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministerial Commission for Advancement of the Women (CAW) and secretariat in place.</td>
<td>Diversity of forms of Gender Focal points: as team, as unit, as individual e.g.: (1) Gender Focal points under the LWU line in each Department, NAFRI, NAFES. (2) Gender Unit at DoF, at the Division of Planning and cooperation (GFP/master trainer located in the unit of investment). (3) Gender Team at Dept of Livestock and Fishery under the responsibility of the DDG. Through these variety of the organization forms, MAF is able to learn which kind of structure is the most effective for MAF.</td>
</tr>
<tr>
<td>The structure of Gender Network is not linked to the CAW; although in fact promoting Gender is the core work and duties of the CAW. - It is lacking of operational mechanism in Gender mainstreaming - The Gender Focal Points of the LWU lack of clear TORs monitoring / supervision. - The TORs of Gender Focal Points of the MAF LWU, did not specified their participation in projects formulation and screening of Gender perspective. -Lack of screening system and monitoring / evaluation system.</td>
<td>- Ministerial NCAW, has mandate and power to decision making / leadership to all levels of the agriculture and Forestry sector. - Currently the NCAW is being in stage of strengthening their organization structure and functions. -MAF is being in the stage of revising their organization structure and staffing. - There is opportunity for change / improvement of Ministerial CAW and to fit the structure into the formal structure of MAF.</td>
</tr>
<tr>
<td>The new restructure needs some times to get familiar with the working procedure as Gender Focal Point. There may not have continued technical support which facilitates effectively gender mainstreaming process. An appropriate Work Plan is not elaborated in time. The structure is not working efficiently.</td>
<td></td>
</tr>
</tbody>
</table>

### 6. Information system

- There are quite many Gender information/data scattered in different types of studies, mostly in the process of project formulation (supported by Donors in cooperation with MAF).
- There are also Gender information produced by other Agencies that related to agriculture and Forestry.
- Lack of Gender Information management system, namely lack of the responsible body and person, as well as the system of Data Collection, Analysis, Storage, Dissemination, Monitoring and Evaluation of the use).
- In general, lack of sex dis-aggregated statistics and Gender Statistics.
- Sex disaggregated statistics are not analyzed and Gender issues incorporated in the policy, program and projects.
| - There is Notification of Prime Minister Office 2001 on the inclusion of the sex dis-aggregated statistics to be included National Statistics System. - This also means that all Ministries must implement this Notification in their sector. - There is potential support of different Donors (FAO, and others) in Gender information Development (ICT). | - There is Notification of Prime Minister Office 2001 on the inclusion of the sex dis-aggregated statistics to be included National Statistics System. - This also means that all Ministries must implement this Notification in their sector. - There is potential support of different Donors (FAO, and others) in Gender information Development (ICT). |
| Evaporation of the Notification | Continuation of the lack of commitment of line Ministries to implement the Notification. |

### 7. Programming, screening and monitoring system

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>So far Gender perspectives are included in some sub-sector projects, e.g. in Forestry where there is better systematic Gender integration in project cycle (Identification, design, implementation, monitoring and evaluation)</td>
<td>-Lack of screening system for Gender mainstreaming. The skill in screening was relied on the Donor expertise. - Gender Focal points/teams do not have responsibility (participating) in the screening. - In general Gender is not is not integrated / mainstreamed in the general inspection/monitoring activities of the Departments and Ministry.</td>
</tr>
<tr>
<td>The UN Agencies e.g. ADB, WB, FAO, have strong Commitment for Gender Mainstreaming, MRC. Bilateral e.g. SIDA, JICA.</td>
<td>- The UN Agencies e.g. ADB, WB, FAO, have strong Commitment for Gender Mainstreaming, MRC. Bilateral e.g. SIDA, JICA.</td>
</tr>
<tr>
<td>- No continuity of supports from Donors or the supports are not well coordinated. - CAW secretariat, Gender Focal Points/Gender team are not competent to conduct the screening.</td>
<td>- No continuity of supports from Donors or the supports are not well coordinated. - CAW secretariat, Gender Focal Points/Gender team are not competent to conduct the screening.</td>
</tr>
<tr>
<td><strong>8. Budget</strong></td>
<td>There is some budget allocated for Gender or Women in Development (WID) activities at project level. Considerable amount of Budgets supporting rural development is available (from the support of various Donors). They are and will be delivered as poverty reduction funds to households living in poverty (women and men). There is decision of the MAF that the funds will be mostly delegated to the local LWU organizations to manage and supervise the microfinance credit schemes, as they proved to be the most effective to run the funds.</td>
</tr>
</tbody>
</table>
Annex 7: Draft Structure and Operational Mechanism for Gender Mainstreaming in Agriculture and Forestry

Level 1-Guidance

Commission for the Women’s Advancement of MAF (Min.CAW)
1. Formulate and deliver Policies and Strategies
2. Guide the implementation of the Policies

Level 2-Coordination/Monitoring

Secretariat office of the CAW/the GD Division
1. Monitor the implementation of Gender mainstreaming (HDR, Planning, PCM)
2. Gender Information Management
3. Capacity building in Gender (Training Coordination)

Level 3-Implementation

Permanent Secretary Office
Gender Unit

Department of Organization and Personnel
Gender Unit

Department of Planning
Gender Unit

Department of Inspection
Gender Unit

Department of Agriculture
Gender Unit

Department of Livestock and Fisheries
Gender Unit

Department of Forestry
Gender Unit

Department of Forestry
Gender Unit

Department of Meteorology and Hydrology
Gender Unit

National Agriculture & Forestry Extension Service
Gender Unit

National Agriculture & Forestry Research Institute
Gender Unit

Notes: The Gender Unit at departmental level (Level 3 – Implementing Policies/Strategies through programme/projects)
1. Chief, Gender Unit (Director or Deputy Director of Department)
2. Gender focal points (LWU member / representative)
3. Gender trainers
Annex 8: Draft Mandate and Function of the Gender Mainstreaming Structure

A. Background

B. Structure and General Functions of the Ministry CAW

Role and Functions
Operational Activities
Structure and Duties (the CAW comprised of the Director of each Department, NAFRI, NAFES and lead by the Vice Minister)
Terms of reference of the Commission Members
Formulate and deliver Policies and Strategies on Gender Equality
Guide the implementation of the Policy and Strategies and Gender Mainstreaming operational mechanism/ system

C. The Min. CAW Secretariat office (or the Gender Division)
The organization and functions
(it was recommended to assign 1 permanent person working as coordinator, but later on it was decided to set up a Secretariat Office (or Gender Division under the Department of Organization and Personnel) with 5 peoples

The terms of reference:
Monitor closely the implementation of the policies and Programmes and Projects (in terms of Gender perspectives), and Department Action Plans.
Information management (regular reports from the Department level Gender Units)
Capacity building in Gender Mainstreaming (coordinator)

D. The Gender Unit at departmental level
1. Chief of the Gender Unit
   (It was recommended to be the Head of Planning Division of each Department. He/she is accountable to His/Her Director of the relevant Department who is the Member of the MAF CAW.
   - His/Her role is to monitor closely the implementations of the Department Plans (especially on HRD), and projects.
   - Report activities, information/data to the Gender Division.

2. (Existing) Gender Focal point (LWU representative)
   → Collect, store, disseminate information related to Gender within the Department

3. (Existing) Gender Trainers (to be part of Gender Resource pool of the MAF)
   → Principle on the functioning of the MAF CAW
   → Line of the Regular Meetings
   → Reporting system from GD Unit to secretariat (GD Division)
   → GD Unit - to GD Division - to Ministerial CAW and to NCAW (government level).
Annex 9: Report of the Field Survey: Gender TNA for PAFO and DAFEO Extension Officers

With the goal of implementing the training “Gender Sensitive Pro-Poor Extension Services” for Extension Officers indicated in the Information and Training Programmes\(^4\), and with cooperation with the LEAP (Lao Extension Approach Programme) Project, a mission of Training Needs Assessment of the ADB TA – 4655 was carried out in the selected Provinces, based on the locations where the LEAP Project is being in the process of implementation. The gained information will be served as references to the curriculum development of the above mentioned Training Sessions.

- The immediate objectives of the field survey were:

  1. To identify Gender awareness and training needs of the extension officers (women and men),
  2. To get better understanding about the situation of Gender mainstreaming in the extension delivery system at community level.

- The survey team comprised of 2 Gender Resource Persons from MAF, a support staff and a TA consultant e.g.:

  1. Ms. Sisomphet Souvanthalisith, Gender Focal Point/Trainer, CAW Secretariat officer, TA counterpart,
  2. Mr. Thongsavanh Phanthalavong, NAFES official, Head of Coordination Unit, Rural Development Division, Gender Trainer,
  3. Dr. Outhaki Khamphoui, Human Resource Development and Training Specialist,
  4. Mr. Ian Leungvan Eng, Driver

- The actual field visit and data collection were carried out from 11 – 16 December 2006 in two Provinces: Khammouan and Bolikhamxay with one District and two villages per Province. In Khammouan Province the field work was carried out in Sebangfai District, namely in two villages e.g. Naphork Neua, and Dong Makba; while in Bolikhamxay in Thaphabat District - Houay Leuk and Phone Ngam villages were been visited.

- At the Provincial and District offices the team had series of meeting and discussions with the PAFO, PAFEC and DAFEO officials. At the villages the team has spent most time in having extensive discussions with village authorities, LWU, production groups (women and men), village extension workers (VEW), as well as going visiting the farmer households to see the actual activities under the LEAP Project.

- In general the team could collect necessary information, which help us to understand the context of the villages, their problems, and their needs of learning new technology in agricultural productions. The main focus of the discussions was focused on the level of women’s participation and empowerment, identifying through

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\(^4\) see attached in the inception Report, prepared by the TA Team 22 September 2006
the impact of the extension learning, namely the change occurred after joining the learning project. The assessment was done in through qualitative questions as well as looking at the tangible acquired skills, and observations on the attitudes of women villagers. The same method was applied to identify the empowerment of the women extension officers. The tools for individual interviews and group discussions were the set of qualitative Guide Questions (attached in the annex). The summary result of the field survey is described below.

Summary Results of the Field Survey

- In each province the team met with PAFO/PAFEC senior managers and LEAP coordinator as well as DAFEO officers and District LEAP coordinator. All met officers stated that they have never had any kind of Gender Training in a (separated) course or topic. But in the sessions of LEAP training course they were instructed to involve women’s participation in the process of the project implementation at village level, because women have important role in agriculture production for family consumption as well as for goods production.

- Concerning the issue on Gender Sensitivity and Gender analysis skills of officers, the survey team observed that the Provincial as well as District officers had some level of understanding and awareness of common Gender issues e.g. women are shy, have less education, more workload in reproductive work than men. But they seemed do not know clearly about the reasons why women are in the most underprivileged situation and the potential link with the functions of the extension workers as developer and agent for change – for poverty alleviation and social equity- how to work effectively for women’s empowerment. This includes helping women, especially the poor and marginalized to acquire knowledge and skills to improve their living conditions and status.

- Through discussion we could get impressions that the extension system was implemented systematically according to the principles and procedures of the LEAP Project. The Provincial LEAP coordinator reported that in the LEAP phase I they have conducted PRA to identify the socio-economic situation of the target villages in which the Gender Profile Analysis Framework was included. They said they have asked about the division of labor (between women and men), in the interested agricultural activities communities. The situation of the access to and control over resources were also asked. The obtained information was used to set up plan for the extension training in the current Phase II.

- The District extension officers told us about how they involved women in each step of extension activities, for example: to identify the TNA they assess the need of men and women villagers separately, then let them come together and discuss about priority topic. The extension officers were instructed by the Provincial LEAP Team to keep in mind the involvement of women in the learning group.

- In the visited villages the survey team noticed that women who participating in the learning group were active and made efforts to follow the instructions of the officers. It was visible that they acquired new knowledge, skills and gained some primary experiences in their field. An aged woman said that she is illiterate but had asked her son to take notes during the course. She also tried to remember what the
officers said and also made use of the brochure and posters. If she did not understand she approached the group leader for explanation.

- They could get practical positive outputs from their activities and could share knowledge and experiences to other community members too. In the case of the “Tree Plantation Learning Group” in village Houay Leuk, women group members revealed to acquire high skills in air-layering and grafting fruit trees. They also applied the acquired skills in producing seedling for the ketsana (aquilaris) and rubber trees. The deputy of Women’s Union of the village had a beautiful seedling nursery where she had more than three thousand healthy seedlings of aquilaris, which she manages by herself. In this time consuming work she said that her husband had contributed only in transporting by car the good soil from the bank for their river for preparing seedling bags. The number of her seedlings is enough for planting in her land of about three hectares, but there is demand from other villagers to buy for their land too. The other woman group member had involved in preparing grafting for rubber trees. She had more than two hundred strong sapling that is enough for a half hectare of her land.

- The support/inputs of the family members (men) are very helpful for applying knowledge in practice. In the cases of poultry rising, after deciding to build chicken pen, women asked husband or son to help in its construction. For the daily works e.g. feeding, caring the animal’s health and reproduction, selling, processing for family food are under the responsibility of the women. Women learned the vaccination technique as well. In case of cattle rising, women also learned how to give vaccination to the animals.

- In visited villages women did not report any major constraints to participation in the learning and production group. Few women were illiterate or less education, but they made effort to remember or asked help from the group member. In interaction with extension officers there was no problem, because in the visited Districts there are also women. It was observed that according to LEAP methods, the field officers go together (every time) in team to visit their project villages, and women mostly approach female group members. Concerning the time availability, women villagers said that they tried to arrange their schedule to come to learn or meet with extension officers regularly because it is their interest and decision to join the group.

- Besides the positive impressions, it was observed that the poorer families/women were not directly involved in the learning group as clearly stated in the LEAP “inclusive approach”. In case of Houay Leuk village, in the beginning of the project there were more than 20 interested villagers (women and men) that expressed the desire of joining the learning group. The DAFEQ Officers gave us the reasons why the elites (leader the Women’s Union, Village Head and Deputy, educated and better off people) were selected in priority to join the group of ten people. This was because this group of people was expected to ensure the achievement of the learning, namely the application/practical use of the gained knowledge, and this was due to their availability of resource and time. This group was expected also to be the most effective people to disseminate knowledge and skills to other community

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5 Extension for every one! Why Laos needs an inclusive approach to agricultural extension. NAFES/LEAP. Vientiane, January 2006. Page 2, paragraph 2 - What do we mean by an inclusive approach?
members because of their community role and socio-economic conditions. They will be able to act as Village Extension Workers (VEW) in the future – to train the interested but which was not involved in the group in this time.

- Along with Gender issues related to agricultural extensions, we found that villagers, women and men are lacking of production opportunities, due to natural disaster, degradation of environment and lack of information/knowledge. And this situation affected importantly the livelihood of the communities. In Dong Makba village, a traditional settlement with many years successive flooding on the paddy fields and production plots, the community suffers from rice shortage, and lack of income generation opportunities, as the non-timber-forest products which they were used to access has reduced drastically. Up to present, they could grow only chilly as cash crops because the land is not suitable for other plantations.

- This hard situation of livelihood affected seriously young people, (girls and boys) and pushed them to illegal migration to Thailand to search for work. Most of them encountered with failure and rupture with the family. From the information of the villagers, women and girls are the most vulnerable. Currently the number of emigrants from village reached about 80 persons (about 12% of the total population). The learning and production group of chicken raising included 6 men and 4 women. Women said that they followed the instruction of the technician and their chicken did not died, they could sell them, those chickens whose owners are not in the group died as before.

- During the discussions with villagers of all communities, the issue on the access to land and ownership were tackled. In general women and men stated that so far they got certificate on Land Use from the State, in which the name of the husband appears alone, although both husband and wife had jointly occupied and work on the land. A male village extension worker in the Houay Leuk village stated that they will ask to put both names when the Land Titling Project (LTP) takes place in their village.

- When asking about monitoring and reporting, it was clear that the interviewed officers seemed to face difficulties in answering how to identify/measure and report the change/progress on gender perspectives. This was may be because of the relevant gender mainstreaming monitoring indicators was not elaborated and included in the regular technical monitoring/reporting system, for example: how to identify and record/report the level of women’s participation and the learning impact on the socio-economic situation of the women. Up to now, it seemed that the extension officers report only the technical side of activities which is mostly quantitative data e.g. the number of women participating in the meeting and in the learning group. It was found that in most villages the attendance of women in the meeting were less than men, except in Dong Makba village. The women said that because the village Authority did not do a particular notice that women should participate in the meeting as well.

- Concerning the impact on women’s roles and status in the family and community, it was difficult to assess the visible changes in power relation, especially in the family; the reason was also due to the duration of the visit and also the size of the

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6 In the village there are 676 inhabitants and 116 households.
undertaken activities was modest. The survey team observed that women members were motivated to join the project and they have acquired good knowledge and experience in their field. In the Lao community in Sebangfai District, women stated that they manage their activities by themselves, have control on their products. But in the Kmu community in Dong Makba village, some women said, half joking: “women raise chicken, but men kill for alcohol appetizer when they get drunken”.

- The role of female extension officers (3 persons met) in the field work was also explored. It was observed that these women, in Thaphabat as well as in Sebangfai are working actively in the field side by side with their male colleagues. The one in Sebangfai had training background in Forestry, but now she is generalist. She said that she learn the professional skills in agriculture and livestock from is in the job training on agriculture and livestock, especially in chicken raising, as in Sebangfai there is only one activity in 10 village (chicken raising). For the two other female extension officers at Thaphabat, they had agricultural background, one in agriculture and another one was in livestock. Their male colleague said that it is good to have women extension officers because women are more comfortable to interact with women.

Conclusion

Through the field survey we could identify that the LEAP project had a good general instruction in involving women participation and there is already some level of Gender Awareness among extension officers. But for increasing an effective implementation of the LEAP inclusive approach they would need to get broader information on Gender issues in order to strengthen knowledge and skill for practical use at field level. The extension officers as development workers – catalyst for change at grass root level need to keep in mind women’s empowerment issues while working for technology extension.

