



# Training Manual on Gender Mainstreaming

Promotion of Renewable Energy and Energy Efficiency Programme

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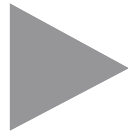
Promotion of Renewable Energy and  
Energy Efficiency Programme (PREEEP)

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(PREEEP)

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## List of Acronyms

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AIDS	Acquired Immunodeficiency Syndrome
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
GBV	Gender-Based Violence
GoU	Government of Uganda
GIZ	German Agency for International Cooperation
HIV	Human Immunodeficiency Virus
ICPD	International Conference on Population and Development
INSTRAW	International Research and Training Institute for the Advancement of Women
MDGs	Millennium Development Goals
MEMD	Ministry of Energy and Mineral Development
NAADS	National Agricultural Advisory Services
PLHIV	People Living with HIV
PREEEP	Promotion of Renewable Energy and Energy Efficiency Programme
ProBEC	Programme for Basic Energy and Conservation in Southern Africa
STIs	Sexually Transmitted Infections
UBS/PSF	Uganda Bureau of Standards/Private Sector Foundation
UDHS	Uganda Demographics and Health Survey
UN	United Nations
UNHS	Uganda National Household Survey
UPE	Universal Primary Education

# Preface

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**E**nergy is an essential engine for growth which enables developing countries like Uganda to overcome poverty and the conditions which cause poverty. Despite advances in recent years to extend modern energy services in developing countries, many poor people are still suffering from a lack of access to reliable modern energy for purposes of supporting household, agricultural, industrial and economic activities.

The International Energy Agency estimates 1.4 billion people will continue to lack access to modern energy in 2030. Unless new approaches and policies are adopted, they will continue depending on traditional fuels including wood, dung and agricultural residues to meet their daily heating and cooking needs.

The availability and access to modern energy services has a distinct impact on the lives of poor people in general, but on women and girls in particular. This kind of impact is most critically felt in rural areas, where women and girls take on the responsibility of collecting firewood, getting involved in household work like cooking, etc., and engaging in activities to sustain the family. The lack of access to modern energy services impacts the lives of women and men in different ways. Both women and men face obstacles of overcoming conditions of poverty, related to the lack of opportunities to generate income for the family, as a result of energy services being unavailable. In the case of women, many of these linkages have remained unaddressed by development policies, energy planning processes and development assistance efforts.

In a number of cases it is the women who suffer the most from conditions of extreme poverty. Of the 1.3 billion people living in extreme poverty, 70% are women. Because of their traditional responsibilities for collecting firewood and water, in many developing countries women and girls would benefit the most from access to improved energy services. The time and physical effort spent by women and girls in collecting fuel and carrying water seriously limits their ability to engage in educational and income-generating activities.

Efforts to reduce the hard work for women and to increase their access to non-polluting energy for lighting, cooking, and other household and productive purposes can have dramatic effects on women's levels

of empowerment, education, literacy, nutrition, health, economic opportunities, and their involvement in community activities. These improvements in women's lives can, in turn, have significant beneficial consequences for their families and communities.

The Promotion of Renewable Energy and Energy Efficiency Programme (PREEEP) implemented by GIZ and the Ministry of Energy and Mineral Development (MEMD), is committed to addressing gender issues in the energy sector because of their link to development, as well as creating opportunities for communities by improving their access to innovative approaches to energy service delivery.

Mainstreaming gender issues within the core business under the Human Rights-based approach (HRB-approach) involves acknowledging that human beings are both, on the one hand, individuals, but also members of particular groups or categories. For that reason, fundamental to gender mainstreaming is the belief that all human beings are entitled to enjoy the basic human right of equality of opportunity unrestricted by prejudices associated with gender, sexual orientation, race, disability, age, religion or health status. In addition, gender mainstreaming seeks to enable individuals gain independence by helping them to acquire the confidence and the ability not only to represent their own interests and to properly defend and articulate their own rights, but also to support others in doing the same.

This training manual is consistent with the National Gender Strategy and other gender-relevant legal frameworks at national and international level, including the GIZ Gender Strategy 2010-2014. The training manual aims to help PREEEP members at different levels to introduce the topic of gender within their component activities, introduce gender analysis into all stages of the programme cycle, and maintain a monitoring and evaluation system to enable them adopt adequate indicators which promote transparency and equality. It is important to introduce this tool to the sector partner organisations to assist all those involved in the advancement of development and energy outcomes that are gender sensitive and address the needs of men and women equally.



