

1.1 FDG with Women

Introduction: A baseline study is being conducted by Innogreen to collect information and evaluate social, economic, and cultural conditions of this municipality. The Project Sponsor, Impact Energy Group, will be building 600 MW wind farm and 500 kv transmission in Dakcheumg District, Sekong Province and partly in Sanxai District, Attapue Province (“the Project”) to ensure energy supply for growing demand for business and industry in the country with clean energy. This district is one of the districts within which the wind turbine towers located in or the transmission line and access roads will pass through. As a part of this baseline study, your village has been selected for this consultation in this district (USE A MAP TO SHOW PROJECT LAYOUT).

Objective: The objective of this consultation with women group is to understand the factors that affect the living conditions, including education, age of marriage, right to work, and gender roles. Emphasis will be on knowing the access to health, banking and energy, as well as migration. In conclusion, we will take into account the aspirations and changing role of women in the household and community.

Notes: Focus group of women from the village (mixed age group preferred rather than a homogenous one), in a group of 8-12 persons. Women’s group members, other women who are office bearers in women’s groups or other village level committees, if any/available.

[Wherever ‘gendered’ is used, please avoid asking questions like how is it different for women and men. Simply ask what women do and what men do. The questions are to get a sense of how men and women think of the same issues differently].

Instructions to the Surveyor:

- The discussion might touch upon some sensitive issues. Ensure participants there are no requirement to respond if the question causes discomfort. Participation is completely voluntary and participants are free to answer or not, or to leave at any point.
- Reassure participants that confidentiality will be kept throughout in that no names or personal information will be disclosed or used in any publications/reports.
- Explain that you will be taking notes and photos during the interview to help you remember what was said, but that these are for your own personal use and will not be shared with others. Make sure that your notes reflect as closely as possible what was said.

Date: (DD/MM/YY)	Number of participants:	
Location Details		
Province:		Village:
Name of facilitator:		District:
Names of key participants: Attach Attendance Sheet		Coordinates/Waypoint:

Role of Women

- What are the key tasks that women are responsible for in the household?
- What are the key tasks that women are responsible for in the community?
- Seasonal nature of work-agriculture based activity- which are the busy periods, less busy times (use yearly calendar)
- Time use assessment, with seasonality related to
 - Housework/farm-work
 - Fuelwood-fodder collection- time required/frequency of collection
 - Time spent to fetch water in the community

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- Availability of spare time for other work/activities (examples of skill training, continuing education, rest, accessing health facilities etc.)
 - What specific roles are undertaken by men and women? (probe on particular skills required)
 - Do women make financial decisions at home?
 - Do women have (a) a bank account and (b) savings?
 - Are women members in any groups/ committees/ institutions at a local level? Which committees? What positions? If no, what are the barriers.
 - Do women regularly participate in village/ district meetings?
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Community Profile

Livelihoods / Employment/ Land use

- What are the main sources of income (formal /informal, remittance) – (a) for men and (b) for women?
- What is the average daily wage earned for different types of work – (a) for men and (b) for women?
- Can you indicate the monthly minimum wage for workers in your community?
- Can you indicate the minimum working age in your community?
- Are there any types of work that is limited to a specific gender?
- What natural resources do women collect from the community (e.g. collect NTFP products, fishing, hunting-selling)?
- How will changes in these resources affect your livelihood? Probe for their dependency on natural resources and ecosystem services.
- What energy source is used for cooking (e.g. firewood, charcoal, animal dung) and related women's role (e.g. collecting firewood)?
- Are there training programs run by government or other organizations for men, women and youth? Probe for the names of programs (any programs on coffee), implementing agency, and any complementary programs.
 - Usability of these trainings; and
 - Suggestions for future training programs
 - Coffee farming related trainings and what trainings might be helpful for coffee farming
- Are there any group of people in the community that need social support? Such as people with disability, women headed households, certain social groups?

Migration

- Do women migrate for work? If so, (a) who (only men/men with families/men and women only leaving children behind) and (b) where do they migrate to?
- What are the types of work at the destinations?
- Decision of migration- men only; women-only, are women consulted when husbands migrate for work?

Education

- What programs are being implemented by organizations to support education? Probe for names of programs, implementing agency, and any complementary programs.
- Are there any educational support particularly needed for women?

Sanitation and Health

- How is waste managed in the households and community?
- What is the source of water resources for drinking and household use for your village?
- Where is the nearest health facility with a doctor? Where is the nearest hospital?
- What are the main health problems faced by a) women and b) men (i.e. top three concerns)?
- What programs are being implemented by organizations to support health? Probe for names of programs, implementing agency, and any complementary programs.
- Is traditional medicine/local healers used in the community? Is that the first preference for communities?)

Marriage and pregnancy

- What is the average age a mother first gives birth? Where do women give birth?
 - Can men and women make decisions on choice of partner and age of marriage?
 - Who (men or women) usually make decision on number of children and age of pregnancy?
 - What is the frequency of conceiving a child?
 - Is there any preference for boy or girl child?
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Community Health and Safety/ Influx of workers

Community Safety Profile

- In general, how is safety in community? What are the common types of crime and level of crime/violation/conflict?
 - How does the community communicate and interact with people from outside community? Do people from outside communities come into villages? For what purposes?
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- Are there cases of gender-based violence in households in the communities? Are there any village's mechanisms to resolve such issues?
 - What are particular safety concerns for women and children in the village?
 - Are there any social support/programmes (any particular protected group)?
 - Where do women submit their grievances on any incidents?

Trafficking in Person

- Discuss on the concept of trafficking-introduce it to the group; ask if they have heard about the phenomena; do they know of victim from the village and the destinations for trafficking.
- According to you, trafficking can involve- (let them speak regarding their understanding which is the most vulnerable target group to be coerced/forced/duped into trafficking (probe on child, girl child, and women trafficking)
- Do victims self-identify as a victim?