Annex 1: Interview Guides

I. When assessing the situation of the agricultural activities in the communities did they ask about:

a. Division of Labor, Access to asset, Role in decision making:

→ What women and men do in the family and community?
→ What are Gender Role and Division of Labor in all phases of agricultural productions?
→ Identify women’s role in the process of decision making?
→ If there is/are any community work what men and women do? Example: construction or maintenance of irrigation system?
→ Are the roles identified under (1) and (2) reflect in the definition of the extension project’s immediate objectives?
6. Has women’s opinion or expertise been sought in the definition of the project objectives?

b. Constraints
→ What difficulties do women experience in carrying out agricultural activities?
→ What obstacles prevent women from participating in development agricultural projects? Social? Legal? Cultural?
→ How the extension project addressed or plans to address these constraints?
→ (giving technical instructions on what villagers want to learn)

II. Extension’s Activities

1. When and how the extension work / project’s activities included women?
2. How the extension’s inputs facilitate women’s participation?
3. How the extension’s activities affect women’s roles as agricultural producers?
   1. How the project’s activities affect women’s roles as head of households?
   2. How the project / activities affect economic situation of the family?
   3. Do women involved in production groups? (as member or contact persons or both, and how many women in the communities who are actively involving in the production groups?)
   4. How active women participating in the meeting and in which level?

III. The implementation

a. Project personnel

1. Are project personnel familiar with gender issues? Are they open to seeking women’s input in meeting their needs?
2. Have they been trained in WID or Gender? Do they need advices of the gender expert (namely training)?
3. Are extension officers sufficiently aware of or sympathetic towards women’s needs?
4. Are female extension officers used to deliver services to women?
5. Do personnel, women and men have necessary skills to provide any special inputs requires by women.
6. Are there opportunities for women extension officers to participate in project management position, and training in delivery systems?

b. Extension service’s impact on Women’s Activities

1. Which of theses activities: production, reproduction & maintenance, socio political does the project affect?
2. How will the extension project components affect women’s access to and control of the resources and benefits engaged in and stemming from the production of goods and services, from reproductive role, and from socio political functions?

Annex 2 – List of People Met

A. Khammouan Province

1. Mr. Khamsono, Deputy Director PAFO
2. Mr. Khamphanh Phengthongma, Chief of PAFEC and LEAP coordinator
3. Mr. Kee Sisouvong, Deputy LEAP coordinator
4. Ms. Keo Vongma, Sebangfai DAFEO officer
5. Mr. Phengma, Sebangfai DAFEO officer

B. Bolikhamsai Province

1. Mr. Boualy, Deputy Head of PAFEC
2. Mr. Khao Phone, Thaphabad DAFEO Head, LEAP coordinator
3. Mr. Khamphone, District extension officer
4. Ms. Khamchanh, District extension officer
5. Ms. Keo Phouthone, District extension officer

C. Community members of the four villages

1. Head of villages and their committee members
2. The Women’s Union members and group leaders
3. The Head of learning and production groups
4. Villagers, women and men, elderly and young people.

Annex 10: Report on Gender sensitive Extension Training – Oudomxay

The training on Gender Sensitive Extension was carried out in Mouang Xay, at Oudomkham Hotel, Oudomxay Province from 6 to 9 February 2007. The training teams comprised of the ADB TA Training Team, including Mr. Phet Phommachack, extension specialist, Dr. Outhaki, training specialist, Deputy Team Leader (core trainer), and jointly with Ministrial Training Team including Ms. Sisomphet Souvanthalisith, Gender Specialist and Gender Focal Point of Forestry Department and MAF, Mr. Thongsavanh Phanthalanouvong, Gender Trainer (NAFES), Ms. Khamdy (NAFES). The participants of the training were from Provincial Agriculture Forestry Extension Center (PAFEC, 3 persons each) and District Agriculture Forestry Extension Office (DAFEO, 3 persons each) of Five Northern Provinces e.g. Oudomxay, Bokeo, Luang Namtha, Houaphanh, Phongsaly. The total number of the participants was 30 persons, of these 7 women (Pls. see details in the table below)

Table: Number of extension officers, by Province (PAFEC) and District (DAFEO) and sex

<table>
<thead>
<tr>
<th>No</th>
<th>Province level / PAFEC</th>
<th>District level / DAFEO</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oudomxay</td>
<td>La</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Bokeo</td>
<td>Meung</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Luang Namtha</td>
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The training programme was designed for a three-day training (7-8 February). The main part of the programme was introduced in the first two days, and the third day programme was split in small sessions to be integrated in to the LEAP training programme (Introduction to LEAP) during the subsequent days, from 9-13, including the field work at village level (District LA).

The overall content of the programme is the following:

1. Why Gender knowledge and awareness is needed for extension officers?
   a. The composition of farmers (Percentage of women in agricultural farming)
   b. The Extension for All of the Lao Extension Approach
   c. Application of the GOL policy and NGPES/Gender Mainstreaming Strategy, and the MAF Policy included in the Lao NCAW

2. Understanding of Gender concept (Sex and Gender)

3. Cultural origin of Gender Relations:
   a. Gender Norms, Gender socialization
   b. Discrimination against women and
   c. Its implications to Extension work

4. The Use of Gender Analysis in extension work (training need assessment, implantation):
   a. Gender Roles: Reproductive, Productive, Community Activity (Managing, Politics)
   b. Division of Labor and time use
   c. Access and Control of resources
   d. Practical and Strategic Needs
   e. Enabling Factors

5. Gender Statistics

6. Women’s empowerment

7. How to work with farmers, particularly with women.

Day 1: Focus on Gender Awareness and Gender Analysis

The first step of the morning session commenced by the introduction of the ADB TA: “Capacity Building on Gender Mainstreaming in Agriculture” e.g. its objectives and its four components e.g. creating institutional framework for Gender Mainstreaming, building capacity in Gender mainstreaming, assisting in improving Gender sensitive and pro-poor Agricultural Extension services (in cooperation with other projects, particularly LEAP), developing pilot activities for capacity building.

The following step was the introduction of the training team and participants. A quick Gender training need assessment has been carried out by asking the participants to reply to the question whether they have ever attended Gender Training or Workshop in the past. If yes, when, for how long, where, who was the organizer and trainers? As results, it was found that only 2 persons (a woman and a man) from District Khoua, Phongsaly Province have attended a workshop on “Gender Analysis” which the Care International Laos had organized for DAFEO officers in the Province. The remaining
28 persons reported that they have heard about Gender and guessed that it is about women’s role, women’s participation, Gender Equality, and this is farley or may be not related to their work.

The objectives and the training programme, training methodology were been introduced subsequently, and the first session was started with background information on: “Why Gender knowledge and awareness is needed for extension officers?”. There was discussion prior to the introduction on the issue. It was revealed that participants were not capable to answer clearly about the meaning of the role of women and the need to have them in the extension work. They could reply that women comprised the majority of the labor force in agriculture, but could not tell the exact or close number; they said that they could not see anywhere the related information / statistics data. The trainer had introduced the reason why there is need and obligation of the extension officers to take into account the participation of women e.g.:

a. The high level of women’s participation in agriculture was introduced e.g. the percentage of women in agricultural farming was introduced e.g. women comprise 54.1% of agricultural labor force; 69.5% of women are working in Agriculture, while 55.6% of men do, therefore there is crucial need to provide information and skills to women as active participants in agricultural productions in order to increase production.

b. Referred to the Lao Extension Approach (extension for all), women farmers have right and needs to be involved in the learning process on agricultural extension.

c. GOL policy and Laws endorsed Gender Equality, and NGPES adopted Gender as cross-cutting issues and Gender was mainstreamed in to the Poverty Eradication Strategy. The Ministry of Agriculture and Forestry had participated in the development of Gender Action Plan of the Lao National Commission of Advancement of the Women, and had contributed in the part related to poverty reduction, agricultural production and income generation.

Gender Awareness session was started with an exercise “Gender Box” - discussing about women’s and men’s characteristics. The participants were asked to be split into two groups: a men’s group, and mixed group (8 men and 7 women), instead of women’s group because the number of women was too small for making a group. The men’s group was asked discuss the characteristics of men, and the mixed group - of women. First, they had to sketch a picture of a man (for men’s group) and a woman (for mixed group), then brainstorm the prominent characteristics of the person. After 15 minutes, when they came up with results, they came back in the class room and presented the findings.

The men’s group found that the predominant characteristics of the men are the following: courageous, good planner, leader, responsible for the family, bread winner, feeding family, dealing with heavy works, hot temperament, like to socialize with outsiders, spend more money for drink, like sports. The women’s group found that the predominant characteristics of the women as gentle, sweet, caring of the family (children and husband and parents), hard working in household chores, shy, not much self-confident, more sensitive than man, earning money for family, produce handcrafts items, and selling goods.
Masculinity and femininity. The trainer had facilitated the discussions on difference between men and women characteristics and the possible change of the attribute of being men and women e.g. the Gender aspects is learnt / socially constructed and changeable and in the opposite, sex is biological/born and unchangeable. Cultural origin of Gender Relations was discussed e.g. Gender Norms and Values, Gender socialization, Discrimination against women and its impacts to women and its implications to Extension work.

Sessions on Gender Analysis Framework were carried out through Power Point presentations and illustration with numerous examples from the field level and active discussion from participants. These sessions had facilitated the participants understand the Gender rational and approach. Visual tools were used to facilitate the understanding. The set of pictures cards “Whose Hands Are Doing What?” was used to facilitate the discussion on Activity Profile Analysis and Access and Control over resource and the reasons why women are needed to be involved in the training in the relevant agricultural activities. The time use statistical data from the LECS was also shown as evidence of women and men activities and the time spent for each category of work, in which women have less time for leisure, but more time in reproductive works. The Gender Needs Analysis (practical and strategic needs) were introduced and discussed by using case studies from the fields (different needs of men and women raised from their roles, division of labor access and control).

Day 2 - The second day was focused on how to work with women farmers

Gender Statistics were introduced e.g. the meaning, the content, how to do simple tables, its use in reporting, planning, monitoring and evaluation. From the session the participants could get the points that sex dis-aggregated statistics are needed in their work, namely to record and report the situation women’s participation in all stage of extension process. They could see also the need to set up monitoring indicators to indicator in order to record the changes.

The information gained from the first day e.g. the session on cultural origin of Gender relations and its impact to women, as well as the information from Gender Analysis was used as reference to discuss about how the extension officers, as development workers, should work with farmers, especially with women. They came up with better awareness on why there is need to taking account of the actual situation of women e.g.:

- economic situation (women headed household)
- women status in the household and community (matrilineal or patrilineal residence pattern)
- education level, and opportunities for different kind of training
- lack of opportunities to get information, invitation to village meeting
- lack of opportunities for agricultural extension services
- time constraints and or burden with reproductive works, besides productive works
- low self-esteem, reluctant to speak up in public
- intimidation by men
- women’s voice is usually not heard or taken into account by the community and planners

- low access and control to resource and decision making at household and community level

Participants had shared ideas and came up with practical recommendations how apply effectively the Lao Extension Approach e.g. involving more women (from the most vulnerable groups, ethnics minority) in the extension learning process and by this way making their extension work more productive, and by this way implementing women’s empowerment the process as well.

Day 3 and the Remaining Days

The Day 3 and the remaining days the sessions were split to integrate in between or as short additional comments to the LEAP training sessions, including meeting with the village authority with presence of the District Governor to introduce the Village Extension System (Tool 1 – VES- Introduction of the village Extension System to village authorities), as well as the meeting with villagers women and men, using “Tool 2 – TNA KISS Training Needs Assessment – Keep it Short and Simple”

The facilitators from the TA had participated in the meeting and could observe the process. The facilitator had contributed to the meeting in make women speak out about their actual situation in agricultural productions, income, health situation etc… The Consultant shared comments on the process of the TNA where the voice of the women were not well listened, because the groups were too big (more than 20), and it was noisy as many people speak in the same time, so the facilitator (extension officer) could not control the order of a normal meeting. More than this venue was too small, so it was too crowded and it was difficult to arrange that women are standing in the front.

It was impressive that the LEA Programme had developed a set of very nice visual and good tools to facilitate the implementation by the extension officers. But from the observations, there would need more attentions to the capacity building in communication skills and provision of practical instruction for the extension officers/trainees in the beginning of the extension course in order to facilitate them conducting the meeting and TNA sessions in more Gender sensitive manner, so that there is guarantee that women’s voice is always equally heard and taken in considerations. There is also need to sensitise the extension officers gradually become role model of the Gender sensitive catalysts of the community development.

There is hope that the TA will have opportunities for further cooperation with LEAP in the objectives to strengthening the Lao Extension System for poverty reduction of the rural households in the country. From the assessment by the participants the Gender sessions have brought them knowledge on gender concept and analysis and its practical use in their extension work. They recommended a follow up inputs in the future, e.g. upgrading course in gender. So far there was no joined evaluation between the TA and LEAP training teams yet.
Annex 11 - Report on Training of Trainers on Gender in Agriculture and Forestry

1. Introduction

The training of trainers (TOT) on Gender in Agriculture and Forestry was carried out at the Ministry of Agriculture and Forestry (from 21 to 29 May 2007), which was supported by the ADB TA 4655 – “Capacity Building for Gender Mainstreaming in Agriculture” in cooperation with the Women’s Advancement (Secretariat) office, under the Permanent Secretary Office of the Ministry. The objectives of the training were to introduce and upgrade participatory training skills and strengthen Gender Mainstreaming knowledge to participants. It was expected that after the training participants would be able to make use of the acquired awareness and knowledge in their work and personal daily life, as well as be able transfer information / knowledge to their colleagues. The Ministry (MAF) is expected to have more resource persons in Gender in each department and a qualified Gender training team because it was the first time that participants were trained in the same programme.

2. Training Team

The training teams comprised of 6 persons from MAF senior Gender resource persons / trainers e.g. Mrs. Vannaly Saphanthong, Mrs. Pingkham Lassasima, Ms. Sisomphet Souvanthalisith, Ms. Nouhak Liepvixay, Mrs. Thongsavath Boupha, Mr. Chanthaneth Sihamano. Ms. Outhaki Khamphoui, the TA training specialist, Deputy Team Leader was acting as core trainer.

3. Participants

It was a special course in terms of participant composition e.g. there were two categories of participants, namely (1) “potential junior resource persons” and (2) “current senior resource persons”. The details as below:

(1) Potential junior resource persons. They were selected from the Gender Focal Points of the Ministry Lao Women’s Union, the resource persons of the current Ministerial Committee for Advancement of Women, and some technical staff from NAFRI (2 persons), NAFES (2 persons), Department of Planning and Cooperation (3 persons: 1 from planning, 1 from statistics, 1 from international cooperation), Personnel and Organization (1 person). All they were expected to become future Gender resource persons for their organization. The total number was 13 persons, of these 11 women and 2 men.

(2) Current senior resource persons. According to the discussion in Consultation meeting (held in 3 May 07), which stated that all the resources persons were willing to participate as trainees as well, and the decision was made to do so because in the past they had learned Gender only in short sessions as a cross cutting issue (except Ms. Sisomphet Souvanthalisith who had master degree in Gender and Development). Besides acting as trainer/facilitator for some separated sessions, they would like to participate as regular participants in the full course so that they could have a systematic of knowledge on Gender (and Mainstreaming).
This decision made increased the number of the participants, up to 19 persons (instead of 15 persons as planned, of these 16 women and 3 men). This kind of composition of participants was later assessed appropriate, because it helped a good participatory learning process.

4. Training Programme

To meet the need of the participants and the objectives of the training, a seven-day program has been developed with a quite broad scope of knowledge, in order to build a solid base of understanding of Gender Concept, Analysis and Mainstreaming, as well as capacity building in communication and participatory training facilitations skills.

The programme consisted of three main parts e.g.:

Part I - Participatory Training Techniques

- Adult learning, Participatory Training
- Special characteristics of Gender training and trainers/facilitators
- Communication skills, effective listening and questioning
- Presentation skills / lecture
- Group discussions, role play, using case studies
- Developing and using visual tools (Power Points, color cards, flipchart etc)
- Training cycle. Training Need Assessment
- Planning of a Gender Training course.
- Development of a training curriculum for a determined target group
- Evaluation of the training sessions and the course

Part II – Gender in Agriculture and Forestry

- Why Gender is necessary in Agriculture and Forestry development?
- Understanding of Gender concept (Sex and Gender)
  - Cultural origin of Gender Relations, Gender socialization, and norms
  - Discrimination against women and its implications to extension work
- Gender Analysis
  - Gender Roles: Reproductive, Productive, Community managing and politics
  - Division of labor and time use
  - Access and control, and obstacles
  - Practical and Strategic Gender Needs
- Gender Statistics, sex dis-aggregated statistics
- Women’s empowerment and how to work with farmers (women and men)
- Gender mainstreaming: concept and tools
- Gender sensitive planning (with practice exercise, based on a case study)

Part III – Practice by Trainees

- Identification of target group, setting objectives of the training.
- Curriculum development and fixing the schedule for a one day Gender Training
5. Training Methodology

Participatory learning method was used for conducting the whole training course e.g. presentation and discussions, small group discussions, brainstorming, exercises, role plays. The course was organized in a most participatory way e.g. daily briefing by participant representative in the first morning session of each day, and closed by the evaluation at the end of the day.

Two sets of relevant resource materials / handouts (in Lao Language) were developed and distributed to participants e.g. (1) Participatory Training Participatory Training Techniques, and (2) Gender Analysis and Mainstreaming).

Concerning selection of the resource person for each topic, the priority was given to the MAF training team members. It was agreed that the participation as core trainers was done on the voluntary basis – who will select what was based on one’s self-confidence (knowledge on the topic and presentation / facilitation skills). Those topics which were not taken by the resource persons were assigned to Ms. Outhaki Khampoui to conduct the session the sessions (mainly on the Part I and Part III).

6. Expected outputs

- At the end of the training the participants can explain the rational of gender concept, the framework of gender analysis, and methodology of gender mainstreaming in agriculture
- The newly trained trainees can introduce and facilitate the sessions of a gender awareness workshop.

6. Summary of the actual sessions

The actual training course was carried out according to the fixed schedule, and in general with a highly participatory manner and friendly atmosphere. Below is the summary of the sessions.

Day 1 – Monday  - Introduction to the training course

9.00-9.30  - The morning sessions were mainly on the opening and introduction of the training. Mrs. Vannaly Saphangthong, Deputy Director of the Permanent Secretary Office of MAF, responsible for the guidance of the Division for the Advancement of Women, gave a key note speech for he opening. She emphasized on the policy of the Party and Government of the Lao PDR on Women’s Advancement and Gender equality and the mandate of MAF to fulfill its commitment in order to meet the target of the Ministry and National Growth and Poverty Reduction Strategic Plan.
9.30- 10.00  - The following session, moderated by Ms. Sisomphet Souvanthalsith, was on the introduction of participants and training team members. Participants had
stated that they expect to get a deeper or wider knowledge on Gender and training skills. Most of them expressed the interest of becoming Gender trainers/facilitators. Some young participants said that it is challenging for them to be a trainer and they are interested to learn. Some expected to apply the knowledge to their work and daily life. At the end of the session there was also introduction of the training objectives, its program and methodology, carried out by Ms. Outhaki. Khamphoui.