# About the manual



## A guide to training participants

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This manual is designed to help PREEEP and other partner organisations in the energy sector to introduce gender mainstreaming at different organisational levels. The manual can be easily adapted for internal and external mainstreaming.

The activities are intended for staff from different organisations interested in gender mainstreaming. All activities in the manual can be used with groups of men and women, and can be easily adapted to the time assigned for training, even if the time is very short.

### How the manual was developed

This manual takes into consideration theory, practical and background information from different sources related to gender and energy. It introduces and describes gender-related concepts and the application of the concepts, as well as the use and benefits of the legal instruments that promote gender equity. The manual provides tools on how to integrate gender sensitive and transformative initiatives within the main core of the programme. In addition, it suggests ways and means as well as initiatives which could be of use in the gender mainstreaming process. The manual also illustrates the design and implementation of adequate indicators which support the monitoring and evaluation systems for purposes of providing guidelines for the future assessment of activities within the programme, and to estimate the achievement levels of gender equity between men and women in the access to modern energy services.

### How this manual should be used

Before the training starts, it is vital that the facilitator reads the entire manual to understand how the content is organised.

The manual contains the following sections: **An introduction** which provides a framework on the importance of gender responsive initiatives in the provision of energy efficient technologies, and the impact that inaccessibility can cause to the health, workload, education, empowerment and gender equity in general.

**Section 1** introduces activities that are oriented towards sensitising participants on the way gender stereotypes influence the perceptions of different kinds of people.

**Section 2** presents activities which are designed for purposes of interpreting the national and international legal framework which protect the rights of women. National achievements on gender responsive interventions are also reflected in this section.

**Section 3** focuses on activities which reflect the distribution of labour based on gender roles at household level.

**Section 4** focuses on activities which help to conceptualise the understanding of different gender roles and their implications in the valuation of labour as performed by women and men.

**Section 5** illustrates the interconnection between gender, access to energy services and HIV, and identifies how the lack of access to energy influences the level of vulnerability among women.

**Section 6** introduces three case studies which apply the analysis of practical gender needs and strategic gender interests.

**Section 7** activity is based in the practical use of the theory learned to prepare a matrix action plan introducing gender responsive and gender transformative initiatives. Ideas about how to mainstream gender in the programme cycle are detailed.

**Section 8** activity relates to the previous section in which participants are challenged to develop appropriate indicators supportive to the monitoring and evaluation system. Examples on how to develop gender indicators for the energy sector are provided.

To conclude, the manual provides a form to evaluate the training, to ensure that the activities and information provided are having the expected impact in the participants.

### What information is included for each activity

The manual presents information for each activity in a standardised format. This format includes information on the following components of the training manual:

- Objectives of the activity
- Time required for the activity
- Basic theory to facilitate the development of the activity
- Notes for discussion to guide the facilitator in the debate of ideas
- Guide through the steps to follow in developing the activity
- Handouts for the activity
- Alternative activity to be introduced depending on the group under training

Each element of this standardised format is discussed here in more detail.

### Objectives

These describe what participants should expect to learn from the activity. It is a good idea to begin each activity by outlining its learning objectives, so that participants understand why they are undertaking the activity and also what they can hope to learn out of it. Sharing learning objectives with participants also helps in “wrapping up” at the end of each day, and helps you to see if the workshop is making progress in terms of what participants are learning.

### Time

Refers to the duration of the activity based on past experience. However, the time for an activity may vary depending on the number of participants and other factors. The activities in the manual are designed for 45-minute to one-hour sessions. It is recommended that the work be carried out at the pace of the participants. In general, sessions should not be longer than two hours. Taking too long with one activity may mean there is not enough time for others. Try to stick to the time suggested.

### Basic theory notes

These notes will help to better facilitate the activity. They point out important basic theory, as well as background information to help prepare for the topic. Make sure to read these notes before beginning.

### Notes for discussion

These are supplementary questions to support the facilitator in leading to a more productive and enriching debate. The introduction of the notes for discussion is recommended especially when the participants cannot identify by themselves the spectrum of implications

in the programme's components resulting from gender inequalities. The supplementary questions can be adapted or rephrased to fulfil the needs of the facilitator to the specific context. Not all sections incorporate notes for discussion.