Sex trafficking

- Understand how the road to Vietnam (and through to Thailand) is used, and types of trade that people engage in.
- Understand what existing routes are used from the Project site to Vietnam.
- Identify if there are any localities near the project's influence area, where commercial sex work is practiced,
- If yes, understand the profile of these workers in terms of age, gender, nationality, caste/tribe etc. What are the destination zones for trafficking from your area-
 - Thailand
 - Within Laos
 - Other country in Southeast Asia
- Reasons for trafficking among girls/women (if they are the main target group)- discuss the following reasons
 - Earning livelihood/getting employment
 - Escape social conditions
 - Promise of better new life
 - Political turmoil at source
- Have you heard of any government initiatives or civil society organizations working on prohibition of issues related to human trafficking and modern slavery?
- Steps that need to be taken to prevent trafficking-ask them for preventive measures and corrective measures-discuss the role of NGOs in preventing trafficking

Roles and Rights, Institutional Mechanism

- Ownership of land/assets – what are the general types of land ownerships (land titles, customary owners).
- Are there people make use of the land without any form of landownerships? For what purposes? (Probe on recent changes in ownership pattern- assets registered in the name of women due to Government rule of lower registration fees for women)
- Consultations on buy/sell of land, property, cattle and other household assets-and role of women. (Probe on rights of women in leading household decisions, and whether their decision affected outcomes)
- Inheritance of land by women- yes/no.
- Do women own joint land ownership? Yes/No
- If yes, do they have control over its use/sell/buy on own decision?
- Key areas of decision making for women in the household

Trends and Future Outlook

- What have been the key changes in the community (infrastructure, services, etc.) in the last five to ten years?
- What changes in the roles/position/participation of women have been seen in the last five to ten years?
- What major changes do you foresee in the next five to ten years?
- Do you think changes are needed/desired in the current functioning of institutions? –What changes would you like to make/see?
- What programs would be beneficial for women based on the challenges/concerns discussed

Project related impacts- perceptions on industry, expectations and concerns

- Any information on the wind farm project and transmission line – describe what you know about the Project
 - Discuss project impacts- probe on whether they foresee physical/economic changes.
 - Discuss shadow flicker and visual impacts.
 - Discuss potential safety and noise impacts
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- Do you think the Project will have different impacts on men and women? Please describe how
 - Questions and suggestions of the participants regarding the project
 - What kind of support in health, education and coffee plantation would women benefit from
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1.2 FDG with Livelihood Group

Introduction: A baseline study is being conducted by Innogreen to collect information and evaluate social, economic, and cultural conditions of this municipality. The Project Sponsor, Impact Energy Group, will be building 600 MW wind farm and 500 kv transmission in Dakcheumg District, Sekong Province and partly in Sanxai District, Attapue Province (“the Project”) to ensure energy supply for growing demand for business and industry in the country with clean and non-polluted energy. This district is one of the districts which the wind turbine towers located in or the transmission line and access roads will pass through. As a part of this baseline study, your village has been selected for this consultation in this district. (USE A MAP TO SHOW PROJECT LAYOUT).

Objective: The objective of this consultation with livelihood group is to understand the current livelihood pattern e.g. farming practices, land ownership and land use, market linkages and government support for livelihood activities.

To understand the roles and priorities of men and women working in the farm sector.

To assess trends and evolving significance/potential of agricultural land and production.

Notes: Focus group of livelihood from the village (mixed livelihood groups is preferred rather than homogenous one e.g. coffee farmers, rice paddy farmers, livestock farmers, handicrafts (e.g., bamboo, black-smith) and non-timber collection group), in a group of 8-12 persons. Women’s group members, other women who are office bearers in women’s groups or other village level committees, if any/available.

[Wherever ‘gendered’ is used, please avoid asking questions like how is it different for women and men. Simply ask what women do and what men do. The questions are to get a sense of how men and women think of the same issues differently]

Instructions:

- The discussion might touch upon some sensitive issues. Ensure participants there are no requirement to respond if the question causes discomfort. Participation is completely voluntary and participants are free to answer or not, or to leave at any point.
- Reassure participants that confidentiality will be kept throughout in that no names or personal information will be disclosed or used in any publications/reports.
- Explain that you will be taking notes and photos during the interview to help you remember what was said, but that these are for your own personal use and will not be shared with others. Make sure that your notes reflect as closely as possible what was said.

Date: (DD/MM/YY)	Number of participants:	
Location Details		
Province:		Village:
Name of facilitator:		District:
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Profile (Use, access control, dependence- including by social category/gender)

Livelihoods / employment/ Land use

- What are the main sources of income (formal /informal, remittance) – (a) for men and (b) for women? (Agriculture, commercial farming/livestock/handicrafts, daily wage worker, salaried people etc.)
 - What is the average daily wage earned for different types of work?
 - Understand to what extent is the domestic livelihood base centered on cash income and expenditure versus non-cash i.e. self-sufficiency and dependency on household production and forest products.
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- Can you indicate the monthly minimum wage for workers in your community?
 - Can you indicate the minimum working age in your community?
 - What specific roles are undertaken by men and women? (probe on particular skills required such as weaving)
 - What natural resources do people rely on and where do they access them from? (E.g. collect NTFP products, fishing, grazing, firewood collection, hunting-selling)?
 - Get more information on coffee plantation 1) percent of people engaged in coffee farming 2) nearest market 3) constraints 4) support needed
 - How will changes in these resources affect your livelihood? Probe for their dependency on natural resources
 - Understand how communities define poverty and support available for vulnerable/poor households in the community to get by.

Farmer groups

- Ask about seasonal calendar for farming activities as well as NTFP collection. Understand forests where communities collect Non-timber forest products (NTFPs)
- Seasonal nature of work-agriculture based activity- which are the busy periods, less busy times
- Average productivity of crops per year (use a seasonal calendar)
- What periods of the year do they have food sufficiency and what months are food deficient months? Estimate of HHs with food sufficiency all year.
- Type of crops grown- choice of sowing a particular crop; (soil type/holding size/irrigation/social groups)?
- Are there training programs run by government or other organizations for men, women and youth? Probe for the names of programs, implementing agency, and any complementary programs (focus on coffee, health and education related programs/trainings)
 - Usability of these trainings; and
 - Suggestions for future training programs

Agricultural land ownership

- What are the various land use rights/tenure systems within the community?
- Land ownership: Understand land ownership patterns e.g. title holders, other forms of ownership as relevant
- Land ownership by gender: Understand land ownership patterns between men and women
- Average in size of holding (meaning average ha of agricultural land owned by one HH)
- Farm operations by men, women farmers
- Understand the practice of shifting cultivation in the Project community. Confirm areas used and trends for shifting cultivation.
- Currently, are there sufficient workforce for all livelihood groups in the villages? Is there any needs to employ migrant workers?