Part I – Participatory Training Techniques

10.15 -11.00 - After the break, came the sessions related to the main content of the training, namely the Part (1) - Participatory Training Techniques, mainly conducted by Mrs. Outhaki Khamphoui. This part included the sessions on the special characteristics of adult learning, participatory training, and special characteristics of Gender training and Gender trainers/facilitators. After the presentations, participants had discussed the potential and weakness of the adult people when they learn e.g. they are people who have different professional background and life experience, thus have different opinion and perception. In general, they don’t like critiques, and most of them are not familiar with participatory training. Therefore a good trainer should behave in that way in which participants feel respected and not offended otherwise the training could not be fully participatory as designed.

There was comparison between general technical training and Gender Training, in which there are some important differences needed to be taken into account. The specific characteristics of Gender training were highlighted, namely Gender is a broad and cross-cutting issue and sometime seems to be an abstract matter. Therefore there is need to use various additional tools e.g. concrete examples, case studies, practice exercises in order to help the participants to understand better and make the training interesting and useful. The following point is that the objective of the Gender training is to raise awareness and generate change in their professional practices and attitudes of the participants, namely to be gender sensitive/consciousness. It outcome might be seen in practice through Gender relations in the work place (organization culture) and at the programme/project level. Thus it is needed to have post training follow up/monitoring and coordination with relevant parties in order to ensure the ex-participants could apply their knowledge.

Due to the broad scope of the issue, its target groups are from very various categories. They could be government officers (different rank), farmers, business people, farmers and workers. They are also from different professional background, sex, age, and seniority. For this reason every time the trainers/facilitators need to revise and adapt the training programme for the actual specific target group/participants.

Gender training is among the most participatory training, thus, the trainers/facilitators need to have capability to harmonize the sessions in the way in which most people can participate in the forum of idea sharing, and in the same time focusing on the topic and keeping well the timing of the schedule. Gender is a sensitive issue, if it happens some negative feeling among the participants, the trainer/facilitator has to use special personal skill to resolve smoothly the problem.
And last, the training team should be preferably with gender balance, but not only with women members. They should be neutral, and avoid prejudices to any sex. The gender trainers have to be conscious of their roles, namely being promoter of the women' advancement, advocator of gender equality and catalyst for change.

11.00-12.00 - Ms. Outhaki has also been carrying out the session on the techniques of the two-way communication and lead discussions on the topic. The content was on the effective listening and questioning. The trainers should listen very carefully when the participants speaking and in the same time they have to pick up the key points and analyze what participants really want to say through the statement. They should not interrupt them, but should smoothly lead them towards the focus if participants speak too long. On the topic on asking questions, she showed many examples of clear (precise) questions and versus and the potential impacts that could be occurred from the vague questions. Therefore the trainer should prepare the key questions for discussions in advance and tested them first before putting them into the session plan.

At the end of the session the facilitator had exposed briefly the technique of brainstorming, ice breaking, production of visual aids e.g. flip charts, power points, color cards, drawing cards. It was a brief introduction as participants still will be dealing in practice during the subsequent sessions of the training.

13.00-14.45 - Mrs. Thongsavath Boupha, Deputy Head of the Division of Extension and Development at the National Agriculture and Forestry Extension Services, a gender focal point of the Ministerial LWU, core training member of MAF had introduced the details on how to give a lecture and presentation sessions. First she introduced the steps of the conduct of a lecture, e.g. starting with self-introduction, then introduction of the outline of the lecture or presentation. She introduced also the structure of the lecture and discussed how to make a lecture interesting. She highlighted the use of different visual aids to make the presentation more understandable and interesting for the audience.

15.00- 16.00 - Mrs. Thongsavath Boupha continued with the introduction of the most used training methods such as group discussions, the role play, case studies. She emphasized on the appropriate size and method how to effectively organize and facilitate the group discussions. When discussing on the role play, participants cited their own experiences from the past workshops e.g. from Gender Statistics workshop (conducted by Dr. Kasumi Nishigaya): Mr. Moyo (a Nicaraguan farmer discussing with a Doctor, who ignores the reproductive role of his wife). Participants concluded that the role play method is the most useful tool if the time allows, and it is nice to illustrate the content of the topic with action, especially for the abstract topic like awareness, conscientiousness. It also helps to change the training atmosphere. To get positive results the actor/participants need to be well prepared by the trainer.

The case study is also a good tool to reflect the reality of a situation. They can serve as examples and material for the training exercises. This will facilitate the understanding and also changing the training atmosphere. The gender trainers need to be skilled in developing useful case studies (stories) and using them in the suitable context (subject, time, target group).
DAY 2 – Tuesday 22 May

8.00 - 10.00 The whole morning sessions were concentrated on the training programme cycle which was presented by Ms. Outhaki Khamphoui. She had introduced each stage and facilitated discussions among participants. Then stage of the training need assessment was been emphasized as it is a very important step to be done before the planning of the training. The training need assessment was a new topic for most of participants. For some they knew the term but did not know how to do it practically. The methodology for the TNA were introduced e.g. the data collection (secondary and primary data) and then analysis of the collected data.

The facilitator had raised concrete examples from the actual cases done during this Technical Assistance. First the TNA has been conducted by the TA Team with participation of MAF senior staff to assess the situation on the understanding of gender mainstreaming before the development of the systemic Gender training programme for MAF officers. The second TNA was conducted at the field level by visiting the sites where DAFEO officers were working to identify the gap in their knowledge and skills in terms of gender perspectives. This has been conducted prior the formulation of the training programme for PAFO and DAFEO officers in 5 Northern Provinces to support the LEAP training. At the end of this session some participants expressed appreciation that they have learned new things and realized the importance of the TNA.

Concerning the topic on the Planning for a Gender Training course, the participants had shown through the brainstorming session and discussions that they were quite familiar with the matter. They could list the outline/elements of the planning and how to formulate a proposal for the training in general.

10.15 – 12.00 - Concerning the methodology on the curriculum development participants said that it is the first time for them to discuss on the topic. Some core trainers said they used to prepare a power point presentation in a short session (about one hour) as guest speaker, usually on the basic Concept of Gender or Gender in a technical (Gender in fishery, in agriculture), but never had occasions to develop a whole training programme of many days.

The technique on how to identify the degree of the importance/relevance of the topics/issues and how to tailor them to fit to the defined target group is a key of the success of the programme development. A concrete exercise was introduced to help participants to understand how to identify and select the training topics/issues e.g. to respond to the questions what participants “must know”, “should know” and “not very necessary to know”? This should be based on the objectives and expected output/outcome of the training course.

The evaluation stage was briefly introduced. The facilitator recommended participants to pick up practical examples that will be used during the training course, namely daily assessment/evaluation and final participatory evaluation.

Part II - Gender and Development in Agriculture
a. Gender Concept
13.30 – 15.00 - The session started with the introduction of the Gender concept e.g. the difference between Sex and Gender, the social relations. After the power points presentation with examples Mrs. Pingkham Latsasima, Deputy Director of the Livestock Department, a core Gender trainer had used an interesting exercise helping participants to distinguish the difference between sex and Gender. The results showed that the concept of Gender was well understood. Later she exposed the process of change occurring in the process of Gender Equality Development, namely from Women in Development (WID) towards Gender and Development (GAD). The differences between the two trends were clearly highlighted.

15.15 – 16.00 - The topic on Gender Equality was presented by Ms. Nouhak Lievmixay, Director of a fishery Project, Gender focal point, MRC liaison. She stressed that Gender equality is a goal that has been accepted by governments and international organizations. Gender = Equality, namely it is the equal access to Education, Health facilities, income generating opportunities, credit, land and resources and decision making. It is enshrined in international agreements and commitments, specifically the Convention on the Elimination of All Forms of Discriminations. Besides this, the Policy of the Party and Lao government clearly stipulate Gender Equality in its Constitution and Laws. Ms. Nouhak had emphasized about the content of CEDAW, especially the meaning of the term “Discrimination”. As examples, she raised issues of the disadvantage situation of the women, not only among the poor but also concerning the government officers. The issue on violence against women was also raised.

The level of gender awareness was discussed among participants e.g. there are 3-4 levels of awareness. There can be Gender blind in which women/men, mostly women are overlooked; Gender awareness is about the situation when there is knowledge (but may be not yet action; and consciousness that referred to the situation when knowledge is transformed into action and visible in the activities. Gender sensitivity is the highest level of awareness when the whole institution, besides their technical mandate, works for Gender Equality. This process is done through the implementation of Gender Mainstreaming Strategy of the Institution. The facilitator invited participants to give examples for each level, narrowing the scope in the extension works.

Day 3 – Wednesday 23 – Part II – b. Gender Analysis

8.00 – 9.45 - Ms. Outhone Phetleuangsy, Gender Focal Point from the Department of Hydrology and Meteorology gave an overview on the topic and introduced the triple roles of women e.g. reproductive, productive and community roles (managing and politics). The issues on the sex division of labor were discussed through the group exercise with the color picture cards: “Whose hands are doing what?”. The participants had chance to share personal experiences in identifying who does what in the daily life of men and women farmers in the low land and upland regions. All the above gender roles identification is a tool that makes visible previously invisible women’s work.

At the end of the session, the facilitator concluded that women in the rural areas must be invited to the extension training and community development process because they play also very important role in agricultural production and marketing as well as
in managing the community work. The extension officers should consider the appropriate timing/women’s availability when organizing extension training and meeting so that women could also participate in as well.

10.00 – 11.00 - Mrs. Outhone PhetLeuangsy continued with the topic on Access and Control, by focusing on the access to and control over the economic and natural resources e.g. land, forest products, credit funds etc.. She stressed the constraint issues that impede rural women to be fully involved in self-development and community activities. The biggest barriers for rural women are the cultural stereotype practice, poverty, low level of education, the household workloads, the lack of self-confidence in speaking in public therefore if the government officers are not gender aware the women would not be appropriately involved in the training or decision making process. Thus the role of the extension officers is to consider this issues and facilitate equal participation of women in the development and extension process.

11.00 – 12.00 - Mrs. Pom Phanthavong had presented the topic on Gender Needs: practical and strategic needs.

She also reviewed the principle of Gender Analysis by presenting the diagram showing the key elements of Gender Analysis and explained that because men and women have different roles and responsibilities, availability, different access and control and for theses reasons they have different needs. After the presentation, Ms. Outhaki made comments that in general, women can speak up clearly their practical needs e.g. access to food, clean water, rice mill, irrigation, and in the more developed regions women express their needs in access to information on technologies, marketing, credits, income generation activities. These needs are to increase their agriculture production and improve living conditions and livelihoods. But they may not be aware or do not know how to express their strategic needs, e.g. their rights in land ownership, the participation in decision making on the community matters e.g. on its development planning, forest/natural resource management etc... Therefore the extension officers need to understand this issue and help rural women in technical capacity building and as well as facilitate the process of empowerment through their participation in village meeting/decision making during the process of delivering the extension services.

13.30 – 15.00 – Mr. Kroungsivilay, MAF statistics officer who had participated in the previous Gender workshop (Gender Statistics, supported by the ADB TA-4655) lead the session on Gender Statistic. Through the Power Point Presentation, exercise and discussions on the topic participants could understand its key points, such as what is gender statistics? Why do we need gender statistics? He also briefed the history and how to produce gender statistics and its steps. He gave many examples of gender statistics and its use. At the end of the session participants have been working with an exercise on gender statistics related to access to and control over land. Through reading the statistic table, participants could identify the key gender issues in which most of women’s inherited lands were registered under the name of their husband and also most of the shared properties (lands acquired during marriage) were registered under the name of the husband too. Most of them could also predict the potential impacts to women when they lost their property rights because their names were not indicated on the land documents. Through this
exercise participants could get better understanding of the practical usefulness of gender statistics which provide information on the gender issues; and in this case they are very important for women's life.

Thursday – 24 - Part II - c. Gender Mainstreaming and Women’s Empowerment

8.00 – 10.00 - The session on Gender Mainstreaming has been presented by Ms. Ping Kham Lasasimma. She started with the meaning and the concept of Gender Mainstreaming, and then followed by its principles and methodology. Concerning gender mainstreaming in the MAF Policy she stressed that MAF had integrated gender perspectives into the target of NCAW strategic plan, therefore all MAF departmental institution of all levels have to fulfill MAF commitment on the implementation of Gender Equality in the concerned areas. Concerning the Gender Mainstreaming in the Institution she had presented the actual situation of Human Resource Development from Strategic Development Plan of the MAF. She pointed out that there are the gaps in recruitment, development and promotion of women to senior position of MAF, although recently there is some progress. She stressed that a series of development interventions need to be carried out in order to steadily fill up the gaps. She also introduced the Structure of the Ministerial CAW and its Division (waiting the official announcement), its network at departmental level, as well as their functions and terms of references of each level.

10.00 – 12.00 - The session on Gender sensitive Planning

Ms. Sisomphet Souvanthalisith had introduced the stages of planning cycle and the checklists of questions which need to ask in each stages, example - in the project identification stage - have women been asked and were their needs taken in consideration? etc… He had used many examples from her field experiences to share with participants on the need to listen to the voice and need of women because they are also agricultural producers. She cited the cases where the extension officers did not taken into consideration of the local people opinions, especially of the women, and this lead to the project failure or not sustainable, because they were not realistic and villagers did not support them.

Empowerment framework has been presented as well. She emphasized that to move forward to women’s advancement and gender equality there is need to empower women through capacity building, raising awareness on gender inequality and its impact to their self-development. Rural women need to participate in development process and decision making through production group organizations and income generation activities e.g. processing and maketing of their agricultural or NTFP products.

13.00–16.30 - Practice: exercise on gender sensitive planning

The session was lead by Ms. Outhaki Khamphoui. The participants were split into 2 groups to practice on how to integrate gender into extension project planning, (namely develop a gender sensitive planning). Both groups received the same case study as exercise material: “Plantation of chilly in Village Dong Mark Ba, Savannakhet Province”. The case has been developed by the facilitator from the field visit /NA.
The story was on the chilly plantation which villagers had traditions to carry out and could sell their produces for household incomes. But at the current situation this income generation activities nearly stopped because there were subsequent pest deceases of the chilly plantation. This situation affected seriously the people livelihoods and created social impact to the community. Due to the shortage of income generation activities and also the influence of the migration trends, the majority of the young people illegally migrated to Thailand for seeking jobs.

The tasks of the participants were to identify the socio-economic issues of the village then formulate an outline of a gender sensitive development project for this village. The title of the supposed project was given to them: “Improving the chilly production of the Ban Dong Markba village”.

The participants were provided with the outline of the planning format and were recommended to use all knowledge and tools they had learned during the previous days for the content of the project, namely gender analysis, gender statistics, and gender planning and empowerment frameworks. They had to work out an example of inclusive, pro-poor and gender sensitive extension services (Lao Extension Approach). It was the first time that the participants to deal with this kind of exercise.

During the group exercise participants had been working with enthusiasm and interests. After finishing the discussions participants had prepared the results in the flip charts for presentations. The outputs of the exercise were satisfactory. Below are the actual contents/ideas of the group presentations.

As background situation participants listed technical and social economic issues e.g. poverty, shortage of income sources, pest deceases, migration of the youth (Human Trafficking, shortage of labor in the families and communities, lack of extension services, inputs and knowledge on marketing.

They address also the existing potentials of the community e.g.: villagers, especially women have skills in chilly plantation and have willingness to renew the plantation if there are favorable conditions.

Both groups listed also the necessary steps that the extension officers have to do before the implementation of planned project activities as the followings:
(1) Primary data collection:
   a. Technical survey,
   b. Gender analysis (mainly to ask who does what in the chilly plantation),

(2) Project formulation/writing and submit proposal to donors (suppose the proposal is accepted, next there will be the implementation step). Both groups had well formulated the objectives of the project e.g. to support the community for poverty reduction through chilly plantation. One group had clearly indicated gender objective e.g. to promote women’s participation and gender equality development process in the community.

(3) Implementation of the project activities which District extension officers have to carry out and organize the following:
3.1. Community gender awareness raising/workshop to promote gender equality in the composition of the community development committee, responsible for the project, and active men’s participation in the chilly plantation and sharing household workload of the women.

3.2. Carrying out learning process according to the Lao Extension Approach (LEA system), for example, the introduction of the LEA system through community meeting with participation of women and men; organizing learning groups with women and men participants.

3.3. Providing marketing information and training for women (and men) on chilly processing and marketing.

After the presentations, Ms. Outhaki Khamphoui had commented that there is need to add some necessary support activities in order to make a complete set of development activities, namely:

- Coordination and collaboration with the Poverty Reduction Funds to support the project beneficiaries with credit funds for the investment.

- Coordination with the National Committee against Human Trafficking to involve them in carrying out education/campaign on the affects of the illegal migration and if possible provide support by implementation of the development project in the community.

Participants accepted that the suggest ideas are reasonable, and they recognized that it is a new experience for them to think about socio-economic and gender/ethnicity in a holistic/integrated approach for a community development, instead of providing only extension/technical support without coordinating and collaborating with other development agencies.

PART III – Practice Days: Preparation and conducting a Gender Workshop by the trainees (newly trained trainers)

Friday – 25 May
8.00 – 8.45    The session started with the introduction of the program of the Practice Part, as the followings:

➢   Friday 25 May: - Planning of the workshop, curriculum development, and preparations of the actual implementation. The process comprised of the following steps:
(1) Identification of the target group / participants of the one day workshop,
(2) Formulating the objectives of the workshop,
(3) Development of curriculum and fixing the schedule,
(4) Discussion on division of task among trainees
(5) Deciding who will take which topic, and who will play the role of trainer / facilitators, who will be the co-trainers
(6) Every body working on the selected topic: content, tool and session design.
Monday 28 May. The actual conduct of the Gender Awareness workshop sessions. (New trainers testing training skills)

Tuesday 29 May.
(1) Feedback of the actual training implemented in the previous day,
(2) Complementing/upgrading knowledge where seemed not clear or missing,
(3) Drawing lessons learned,
(4) Planning for future,
(5) Closing with distribution of the accomplishment attestations to the participants.

9.00 -12.00 Practice on the development a programme and preparation of tools. Participants were assigned to develop a one-day Gender Awareness workshop programme. They had selected topics that considered useful for the audience, then from them elaborate the time schedule. The selection of the topics and its content were based on the KASA analysis (Knowledge, Awareness, Skill, and Action). After finishing this exercise they were recommended to discuss about the selection of the presenter/facilitators. Nine participants who had never conducted training session before were assigned to prepare and be ready to play role of trainers and conducting the test training sessions on Monday 28, based on the fixed schedule. They decided among themselves who will be the main presenter for each topic and who will be the co-trainer/facilitator. All nine people had chance to play role of the main trainer/facilitator.