## Guide

These are the steps to follow to perform the activity effectively. The guide provides numbered steps and they should preferably be followed in the indicated order. For the most part, the activities can be easily adapted to groups with different educational background, but be attentive to whether the steps are feasible and appropriate.

The guide may include questions to help the discussion on the activity topic. Feel free to add to them or to rephrase them to fit the trainees and the context. It is not necessary for the group to discuss all of the suggested questions or to adhere strictly to the order in which they are listed. Instead, it is important to focus on encouraging as many participants as possible to express their opinion. It is important that the trainer is patient during the training sessions, as some participants may be shy at the beginning and therefore not feel free or comfortable to discuss some of the topics, which may be sensitive. It is not advisable to force anyone to speak at any one time.

## Handouts

Some activities include handouts, which are distributed to the participants to take with them or to review together with the facilitator for the activity. The handouts can be found in the annex. If possible, make enough copies for all participants.

## Alternative activities

These are additional ideas on how to conduct the activity in a different training setting. Not all sections incorporate an alternative activity.

## Proposed training agenda

On the following pages are proposed outlines of a training agenda for a complete course on gender and energy. The allocation of time may vary when the topic is incorporated as an additional part of a different training. In that case, the main section can be selected and adjusted to the allocated time.

The training may also be separated into different sections to be covered in a month's time, meeting the group for half a day to cover two sections each time.

The training manual is flexible and can be easily adapted to different settings and demand. The most important element is to be motivated and committed to mainstreaming gender, despite the often uncontrollable circumstances.

### Please remember!

The best way to eat an elephant is one bite at a time! This also applies to gender mainstreaming. The programme can start with the activities that seem most natural. You are encouraged to use your own experience in your future work to ensure that gender equality prevails.

### Proposed outline of a three-day training agenda for a complete course on gender and energy

DAY ONE	
Time	Activity
8:45 am to 9:00 am	Arrival and registration of participants
9:00 am to 9:30 am	Opening remarks
9:30 am to 10:15 am	Introductory activity
10:15 am to 11:15 am	Section 1: Gender, gender concepts and definitions
11:15 am to 11:30 am	Tea break
11:30 am to 11:45 am	Learning about sex and gender, alternatively solve the Gender Quiz
11:45 am to 12:00 am	Section 2: Legal framework and promoting women's rights
12:00 am to 1:00 pm	Understanding the legal gender framework or assessing opinions on gender and the law
1:00 pm to 2:00 pm	Lunch break
2:00 pm to 3:00 pm	Group presentations
2:00 pm to 2:15 pm	Section 3: Gender mainstreaming and gender analysis
2:30 pm to 3:30 pm	The 24 hour day — the use of time
3:30 pm to 3:45 pm	Tea break
3:45 pm to 4:45 pm	Group presentations
4:45 pm to 5:00 pm	Wrap-up and general comments
DAY TWO	
8:30 am to 9:00 am	Section 4: Understanding gender roles and valuation of labour
9:00 am to 10:00 am	Activity on gender roles and valuation of labour
10:00 am to 10:15 am	Tea break

<b>Time</b>	<b>Activity</b>
10:15 am to 11:15 am	Group presentations
11:15 am to 11:45 am	Section 5: Gender, energy and HIV
11:45 am to 12:30 pm	Activity on gender, energy and HIV
12:30 pm to 1:00 pm	Section 6: Gender dynamics and development
1:00 pm to 2:00 pm	Lunch break
2:00 pm to 3:00 pm	The three case studies
3:00 pm to 4:00 pm	Group presentations
4:00 pm to 4:15 pm	Tea break
4:15 pm to 4:45 pm	Section 7: Gender-sensitive and gender transformative interventions
4:45 pm to 5:00 pm	Wrap-up and general comments

<b>DAY THREE</b>	
8:30 am to 9:00 am	Review of previous two days training
9:00 am to 10:00 am	Complete first part of matrix for action plan
10:00 am to 10:15 am	Tea break
10:15 am to 11:15 am	Group presentations
11:15 am to 11:45 am	Section 8: Monitoring and evaluation of implemented interventions
11:45 am to 12:30 pm	The use of gender and energy indicators (complete second part of matrix for action plan)
12:30 pm to 1:00 pm	Group presentations
1:00 pm to 2:00 pm	Lunch break
2:00 pm to 3:00 pm	Training evaluation
3:00 pm to 4:00 pm	Closing remarks and departure