Migration

- Do people migrate for work? If so, (a) who (only men/men with families/men and women only leaving children behind) and (b) where do they migrate to?
- What are the types of work at the destinations?
- Decision of migration- men only; women-only, are women consulted when husbands migrate for work?
- Is there prevalence of in-migration in this area? If yes, please elaborate which labor groups and for what purposes.

Irrigation

- Access to irrigation types/sources; adequacy and who manages such systems (e.g farmers, government)
- Irrigated/unirrigated area, any change in irrigated/unirrigated area. Reasons?
- Recent change due to electricity and bore well use? Adequacy. Public/private investment?
- Recent changes in productivity, crops cultivated, economic impacts

Logging Activities

- Status of logging in the district and the province
- Concerns and challenges on logging in the Project area
- Challenges in implementing the PM's directive on stopping logging
- What measures can be undertaken to reduce this

Linkages, institutional mechanisms/ support

Linkages to markets

- Where are the products sold (nearest market)?
 - On-farm collection/farm gate
 - sold at the market (local/district) (etc. (probe more on the market access and storage facilities?))
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- Any processing / value addition to your farm output
 - Government investments/support on any aspect of agriculture- inputs, information, training, testing, marketing, storage, transportation, processing, sale.
 - Women's roles in the value chain?
 - Any farmers collective?

Government programs and support

- Training, technical or other information dissemination? Source of training and description
- Seed and planting material supply
- Forms and method of Input support (probe on pesticides, fertilizer use and advice/training)
- Other support/inputs - mechanization, modernization, crop rotation/cycles/ soil health/soil testing
Availability of finance/credit, crop insurance
- Any special support programs for women/youth in farming/agriculture livestock/handicrafts (e.g. bamboo, black-smith)/NFT products/weaving
- What programs might be beneficial to enhance various livelihood sectors

Forced labour/child labour

Forced labor

- Are there any practices of returns in form of work, against a loan/monetary support?
- Have you come across any instances where workers are required to work against their will/wish?
- If yes, in what kind of scenarios?

Child labor

- In this area, what is the age where people would start working and engaged in some kind of work?
- Is it a general practice in this area for children to accompany their parents or relatives to their workplaces?
- If yes, what type of workplaces are these?
- Is there prevalence of in-migration in this area?
- If yes, what is the profile of these migrants – age, gender, class, region, ethnicity, caste/tribe etc.?

Trends, dynamics, aspirations, outlook for the future

- Key changes noted in cropping patterns the last 5-10 years, causes, effects
- Any natural disaster (landslide, flood, drought) in the last 5-10 years? What were the impacts (e.g. loss in crop productivity, loss in livestock)?
- Is there a trend towards cash crops? Has the cropping pattern/technology/processing changed?
- Is there any changes in pattern of other livelihood such as livestock/handicrafts (e.g. bamboo, black-smith, weaving)/NFT products?
- What changes do you foresee, what support would you like to have from the government?
- Would you want your children to continue to farm? If not, why and what other opportunities would you want for them
- Change in women's role in livelihood activities in the past years? (farming livestock/handicrafts (e.g. bamboo, black-smith, weaving)/NFT products)

Project related

- Any prior information on wind farm and transmission line projects? Discuss what you know about the Project
 - Discuss the impacts/concerns of the livelihood groups regarding the project
 - Suggestions on how agricultural land under the wind farm and ROW of the transmission line can be utilized and managed effectively for the benefits of the farmers
 - Any particular resource that may be of particular importance and may be affected?
 - Discuss shadow flicker and visual impacts.
 - Discuss potential safety and noise issues associated with the Project
 - Questions and suggestions of the participants regarding the project
 - Get information on social development plans related to economic improvement and coffee initiative (benefit sharing program) by the Project.
 - Economic improvement (improve efficiency of farming methods, provide seed and livestock, employ village members for construction of facilities, introduce terrace farming, support different crops that can be commercialized such as avocados and macadamia and provide rice and coffee milling equipment)
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- Coffee initiatives (improve quality of coffee production, provide a premium price for the coffee, and adopt profit-sharing scheme with farmers). Ask for constraints within the coffee plantation and income generation.
- Understand the trend in poaching/hunting in the community (e.g. cases on illegal hunting/poaching in the last 3-5 years?)
- Understand if there are any designated hunting grounds. If so, indicate where these are.
- Questions on the priority species (Table 1) are as follows:
 - Which of the following species have you seen?
 - Where did you see the species? (Indicate on map)
 - How many individuals of that species did you see?
 - When did you encounter the species? (approximate month, year of encounter to be given where possible)
 - High-resolution images for each species provided attached as separate powerpoint slide deck to be printed out and used to facilitate discussions.

Table 1: Priority Species List

S/N	Common name	Scientific name	IUCN Red List status
<i>Mammals</i>			
1.	Annamite Striped Rabbit	<i>Nesolagus timminsi</i>	EN
2.	Northern Yellow-cheeked Crested Gibbon	<i>Nomascus annamensis</i>	EN
3.	Red-shanked Douc Langur	<i>Pygathrix nemaeus</i>	CR
4.	Large-antlered Muntjac	<i>Muntiacus vuquangensis</i>	CR
5.	Indochinese Silvered Langur	<i>Trachypithecus germaini</i>	EN
6.	Owston's Civet	<i>Chrotogale owstoni</i>	EN
7.	Saola	<i>Pseudoryx nghetinhensis</i>	CR
<i>Birds</i>			
8.	Chestnut-eared Laughingthrush	<i>Garrulax konkakhensis</i>	VU
9.	Black-crowned Barwing	<i>Actinodura sodangorum</i>	NT
10.	Crested Argus	<i>Rheinardia ocellata</i>	EN
11.	Black-hooded Laughingthrush	<i>Garrulax milleti</i>	LC
12.	Yellow-billed Nuthatch	<i>Sitta solangiae</i>	NT
13.	Golden-winged Laughingthrush	<i>Garrulax ngoclinhensis</i>	EN
<i>Reptiles</i>			
14.	Black-breasted Leaf Turtle	<i>Geoemyda spengleri</i>	EN
15.	Bourret's Box Turtle	<i>Cuora bourreti</i>	CR
16.	Impressed Tortoise	<i>Manouria impressa</i>	VU
17.	Red River Krait	<i>Bungarus slowinskii</i>	VU

Cumulative Impacts

Preliminary Valued Ecosystem Components (VECs) to validate with stakeholders

- Birds
- Bats
- Terrestrial wildlife and habitat
- Air quality and climate
- Noise & vibration / atmospheric environment
- Water quality
- Aesthetics
- Cultural environment/traditional lifestyles
- Sense of place
- Tourism & recreation
- Current land use

- Hunting
- Employment and business

- Any there any other projects planned in and around the project area (e.g., other wind projects, road improvements, community projects, housing, irrigation, etc.). Who is developing the projects and what is the status of them? *Please provide details of location (map) as well as if any projects have had positive or negative impacts to the environment or people*
- Perceptions towards the preliminary VECs – what is your opinion of the most important VECs from the list above?