Concerning the participants/audience for the test workshop on Monday 28, initially it was planned to invite MAF technical staff/colleagues from MAF departments who had never been trained in Gender before. But in fact this was not happened because the TOT participants decided that for this first time they would like to test their skills only with TOT colleagues training team only. They also wanted immediate feedback after each session, thus it would be more convenient to do this when there are no outsiders, so we agreed to do so.

Dr. Outhaki and Ms. Sisomphet had supported them in giving direction and advice them to use additional relevant resource materials to make session not necessary the repetition of the main course and try to enrich the content with exercises or role play.
Every body had intensively worked on the adaptation of the content and development of tools e.g. power point presentation, making session plan and study the content of the topic.

Monday 28 May - The actual conduct of the test workshop

The whole day test workshop was conducted by nine voluntary persons (junior trainers) who revealed very active, and enthusiastic of the challenging events.

The first session was on "Why Gender is important for Agriculture?", conducted by Ms. Khekthone, an officer of the Division of international Cooperation who deals with various community development projects. She could speak well about the reasons. The session on Gender Awareness was conducted by Ms. Niphaphone, who started with an exercise "Gender Box". The participants were asked to be split into two groups to discuss the characteristics of men, and women. Then the two groups
came up with the outputs. The cultural origin of Gender Relations was also discussed e.g. Gender norms and values, Gender socialization, discrimination against women and its impacts to women and its implications to extension work. The session was supported by Ms. Outhaki by giving additional comments on the issues of gender relations and its impact to the life of women.

The concept on Gender Equality and the Convention on the Elimination of All forms of Women’s Discrimination (CEDAW) was presented by Mr. Somphao. He emphasized on the definition of discrimination and its impacts to women. This followed by the session on Gender awareness in which he used a role play. This was to illustrated the “Gender Blind”. The participants had funs to observe the players, then had actively commented the issue, so they had learned well by seeing the scene. They commented that women are usually over look in the productive role, so the extension workers need to keep this message always in mind.

The sessions on Gender Analysis Framework was started with Activity Profile by Ms. Hieng Pheng. Besides Power Point presentations she had used color cards: “Whose Hands are Doing What?” to facilitate the discussion on the division of labor between women and men. The Gender triple roles were also addressed.

Ms. Bounthien had presented and lead discussions on Access and Control and the Constraints of the women. Ms. Khekthone presented the Gender Needs and discussed her experiences from the field level. She also made summary of the Gender Analysis Framework. Ms. Veokham conducted the session on Gender Statistics. Ms. Soudakham in Gender mainstreaming, Ms. Phetsamone in gender Planning and Ms. Hongsa lead the session on Women’s Empowerment.

Tuesday 29 May - Feedback of the test workshop by the “new trainers”

8.00 – 9.30 - From observation of the core training team, the newly trained trainers were enthusiastic to try their skills and all capable to transfer the gained knowledge quiet well. This was because all of them had quite good capacity of understanding the issues and had prepared accurately their power points and the core trainers had coached them for the session designs.

For the revision of the content where it seemed not clear or missing for the participants, Ms. Outhaki had emphasized on the main points/key messages of each topic that trainers/presenter need to emphasize. She underlined the roles and commitment of the MAF officers of putting into action the strategy of Gender Mainstreaming in Agriculture and Forestry and the role of Gender trainers as advocate for Gender mainstreaming in projects and programmes.

10.00 – 10.30 - Evaluation by participants

In fact the daily assessments were conducted on daily basis, at the end of the day. For this general participatory evaluation the questions were on the assessment of the training programme, the techniques and the actual results (what participants had learned from this training, and were they responded to the objectives of the training?).
In general, the results of the evaluation by participants were very positive. Only some participants made remarks that some presenters did not provided complete power points handouts after their presentations. (But later all presenters had provided their soft copies and all had saved the files to their USB already).

Below are the results of the evaluation:

- Participants appreciated the programme because it was a comprehensive programme which responded the practical needs of the participants (both categories). Besides obtaining a systematic understanding of Gender and Mainstreaming, they said they could learn a lot from each other’s experiences. The combination of two categories of participants helped to facilitate this process.

They claimed that learning/training methods used were varied and interesting than usual simple lectures or presentations. The exercises and practice part (test workshop) were very useful. The duration of the course was appropriate.

- The junior trainers/participants claimed that this first experience was very valuable for them, but they also realized that they need more to accumulate experience through replications in the future. They also feel the needs of more studies in Gender issues related to their field so that they could talk with more confidence and use more practical examples for the workshop sessions.

- Participants appreciated that they got new experience on how to develop a model of an agricultural extension and using socio-economic, namely a pro-poor and gender approach for a community based development programme, instead of providing only extension/technical activities without coordinating and collaborating with other development agencies for their supports.

- They claimed that after this training they feel more confidence in carrying out presentations and facilitate the workshop sessions. They said they were motivated to practice more times (conducting real training to audience) if they have opportunities in the future. They also said that through the first emotional experience in overcoming the fear, now they feel that by doing this by themselves they could learn more than being only recipients/participants.

10.30-11.00: Drawing lessons learned

1. In order to make the Gender training effective, understandable and useful/applicable the learning need to be systematic, and the programme should be with a set of relevant topics and appropriate duration.

2. The training on Gender Mainstreaming in policy, programme and projects is crucial for senior management and relevant technical officers.

3. The Training of Trainers is the useful one – it worth to learn because there is detailed information on the topics, so the participants could learn a lot and they would be able to transfer knowledge to others. This also increase self confidence for the learner to speak in public.
4. There is needed to make good preparation, especially session design and plan in order to guarantee a good performance.

11.00-11.30: Planning for future

The participants suggested the followings:

- For the next step, the secretariat of the Ministerial CAW to request MAF the official assignment of the MAF Gender training team, which mainly should be comprised of those who were been trained in this TOT course.

- The SUFORD Gender Team (with 2 participants) planned that they will use their knowledge to organize a training workshop for their team members in the next month (June 2007).

- For the remaining participants they could not plan any thing; they only express the expectations and suggestion that MAF support with opportunities for the replication of the workshop to their colleagues.

11.30-12.00: Closing session

Mrs. Pingkham Latsasima, Deputy Director of the Livestock Department, Vice President of the LWU of the Ministry was asked by Ms. Vannaly Saphangthong (Deputy Director of the Permanent Secretary Office of MAF, responsible for the guidance of the Division for the Advancement of Women, President of the Ministry LWU) to take over the closing session. She congratulated participants and the core training team for their hard working days and commitment. She extended sincere thanks to the ADB TA Team to support the MAF in Gender mainstreaming and Equality development process, especially in capacity building of the Gender focal points, and expressed expectations on further supports to strengthen the process so that MAF could implement and reach its development targets. At the end of the session Mrs. Pingkham Latsasima, and Ms. Outhaki Khamphoui had jointly handed over the Certificates of Attendance to the participants (16 persons, of these 2 men and 14 women).

In conclusion, the TOT workshop was assessed to be accomplished successfully, without major difficulty, this was due to the smooth coordination and support from MAF and relevant counterparts as well as good cooperation and commitment of the participants.
Annexes

Annex 1: List of Participants and Resource Persons for the TOT on “Gender in Agriculture and Forestry” 21-29 May 2007

<table>
<thead>
<tr>
<th>No</th>
<th>Name &amp; Surname</th>
<th>Department</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ms. Sisomhpet Souvanthalisith</td>
<td>Dept of Forestry</td>
<td>Head of Gender Unit</td>
</tr>
<tr>
<td>2</td>
<td>Ms. Soudakham Phimmasone</td>
<td>Dept of Personnel</td>
<td>Human Resource Official</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Kroungsivilay Malaythong</td>
<td>Dept of Planning</td>
<td>Statistics Official</td>
</tr>
<tr>
<td>4</td>
<td>Ms. Niphaphone Vannalath</td>
<td>Dept of Agriculture</td>
<td>Official</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Somphao Khamsonphou</td>
<td>Dept of Planning</td>
<td>Official</td>
</tr>
<tr>
<td>6</td>
<td>Ms. Phetsamone Soulivong</td>
<td>NAFES</td>
<td>Extension (Gender officer)</td>
</tr>
<tr>
<td>7</td>
<td>Ms. Hiengpheng Chieuthavong</td>
<td>NAFES</td>
<td>Extension (Gender Officer)</td>
</tr>
<tr>
<td>8</td>
<td>Ms. Thongsavath Boupha</td>
<td>NAFES</td>
<td>Dept Head of training Division</td>
</tr>
<tr>
<td>9</td>
<td>Ms. Hongsa Sehangdone</td>
<td>Dept of Inspection</td>
<td>Technician</td>
</tr>
<tr>
<td>10</td>
<td>Ms. Khekhone Chammanivong</td>
<td>Dept of Planning</td>
<td>Technician</td>
</tr>
<tr>
<td>11</td>
<td>Ms. Veokham Phiasakha</td>
<td>NAFRI</td>
<td>Communication Technician</td>
</tr>
<tr>
<td>12</td>
<td>Ms. Pome Phanthavong</td>
<td>NAFRI</td>
<td>Head of Library</td>
</tr>
<tr>
<td>13</td>
<td>Ms. Nouhak Lievisay</td>
<td>Dept Livestock Fishery</td>
<td>Dept NADC</td>
</tr>
<tr>
<td>14</td>
<td>Ms. Bouanthien Vongkaysone</td>
<td>Irrigation</td>
<td>Official</td>
</tr>
<tr>
<td>15</td>
<td>Mr. Chanthaneth Simahano</td>
<td>Dept of Planning</td>
<td>Director of Division</td>
</tr>
<tr>
<td>16</td>
<td>Ms. Pingkham Lasasimma</td>
<td>Dept Livestock Fishery</td>
<td>Dept Director General</td>
</tr>
<tr>
<td>17</td>
<td>Ms. Outhone Phetluangsavy</td>
<td>Dept Meteorology</td>
<td>Head of Meteorology Division</td>
</tr>
<tr>
<td>18</td>
<td>Ms. Vannaly Saphangthong</td>
<td>Perm Secretary Office</td>
<td>Deputy Director, Pres.LWU</td>
</tr>
<tr>
<td>19</td>
<td>Ms. Vivanh Souvananmethy</td>
<td>Dept of Planning</td>
<td>Deputy Head of Statistic Division</td>
</tr>
</tbody>
</table>

Annex 2: Handouts selected from the Manual on Gender TOT (LWU/GRID)
One set each on the TOT and Gender

Annex 3: Power Points presentations slides (of each presenter)

Annex 4: Photos

Note: All training materials are in Lao Language therefore they were not attached here, but they are in the proceeding of the training compiled in hard copy (2 copies. One will be sent to MAF, and one will be in the TA office).
### Annex 12: List of MAF Officers Trained under Externally-Funded Sources

<table>
<thead>
<tr>
<th>No</th>
<th>Project</th>
<th>Implementing Organization</th>
<th>Name of training (Year and Place)</th>
<th>No of Days</th>
<th>Category of Participants (Numbers)</th>
<th>Trainers / Facilitators</th>
<th>Specific Tools (Publication by the related projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lao-Swedish Forestry Project Phase III 1989-1995</td>
<td>Department of Forestry</td>
<td>Women and Forestry (many times) 1990 - 1993</td>
<td>2</td>
<td>DOF men and women officers (35 persons)</td>
<td>Ms. Vannaly Saphangthong, Ms. Dr. Manivanh, Ms. Bounhom</td>
<td>Not available</td>
</tr>
<tr>
<td>2</td>
<td>Non Timber Forest Products Management IUCN 1996-1997</td>
<td>Department of Forestry</td>
<td>Gender and Non Timber Forest Products (at the Northern Province)</td>
<td>2</td>
<td>PAFO, DAFO men and women officers</td>
<td>Ms. Mukda (Gender Consultant)</td>
<td>Not Available</td>
</tr>
<tr>
<td>3</td>
<td>Non Timber Forest Products Management IUCN 1996-1997</td>
<td>Department of Forestry</td>
<td>Gender Mainstreaming in Marketing Development Non Wood Forest Products</td>
<td>2</td>
<td></td>
<td>Ms. Mukda (Gender Consultant)</td>
<td>Not Available</td>
</tr>
<tr>
<td>No</td>
<td>Project</td>
<td>Implementing Organizations</td>
<td>Name of training (Year and Place)</td>
<td>No of Days</td>
<td>Category of Participants (Numbers)</td>
<td>Trainers / Facilitators</td>
<td>Specific Tools (Publication by the related projects)</td>
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</tr>
</tbody>
</table>
| 5  | Tree Plantation ADB 1998    | Department of Forestry    | Gender & Tree Plantation 1998     | 1          | DOF, DAFO, PAFO, DAFO, men and women officers | Ms. Vannaly Saphangthong  
Ms. Palamy Rasaphon  
Ms. Sisomphet Souvanthalisith  
Mr. Kham Oun Khamphoukeo | Not Available       |
| 6  | Community Forestry          | Department of Forestry    | Gender and Forestry               | 1          | DOF, DAFO, PAFO, DAFO, men and women officers, villagers | DOF Team | Not Available       |
| 7  | Reforestation JICA 1995     | Department of Forestry    | Gender and Forestry               | 1          | DOF, DAFO, PAFO, DAFO, men and women officers | DOF Team | Not Available       |
| 8  | Small Holders CIAT 1993 – 1996 | Department of Livestock and Fishery | Gender and Participatory Development Planning (1994 at Luang Prabang Forestry School) | 3          | Project management, field staff and stakeholders (about 25 persons, women and men) | 1. Dr. Outhaki Khamphouei  
2. Ms. Ny Louangkhot | (the trainers used their own training materials) |
<table>
<thead>
<tr>
<th>No</th>
<th>Project</th>
<th>Implementing Organization</th>
<th>Name of training (Year and Place)</th>
<th>No of Days</th>
<th>Category of Participants (Numbers)</th>
<th>Trainers / Facilitators</th>
<th>Specific Tools (Publication by the related projects)</th>
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<tr>
<td>No</td>
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<td>Name of training (Year and Place)</td>
<td>No of Days</td>
<td>Category of Participants (Numbers)</td>
<td>Trainers / Facilitators</td>
<td>Specific Tools (Publication by the related projects)</td>
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</tr>
</tbody>
</table>
| 11 | ICT – based organizational Capacity Building                             | MAF & NSC (National Statistics Center)                          | Focus: Gender and Women in Agriculture and Rural Development May 2007 At MAF    | 2 days 2 times | LWU Gender Focal Points, MAF Officers                     | 1. Dr. Revathi Barakrishnan  
2. Ms. Annika  
3. Ms. Sisomphet Souvanthalisith  
4. Ms. Pom Phanthavong  
5. Ms. Thirakha Chanthalanouvong | CD-Rom: “Gender and Women in Agriculture and Rural Development in Asia” |
| 12 | Gender Resource and Development Center Project LWU/UNDP 1997 - 2004       | Ministerial LWU                                                | Gender Analysis and Mainstreaming (at MAF) 2003                              | 2              | Senior officers from MAF Departments, NAFRI, NAFES       | 1. Ms. Bandith Prathoumvan  
2. Ms. Bouachanh Syhanath  
3. Mr. Phothong Siliphong  
| 13 | Gender Resource and Development Center Project LWU/UNDP 2005              | Central LWU and MAF LWU                                        | Consultative Workshop on Gender Mainstreaming in Agriculture (Done Chanh Palace Hotel, Vientiane) 2005 | 2              | Senior officers from MAF Departments, NAFRI, NAFES (Presided by MAF Minister) | 1. Ms. Bandith Prathoumvan  
2. Ms. Bouachanh Syhanath  
3. Mr. Phothong Siliphong  
4. Dr. Outhaki Khamphou | Power Points |
## Gender Training Abroad

<table>
<thead>
<tr>
<th>Name</th>
<th>Education</th>
<th>Institution/country</th>
<th>Year</th>
<th>Working Place</th>
<th>Current Position</th>
<th>Involving in GD Training or Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Inthanongsith Kommameuang</td>
<td>Gender Analysis - Trainer (short term TOT course)</td>
<td>International Rice Research Institute (IRRI) Philippines</td>
<td>1994</td>
<td>Department of Agriculture</td>
<td>Director of Administration Division</td>
<td>Gender Focal Points</td>
</tr>
<tr>
<td>Mr. Somsack Ket Hongsa</td>
<td>Gender Analysis - (short term TOT course)</td>
<td>International Rice Research Institute (IRRI) Philippines</td>
<td>1994</td>
<td>Department of Agriculture</td>
<td>Project Director for Organic Rice Farming (Sangthong District)</td>
<td>XX</td>
</tr>
<tr>
<td>Ms. Latsamy Chanthalangsya</td>
<td>Master Degree</td>
<td>Asian Institute of Technology (AIT), Bangkok, Thailand</td>
<td>1998-1999 (2 Years)</td>
<td>(moved to National University, Forest Faculty)</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>Ms. Chanthaly Phongsavath</td>
<td>Master Degree</td>
<td>Asian Institute of Technology (AIT), Bangkok, Thailand</td>
<td>1999-2000 (2 Years)</td>
<td>Namtheun Project</td>
<td>Administration Officer</td>
<td>No</td>
</tr>
<tr>
<td>Ms. Sisomphet Souvanthalisith</td>
<td>Master Degree</td>
<td>Asian Institute of Technology (AIT), Bangkok, Thailand</td>
<td>2001-2003 (2 Years)</td>
<td>Department of Forestry</td>
<td>Chief of Gender Unit of the Planning and Cooperation Division, CAW at MAF</td>
<td>Directly involved in the implementation of Gender Strategy of MAF, DOF and SUFORD Project</td>
</tr>
<tr>
<td>Name</td>
<td>Education</td>
<td>Institution/country</td>
<td>Year</td>
<td>Working Place</td>
<td>Current Position</td>
<td>Involving in GD Training or Work</td>
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</tr>
<tr>
<td>Ms. Vilayphone Vollaphim</td>
<td>Gender Mainstreaming in Fishing Community Development</td>
<td>Yokohama International Center, JICA Fisheries &amp; Aquaculture, International Co., Ltd.(FAI) Japan</td>
<td>2000</td>
<td>NAFES</td>
<td>Head of Administration Division</td>
<td>-MAF LWU Board member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(45 days)</td>
<td></td>
<td></td>
<td>By occasion involved as Resource Person</td>
</tr>
<tr>
<td>Ms Pingkham Lassima</td>
<td>Gender Mainstreaming in Fishing Community Development</td>
<td>Yokohama International Center, JICA Fisheries &amp; Aquaculture, International Co., Ltd.(FAI) Japan</td>
<td>2001</td>
<td>Department of Livestock</td>
<td>-Deputy Director General</td>
<td>-MAF LWU Board member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(45 days)</td>
<td></td>
<td></td>
<td>Many times involved as Resource person for Gender training (Gender Trainer)</td>
</tr>
<tr>
<td>Ms. Khemphonie Homrasmy</td>
<td>Gender Mainstreaming in Fishing Community Development</td>
<td>Yokohama International Center, JICA Fisheries &amp; Aquaculture, International Co., Ltd.(FAI) Japan</td>
<td>2002</td>
<td>Department of Livestock</td>
<td>Technical staff Finance Division</td>
<td>XX</td>
</tr>
<tr>
<td>Ms. Nouhak Lievmixay</td>
<td>Gender Mainstreaming in Fishing Community Development</td>
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<td>Name</td>
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<td>Working Place</td>
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Annex 13: Report on Training Gender Responsive Pro-Poor Agriculture Extension services

Section A: Summary on the Training

1. Introduction to the training

According to the TA activity plan for the 4th quarter, the Training on “Gender Responsive Pro-Poor Agriculture Extension Service” was organized at the District Agriculture and Forestry Office (DAFO) of Songkhone, Savannakhet Province on 5-9 December 2007. The objectives of the training were:

(1) to build the capacity of DAFO agricultural extension officers in planning, delivery and monitoring and evaluation of gender sensitive pro-poor agricultural extension services
(2) to plan gender sensitive pro-poor agricultural extension services for two Songkhone pilot villages Don Gnai and Lak Sip Et.