## Introductory activity

### Activity 1: Participants introduce themselves

#### Objective

- Create a conducive environment
  - Have an idea about the participants expectations
  - Perceive ideas about the gender attitudes from the participants
1. Identify a partner for this exercise.
  2. Exchange with your partner any information on yourself as a person that you consider relevant (for example your name, age, educational background, special interests (hobbies).
  3. Ask your partner the following questions:
    - How would you describe the work that you do?
    - What are the main reasons for your applying for this workshop?
    - What do you expect to learn during this workshop?
    - How will the knowledge you will acquire be useful in your work?
    - In what aspects of your work do you think it might be of relevance?
  4. Both should honestly answer the following question:  
*“What did you always want to do, but could not do because you are a man/woman?” (“Secret wish question”)*
  5. Note your partner’s answers on the cards provided.
  6. After 20 minutes, you should discuss with the other participants in the plenary.
  7. Each participant should present a short portrait of your partner and his/her “secret wish” to the plenary.



# Section 1

Gender, gender concept and definitions

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## Gender, gender concept and definitions

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### What is gender?

The term **gender** refers to the social differences between females and males throughout the life cycle. The social differences are learnt in different circumstances and conditions. Though deeply rooted in every culture, these social differences and social roles are changeable over time and have wide variations both within and between cultures. “Gender” determines the roles, power and resources for females and males in any culture. Historically, attention to gender relations has been driven by the need to address women’s needs and circumstances since women typically tend to be more disadvantaged than men.

**Hypothesis about gender:** For many people the term “gender” seems to suggest specific issues.

- Some think of gender as being about women only
- Others consider it to be related to reproductive health matters or
- gender-based violence (GBV)

The confusion about the terminology and some individual and institutional resistance has resulted in ad hoc analysis and action limiting the wide spectrum of influences and interconnections between gender and the essential multisectoral approach. Some

members of the civil society argue that addressing gender inequality in programming is similar to “social engineering<sup>1</sup>” and goes against cultural norms in different societies. People conducting gender analysis point out that what is considered to be the “cultural norm” may, in another sense, refer to the disguised strong desire by men to retain certain benefits. Women, on the other hand, may have a different perspective on issues as opposed to men when it comes to their own needs and rights.

**Women Empowerment** involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and implies women gaining power and control over their own lives. Facilitate women’s articulation of their needs and priorities and a more active role in promoting these interests and needs.

- Empowerment of women cannot be achieved in a vacuum; it should not be seen as a zero-sum game where gains for women automatically imply losses for men. Men must be brought along in the process of change.

**Gender equality** or equality between women and men refers to the equal enjoyment by females and males of all ages and regardless of sexual orientation, socially valued goods,

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<sup>1</sup> Social engineering is a discipline in the social sciences that refers to efforts to influence popular attitudes, social behaviours, and resource management on a large scale. Social engineering is the application of the scientific method for social concern.



opportunities, resources and rewards. Equality *does not mean* that women and men are the same but that their enjoyment of rights, opportunities and life chances are not limited by whether they were born female or male. Protecting human rights and promoting gender equality must be seen as central in the energy service delivery.

Gender equality:

- refers to the equal rights, responsibilities and opportunities of women and men and girls and boys to access and control social goods and resources,
- implies that the interests, needs and priorities of both women and men are taken into consideration,
- is not an issue referring to women only but should concern and fully engage men as well as women,
- is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

### Equality is not the same as equity:

Gender equity means fairness of treatment for women and men, according to their respective needs.

The implementation and enforcement of international policies in development which prioritise gender equity leads to the achievement of gender equality.

## Activity 2

### Learning about sex and gender (45 min.)<sup>2</sup>

#### Objectives

1. To understand the difference between the terms “sex” and “gender”
2. To understand the terms “gender equity” and “gender equality”

#### Guide

1. Ask participants if they can explain the difference between “sex” and “gender.”

#### The facilitator explains

- **Sex** refers to physiological attributes that identify a person as male or female.
  - **Gender** refers to widely-shared ideas and expectations concerning women and men. These include ideas about typically feminine/female and masculine/male characteristics and abilities, as well as common expectations about how women and men should behave in various situations.
2. Distribute the handout 1 “Gender Perceptions” and ask the participants to indicate if the statements refer to “sex” or “gender.” After allowing the participants to read and answer the statements on their own, discuss each answer with the entire group.