- Are you aware of any plans or programs that are intended to manage the condition of the natural resources identified above?
- Do you know of any existing efforts to monitor or measure the condition of these natural resources?
- Do you know which entities/institutions are involved in the management, monitoring, and measuring activities?

How often does your community partake in the following activities on the Project Area and surrounding land?

Activity	Status*	Number of households participating in the activity
Sacred events/rituals		
Agriculture		
Hunting		
Collect timber and wood products		
Collect herbs and plants		
Other, please specify		

*Status: 1 = regular throughout the year , 2 = seasonal, 3 = irregular throughout the year , 4 = irregular between year

How does the community usually use the Project Area and surrounding land?

Resource	Utilization Status			Amount of Utilization		Price (for sale in NPR)
	Distance ¹	Who ²	Frequency ³	% for household use	% sale	
Sacred events/rituals						
Agriculture						
Recreation						
Hunting						
Collect timber and wood products						
Collect herbs and plants						
Other, please specify						

¹Distance from home to the Project Area: 1 = less than 1 hour, 2 = 2–4 hours, 3 = 4–8 hours, 4 = more than 8 hours

²who uses the Project Area in the family: 1 = father, 2 = mother, 3 = father and mother, 4 = father and sons, 5 = mother and sons, 6 = sons, 7 = all family

³frequency: 1 = every day, 2 = every week, 3 = twice in month, 4 = every month, 5 = once every two months, 6 = twice in year, 7 = less than twice in year

What do you think is the current condition and stressors and future stressors and plans for the following natural resources?

No	Activity	Current condition ¹ and stressors ²	Future stressors
1	Sacred events/rituals		

2 Agriculture and Irrigation

3 Recreation

4 Transportation

5 Hunting

6 Collect timber and wood products

7 Collect herbs and plants

8 Other, please specify

¹*Excellent, good, regular, poor, or unknown*

²*E.g., other projects or activities in the area or natural hazards. Try to obtain geographical information on other projects or activities so we can map them, and obtain sources or references that we can gather more information.*

³*Any plans to expand this resource in the future?*

1.3 Key Informant Interview with Local Authorities

Date: (DD/MM/YY)			
Location Details			
Province:		Village:	
Name of facilitator:		District:	
Names and designation of key participants			

General Profile

Community Profile

- Please describe your community.
- What is the population size of your community? Probe about key demographics such as gender, age, religion, ethnicity, language, and vulnerability (e.g. women headed households, disabilities, poverty).

Livelihoods / employment/ Land use

- What are the key sources income generation (formal /informal, remittance) in your community by a) men and b) women?
- Can you indicate the monthly minimum wage for workers in your community?
- Can you indicate the minimum working age in your community?
- What are key natural resources in your community? Are there any particular trends that have affected the nature and intensity of these?
- Do people migrate for work? If so, (a) who (only men/men with families/men and women only leaving children behind) and (b) where do they migrate to? type of work at the destination?
- What skills or vocational training programs are available to your community for men, women, and youth? Probe for details including the number of community members who access the program
 - Usability of these trainings; and
 - Suggestions for future training programs
- Understood that there are quite some poor families in the Project area, what assistance programs are most helpful for the vulnerable families?
- Understand the trend on shifting cultivation
- Understand different forests that communities access and identify the purposes e.g. NTFP collection, fodder collection, farming etc.
- Understand if there are any designated hunting grounds. If so, indicate where these are.
- Understand the trend in poaching/hunting in the community (e.g cases on illegal hunting/poaching in the last 3-5 years?)

Logging Activities

- Status of logging in the district and the province
- Concerns and challenges on logging in the Project area
- Challenges in implementing the PM's directive on stopping logging
- What measures can be undertaken to reduce this

Sanitation and Health

- How is waste managed in your community?
- What is your community's water resources for drinking and household use? (This is a dry area, and it will be important to understand sources of water, and what additional measures are in place for dry season)
- What are the major health concerns in your community for a) men and b) women?
- Where is the nearest health care facility and hospital? Time take to travel to such facility?

Education

- Are most of the children enrolled in primary school? For those that are not enrolled, why?
 - At what age do students usually leave school (permanently)? What is the reason for dropping out?
 - What is the proportion of students receive higher education? Where do they go for higher education?
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- What programs are being implemented by organizations to support education? Probe for names of programs, implementing agency, and any complementary programs.

Energy

- Understood that most of the villages have access to transmission line, what access issues exist – e.g. reliability, affordability? What are other sources of energy and where do the villages without access to transmission line sourced their electricity from?
- How is alternative sources of energy (including solar, micro-grid and others) viewed in your community?
- What sort of central lighting is available in the community (e.g. street lighting), if any?