The expected outputs were Gender-Responsible and Pro-poor Extension Plans for the pilot villages.

The participants of the training were in total 16 persons, of these 7 women and 9 men. They were mainly (12 persons) DAFO extension officers, technicians in forestry, agronomy, livestock and community development, including the District SUFORD Coordinator/Head of Forestry Unit. Besides them there was a Gender Coordinator (woman) from Provincial Agricultural and Forestry Extension Center (PAFEC) who works also in Community Development, a woman from the District LWU (Vice President), and a woman from National Front of Reconstruction (Finance officer). (Please see details in Annex 1 – List of Participants)

From the pre-evaluation assessment (Annex 2 – Pre-evaluation), it was found that from 16 participants, 8 persons (50%) reported that they were never trained in any listed items related to Gender e.g. Gender Concept, Gender Analysis and Planning, and PRA, Gender Sensitive PRA; 7 persons were trained in PRA and gender Sensitive PRA by Community Development Team of Provincial of PAFEC at Savannakhet, while 4 women (1 From PAFEC, 2 from DAFO, 1 from District LWU) were trained on TOT on Gender Awareness by the NAFES/SUFORD Gender Team (Please detail in Annex 2 – Pre-evaluation results)

Trainers/facilitators at the class room were mainly Dr. Outhaki Khamphoui (TA), and Ms. Sisomphet Souvanthalisith (MAF), while at the field Mr. Phet Phommachack (TA) shared responsibility in facilitation and supervision of the Team in one village (Lak Sip Et).

2. The training programme composed of three parts:

Part I - Gender Awareness in Agriculture Extension (1.5 day)
- Policy of MAF and Gender mainstreaming Strategy in extension (Ms. Sisomphet Souvanthalisith)
- Concept of Gender. Gender Norms and its implications to extension work (Dr. Outhaki Khamphoui)
- WID to GAD (Dr. Outhaki Khamphoui)
- Gender Analysis Tools
Part II - Gender Sensitive Pro-Poor-Participatory Planning (3 days, including 2 days for field work)
- Sex Dis-aggregated Statistics and Gender Statistics (Dr. Outhaki Khamphoui)
- Women’s Empowerment. Level of Participation (DR. Outhaki)
- Gender Mainstreaming & Gender Sensitive Planning (DR. Outhaki)
- Past Experience in PRA of Participants (By Participants)
- Preparation for the Field work (Dr. Outhaki)
- Actual conduct of the Gender Sensitive PRA tools at two villages (2 days) by Dr. Outhaki, Mr. Phet Phommachak and all participants

Part III - Monitoring and post-training assessment (1 day)
- Presentation of Findings from PRA and Extension Plan (By Participants)
- Monitoring and Evaluation Checklist

3. Training Material and Methods

As Gender Manual: “Promoting Gender in Agriculture and Forestry Sectors” recently published by the ADB TA-4655 were distributed to all training participants as main reference. In addition a set of handouts on “Tips for extension workers”, in which include PRA tools and data collection forms e.g. women and men’s participation in various village organizations and community development, and monitoring checklist.

In general the plenary sessions were conducted with active participation of the participants because after all presentations by the trainers there were always opened discussions, or some sessions started with brainstorming and followed by comments and discussions.

4. Training Content

The training was opened by the DAFO Officer, Chief of District Forestry Unit/SUFORD Coordinator, Mr. Keo Douangsy Phraxaisy at the DAFO Meeting Room. After the introduction of participants, training programme, there was introduction of Policy of the Lao Government on Gender Equality, the Strategy on Women’s Advancement, and the targets of MAF in Agriculture and Forestry Development in which the presenter pointed out the role of extension officers in the implementation of this tasks.

Gender Concept and Analysis framework (Gender Roles, Activity Profile, Access & Control, Needs, Determinant Analysis) was discussed in order to raise awareness on the difference of women and men in their situation and status which determined by culture. For example, nearly all cultures place the primary responsibility for the reproductive work with women and girls. In the Lao PDR, besides the responsibility for reproductive rural women of all ethnic groups share important part in productive and community works and women work with longer hours than men. In general they have less voice at household level and visibly very less at community level. This situation of under privilege and subordination to men hampered women to participate and access to and control over resources. The extension workers need to be conscious of gender issues in their extension work in order to find creative ways to involve women equally in the extension activities and ensure their access
to information, technology and extension activities. Only when rural women can equally participate to the whole extension process the extension work could be successful because in the Lao PDR women comprise the majority in agricultural production, so they are the main target groups of the extension work.

The importance of Sex Dis-aggregated statistics was discussed with example of access to and control over land which showed that a simple table statistics table can show alarming gender issues because the land of women were put mostly in the name of their husband. Participants vividly discussed the potential negative impact to women.

In the session on Empowerment Framework, participants brainstormed how to empower women and the point on awareness rising of men and their participation in the process of women’s empowerment is crucial as men have more power to decide the change in gender relations.

Gender mainstreaming and gender sensitive planning were also introduced and participants could compare with their past experiences from the fields.

5. Extension Activities of the Participants

To understand clearly about the participant works, there was briefing and clarification on the actual activities of the DAFO extension officers in general and introduction to process of the Village Development /Extension Planning, including the use of tools in the past. Below is the result of discussions:

The Song Khone DAFO comprised of 64 persons, out of these 24 women and 40 men. (37.5 %). The extension team composed technicians in agriculture, forestry, livestock, and veterinary. Most of the team members were participants of the present training. They reported that they used to go periodically to the fields, including Done Gnai and Lak Sip Et, at least 3-4 times a year for different purposes e.g. to collect data on needed topics, and by the way they advice farmers on what they are interested. For example after rice harvest (dry season) extension activity is to promote secondary crop plantation e.g. melon, cucumber, egg plants, chili, corn etc... In fact they did not organize any substantial extension training courses. Concerning livestock, they expected that the Village Veterinarians who were trained by the District, under SUFORD activities, disseminate related information to villagers. Any way the extension officers observed that in the past the participants of the extension training were mainly men, because they are the head of households and were registered as borrowers of the credit fund. Recently SUFORD recommended improving the loan agreement document (between Village Development Committee and the borrowers) by putting the name, husband and wife’s name. The DAFO officers went to the villages to monitor the process of adding the name of the wife (women’s name) as beneficiaries/borrowers as well. As data collection and PRA tools they used the format and tools of SUFORD Project in which a Gender Sensitive tool, namely the Seasonal Calendar was used. Therefore the set of proposed tools below is new for participants, except the seasonal calendar.

6. Introduction and application of the Gender Analysis/Gender Sensitive PRA Tools

The village Done Gnai and Lak Sip Et were recommended by the DAFO to serve as pilot sites for conducting the whole process. In the session on the preparation of the field work the trainer introduced the details of each tool e.g.:
1. Transect Walk
2. Seasonal Calendar
3. Activity Profile
4. Summary of Gender Analysis
5. Focus group discussions on Problem Identification
6. Dream Map
7. Participatory Village Development Plan and Extension Training Plan

(Notes: The outputs of the tools were reported in the Annexes-Section B)

The participants were split into two teams, 8 persons each; one team lead by Mr. Keo Douangsy, the SUFORD District Coordinator (for Done Gnai Village), and other one by Ms. Chanthavy, the District LWU Deputy (for Lak Sip Et Village). Each team worked intensively during two days in each village. At village level each team split again in 3 sub-teams to carry out 1-2 tools, after the Village meeting/interviews of key informants. The whole team gathered again in the last day when there were presentation of finding and discussion on extension plan.

In fact the villagers, women as well men were very enthusiastic to participate in all PRA activities. They came to also the Village Meeting where the expectation was to meet the Village Authority. They were willing to participate in all PRA exercises, even more than expected e.g. 65 persons in Done Gnai (of these 30 women and 35 men), and 68 persons in Lak Sip Et (of these 34 women and 34 men). This was probably because of the timing of the field work fit to the availability of villagers, as it was organized in post harvest time when villagers were not very busy with farm. This is also the results of appropriate preparation in advance by the coordinator and the training team. The results of the PRA are presented in the Section B.

7. The Training Evaluation

There was a brief session on oral evaluation of the training. Four participants, of these one who never been trained before stated that he has learned new knowledge from the training e.g. the gender concept as well as practical tools. Through the course he could see the importance of women’s role in the agricultural production and their participation in all community activities.

Three persons who used to attend some Gender Training before stated that they could understand more in depth the role and contribution of women in productive activities although women bear reproductive activities more than men.

A woman and a man participant who used to attend Gender training course in the past from DAFO Community Development Unit said that this training is a good opportunity for them to upgrade their knowledge. One participant with agronomy by profession stated that he knew how to conduct Transect walk, but for Gender Sensitive one, it is new for him. In general participants appreciated to learn new tools and in this time they feel more knowledgeable and confident to conduct field tools. They stated that through a series of questions with different participatory tools, not only they - training participants could learn, but the villagers as well. One participant said that this process was a practical Gender Awareness session for villagers, men as well women. Many participants concluded that it would be very good if the kind of training can happen more often in the future as follow up activities.
Besides the oral assessment the evaluation forms were used (Annex -3). The participants marked scores on the relevance of their assessment. In general the scores showed that the training was above satisfactory. The average scoring on the effectiveness of training methodology, trainers and training organization was well above the middle. Some participants found the training too short. This reflects their willingness to have more time to absorb knowledge and practical skills, namely each participants can apply all the tools, instead listening to the presentations of their colleagues.

Section B: Findings from Gender Sensitive Participatory Rural Assessment (PRA)

As the two selected neighboring villages have similarity in infrastructure, natural resources and socio-economic, therefore the report below will give general information and specific data for the individual village only where there is difference.

1. Background

The selected Villages: Done Gnai and Lak Sip Et, are located at about 60 km on the East of Songkhone Town, settled on the road side to Tha Panthong District, and at 9-11km from the National Road No 13. The two villages are neighbors, with 2 km of distance from each other. The population is in the early stage of the process of transition from subsistence to market economy. The livelihood is mainly based on monsoon rice production, livestock and collection of NTFP for consumption and sale. In the last years the Province improved the road connection from District to District, and recently installation of the electricity grid line through the villages, but people still cannot make use, because there is need to invest for the low voltage and access to the household. At present people use kerosene lamps for light and fire wood as source of energy for cooking. Some visited households use energy saving cook stoves in order to reduce fuel wood or charcoal. Both villages had some household transport e.g. bicycles, motor bikes, and hand tractors which people serve them as production equipment and in the same time as transport. For the family which has hand tractors women stated that both men and women go together in the forest to collect all necessary items back home e.g. fire wood, fish, frogs, mushroom, etc… But for the majority of households which the transport is not available women said that they are the most who collect fuel wood on their shoulders.

Both villages are among the 22 villages in which development activities have been operated under two Forest Development Projects e.g. Forest Management and Conservation Programme in 1995-2000 (FOMACOP - GOL/WB) and the Sustainable Forest Production Management and Rural Development Project (SUFORD) since 2003 to present. The main activities of the projects were focused on forestry conservation and management and Rural Development for poverty reduction.

In 2000, FOMACOP supported villages with water and sanitation in order to solve water shortage of clean water in dry season and help villagers, especially women to reduce time and workload to transport water from very far for family use. FOMACOP allocated construction of drilled wells with four units per village, and further more 15 sets of latrine equipments for Done Gnai Village, probably to those households who showed interest to be pioneers. But so far there is no one household finished the construction. The most advanced household is those who finished only the cement work, but not for the wall and roof which was pending for six year! (Found through Transect Walk. Please see photo).
at present in both villages there is no latrine, but the houses are well constructed: wooden and big with iron sheets or tile.

During SUFORD implementation, in the first stage, the Project facilitated the process of participatory need-based Village Development Planning 2004-2005 which had output of the official document serving as reference on Project Activities (Annex-4). This included the delivery of Grant to contribute to the Village Development Fund with the amount of US$ 3 000 each. This money was used as community credit fund for the most needed households. Ten poorest households in each village received this credit for buffaloes rising (June 2006). The duration of loan is 2 years for animal rising and land clearance, but for textile weaving only six months. The Livestock activities were followed by the formation of village veterinarians (men only) and extension training on livestock and veterinary for the beneficiary households. Currently both villages are waiting for the second installment of support funds (USD 5 000) for cattle rising and paddy field clearance for the remaining vulnerable households.

2. Village Data

2.1 Village Done Gnai

2.1.1 General Situation

The village was settled in this location 32 years ago (1975). The whole population engages in monsoon paddy rice farming, livestock and forest products gathering. There are 70 households and 79 families with the total population of 426 persons of these 216 women and 210 men. The villagers are from Lao Ethnic group with Buddhism as religion. There is a pagoda with few monks. Alike everywhere women visit temple more often than men. Voluntary some women bring food to the monk when they hear the drum warning lunch time.

The village has 78 ha of production land, average 2,25 hectares per household, and the rice production in 2006 was average 501,4 kg per person which is higher than national average (350 kg/ person/year). But in fact there is big disparity in the size of land holding and fertility of the soil which affect the productivity of crops. Those who newly come to settle in the village or new couple who recently move from parents houses are the most vulnerable.

For example in this year there was a draught and the production drastically reduced. From the results of the rice harvest a number of villagers from now can pre-estimate rice shortage from 6 – 10 months in the 2008. The rice shortage happens mostly with the small size of the land holding and poor families. In the group discussion on problem identification, a man from a vulnerable household stated that last year he got 20 bags of paddy (about 1 ton) but this year - only 6 bags.

2.1.2 Women Status and Gender Relations.

In a Lao society, women status and gender relations revolve around bride-price payment and land inheritance and residential pattern after marriage. Villagers pursue the Lao tradition on marriage which is mostly based on love of the boy and girl, although there is in some extent, consensus of the parents from both sides. The parents of the groom pay bride
price which they consider as a present to the bride family in cash and kind, and the groom goes to live with the bride family, usually until the couple can be more or less prepared to settle on their own. It means they have to construct their house and clear some land for paddy field, in case the bride family does not offer the paddy land. In lucky case, the bride family is wealthy and has few children the parents give the new family some property for building new family life e.g. cows or/and buffalos and pieces of homestead and production land.

There is exception in case the groom parents need the bride move to live with them then there is prenuptial arrangement in which they have to compensate with their property for inheritance, mainly the house and homestead land, paddy field. This usually happens when the groom parents do not have other children to take care of them, so they need the daughter in law come to do this task. In case the husband (their son) commits any wrong behavior that affect family life and the bride decides to divorce, she will go back to her family she has right to claim the promised property in cash.

[Accidentally, on the first day of our field work, there was a blessing ceremony ("Soukhouan") that an old couple organized for welcoming their daughter in law visit. A week ago their third son got married with a girl who lives in another village quite far away from his home. By the tradition the marriage ceremony is organized at the bride house. The new married stay there in the first three days, and the next three days they are supposed to come to visit the groom parents. Usually the groom parents celebrate this visit by inviting villagers for lunch. The groom father said: “that that is a small ceremony to welcome the first visit of our daughter in law”. Any way we observed that the invitees were about 60 persons. The hosts said that they have four sons but now it remains only one boy who stays with them while the three eldest moved to settle with their wife family. Both express concern when mentioning about the possible marriage of their youngest son. They said probably we will stay only on our own, although they are in 70 seventies years old. The old man said “If we want to ask the daughter in law to come live with us we need to think about what we have as asset to provide her”].

- Decision making. Women claimed that they decide daily expense for food (if they have to do, but usually they don’t buy but rely on what women collect and prepare. Both men and women claimed that women have share in decision making at household level, especially in farming e.g. selection of seed varieties, house building, any investment and for the education of the children. The fact that women have is visible role in decision making is probably due to women have an important share in the farming as well as non-farm activities, mostly in the collection of non-timber forest products. And more than this women are the most who inherited property because of the practice of the matrilineal inheritance and residence pattern.

- The delivery of baby is not considered as women’s affairs only, but men (husband) takes part actively in all whole process, including going to bring the midwife from the Sebang Nouan Health Center (9 km far away) to home, as the births are always done at home. The husband takes care of the wife e.g. warming water for bathing the woman and the new born, caring/watching the situation of the delivery, and at the end take the placenta to bury, than take care of the women during the “You Kam” (the rest period of women after baby delivery).

- In the village there is no discrimination in sex preference of children. Women and men said that they like both equally. They said: “Having boys is good – it is to have strong
labor; but having girls is also good because they take care of the family and the groom come to the house”. But when it comes to make choice in whom to send for higher education, boy is priority, starting from the childhood (primary school) and more when they grown up to pursue secondary school.

- Women Participation and Representation. From the figure of the collected data it was clear that women participation (Annex-5) in all communal activities in a quite high level, nearly 50% in each listed activities, but they are not proportionally represented in the community organizations (Annex-6). Two women who had name in the list of Village Development Committee seemed to be not well informed about of their role and function. Probably there was rare consultation/meeting and activities among members. Men said that women tend to forget what they heard faster than men because women do not like to take note. (This is probably true because they have low literacy, thus not familiar with writing).