Roles and Rights, Institutional Mechanism and Land Acquisition

- What is the role of the village/district authorities in land acquisition and resettlement process?
- Ownership of land/assets – what are the general types of land ownerships (land titles, customary owners). Are there people make use of the land without any form of landownerships? For what purposes?
- Understand different types of land tenure systems
- Ownership of land/assets – men and women in the household.
(Probe on recent changes in ownership pattern- assets registered in the name of women due to Government rule of lower registration fees for women)
- Inheritance of land by women- yes/no.
- Do women own joint land ownership? Yes/No

Indigenous Peoples

- What are the main ethnic groups in your municipality?
- For each of these groups, please elaborate on the indicative socio-economic profile (e.g. are they poorer compared to the mainstream society) and whether they are integrated in the mainstream or are distinct as a group. (probe for ADB definition of Indigenous Peoples include (i) *descent from population groups present in a given area, most often before modern states or territories were created and before modern borders were defined;* (ii) *maintenance of cultural and social identities, and social, economic, cultural, and political institutions separate from mainstream or dominant societies and cultures;* (iii) *self-identification and identification by others as being part of a distinct indigenous cultural group and the display of desire to preserve that cultural identity;* (iv) *a linguistic identity different from that of the dominant society*)

Cultural Heritage

- What are the major cultural, religious and historical sites of significance in your villages and their locations? This should include manmade structures (cemeteries, temples, spirit house) and natural landscape features which have significant to local communities and may embody cultural value as part of a living cultural tradition (sacred bushes/trees/groves, sacred water bodies, sacred landforms).
- Could any of these sites within the Project footprint be considered of archeological importance in the area?
- Are these sites regulated and/or protected under any local regulations?
- What are customary traditions and traditional knowledge, rites and folklore, local languages, expression through music, dance, arts and crafts, oral history, and traditional livelihood practices?
- Are any of these cultural heritage site or traditional/customary practices likely to be impacted by the Project? (directly and indirectly e.g. from dust/vibration/noise/visual, influx of workers)
- Are there any heritage site/ cultural practice specific to men and women?
- What assistance are needed in case the cultural heritage sites are impacted by the Project? Such as the village's cemetery

Community Based Organisations

- What are the main community based organizations (CBOs) working in your community? Probe for information about the types of programs, area of implementation, challenges and successes.
 - Is there any duplication of programs amongst CBOs? Probe for further details.
 - What have been the most successful programs run by CBOs? Probe for information on what made the programs successful.
 - Are women members in these CBOs? Which positions?
 - If there are no women members in CBOs, why? Are there any barriers?
 - Do you think changes are needed/desired in the current functioning of CBOs? –What changes would you like to make/see?
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- Are there any current programs underway for promoting coffee? (get a yearly development plan if available)
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Trafficking in Person/Forced Labor/Child Labor

Trafficking in Person

- Discuss on the concept of trafficking-introduce it to the group; ask if they have heard about the phenomena; do they know of victim from the village and the destinations for trafficking.
- According to you, trafficking can involve- (let them speak regarding their understanding which is the most vulnerable target group to be coerced/forced/duped into trafficking (probe on child, girl child, and women trafficking
- Understand different routes to Vietnam and Thailand from the Project area

Forced labor

- Are there any practices of returns in form of work, against a loan/monetary support?
- Have you come across any instances or received grievances where workers are required to work against their will/wish?
- If yes, in what kind of scenarios? And what measures were undertaken on the issues?

Child labor

- In this area, what is the age where people would start working and engaged in some kind of work?
- Is it a general practice in this area for children to accompany their parents or relatives to their workplaces?
- If yes, what type of workplaces are these?
- Is there prevalence of in-migration in this area?
- If yes, what is the profile of these migrants – age, gender, class, region, ethnicity, caste/tribe etc.?

Sex trafficking

- Identify if there are any localities near the project's influence area, where commercial sex work is practiced,
 - If yes, understand the profile of these workers in terms of age, gender, nationality, caste/tribe etc. What are the destination zones for trafficking from your area-
 - Thailand
 - Within Laos
 - Other country in Southeast Asia
 - Reasons for trafficking among girls/women (if they are the main target group)- discuss the following reasons
 - Earning livelihood/getting employment
 - Escape social conditions
 - Promise of better new life
 - Political turmoil at source
 - Have you heard of any government initiatives or civil society organizations working on prohibition of issues related to human trafficking and modern slavery?
 - Steps that need to be taken to prevent trafficking-ask them for preventive measures and corrective measures-discuss the role of NGOs in preventing trafficking
-

Institutional mechanisms/ support for community risks

- What are the main NGO/INGO working in your community?
 - Are there programs focused on promoting coffee plantation? (probe for details)
 - What are the major concerns and challenges for your community? What are the primary challenges for youth in your community? What are the primary challenges for women and vulnerable groups (poor, disabled, elderly) in your community?
 - Are there any women focused programs undertaken by your community?
 - What provisions is effective to ensure women's participation in project planning's purposes?
 - What are the major women organizations (formal and informal) present in municipality/village?
 - How do people currently travel? Do you foresee any community risks due to road improvements? If yes, what measures should be undertaken to mitigate the traffic risks for the community?
 - Do you have any concerns about influx of labor in your community (e.g. trafficking and communicable issues)? What do you think is the best approach to combat such risks/issues?
-

Trends, outlook, challenges for the future

- What are the development initiatives planned for or underway in your community? Probe for information
-

-
- What is the most pressing development challenge for your community? Probe short and long term challenges
 - What have been the key changes in your community (infrastructure, services, etc.) in the last 5-10 years?
 - Any natural disaster (landslide, flood, drought) in the last 5-10 years? What were the impacts (e.g. loss of life, residential structure, crop productivity, and livestock)?
 - Does your community have a landslide/flood management programs (if relevant)
 - What major changes do you foresee in the next five to ten years?
-

Project related

- Has there been any projects in the past that have impacted your village/district-related to compensation for loss of land/property, impact on environment, impact on use of natural resources, etc. due to such as Transmission line projects?
 - How did you get information about this Project? Discuss what you know about the Project
 - Do you have any plans to contribute to the project in your current capacity? yes/no (elaborate)
 - According to you, what can be challenges/opportunities for the village/district from the Project, in terms of:
 - Perceived benefits from the project
 - Perceived negative impacts from the project
 - Mitigation strategies of negative impacts
 - Opportunities to enhance benefits
 - Making the project more inclusive for the villages
 - Perceived access to energy for public infrastructures (schools, hospitals, etc.) from this wind farm and transmission line project
 - Questions and suggestions of the participants regarding the project
 - Explain about the proposed social development plans related to health, education, economic and coffee initiative (benefit sharing program) by the Project and ask for suggestions, particularly for the village or district they are responsible for
-

Cumulative Impacts

Preliminary Valued Ecosystem Components (VECs) to validate with stakeholders

- Birds
 - Bats
 - Terrestrial wildlife and habitat
 - Air quality and climate
 - Noise & vibration / atmospheric environment
 - Water quality
 - Aesthetics
 - Cultural environment/traditional lifestyles
 - Sense of place
 - Tourism & recreation
 - Current land use
 - Hunting
 - Employment and business
-
- Any there any other projects planned in and around the project area (e.g., other wind projects, road improvements, community projects, housing, irrigation, etc.). Who is developing the projects and what is the status of them? *Please provide details of location (map) as well as if any projects have had positive or negative impacts to the environment or people*
 - Perceptions towards the preliminary VECs – what is your opinion of the most important VECs from the list above?
-
- Are you aware of any plans or programs that are intended to manage the condition of the natural resources identified above?
 - Do you know of any existing efforts to monitor or measure the condition of these natural resources?
 - Do you know which entities/institutions are involved in the management, monitoring, and measuring activities?
-

1.4 FDG with Ethnic Communities

Profile (Use, access control, dependence- including by social category/gender)

Identification

- Which are the key ethnic groups in the village? (if there are multiple groups, separate FGDs will be undertaken with each group)
- How many households comprising of this group are there in the village? (discuss on the proportion of households in this group compared to other ethnic groups)
- Recognition as a distinct ethnic cultural group- why or why not is your group considered.
- Languages spoken- any distinction from the languages spoken by other communities
- Celebration of festivals, rituals- any distinction from the social and religious celebration of other communities
- Dependence on occupation for livelihood- are the engagements different from the occupation of other communities
- Skill sets- does your groups have skills passed down from generations or acquired uniquely by your group

Collective Attachment – access/ restrictions/ controls

- Duration of residence of the group as a whole- discuss whether migration or displacement has happened in the past and how long ago was such migration
- Collective attachment to natural resources- such as forest, rivers, land in and around the village
- If yes, elaborate on the nature of these areas and the current livelihood and/or dependence patterns of the community on such areas.
- Collective access to communal land
- Access to specific forest areas and forest produce- the access is traditional or determined by the forest department.
- Are all communities within the village allowed access into the forest? Understand which forest area is accessed by which communities for what purposes.

Access to Infrastructure

- Do all households of this community in your village have access to electricity- yes/no. If no, what are the alternative sources used for domestic household purposes
- Average levels of education in the community- comparison with learning levels of other communities.
- Access to safe, clean drinking water; what are the sources available and are they accessible at all times of the year. Explore the gender roles- responsibility of collecting water
- Sanitation facilities within the household- yes/no. If yes, do men and women have equal access? If no, describe your sanitation process.
- Access to roads
- Access to markets
- Access to health facilities
- Access to Information

Economic Status

- What is the average land holding in the community? (owned land and accessed land)
- Are there land parcels where you are not provided formal ownership, but that have been traditionally owned/used by the community?
- What is the average income levels within the community? Has this increased or decreased in the last decade? Why?
- Has there been any change in the nature of livelihoods/occupations in the last decade for a) men and b) women? Why?
- Does your community seek financial support from which your group or outside of this group?
- Do you have any traditional forms of business or undertake any specific income generation activities that are distinct from the other communities?
- Agriculture/livestock/handicrafts
- Dependence on natural resources for livelihood
- Migration and remittances (men, women)

Health

- What are the typical health concerns faced by the community?
 - Specific health concerns among women that are different from men and from other ethnic groups
-

-
- Preferred mode of treatment for minor and major treatment- dispensaries/hospitals/traditional treatments. What are the alternative source of healthcare- traditional remedies/ superstition based healers
 - Are there traditional healers in your community? If yes, are they from your specific group or another ethnic group
 - Are public/private health centres accessible-elaborate on the costs
-

Customs, institutional mechanisms/ support

Local Institutions

- Does your group have any distinct local institutions (decision-making associations) from the other communities? If yes, elaborate upon such institutions
- Are these institutions different from the common local government bodies? If yes, then how are the responsibilities distributed
- Governance of the group- whom do you approach for grievance redressal? Discuss on the role of traditional customs and institutions

Gender

- What is the daily routine of women in the community? Are their specific tasks designated only for women?
- Roles and responsibilities of men/women (in household works, agricultural works, child care, etc.)
- Highest level of education obtained by men/women
- Highest level of position held by men/women in government/non-government service
- Do girls from your community have access to schools? Till what age do they study (reasons for drop out to be explored)
- Ownership of land and other assets by women- discuss on control over buy/sale of assets
- Describe the decision making roles of women in terms of: education and health of children; domestic issues and budget; decisions about land
- Participation of men/women in community groups

Cultural sites

- Describe your sites of worship, rituals and any festivals. Any distinction from the common places of worship in this village; if yes, then what are the differences
 - Do these sites have any traditional forms of protection that may not be legally recognised?
 - Are these sites regulated and/or protected under any local regulations?
-

Trends, dynamics, aspirations, outlook for the future

- In the last 5-10 years, have there been any changes in the levels of collective access to land and other resources by your community? Has it been affected by the use of other communities
 - Has there been an increased/reduced dependence on natural resources based livelihood? elaborate
 - Any attempt to diversify into other income earning opportunities; efforts taken to integrate with other communities in the village
 - Development needs/aspirations of your community/locality
 - What changes would you like to see in your community/locality in next 5-10 years
-

Project related

- Any previous projects that has affected natural resource use in the area? What and how? (Infrastructure, any losses? Compensations? Lessons/suggestions?)
 - Positive/adverse impacts of past projects on men/women
 - Feedback on potential project impacts- on resource type/stock, any particular at-risk category of users? How will fodder/grazing be affected, if relevant.
 - Any particular resource that may be of particular importance and may be affected?
 - Concerns about the project
 - Suggestions for how the community owned land under the wind turbines and RoW of the transmission line can be utilized and managed effectively for the benefits of ethnic community
 - Suggestions for other support from the project?
 - Explain about the proposed social development plans related to health, education, economic and coffee initiative (benefit sharing program) by the Project and ask for suggestions, particularly for ethnic communities
-

1.5 FDG with Youth

Introduction: A baseline study is being conducted by Innogreen to collect information and evaluate social, economic, and cultural conditions of this municipality. The Project Sponsor, Impact Energy Group, will be building 600 MW wind farm and 500 kv transmission in Dakcheumg District, Sekong Province and partly in Sanxai District, Attapue Province (“the Project”) to ensure energy supply for growing demand for business and industry in the country with clean and non-polluted energy. This district is one of the districts which the wind turbine towers located in or the transmission line and access roads will pass through. As a part of this baseline study, your village has been selected for this consultation in this district.