- Education. There is a two class primary school in the village with 2 teachers and 51 children, out of these 24 girls. Two year ago it was a four class primary school, but with the new direction of conglomeration of primary education, the P3 and P4 classes as well as the teacher was moved to the neighboring village Lak Sip Et (2 km from the village). This affected the school attendance of the young children (8-10 years old) as parents and children expect to afford bicycle to go to school, so only the families which can afford transport, children continue the schooling. Boys are selected as priority.

Most adult people with more than 50 years old are illiterate, mostly they are women. Some children continued their education in Secondary school at the Village Sebang Nouan (11km far from the village). People with high education living in this village are rare. The highest educated persons is a man who got technical degree in Finance from Savannakhet, and a girl (22 years old) who dropped out at grade S5 and now stays at home helping parents in on and non farm work. She was selected as the Deputy Head of the Village Youth Organization.

2.2 Lak Sip Et Village

It is community of 69 households and 76 families with 431 persons, of these 217 women and 217 men. The village was settled in this place since 1982. The distance from Songkhone town is 56 km. Most households have wooden houses with iron or cement tiles. The average of land holding is 1.60 ha per household. The main farming system is rice plantation and livestock.

There is a school in the village (P1-P4), a private rice mill, 2 dug wells and 9 bored wells, a grocery shop. As livestock they have 87 buffaloes, 313 cows, 165 pigs, and small number of poultry. As production equipments and transport there are 15 hand tractors, 18 motorbikes, 16 bicycles.

There are 13 land less households which were among new comers, new families who moved from parents family to settle on their own. Same as Done Gnai village there are families with rice shortage from 6 – 10 months.

The majority of population is from Katang Ethnic by origin with Animist belief. But villagers, especially the Village Authority reported that they are all from Lao ethnic group. Probably
this is idea of change of Ethnic identity came from the fact that now all they can speak Lao, and young generation no longer can speak their dialect. But the traditional practice of Ethnicity in marriage and residence pattern after marriage still alive. In their case the bride moves to the groom’s house, and if her family is not wealthy enough she does not receive any inheritance. In case of her family have some cows or buffaloes she may be get a caw or buffalo as marriage present. She still have relation with parents by occasion e.g. for visit or when there is feast at the village.

[During the field work a sub-team who carried out semi-structure interview visited a poorest family of the village. They found a case in which a young couple with children came back to live on the homestead land of the wife’s mother. They built a miserable temporary house near of the mother’s wealthy house, but cannot move back to her home because she was already part of the husband’s house, otherwise she had to make offering of a buffalo to ghost. Unfortunately they could not meet the requirement. The mother said: What to do, it is forbidden. She is my daughter, so I help her as I can.

3. Problems (common for both villages)

Through separated group discussions and planning meeting in two villages, villagers, women and men identified and prioritized following problems:

3.1 Deterioration of natural resource

The population of the two villages used to rely mainly on the collection of NTFP for consumption and sale, because the agricultural production is not abundant due to the dryness. Villagers expressed their worry that there is visible degradation of natural resource occurred in the last 4-5 years. They said that the reasons are the increase of demand for cash while there is no substantial agricultural production as source of income. The main products from forest are: varieties of frogs, and resin which there is demand in the District and foreign market (to Issan part of Thailand). In the last 3-4 years with the improvement of living standard villagers could buy transports e.g. hand tractors (which they use as small truck), and motorbike to facilitate the access to the forest. Furthermore there is more possibility for outsiders to come for exploitation of NTFP in the area because now there is good road from District to villages.

Women and men anticipated that there will be progressively reduced and one day in the next future (may be in 3-4 years) end with nothing left, which women were very worry about the lack of food source in the future.

Shortage of rice

In both villages most people raised concern about rice shortage, although about one third of household had enough rice for consumption and even had extra for selling. They concern about the situation of those who short of rice. The main reason is the climate change which draught had happened more often than in the past 10 years and there is no irrigation system available. In Lak Sip Et village, the Head man said that many years ago there was technical survey for the possibility of irrigation system but so far there was no follow up activities.

The second reason is related the socio-economic situation of the households e.g. too small piece of land or lack of labor or capital to invest in land clearing. This may happened with...
the case of new settled families who just moved from parents, or in some case they are originally from poor family without inherited assets, or short of relatives (social network to support each others), sickness of family members (short of labour and cash because more expenses for treatment).

3.2 Shortage of cash income source

There are small holders of melon and cucumber plantation by season. The chili plantation is limited as villagers rely only on rainfall and traditional technique which gives not high yield. It seems that there was no extension how to make compost for crops. Farmers (men) pay more attention to their rice production than vegetable gardening which is mainly women do, but actually can provide cash income as well. But this need also intensive labor at some point thus need active participation of men too to produce as substantive cash crop.

3.3 - Lack of capital

Villagers, women and men complained they don’t have capital for investment in agricultural production and trade. Women in village Lak Sip Et insisted that they want to invest in anything else to reduce going to forest and collect NTFP. There is no saving/credit system in the village. But in Songkhone District there is some successful community saving/credit initiative available, organized by the District LWU, but villagers did aware about this model.

[A training participant from the Lao Women’s Union, Ms. Chanthavy, reported that they organized women’s saving/credit system in Songkhone town which is one of the successful schemes and now became a cooperative. She concluded that the system is very useful for community development and women’s empowerment. Through this process LWU officers acquired experience in organization and management of the system. She said that there is always assumption that it is difficult to organize the system when women have low level of education. But when investigating seriously the case they always could find competent and interested women who after specific training can operate smoothly the system. She added that in the context of these two villages it would probably possible to try the system because women seemed to be interested in capital].

As impact of the above situation, young peoples, girls and boys migrated to Thailand. In Lak Sip Et, the village authority reported that there are more than 30 persons; of these women/girls comprise the half. In Done Gnai Village, the village authority was reluctant to report the number of migration, but when asking young people and start to count, they said that it was about 15 persons (half were girls).

3.4 Poor access to extension information, especially women

Women claimed that in their villages there are rare meeting/training on extension topics. There was some information that they need e.g. about kapok tree plantation and pesticide, because in Done Gnai Village, their kapok trees died after 2-3 after giving fruits (kapok). So far women could not resolve this problem. Women raised the issue because by tradition women make Mattress and pillows made from kapok every years for household use and if there is extra they can sell to Songkhone town through collectors (middle women).

In the meeting on identifying need for technology knowledge two women said that they went to buy vaccine by themselves because they hear from people of other village said that to
prevent cattle decease there is need to vaccinate cattle. They said: If possible we would like to request syringes for animal vaccination because they are not available in the shop. They were not aware that there is a veterinarian (newly trained) in the village. Women expressed interest to know about the detail on how to take care of livestock as women have important share in caring cattle and buffaloes.

4. Women and Men’s Needs

4.1 - In both village villagers found the electricity as first priority needs. This may be because they see the grid line already pass over their houses, but no access to the household yet. The villages have to pay a transformer which is not affordable for them. Men said that it is difficult for children to study, but women said the dark makes their life difficult, namely for cooking, working for other household shores which they have to do after come back home from farm or off farm work in the evening. The Head of Done Gnai village women’s union loudly said: “Men don’t care, but we - women handle all these work so hard in the dark – men only know what we bring on the table to eat”.

4.2 The need for extension training/access to information

In Done Gnai Village, women and men concluded that they need to know (1) Livestock and veterinary skills, and (2) Kapok, and chilly plantation (women only).

In Lak Sip Et Village, both women and men expressed the interest to know how to improve livestock and veterinary skills. Women were interested to learn the Weaving, and want find other alternatives for income generations to reduce the exploitation of NTFP as sole income source.

5. Planning of Extension Services

In the second day of the field work there was again a village meeting where attended villagers/participants of the PRA and the responsible team members or the village. The training participants presented the transect walk and ask supplementary information from the floor. Villagers were given opportunities to present their Dream Maps, which they were very exited to speak in front of so many people and outsiders, especially women. Facilitator assisted to summarize the common and difference of items of “Dream”. Then a facilitator conduct discussions on what dream can be realistic and what they would require for extension services?

For example: in both villages their dream was to see more number of buffaloes, so how to make this dream realized?

- So how to increase he number?
- One realistic approach is to reduce their death to the maximum.
- This needs knowledge on technology.
- Same as for chilly plantation.
- The kapok plantation was raised by the consultant. The idea came from the observation on the availability of resource and the need to find alternatives for income generation activities. In fact in this village women/girls keep tradition of making hand made mattress and pillows for household use. It was also found that they sell kapok to market when there is extra from the household use, but in very little quantity. They said that there
is no problem for selling because the buyer came to the village and buy all kapok that women can provide. After the discussion women felt the needs to learn how to manage the pesticide because in the past their kapok trees were attacked by worms.

- By the way there was discussion on the construction latrines which villagers mentioned in their dream. The consultant explained the consequence of the excretion in open air which made villagers, especially women and girls seemed being awaken with the desire to have it. They have to do this by themselves. A teacher raised hand showing he will finish covering his latrine the first one.

At the end of the session, there were any concrete promise to villagers what exactly we can do in the future as extension services. Only the Specialist concluded that there will be a follow up activities which probably will support the Gender Sensitive Extension Services. Women seemed happy to participate in the process.

When came back from the field, the training participants realized that in this stage we could not do any thing more for the planning of extension activities. At present stage we could came up only with just ideas on what would be possible for the next extension work at the villages. The participants suggested to have more time for preparation of the plan, namely there is need to have more data on marketing and potential resources and coordination, to develop a realistic extension plan. It was recommended that:

(1) SUFORD Coordinator and Community Development/extension officers together study the possibility of extension services to villagers at both villages, plan and submit the plan to the DAFO Head for allocation of budget.

(2) The extension officer in livestock and kapok prepare materials for the training session on simple but advanced technology e.g. planting forage, giving supplement mineral food for cattle. For improvement of soil for cash crop production – introduce technology on making compost. For kapok plantation there is need to introduce technology for pest prevention and also market research. For weaving there is need to do market research as well. This could be coordinated with the District LWU and LAHA Company in Savannakhet which export indigo textile, may be they would be interested in the products.

Many participants recommended that the learning is better when farmer women and men could see tangible examples. They suggested, if possible, to organize study tours in the District where there is small holder project on going, and small enterprise business to generate innovative ideas. Any way a Plan outline was developed as below:
6. Plan Outline for Extension Training for Villagers

Step 1 - Preparation

a. Coordination
- Travel to village Done Gnai and Lak Sip Et to introduce extension training plan to village Head
  – Data collection on the situation of cattle/buffalo decease and how villagers cope with the situation.
- Find out if villagers are aware on raising healthy livestock e.g.
  - forage plantation technology (to grow, use and manage),
  - making supplementary feed –
  - Preparation of micro elements
- Present the plan to organize extension training to Village Head and the village LWU about the Extension Plan (Date/time, Venue, Participants target group: number of women (and men). Agree with them.

b. Technical Preparation
- Coordination with the District Head of Livestock and Veterinary Unit
- Collection of all training materials available
- Study and select the best (easy / clear message/ understandable for people with illiteracy and low level of education)
- Prepare Training Programme

Step 2 – Implementations
- Conducting Sessions (with friendly tools for low education level)
- Practice (involvement of women as well)
- Take note of the process and views of men and women
- Report

Step 3 – Monitoring and Evaluation.
- Coaching, on the job training
- Set up model
- Organizing production group
- Facilitation of experience sharing
- Facilitation on marketing
- Conducting Gender Sensitive Participatory monitoring and evaluation
- Documenting the whole process
- Disseminating Experience and lesson learnt.

7. Recommendations

1. Based on the identified needs of extension in the visited villages while the readiness of the extension officers is not fully in place because there is more information to ensure a workable Plan, it is recommended that the TA Extension Specialist support the process of the Extension Plan Preparation, namely in market research, availability of resources (including persons / specialist on topic matters, training tools).
2. Once the research completed the specialist can monitor the development of the actual extension plans for the two villages, prepared by the DAFO coordinator/extension officers to make sure that Gender issues are taken into accounts.

3. Only after the extension Plans are finalized, series of sessions on Gender Sensitive Pro-Poor Extension training could be carried out and the application of knowledge by the learners should be closely followed and supported by the DAFO extension officers.

<table>
<thead>
<tr>
<th>No</th>
<th>Name and Surname</th>
<th>Organization</th>
<th>Position</th>
<th>Mobile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Keodouangsy Phaxaisy</td>
<td>DAFO</td>
<td>SUFORD coordinator</td>
<td>2312668</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Picha Lasasak</td>
<td>DAFO</td>
<td>Technician in Forestry</td>
<td>2663111</td>
</tr>
<tr>
<td>3</td>
<td>Mrs. Khampheui Khotsombat</td>
<td>DAFO Extension</td>
<td>Community Development</td>
<td>6006186</td>
</tr>
<tr>
<td>4</td>
<td>Mrs. Kaysone Voraboot</td>
<td>Lao National Front</td>
<td>Finance officer</td>
<td>5892283</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Pathana Phenglasak</td>
<td>DAFO, Forestry Unit</td>
<td>Technician in Forestry</td>
<td>5151225</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Banleung Lasaphone</td>
<td>DAFO Forestry Unit</td>
<td>Technician on Forestry</td>
<td>5456574</td>
</tr>
<tr>
<td>7</td>
<td>Mrs. Lamgnay</td>
<td>DAFO Extension Unit</td>
<td>Community Development</td>
<td>2521626</td>
</tr>
<tr>
<td>8</td>
<td>Mrs. Souphalak Phimmasone</td>
<td>DAFO Forestry Unit</td>
<td>Community Development</td>
<td>5956570</td>
</tr>
<tr>
<td>9</td>
<td>Mrs. Vannaly Hommanivong</td>
<td>DAFO (Veterinary)</td>
<td>Community Development</td>
<td>5959033</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Vongmala Saengsopha</td>
<td>DAFO Forestry Unit</td>
<td>Technician on Forestry</td>
<td>6607184</td>
</tr>
<tr>
<td>11</td>
<td>Mr. Soulsay Inthathilat</td>
<td>DAFO Forestry Unit</td>
<td>Technician on Forestry</td>
<td>5403298</td>
</tr>
<tr>
<td>12</td>
<td>Mr. Somboun Nilavong</td>
<td>DAFO Extension Unit</td>
<td>Community Development</td>
<td>5238585</td>
</tr>
<tr>
<td>13</td>
<td>Mr. Viengsay Kaihanousone</td>
<td>DAFO Extension Unit</td>
<td>Technician on Forestry</td>
<td>5668482</td>
</tr>
<tr>
<td>14</td>
<td>Mr. NouaneSavan Vannasone</td>
<td>DAFO (Agriculture)</td>
<td>Community Development</td>
<td>5862979</td>
</tr>
<tr>
<td>15</td>
<td>Mrs. Chanthavy Voravongsa</td>
<td>District LWU</td>
<td>Vice President</td>
<td>5744971</td>
</tr>
<tr>
<td>16</td>
<td>Mrs. Salika Souvannasing</td>
<td>PAFO, Community Development Unit</td>
<td>Gender Coordinator</td>
<td>5963008</td>
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</table>
### Annex 2: Results of the Pre-Training Assessment

<table>
<thead>
<tr>
<th>Training Course</th>
<th>Never trained before</th>
<th>Trained before</th>
<th>Number of Days</th>
<th>Date</th>
<th>Location</th>
<th>Organization / Trainers</th>
<th>Handouts available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic knowledge on Gender</td>
<td>8 + 3</td>
<td>4</td>
<td>2</td>
<td>Nov 07</td>
<td>Mr. Thongsavanh Mr. Sipaphay Ms. HiengPheng</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Gender Analysis</td>
<td>8 + 3</td>
<td>4</td>
<td>2</td>
<td>Nov 07</td>
<td>Ms.Phetsamone Ms.Khamdy</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Gender Planning</td>
<td>8 + 3</td>
<td>4</td>
<td>2</td>
<td>Sept 07</td>
<td>NAFES/ SUFORD</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Participatory Rural Appraisal (PRA)</td>
<td>8 + 3</td>
<td>4</td>
<td>5</td>
<td>Savannakhet PAFEC</td>
<td>SUFORD/ CD Team</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Gender Sensitive PRA</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>Songkhone DAFO</td>
<td>SUFORD/ CD Ms. Manivone</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Gender Sensitive Development Planning</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>PAFEC Savannakhet</td>
<td>PAFEC Mr.Bouaphet Mr.Bounheuang</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Gender TOT</td>
<td>8</td>
<td>3</td>
<td></td>
<td>Dec 06</td>
<td>NAFES SUFORD GD Team</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Summary:

8 persons were trained in any topic, 3 never been trained in item 1 – 4
4 were trained in Gender TOT from NAFES Gender Team. They are 3 women from DAFO, SUFORD and a woman from the LWU
7 were trained in PRA and gender Sensitive PRA, while only 4 persons were trained on Basic Gender knowledge and the other topics.
Annex 3: Results of the Training Evaluation (with score: 1-5)

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Relevance of the content to its objectives</td>
<td>3.32</td>
</tr>
<tr>
<td></td>
<td>1= not relevant, 3= relevant, 5= very much relevant</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Understanding and skills obtained from this training</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>1= nothing, 3= satisfactory, 4= much , 5= very much</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Effectiveness of the training methods</td>
<td>3.43</td>
</tr>
<tr>
<td></td>
<td>1= very difficult, 3= satisfactory, 4= easy, 5= very easy</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Effectiveness of the training tools</td>
<td>3.18</td>
</tr>
<tr>
<td></td>
<td>1= very difficult, 3= satisfactory, 5= very easy</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Effectiveness of the Trainers / Facilitators:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Knowledge of the subject matter</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>1= not knowledgeable, 3= knowledgeable, 5= very knowledgeable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) The clarity of teaching</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>1= difficult to understand, 3= satisfactory, 5= easy to understand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Motivation of trainees to participate</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>1= Low , 3= satisfactory, 5= High</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Assessment of training structure and organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Length of training</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>1 = too short, 2= short, 3= adequate, 5 = too long</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Amount of training topics</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>(1 = too few, 2= few, 3= adequate, 5 = too many</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Schedule of training</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>1 = too tight, 2= tight, 5 = too lax</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Organization of training</td>
<td>3.18</td>
</tr>
<tr>
<td></td>
<td>1 = poor, 3= satisfactory, 5= very good</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Quality of training room and service</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>1 = poor, 3= satisfactory, 5= very good</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Villages Done Gnai and Lak Sip Et</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Content</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>1 The content of the Village Development Plan</td>
</tr>
<tr>
<td>2 Proposal for Development Activities</td>
</tr>
<tr>
<td>3 Agreement on the use and management of the Village</td>
</tr>
<tr>
<td>4 Development Fund</td>
</tr>
<tr>
<td>5 Minutes of the Meeting</td>
</tr>
<tr>
<td>6 Village Data</td>
</tr>
<tr>
<td>7 Village Map</td>
</tr>
<tr>
<td>8 Table on Village Situation Analysis</td>
</tr>
<tr>
<td>9 Activity priority ranking</td>
</tr>
<tr>
<td>10 Household Ranking and list of the household heads</td>
</tr>
<tr>
<td>11 Seasonal Calendar</td>
</tr>
<tr>
<td>Land use Map at present</td>
</tr>
<tr>
<td>- Land use Map in future</td>
</tr>
<tr>
<td>- Activity Outline</td>
</tr>
<tr>
<td>12 Assignment of the Village Development Committee</td>
</tr>
<tr>
<td>13 Report on the impact socio-economic assessment</td>
</tr>
</tbody>
</table>
PART B: Findings from PRA Tools