Objective: The objective of this consultation with youth is to understand the profile of youth, including education, occupational aspirations and perceptions/knowledge of opportunities.

To understand the physical well-being as well as mental well being, especially wrt drug use, and trafficking.

Notes: Group of 8-12 youth (must include at least 4 women); can include students, college going youths, or those within the age groups 18-22 year , and those who have started working and others Try for a heterogenous mix of ages, where possible.

Instructions:

The discussion might touch upon some sensitive issues. Ensure participants there are no requirement to respond if the question causes discomfort. Participation is completely voluntary and participants are free to answer or not, or to leave at any point.

Reassure participants that confidentiality will be kept throughout in that no names or personal information will be disclosed or used in any publications/reports.

Explain that you will be taking notes, audio recording and photos during the discussion to help you remember what was said, but that these are for your own personal use and will not be shared with others. Make sure that your notes reflect as closely as possible what was said.

Date: (DD/MM/YY)	Number of participants:	Male/female	
Location Details			
Ward:		Village:	
Name of facilitator:		District:	
Names of participants: (attach separate attendance list)		Coordinates/Waypoint:	
Note takers name:			

Profile (Use, access control, dependence- including by social category/gender)

Education

- What are the average level of education that a) girls and b) boys in your village receive in general?
 - Where do you go to school? (in their own village, probe for travel distance to school)
 - What is tendency of dropout
 - Average age of dropouts (for girls and boys)
 - Reasons for dropping out/ stop in learning (discuss drop out reasons for girls and boys)
-

-
- How many students in your villages receive higher education (12th and above), what are the available options, barriers? (probe on gender roles, probe for reasons)
 - Migration for higher study- yes/no; have you migrated from another place/will you migrate to another place if required, for higher education?
 - Use of devices to access the internet, mobile phone use, social media use, by the youth- what do you use the phone/internet/social media for?
 - Where do you get news (local, global), from?

Occupation/employment

- Is it normal for girls and boys in the village to help their families with their work such as working on farm? If yes, at what age do girls and boys start helping their families, and what are typical tasks for girls and boys?
- Are you currently engaged in paid work (discuss whether they left study to take up work, work along with study, reasons for taking up job)
- If yes, what are the typical jobs for girls and boys
- Migration for work- yes/no; have you migrated from another place/will you migrate to another place if required?
- Have you experienced any change in the job market over the last 3-5 years? if yes, what
- Choice of job for boys and girls- is the current work suitable or looking for change; any plans for the type of job you want to do?
- Does gender differences exists in getting opportunities?
- Requirement of skill-based training for securing work for boys and girls- yes/no. discuss availability of government training programs/institutes
- Are there scholarships and programs to support skill-based on-the-job training? (probe for more details of the scholarships/programs)
- Is your family primarily engaged in agriculture? What is your outlook on farming, as an income generating activity- would you like to take it up? (Discuss with them their interest in farming as an occupation, commercial farming?)

Livelihood Opportunities, migration

- Opportunities available for men and women to make a livelihood- based on the desired earnings, nature of work, etc.?
- What are the options available locally? (Probe for Sector of work- private, government, manufacturing, research, If not available locally, are you planning to migrate? What will the reasons for your choice be? (Permanent/temporary?))
- Gender differences in migration
- Positive and negative aspects of migrating for employment (temporary/permanent)

Institutional mechanisms/ support

Health

- Major ailments facing youth today-specific diseases/health issues related to this age
- Are you aware of drug use/ substance abuse among youth (any instances this group has heard of dependence, addiction, etc., Is this a problem? (probe for social or other groups, if any)
- If this is a problem in the area, any there any correction or rehabilitation programs that they know of?
- Government programs/NGOs, other social organisations that are working on the issue?
- If this is not a problem in their area, are they aware of other areas where this is a problem? Where?

Trafficking

- Discuss on the concept of trafficking-introduce it to the group; ask if they have heard about the phenomena; do they know of victim from the village
- According to you, trafficking can involve- (let them speak regarding their understanding which is the most vulnerable target group to be coerced/forced/duped into trafficking (probe on child, girl child, and women trafficking)
 - Trafficking is prevalent among which of the following age groups- and gender
 - 15-20
 - 21-26
 - 27-32

Over 32 years

What are the destination zones for trafficking from your area-

- Thailand
- China
- Other country in Southeast Asia, please specify
- Reasons for trafficking among girls/women (if they are the main target group)- discuss the following reasons
 - Earning livelihood/getting employment
 - Escape social conditions
 - Promise of a better new life
 - Political turmoil at source
- Steps that need to be taken to prevent trafficking-ask them for preventive measures and corrective measures-discuss the role of NGOs in preventing trafficking

Trends, dynamics, aspirations, outlook for the future

Trends and aspiration

- What noteworthy trends have you seen in your area (region) in the past few years?
- What are the changes/improvement/development you would like to see in the coming years? Ask girls and boys for their views
- What supports are needed to see the changes/improvement/development that you want to see?

Project related

Project related concerns

- Any prior information on wind farm project and transmission line projects; any other infrastructure projects
 - Opinions of the participants on the role of energy development project i.e. wind farm and transmission line
 - Discuss the concerns of the group regarding the current project
 - Get input on social development plans related to education (school renovation/improve facility, provide educational funds, university scholarships, foreign language class, sport day). What programs would be most relevant.
-

1.6 Key Informant Interview – Health Care Worker

Date: (DD/MM/YY)	Sector:		
Location Details			
Province:		Village:	
Name of facilitator:		Implementation area (District):	
Names and designation of participants:			

Health Profile

- Please describe your role and jurisdiction.
- Please describe the health care facility that you work in. Probe for information on number and type of staff, services available, medicine available, and equipment available.
- What other health care services are available in the area? Where is the nearest hospital? And accessibility by communities
- Is existing health service system adequate? If not what could be the area of improvement
- What are the main health problems faced by the communities in your jurisdiction?
- What are the main health problems faced by women (i.e. top three concerns)?
- What are the barriers to accessing healthcare – e.g. cost of treatment/medicines/ distance, transport?
- Do men and women have equal access to healthcare facilities and services?
- Are health services gender responsive/ friendly?
- Do people prefer to get traditional/local treatment prior to getting to healthcare facilities? Why? And do you think there is any benefits or issues with that?
- What is the average age a mother first gives birth? Where do women give birth?
- Is drug use/ substance abuse an issue? Probe about the issue.