Annex 5: Overview PRA Tools

<table>
<thead>
<tr>
<th>Tools</th>
<th>Participants</th>
<th>Outputs</th>
</tr>
</thead>
</table>
| 1 Key Informant Interviews    | Village Head and Deputies, Lao Women Union, Lao Front, Village Forestry Committee, Youth, Village Development Committee, Teacher, Veterinary, and heads of residential groups | - General situation of village  
- Participation of women and men in various village organizations  
- Participation of women and men in various development activities. |
| 2 Seasonal Calendar           | Women and men villagers Together marking the intensity of the work by season | Identification of intensity labor input for agricultural production and off farm activities in relation to each period of time in the year. |
| 3 Activity Profile            | Women and men groups                                                         | Daily activity in 24 hours                                                                |
| 4 Summary of Gender Analysis  | Interview of the of men and women from middle size holder to laborers        | Activity profile, access / control of different category of households                    |
| 5 Focus group discussions     | Problem Identification. Women and men’s groups                               | Problems viewed by men and women                                                          |
| 6 Dream Map                   | What they want to see in their village women and men’s groups                 | Needs of women and men                                                                    |

Annex 6: Breakdown of the Participants for Various Community Organizations (Village Lak Sip Et)

<table>
<thead>
<tr>
<th>Name of organization</th>
<th>Position</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Village Authority</td>
<td>Village Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deputies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2 Lao Front (elderly)</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3 Lao Women Union</td>
<td>- Head</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>4 Youth</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>5 Community Forestry Association</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>6 Village Development Committee</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7 Village Security</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8 Village Soldiers</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Members</td>
<td>11</td>
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</tr>
</tbody>
</table>

Annex 7: Breakdown of the Participants in Development Activities
### Annex 27: Specialist Report by Human Resource Development Specialist/DTL

#### (Village Lak Sip Et)

<table>
<thead>
<tr>
<th>Name of Project</th>
<th>Activities</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>% of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Construction of the village primary school (on going).</td>
<td>1- Selection of wood in the forest</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2- Sawing wood</td>
<td>100%</td>
<td>60%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3- Cutting wood</td>
<td>100%</td>
<td>60%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4- Clearing path for truck and loading woods up to the truck</td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>2 Road maintenance and cleaning the road sides</td>
<td>1- Activities on the Road to Tha Panthong District</td>
<td>75</td>
<td>43</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>3 Reparation of concrete road (2 days)</td>
<td>1 – Transporting cement and mixing the concreate</td>
<td>94</td>
<td>49</td>
<td>45</td>
<td>48%</td>
</tr>
<tr>
<td>4 Participatory Land Survey (Lead by SUFORD)</td>
<td>Clearing the path in the forest</td>
<td>75</td>
<td>38</td>
<td>37</td>
<td>49%</td>
</tr>
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</table>
Annex 8: Breakdown of the Participants in Various Community Organizations (Village Done Gnai)

<table>
<thead>
<tr>
<th>Name of organization</th>
<th>Position</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Village Authority</td>
<td>Village Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deputies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2 Lao Front (elderly)</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3 Lao Women Union</td>
<td>- Head</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>4</td>
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</tr>
<tr>
<td></td>
<td>Members</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>4 Youth</td>
<td>- Head</td>
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<td></td>
<td>- Committee members</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>5 Community Forestry Association</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>6 Village Development Committee</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>7 Village Security</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Members</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8 Village Soldiers</td>
<td>- Head</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Committee members</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Members</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
Annex 9: Breakdown of the Participants in Development Activities  (Village Done Gnaı)

Questions: - Please list Community Development Activities happened in the village in last 3 years (Government Project or/and Community Activities of Project).
- How many women and men participated in each activity?

<table>
<thead>
<tr>
<th>Name of Project</th>
<th>Activities</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>% of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Road maintenance and cleaning the road sides</td>
<td>1 - Activities on the Road to Tha Panthong District</td>
<td>75</td>
<td>43</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>2 Reparation of concrete road sides (2 days)</td>
<td>1 – Transporting cement and mixing the concrete</td>
<td>94</td>
<td>49</td>
<td>45</td>
<td>48%</td>
</tr>
<tr>
<td>3 Reparation of the village School</td>
<td>Transporting earth to make the yard flat, reparation of tables and chairs for children, and fence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Participatory Land Survey (Lead by SUFORD)</td>
<td>Clearing the path in the forest</td>
<td>75</td>
<td>38</td>
<td>37</td>
<td>49%</td>
</tr>
</tbody>
</table>
Notes in Rice Plantation it was observed that there were no practical difference between the two communities, therefore the data is presented in (one) table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Women</th>
<th>Men</th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I. RICE PLANTATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Preparation of tools</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>2</td>
<td>Selection of seed</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>3</td>
<td>Soaking</td>
<td>+</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>4</td>
<td>Making dikes</td>
<td>+</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>5</td>
<td>Making fence</td>
<td>+</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>6</td>
<td>Transporting manure</td>
<td>+</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>7</td>
<td>Ploughing</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>8</td>
<td>Harrowing</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>9</td>
<td>Sowing</td>
<td>++</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>10</td>
<td>Uprooting seeding</td>
<td>++</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>11</td>
<td>Transplanting</td>
<td>++</td>
<td>+</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>12</td>
<td>Watching water</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>13</td>
<td>Weeding</td>
<td>++</td>
<td>+</td>
<td>+</td>
<td>_</td>
</tr>
<tr>
<td>14</td>
<td>Guarding the field at night</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>15</td>
<td>Harvesting</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>16</td>
<td>Packing Hay</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>17</td>
<td>Threshing by hand</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>18</td>
<td>Transporting to storage</td>
<td>_</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>19</td>
<td>Selling</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td></td>
<td>II. LIVESTOCK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Cattle/buffaloes, Release/ get back home</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>3</td>
<td>Feeding pigs</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>4</td>
<td>Feeding poultry</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>5</td>
<td>Watching goats</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td></td>
<td>III. GARDERNING FOR CONSUMPTION /CASH CROP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Land Preparation</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>2</td>
<td>Ploughing or digging</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>Fencing</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>4</td>
<td>Planting</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>5</td>
<td>Putting manure/fertilizer</td>
<td>_</td>
<td>+</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>6</td>
<td>Watering</td>
<td>++</td>
<td>_</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>7</td>
<td>Weeding and taking care</td>
<td>++</td>
<td>_</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>8</td>
<td>Harvesting</td>
<td>++</td>
<td>_</td>
<td>_</td>
<td>+</td>
</tr>
<tr>
<td>9</td>
<td>Selling</td>
<td>++</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
</tbody>
</table>
### Annex 10 (Continued)

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Women</th>
<th>Men</th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IV. HOUSEHOLD WORKS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cutting tree for fire woods</td>
<td>–</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Going to collect fire woods</td>
<td>++</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fetching water</td>
<td>+</td>
<td>–</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Cleaning house/making order</td>
<td>+</td>
<td>–</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>6</td>
<td>Cooking</td>
<td>+</td>
<td>–</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Carrying food to the field</td>
<td>+</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Taking care of sick people</td>
<td>+</td>
<td>+</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Watching clothes</td>
<td>+</td>
<td>–</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Taking care young children</td>
<td>+</td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go to market for foods durable goods</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>V. HANDICRAFTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Weaving</td>
<td>+</td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Making mattress/pillows from kapok</td>
<td>+</td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tailoring</td>
<td>+</td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Bamboo works</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Thatch roofing making</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>VI. COLLECT FOREST PRODUCT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Mushroom, bamboo shoot, resin ..</td>
<td>++</td>
<td>+</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>2</td>
<td>Fishing, frogs collecting</td>
<td>+</td>
<td>+</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>Medicinal herbs</td>
<td>+</td>
<td>–</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Annex 12: Results of Gender analysis (Activity on Cattle and Buffalo Raising): Activity Profile

<table>
<thead>
<tr>
<th>Sub - Activities</th>
<th>Women</th>
<th>Men</th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Making Cattle / buffaloes pen</td>
<td>+</td>
<td>++</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>2 Accompany to grassland and get back home</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>3 Cleaning the pen, Transport waste away for fertilizer</td>
<td>+</td>
<td></td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>4 Giving water to drink (noon and evening)</td>
<td>+</td>
<td></td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>5 Giving salt to eat (2-3 times a week)</td>
<td>+</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>6 Giving grass and/or hay</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>7 Following the health situation/consult veterinary</td>
<td></td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Deciding the dissemination (with which male?)</td>
<td></td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Take care of the dissemination process</td>
<td></td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>10 Failed signs/predict day and time of delivery</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Prepare the place for delivery (putting hay)</td>
<td>++</td>
<td>++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Assist in delivery of baby</td>
<td></td>
<td>++</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>13 Clean the new born/take the placenta away</td>
<td>++</td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>14 Give the new born to drink in the first days until the mother can breastfeed</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Keeping and feeding the delivered animal until they are strong enough (about 1 month)</td>
<td>++</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Take care of vaccination (twice a year)</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Go to buy vaccine and instruments</td>
<td></td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>18 Go to search when the animal disappear</td>
<td>++</td>
<td>++</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

### Annex 13: Results of the Village Lak Sip Et Dream Map

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Electricity</td>
<td>Electricity</td>
</tr>
<tr>
<td>2 Clean Water</td>
<td>Clean Water</td>
</tr>
<tr>
<td>3 More Production Land</td>
<td>Cement roof tiles for houses</td>
</tr>
<tr>
<td>4 Cattle and Buffaloes raising</td>
<td>Fish pond</td>
</tr>
<tr>
<td>5 Village Health Center</td>
<td>Paved road</td>
</tr>
<tr>
<td>6 Latrines</td>
<td>Village Health Center</td>
</tr>
<tr>
<td>7 Prosperous village</td>
<td>Latrines</td>
</tr>
<tr>
<td>8 Entrepreneurship to reduce going to forest for NTFP</td>
<td>Secondary school</td>
</tr>
<tr>
<td>9 Irrigated Farming</td>
<td>Cattle and Buffaloes raising</td>
</tr>
<tr>
<td>10 Weaving looms</td>
<td>More Production Land</td>
</tr>
<tr>
<td>11 Pond for Fish rising</td>
<td>Irrigation</td>
</tr>
<tr>
<td>12 Better life-no rice shortage</td>
<td></td>
</tr>
<tr>
<td>13 Need good rain</td>
<td></td>
</tr>
</tbody>
</table>

### Difference Between Women and Men’s Dreams

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 No rice shortage</td>
<td>Cement roof tiles for houses</td>
</tr>
<tr>
<td>Entrepreneurship to reduce going to forest for NTFP</td>
<td>Paved Road</td>
</tr>
<tr>
<td>2 No rice shortage</td>
<td>Fish Pond</td>
</tr>
<tr>
<td>3 Need good rain</td>
<td></td>
</tr>
</tbody>
</table>
Annex 14: Results of Village Done Gnaï Dream Map

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Electricity</td>
<td>Electricity</td>
</tr>
<tr>
<td>2. Paved Road</td>
<td>Two Floor Brick House</td>
</tr>
<tr>
<td>3. Two Floor Brick House</td>
<td>Bored wells</td>
</tr>
<tr>
<td>4. Latrines</td>
<td>Irrigation</td>
</tr>
<tr>
<td>5. Bored wells</td>
<td>School 1-5</td>
</tr>
<tr>
<td>6. School 1-5</td>
<td>Paddy Field Village Health Center</td>
</tr>
<tr>
<td>7. Health Center</td>
<td>Buffaloes</td>
</tr>
<tr>
<td>8. Pagoda</td>
<td>Latrines</td>
</tr>
<tr>
<td>9. Fish Pond</td>
<td>Pick Up Truck</td>
</tr>
<tr>
<td>10. Expanded Paddy Fields</td>
<td>Paved Road</td>
</tr>
<tr>
<td>11. Buffaloes</td>
<td>Pagoda</td>
</tr>
<tr>
<td>12. Market at village</td>
<td>Health Center</td>
</tr>
<tr>
<td>13. Pick Up Truck to go District market</td>
<td>Clearing Paddy Field</td>
</tr>
<tr>
<td>14. Chilly Garden</td>
<td>Orchestra</td>
</tr>
</tbody>
</table>

Women and men found 12 similar items in their Dream to see their village happened.

The differences between 2 groups are below:

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Market at the Village</td>
<td>Irrigation</td>
</tr>
<tr>
<td>2. Chilly Garden</td>
<td>Orchestra</td>
</tr>
</tbody>
</table>

Annex 14: A Model Process for Gender-Responsive Pro-Poor Extension Service

ADB TA developed a model process for Gender Responsive Pro-Poor Extension Service. Drawing upon MAF Development Strategy (4 targets and 13 measures), this process has been applied consistently in two pilot villages in Savannakhet.

Step 1: Gender Equality Training for DAFO Officers

- Training needs assessment (TNA hereinafter);
- Preparation of the training content (i.e. gender and extension service, gender and agriculture/forestry, gender mainstreaming in extension service, and communication and organizational skills) and tools;
- Delivery of gender equality training for DAFO officers
  - Class room teaching
  - PRA for the purpose of the provision of agriculture and forestry extension service
  - Participatory demonstration

Outputs:

→ Extension officers become aware of gender issues in agriculture and forestry and the need for gender-responsive pro-poor agriculture and forestry extension service.
→ PRA report addressing the training needs by sex. For example:
→ Knowledge and skills to care for and maintain healthy livestock (women and men);


→ Knowledge and skills to plant, raise, crop and process chilly, water melon, cucumber, kapok, including pest control (women); and
→ Knowledge and skills to plant, raise, crop banana trees
→ Knowledge and skills to plant, raise, crop pineapples (men).

Step II- Planning of the extension service delivery

• Based on the PRA findings, the DAFO officers who completed gender equality training courses prepared plans of extension service for the pilot villages:

→ Identified the areas where additional information are required;
→ Followed the advice of MAF gender specialists (i.e. extension work should use the resources which are locally available first) and developed terms of reference for a local consultant who supports DAFO work;
→ Collected additional information on the commodities in the market, commodity network, and other resources that are useful for agriculture and forestry extension service;
→ Collected preliminary data on the situations of household energy consumption in the pilot villages by the economic status of households (i.e. marked by their access to vehicles);

• Studied more in depth the feasibility of the planned training courses; situations in the pilot villages (e.g. the availability of agriculture and forestry-related services like veterinarians, the motivation of women and men, indigenous knowledge, community infrastructure and social services) and natural resource (e.g. soil quality, water sources, and non-timber forestry products);

• Collect and collate training resources from various sources (e.g. library, knowledge bag of LEAP, book shops, both domestic and international, internet, and news papers (e.g. special columns on commodity production);

• Prepared training tools, produced visual tools and handouts for villagers;

• Coordinated with other specialized extension trainers in agriculture and livestock, and forestry/community development;

• Coordinated with the village authority and Lao Women’s Union (LWU);

• Made plans to organize extension training courses in the pilot villages based on the needs of women and men in the villages as follows;

  ▪ Appropriate technology to raise healthy livestock;
  ▪ Chilly plantation, water melon, cucumber, kapok plantation (including pest control); Energy efficiency experiments by using different types of cooking (e.g. hall in the ground, grill on the ground, three stone stove on the ground, and stoves of various kinds);
  ▪ Measurement of the number of steps that women, men, girls and boys from the poorest household walk for firewood collection and estimation of the time, distance and potential wage loss; and
  ▪ Introduction of improved cook stoves and experiments of its efficiency.

Step III: Actual Implementation: Delivery of Extension Information Service/Training
- Check the attendance of women and men and key resource persons (e.g. village veterinarians for disseminating the knowledge and skills to maintain healthy livestock);

- Arrange the seats which encourage women’s participation (e.g. seats in the front and close to the trainers);

- Conduct the training course by using participatory training methods: invite people to share their views and experiences on the extension topics by asking them questions;

- Conduct participatory experiments and demonstrations of a variety of energy saving stoves and other indigenous methods to demonstrate energy efficiency for women and men in the pilot villages;

- Promoted personal and public hygiene by motivating the completion of construction of latrines (e.g. some household finished the constructions);

- Discussed the possibility of food, cash crop and commodity production from locally available resources for income generation;
  - Banana; papaya; pineapples;
  - Chilly;
  - Processed products from mud-crabs (they are available in a large amount and attack rice crop);
  - Processed products from bamboo shoots; and
  - Production of torches (e.g. used only for household consumption only thus far).
  - Organized production groups.

Step IV. Monitoring and Evaluation

- Reminded the concept and approach of inclusiveness embodied in Gender Responsive Pro-Poor Extension Service;
- Introduced participatory monitoring methods to the monitoring team (i.e. classroom teaching);
- Involve DAFO officers, women and men in the pilot villages as part of the monitoring team;
- Conducted face-to-face individual interviews, focus groups and key informant interviews of DAFO officers; and
- Summarized the findings, commented and drew lessons and good practices on the monitoring and the inclusive approach in Gender Responsive Pro-Poor Extension Service.
Annex 15: Tips for Extension Workers

Good Extension Worker knows how to work with women and men equally

Women in the Lao PDR comprise of 54% of the total labor force in agriculture. They are also farmers, producers, so they are part of the main target group of extension work. They deserve to be informed on agricultural technology, market information and participate in extension activities equally with men.