Health Programs

- What *health programs are being run by government in your jurisdiction?*
- What health programs are being run by community based organizations (CBOs) in your jurisdiction? Probe for information about the types of programs being implemented, length of the program, area of implementation, challenges and successes.
- Is there any duplication of health programs amongst CBOs? Probe for further details.
- What have been the most successful health programs by CBOs? Probe for information on what made the programs successful.
- Does the government collaborate with CBOs in implementing health programs?

Trends and Future Outlook

- What is the most pressing development challenge related to health for the communities in your jurisdiction?
 - What have been the key changes related to health in the communities in your jurisdiction (infrastructure, services, etc.) in the last five to ten years?
 - What major changes do you foresee in the next five to ten years?
 - Explain about the proposed social development plans related to health (provision of healthcare supplies, install/improve water facility, provide health check-ups all year round, train community members to become nurses, provide funding for health center renovation/ construction, build/improve public bathroom)
 - Do these programs cover the needs for health support in your responsible area? Will they contribute to the change you want to see in the next five to ten years?
 - If not, any additional suggestions
-

1.7 Key Informant Interview – Community Based Organization (CBO)

Date: (DD/MM/YY)	Sector:		
Location Details			
Province:		Village:	
Name of facilitator:		Implementation area (District):	
Names and designation of participants:			

General Profile

- Please describe the communities you work in (e.g. population size, vulnerable groups, livelihoods).
- What are the most pressing development challenges for the communities? Probe short and long term challenges
- What have been the key changes in the communities (infrastructure, services, etc.) in the last five to ten years?
- What major changes do you foresee in the next five to ten years?
- Do you have any community data that you can share (e.g. demographics, livelihoods, education, health)?

Programs being Implemented

- What programs is your organization implementing in the communities? Probe for information about the types of programs, area of implementation, schedule, funding arrangements, challenges and successes.
- Is there any duplication of programs amongst community based organizations (CBOs)? Probe for further details.
- What have been the most successful programs run by CBOs? Probe for information on what made the programs successful.
- Focus on the proposed social development programs.

Cumulative Impacts

Preliminary Valued Ecosystem Components (VECs) to validate with stakeholders

- Birds
- Bats
- Terrestrial wildlife and habitat
- Air quality and climate
- Noise & vibration / atmospheric environment
- Water quality
- Aesthetics
- Cultural environment/traditional lifestyles
- Sense of place
- Tourism & recreation
- Current land use
- Hunting

Employment and business

- Any there any other projects planned in and around the project area (e.g., other wind projects, road improvements, community projects, housing, irrigation, etc.). Who is developing the projects and what is the status of them? *Please provide details of location (map) as well as if any projects have had positive or negative impacts to the environment or people*
 - Perceptions towards the preliminary VECs – what is your opinion of the most important VECs from the list above?
-

- Are you aware of any plans or programs that are intended to manage the condition of the natural resources identified above?
- Do you know of any existing efforts to monitor or measure the condition of these natural resources?
- Do you know which entities/institutions are involved in the management, monitoring, and measuring activities?

How often does your community partake in the following activities on the Project Area and surrounding land?

Activity	Status*	Number of households participating in the activity
Sacred events/rituals		
Agriculture		
Hunting		
Collect timber and wood products		
Collect herbs and plants		
Other, please specify		

*Status: 1 = regular throughout the year , 2 = seasonal, 3 = irregular throughout the year , 4 = irregular between year

How does the community usually use the Project Area and surrounding land?

Resource	Utilization Status			Amount of Utilization		Price (for sale in NPR)
	Distance ¹	Who ²	Frequency ³	% for household use	% sale	
Sacred events/rituals						
Agriculture						
Recreation						
Hunting						
Collect timber and wood products						
Collect herbs and plants						
Other, please specify						

Sacred events/rituals

Agriculture

Recreation

Hunting

Collect timber and wood products

Collect herbs and plants

Other, please specify

¹Distance from home to the Project Area: 1 = less than 1 hour, 2 = 2–4 hours, 3 = 4–8 hours, 4 = more than 8 hours

²who uses the Project Area in the family: 1 = father, 2 = mother, 3 = father and mother, 4 = father and sons, 5 = mother and sons, 6 = sons, 7 = all family

³frequency: 1 = every day, 2 = every week, 3 = twice in month, 4 = every month, 5 = once every two months, 6 = twice in year, 7 = less than twice in year

What do you think is the current condition and stressors and future stressors and plans for the following natural resources?

No	Activity	Current condition ¹ and stressors ²	Future stressors
1	Sacred events/rituals		
2	Agriculture and Irrigation		
3	Recreation		

4 Transportation

5 Hunting

6 Collect timber and wood products

7 Collect herbs and plants

8 Other, please specify

¹*Excellent, good, regular, poor, or unknown*

²*E.g., other projects or activities in the area or natural hazards. Try to obtain geographical information on other projects or activities so we can map them, and obtain sources or references that we can gather more information.*

³*Any plans to expand this resource in the future?*

1.8 Key Informant Interview – Vocational Training Provider

Date: (DD/MM/YY)	Sector:		
Location Details			
Province:		Village:	
Name of facilitator:		Implementation area (District):	
Names and designation of participants:			

Education Profile

- Please describe your role and jurisdiction.
- Please describe the facility you work at, including number of students, types of programs/ courses offered, costs of the programs/ course, number of teachers/ trainers, funding arrangements, and length of time the facility has been in operation.
- What other education facilities exist in the area?
- What is the success rate for students in securing work after completing your program? Do they stay in the area or migrate?

Education/ Skills Programs

- Describe the training provided
- What training programs are being run by government in your jurisdiction?
- What training programs are being run by community based organizations (CBOs) in your jurisdiction? Probe for information about the types of programs being implemented, length of the program, area of implementation, challenges and successes.
- Is there any duplication of training programs amongst CBOs? Probe for further details.
- What have been the most successful training programs by CBOs? Probe for information on what made the programs successful.
- Does the government collaborate with CBOs in implementing training programs?

Trends and Future Outlook

- What is the most pressing development challenge for the communities in your jurisdiction?
 - What have been the key changes in the communities in your jurisdiction (infrastructure, services, etc.) in the last five to ten years?
 - What major changes do you foresee in the next five to ten years?
-