Page 1 – Listen to and consult women

- Talk with women, listen well what women tell, consult with women - then you can get complete information on their situation, status and problems,
- Listen also to men what are their views and their problems. But usually speak in a stereotype way when speaking on Gender Relations.
- When getting views of both, women and men you will be informed about the situation and problem of the community
- Pay special attention to women, because most women are shy and reluctant to speak in public. But when they are together (with women), also with women facilitator they are very open
- The voice of women should be specially heard, taken into account in the whole process of extension delivery, and women’s views and needs must be brought into extension activity plan.

Page 2: Make sure to get women involved when you conduct extension work

At the Data Collection stage - Don’t forget the followings:

1. Involve women when you conduct data collection.
2. Indicate clearly your intention to the village Authority to invite a preferred number of women.
3. Choose the most suitable day and time, avoid the waste of women’s time and conflict with their household work. If there is constraint from men (husbands) you should explain to men the necessity of the attendance of their wife.
4. Women and men beneficiaries must be split into separated groups because women and men play different roles and therefore they have different views and needs.

Page 3 – Use Gender Sensitive PRA Tools to facilitate your work in order to identify Gender issues in extension:
- Who does what, when, where, how, and which cost and benefit? (in reproductive, productive, and community works)
- What is the situation of their access and control to resources?
- What are women’s and men’s problems?
- What are the factors which hamper women to participate in extension training or activities
Page 4
5. Select and use necessary Gender Sensitive Participatory tools e.g.:
   a. Participatory village Mapping – to identify infrastructure and resources
   b. Transect walk – to identify physical soil situation it use, problems, and ways for solution
   c. Seasonal calendar – to identify women and men’s activities during the year
   d. Activity Profile – to identify the sex division of labor
   e. Dream Map – to identify the needs of women and men

(The detail for each activity is presented in the following pages)

Page 5 - Transect Walk – to identify the land - Picture

Method: Example of the tool and out puts

Page 6 - Seasonal calendar,
Method: Example of the tool and out puts

Page 7 - Activity Profile – to
Method: Example of the tool and out puts

Page 8 - Dream Map,
Method: Example of the tool and out puts

Page 9 - Plan Gender Sensitive Extension training

Data collection on Activity Profile for each extension activities
Identify training need. Example:

Example 1. Extension in Fish Raising. Who does what? In which cost and benefit?
Selection of location of the pond
Digging pond
Preparing the bottom,
Breeding fingerlings
Nursery
Feeding
Extraction/fishing
Processing
Consumption
Marketing …

Page 10
Example 2: Results of Activity Profile for Livestock (Cattle and Buffalo Raising)- The results below show the detailed information on who does what in cattle and buffalo raising. In the case below – both – women and men equally share all activities. This may differ from place to place and culture to culture. But for extension officers/workers can use this data to plan the extension training sessions, e.g. involving women in the training as well, and make sure
women and men understand clearly what they should do in relevance to their specific activities, for example: giving salt to eat - how to do this correctly? As well as about cattle decease and vaccination, etc...

<table>
<thead>
<tr>
<th>Sub - Activities</th>
<th>Women</th>
<th>Men</th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Making Cattle/buffaloes pen</td>
<td>+</td>
<td>++</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>2 Accompany to pasture and get back home</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>3 Cleaning the pen. Transport waste away for fertilizer</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Giving water to drink (noon and evening)</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>5 Giving salt to eat (2-3 times a week)</td>
<td>+</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Giving grass and/or hay</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>7 Following the health situation/consult veterinary</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Decide the dissemination (with which male?)</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Take care of the dissemination process</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Follow signs/predict day and time of delivery</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Prepare the place for delivery (putting hay)</td>
<td>++</td>
<td>++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Assist in delivery of baby</td>
<td>+</td>
<td>++</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>13 Clean the new born/take the placenta away</td>
<td>++</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Give the new born to drink in the first days until the mother can breastfeed</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Keeping and feeding the delivered animal until they are strong enough (about 1 month)</td>
<td>++</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Take care of vaccination (twice a year)</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Go to buy vaccine and instruments</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Go to search when the animal disappear</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>19 Decide the selling and what to do with money</td>
<td>+</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Keep the money</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 11
Example 3 - Vegetable Plantation (Gardening)

Page 12 - In order to organize an effective training, the extension workers must choose appropriate time period (based on seasonal Calendar) and time of the day and make sure those women can fully attend the course without any constraints.

Page 13 - Pay special attention to illiterate, low literacy and shy women. Use Posters and big letters Examples

Page 14 - Plan Extension Training for Villagers
Step 1 - Preparation
a. Technical Preparation
Coordination with the District Head of Livestock and Veterinary Unit
Collection of all training materials available
Study and select the best (easy /clear message/ understandable for the people with illiteracy and low level of education)
Prepare Training Programme

Page 15
b. Coordination
Contact village Head – Data collection on the situation of cattle / buffalo decease. Identify training need assessment: find out if villagers are aware on raising healthy livestock e.g. forage technology, preparation of supplementary feed etc.
c. Don’t hesitate to coordinate with the subject matter specialist if you are not specialist in this field.
d. Present the plan to organize extension training on cattle raising and prepare logistic

Page 16
Step 2 – Implementation
   Don’t forget to ensure that women attend the training or meeting as well.
   Make sure they get seat in front, but not behind the class
   Make sure that they understand what you explain
   Invite them to have their impression or comments on what they learn

Advice the beneficiaries/producers to organize in production groups
Advice them to share experience
Advice to promote also women to be head of the group
   Invite your target group to think on what they need next from you.

Page 17
Step 3 – Monitoring and Evaluation
   Try the maximum to visit regularly your target groups
   Ask them how the situation of their production process is?
What is still not clear as knowledge?
Give them practical advice

Page 18
At the end of the production term conduct participatory evaluation, involving women and men.
Assess the impact to women and men
Draw lesson learnt and disseminate information among villagers and other villages and among your colleagues.

Good extension officer/worker needs to be not only good technician, but researcher, coordinator, catalyst and promoter of gender equality in extension work.
All these tasks deserve recognition as it contributes directly to poverty reduction and sustainable development.
Annex 16: Results of Cooking Experience

The experiment was carried out at Done Gnai Village, in the presence of about 40 participants (more than 50% were women).

The objectives of the experiment was to assess the quantity of fuel energy used for each type of cooking stove, as well as the time spent for each type of meal and cooking. The unit of the fuel was decided to use the weigh (kg) in order to assess the burden of women in transporting the fuel wood for cooking.

1. Five types of the cooking devices were used to make comparison:
   1. Under-ground fire
   2. Grid fire
   3. Fire wood saving stove
   4. Ordinary charcoal stove
   5. Charcoal saving stove

2. Three standard cooking items were selected according to the actual practice of the common daily meal of the villagers e.g.:
   1. Steam Rice (1kg Rice with 1 liter of water)
   2. Boiling drinking water (2 liters)
   3. Cooking Soup (Meat, Vegetable) with 1 liter of liquid
   They were used to cook on the above five types of the cooking devices

3. Results are presented below:

<table>
<thead>
<tr>
<th>I - Type of food</th>
<th>Type of cooking devices</th>
<th>Type 1 Under –Ground fire</th>
<th>Type 2 Grid fire</th>
<th>Type 3 Fire Wood Saving Stove</th>
<th>Type 4 Ordinary Charcoal Stove</th>
<th>Type 5 Charcoal Saving Stove</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>33 min</td>
<td>40 min.</td>
<td>35 min.</td>
<td>35 min.</td>
<td>35 min.</td>
</tr>
<tr>
<td>1.1 Steam Rice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Boiling</td>
<td></td>
<td>19 min</td>
<td>20 min</td>
<td>18 min</td>
<td>18 min</td>
<td>18 min</td>
</tr>
<tr>
<td>1.3 Cooking Soup</td>
<td></td>
<td>20 min</td>
<td>20 min</td>
<td>20 min</td>
<td>20 min</td>
<td>20 min</td>
</tr>
<tr>
<td>II. Weight of fuel used for each type of cooking items and devices</td>
<td>2.5 kg</td>
<td>3 kg</td>
<td>1.5 kg</td>
<td>0.70 kg</td>
<td>0.40 kg</td>
<td></td>
</tr>
</tbody>
</table>

3. Analysis of the results:

It was observed that from the five types of cooking devices the time of cooking did not indicate significant differences with all types devices. While the weigh of the fuel used for each type of cooking device had shown noticeable differences. They are the followings:

1. The most spent of fuel energy was with the grid (open air) = 3kg,
2. Followed by the under-ground = 2.5 kg,
3. The fire wood saving devices = 1.5 kg
4. The ordinary charcoal device = 0.7 kg
5. The charcoal saving device = 0.40 kg

The results of the experiment were used as ideas, arguments to motivate women to spare their time and energy to collect/transport the fire wood, by using the energy saving cook stove, namely the fire wood saving stove which consume only 50% of fuel.

The charcoal was not directly promoted to be used because technically it needs to use the fresh wood for to charcoal production. That’s mean people need to cut trees for this. In this village (probably same as other village) it is the “better off” who have transport to collect cut trees in big quantity at once, namely those who have hand tractor can make charcoal.

Actually most households in the village use wood charcoal for cooking because it is more convenient for use. Therefore our extension team suggested the households which already use the wood charcoal should think about the spare the forest, namely by using the charcoal saving stove instead of the ordinary which consume nearly double quantity of fuel energy.
### Annex 17: Monitoring and Evaluation Matrix for Gender Responsive Pro-Poor Extension Services

<table>
<thead>
<tr>
<th>No</th>
<th>Checklist</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did the extension officers plan and conduct gender-integrated participatory rural appraisals, including the tools included in the Tips for Gender Mainstreaming in Agriculture and Forestry for Extension Workers?</td>
<td>Yes/No If so, list the tools they used.</td>
</tr>
<tr>
<td>2</td>
<td>Did they use the findings from the gender-integrated PRA to decide on the timing, content and method of the training courses which enable women’s participation?</td>
<td>Yes/No If so, list the base information they used for making decisions.</td>
</tr>
<tr>
<td>2</td>
<td>Did the officers actually plan and organize the extension meeting/training courses at the most appropriate time and location of the day for women (and men, ideally for both)?</td>
<td>Yes/No If so, what time and where they organized the meetings.</td>
</tr>
<tr>
<td>4</td>
<td>Did the extension officers advise the village chiefs in advice that they expect them to proactively invite women (including the poor) to the training/meeting courses?</td>
<td>Yes/No Please show the letters/advice notes to the village chiefs.</td>
</tr>
<tr>
<td>5</td>
<td>What was the number and percentage of women who actually attended the training/meeting courses?</td>
<td>No: % women No,%Men</td>
</tr>
<tr>
<td>6</td>
<td>Where did women sit at the extension meeting/training meetings?</td>
<td>in front behind</td>
</tr>
<tr>
<td>7</td>
<td>What measures, if any, did the officers take in order to motivate women to talk in public?</td>
<td>List measures</td>
</tr>
<tr>
<td>8</td>
<td>Were women and men split into separate groups for group discussion and needs assessment?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>10</td>
<td>Did the extension officers use audio-visual aids to facilitate the understanding of the illiterate or low literacy participant/learners? If so, what did they use?</td>
<td>Yes/No List the audio-visual resources.</td>
</tr>
<tr>
<td>11</td>
<td>Could women explain clearly what they have learned from the extension officers?</td>
<td>Ask some open questions to women who participated in the training courses to describe their learning outcomes.</td>
</tr>
<tr>
<td>12</td>
<td>What was the number and proportion of women in the production groups?</td>
<td>N: % Women No: % Men</td>
</tr>
<tr>
<td>13</td>
<td>How many women are the heads of production groups? What is the percentage of women who are the heads of production group?</td>
<td>No: % Women No of total production groups by the type of produces.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Checklist</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Did women, including the poorest, get direct benefits from the project/extension activities?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>15</td>
<td>If so, what were their benefits? Please specify: (1) skills: (2) cash: (3) kind</td>
<td>Describe benefits based on women’s and extension workers’ accounts.</td>
</tr>
<tr>
<td>16</td>
<td>Did the extension officers organize any model households/farms of gender equality in extension topics? If so, in what topics they did so and what were the selection criteria?</td>
<td>Yes/No Describe the model and selection criteria.</td>
</tr>
<tr>
<td>17</td>
<td>Did the extension officer regularly monitor the progress from a gender perspective based on the plan with production groups? If so, what are their reporting format and results?</td>
<td>Yes/No Attach reporting format and describe results briefly.</td>
</tr>
<tr>
<td>18</td>
<td>Did the extension officers systematically report to their supervisors on the results by using sex-disaggregated data and information? If so, what are the reporting format and results?</td>
<td>Yes/No Attach reporting format and describe results briefly.</td>
</tr>
<tr>
<td>19</td>
<td>Did the extension officers share the best practices of inclusive extension services with his colleagues? If so, how?</td>
<td>Yes/No Describe the methods of knowledge management and sharing.</td>
</tr>
</tbody>
</table>

Note. The above matrix is designed to monitor gender-responsiveness of the performance of extension workers.
TA No., Country and Name
TA 4655-Lao : Technical Assistance to the Lao People’s Democratic Republic for Capacity Building for Gender Mainstreaming in Agriculture

Amount Approved: $400,000
Revised Amount:

Executing Agency
Ministry of Agriculture and Forestry

Source of Funding
ADB Technical Assistance Special Fund

Amount Undisbursed: $3,832.41
Amount Utilized: $396,167.59

TA Approval Date: 29 September 2005
TA Signing Date: 12 July 2006
Fielding of First Consultants: 6 August 2006
TA Completion Date
Original: 07 February 2008
Actual: 31 March 2008

Description
This project provided nineteen months technical assistance to the Ministry of Agriculture and Forestry, including the planning and organization of the final workshop to commemorate the launch of the Division for the Advancement of Women and to disseminate the achievements of the project. This project aimed to introduce a comprehensive institutional framework for gender mainstreaming; to build capacity of MAF staff in gender mainstreaming; and to pilot test the proposed gender mainstreaming measures through agriculture extension service in order for rural women to gain equal access to and control over resources and benefits in production, processing, and marketing. In total, four components were planned, including:

- Creating an institutional framework for gender mainstreaming;
- Building capacity for gender mainstreaming;
- Gender-sensitive pro-poor agriculture extension service; and
- Pilot activities for capacity building.

Expected Impact, Outcome and Outputs
The expected impact: Enhanced livelihood and income of poor women with a long-term impact of reducing poverty and promoting growth.

The expected outcome: Increased gender-responsiveness at MAF and its systems and operations; competent human resource with skills and knowledge to incorporate gender in the policy, strategy and planning cycle: and ability to delivery gender-sensitive and pro-poor agricultural extension services at NAFES.

Component 1: Outputs
- Institutional and human resource assessment, including a review and assessment of current human resource and skills mix and current roles and responsibilities of MAF departments, in particular gender responsiveness of their mandates and institutional setup;
- Identification of specific measures for a gender-responsive operational framework (i.e. Gender Mainstreaming Framework);
- The action plan for the MAF Strategy for the Advancement of Women;
- Affirmative action measures: and
- Identification of selected gender-disaggregated data and information for planning, monitoring, and evaluation.

Component 2: Outputs
- Training needs assessment;
- The list of existing gender training materials available within MAF;
- The creation and strengthening of "Gender Network", a de facto in-house training resource base, comprising of MAF staff trained under TA;
- Trained and sensitized MAF senior staff, being aware of gender, and its relevant to agriculture: and
- Trained MAF Sub-CAW Secretariat members and department gender focal points functioning effectively as advocates and facilitators of gender mainstreaming.

Component 3: Outputs
- Gender-integrated, gender-sensitive, and pro-poor extension service delivery models, including the measures to address various gender issues accentuated by ethnicity, location, type of farming systems and technology.

Component 4: Outputs

Final payments are yet to be processed
• Production of action plans, translating the sector gender mainstreaming objectives and strategic priorities into local pilot activities with such examples as participatory planning, extension service targeted at specific subjects, livelihood improvement and skills development support achieved through the participatory processes.

**Delivery of Inputs and Conduct of Activities**
The above mentioned criteria were all fulfilled adequately without any changes in formulation, and terms of reference of the Consultant. Despite its limited inputs, TA has managed to perform to expectations.

**Evaluation of Outputs and Achievement of Outcome**
All stipulated outputs have been delivered. TA outcomes were widely disseminated, discussed and adopted as the plan of action by the officials who are in charge of senior management, planning, personnel and extension service that forms part of the adopted MAF Resolution for Gender Mainstreaming. TA inputs have incrementally contributed to the establishment of effective gender mainstreaming institutions and development of MAF capacity in gender mainstreaming.

**Overall Assessment and Rating**
A combination of local ownership and professional inputs has made this TA a success. The consultants delivered high-quality inputs timely and professionally while providing capacity-building support to MAF counterpart officials. The proposed gender mainstreaming measures by TA were applied into local contexts through highly participatory consultation processes and adopted as MAF Resolution for Gender Mainstreaming. This is one of the criteria that this TA is rated high.

**Major Lessons**
As a point of departure from mass-organization driven approach for the promotion of gender equality to the government-driven approach in the promotion of gender equality in institutions and programs, high-level commitment expressed by senior management has strongly contributed to the paradigm change and enhanced understanding on the issue by MAF staff. In order for gender mainstreaming strategy to be effectively implemented, commitment by senior management must be augmented by local-level preparedness expressed in the enhanced capacity in absorption, commitment to adopt a new style of work to empower others’ to accomplish tasks of gender mainstreaming and adopting stronger work ethics, including self-esteem in doing so. As Laos moves from project-funded approaches to sector-wide approaches, issues on incentives and other recurrent costs must be comprehensively addressed by the government as a whole. Such efforts will enhance commitment and ownership as well as the cycle of ownership, processes, and outputs. In such processes, teamwork must be actively promoted so that the effects of gender mainstreaming will be multiplied beyond the narrow core of Division for the Advancement of Women, encompassing the departmental and regional barriers. Promotion of gender equality is most effectively and efficiently done through sequencing institutional and HR analysis and capacity building within the limited budget and time. Disseminating and exchanging experiences in gender mainstreaming good practices through workshop will help enhancing MAF staff’s pride and ownership in front of others, fulfilling the expectation that MAF is the lead ministry and role model in gender mainstreaming.

**Recommendations and Follow-Up Actions**
Despite major accomplishments, gender mainstreaming is still at the stage of infancy in Lao PDR. Further support and advice will be required to expand and strengthen the institutional framework into provinces and district, to tailor capacity-building activities to specific tasks, to promote more women into leadership roles through the development of leadership potentials and to strengthen gender-sensitive pro-poor agriculture extension service to the wider communities than the current TA.

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Prepared by: _________________________________ Designation: _________________________________