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<sup>2</sup> The Acquire Project/Engender Health and Promundo (2008). “Community Engagement Manual”

3. Explain that there are several terms related to the word “gender” that also need to be defined. Ask the group if they have ever heard the term “gender equality.” Ask them what they think it means. Allow plenty of time for discussion.
4. After getting their feedback, provide the following definition:
  - **Gender equality** means that men and women enjoy the same status. They both share the same opportunities for realising their human rights and potential to contribute to, and benefit from, all spheres of society (economic, political, social, and cultural).
6. Ask the group if the definition given make sense. Allow them to ask questions.
7. Ask the group to discuss whether or not gender equality actually exists in their community. During this discussion, write down any statements that explain why women do not share equal status with men in all spheres of society. Be sure to include some of the following points, if they are not mentioned by the group:
  - Women in many countries are more likely to experience sexual and domestic violence compared to men.
  - Men — in most cases — are paid more than women for the same work.
  - Men are in greater positions of power in different sectors.
  - Women bear the brunt of caring and looking after the family members, especially caring for those sick.

8. Ask the group if they have ever heard the term “gender equity.” Ask them what they think it means and how it is different from “gender equality.” Allow plenty of time for discussion. After getting their feedback provide the following definition:
9. **Gender equity** is the act of being fair to men and women. **Gender equity leads to gender equality.** For example, an affirmative action policy that supports female-owned businesses may be *gender equitable* because it *leads to equal rights* between men and women. After defining “gender equality” and “gender equity,” ask the group the following questions:
  - Why should men be involved and work towards achieving gender equality?
  - What benefits does gender equality bring to men’s lives?
10. Ask the group to identify gender-equitable actions that men can take to help create gender equality in the community/household. The facilitator may distribute cards and markers for the participants to express their ideas, pin them according to topic and inquire if there is any other idea not covered in the cards which could be important. Motivate further discussions.

## Activity 3

### Gender Quiz (45 min.)

#### Objective

The purpose of this quiz is to test the knowledge of the participants about gender indicators, which are frequently overlooked or underrated.

#### Guide

- Write the letters A, B, C and D large on A4 size paper — these represent the answers to the quiz.
- Place one sheet of paper in each corner of the room.
- Read aloud each quiz question. Depending on the time, the facilitator might decide not to go through all the questions, or replace them with other indicators as provided below.
- Participants should position themselves under the letter which marks the reply they consider correct. In this way it is easier to accommodate those participants who are not familiar with this type of information.
- After all members have taken their positions, read the response aloud.

## Gender Quiz questions

1. What percentage of the world's 1.3 billion people living in extreme poverty are women and girls?  
a. 50%            b. 60%  
c. 70%            d. 80%            **Answer c. 70%**
2. What percentage of land property is in the hands of female household heads in Uganda?  
a. 1%              b. 10%  
c. 14%             d. 25%            **Answer c. 14%**
3. What percentage of Uganda parliament seats are held by women?  
a. 50%             b. 29%  
c. 16%             d. 10%            **Answer b. 29%**
4. What is the incidence rate for receiving credit by women in Uganda?  
a. 9%               b. 15%  
c. 25%             d. 20%            **Answer a. 9%**
5. What is the incidence rate for receiving credit by men in Uganda?  
a. 10%             b. 19%  
c. 26%             d. 30%            **Answer b. 19%**
6. What is the percentage of gender based violence against women in Uganda?  
a. 20%             b. 32%  
c. 50%             d. 68%            **Answer d. 68%**
7. What is the percentage of gender based violence against men in Uganda?  
a. 30%             b. 20%  
c. 17%             d. 12%            **Answer b. 20%**

You may want to change the information in the Gender Quiz or add more questions. Here are some additional national data which can be helpful for this purpose:

- Around **70%** of those living in poverty are women<sup>3 4</sup>
- National adult literacy rate — Female **57.7%** against Male: **76.8%**
- Only one third of girls enrolled in primary education continue school to age 18, compared to half of all boys (UDHS, 2006)
- **35% women** against **13% men** older than 26 years in rural areas have never attended school
- Women seats in Parliament at 2009: **29%**, comparing to **18%** in 1995.
- Female household heads own only **14% of land**, though it is estimated that **women comprise 70% of the workforce** in agriculture.
- Incidence for receiving credit is for **women 9%** against **men 18%**
- 50% of employed women work in the three lowest paying sectors, compared with 33% of men (UNHS 2005/06)
- Gender based violence is estimated **at 68% for females against 20% for males** (UDHS,2009); **10%** women against 3% men received health care after violence
- Only 51% of women participated in making major household purchases; overall men believe that a husband should play the major role in making most household decisions (UDHS, 2006)
- 7.1% of older persons have access to pensions, of whom **60% are male** (UNHS, 2006)
- The HIV-positive rate is **7.5% for women** against **5.0% for men**<sup>5</sup>
- The largest divergences in HIV prevalence by gender are observed for the 30-34 years age group — HIV positive **women 12.1%** against **men 8.1%**.

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3 Due to inability to capture intra-household resource distribution, most poverty studies based on quantitative indicators find that female headed households in Uganda are not worse off compared to their male counterparts (Appleton, 1996; Amanda et al., 2006; MoFPED, 2006).

4 Some studies find that female headed households are over represented among particular welfare groups—the chronically poor (Lawson et al., 2006).

5 GoU and Macro International, 2006.







## Section 2

Legal framework protecting  
and promoting women's rights

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## Legal framework protecting and promoting women's rights

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### General considerations about the national and international legal framework

Although Uganda has acceded to a number of international standards and codes, many of them have not been systematically recorded for dissemination to state and non-state stakeholders. Thus some of the international established codes which the Government of Uganda signed have not been translated into policy, legislation and/or specific actions. For example, the 2005 Protocol on the Rights of Women in Africa signed by Uganda is yet to be ratified and domesticated.

The general lack of awareness of these conventions has implications for the ability of citizens to exercise their rights. For this reason, it is important that all stakeholders are well informed about the existing instruments that Uganda is a signatory to. Moreover, people are more likely to comprehend and appreciate the usefulness of these conventions if they are discussed and translated into implementable programmes and projects.

When international and regional standards and codes are adopted and/or ratified, it is important that they are made widely known to stakeholders at all levels. This will particularly enhance the government's negotiation capacity in regional and international cooperation.

The domestication of these legal instruments is critical. In some respects, Uganda has demonstrated this by establishing policies, institutions, programmes and other mechanisms for ensuring the implementation of adopted or ratified standards and codes.

More could be done, however, particularly in terms of increasing awareness and effective participation of all stakeholders through, among other things, adequate and appropriate documentation which enables the demand, enforcement and respect of the different legal instruments.

### Uganda's achievements on gender equality

- The Government of Uganda (GoU) had long pursued policies that promote women emancipation (1995 Constitution and a number of policies favouring equality between sexes and affirmative action targeting women).
- Female representation in the Ugandan Parliament is among the highest in sub-Saharan Africa.
- Since 1990, GoU provides bonus points to female students graduating from secondary school to assist them to qualify for sponsorship in public tertiary institutions.
- The introduction of Universal Primary Education (UPE), which has led to the elimination of gender disparities in primary school enrolment.
- In 2008 the Ministry of Gender, Labour and Social Development initiated a pilot cash transfer programme to poorest households. Although still in discussion, it is a GoU goal to attain equal access to land and control over resources by women and men.
- The proposed "marriage and divorce bill" and "administration of Muslim person bill" attempts to address some of

the injustices that women face during divorce and widowhood, especially over the control of assets acquired jointly during marriage.

- The GoU has initiated policies to empower women in other aspects apart from education. Increasing economic opportunities supporting programmes that supply credit, specifically targeting women (prosperity for all credit scheme, a revolving scheme targeting rural households, National Agricultural Advisory Services (NAADS), a number of NGOs targeting women's advancement)
- Women account for about 40% of the business ownership in Uganda (UBS/PSF, 2007).

### How gender has been legally addressed through the years

It is important to be familiar with the national and international legal frameworks that promote and protect women's human rights. The facilitator may decide to introduce the topic, making a brief presentation of the main issues concerning the following national and international legal instruments signed by Uganda that promote equal rights for women.

#### The Constitution of Uganda (1995)

Articles in the Constitution of Uganda which support the respect to gender equality

- **Article 21** provides for equal treatment in all spheres of life under the law, regardless of sex.
- **Article 26(1)** protects all persons from deprivation of property.
- **Article 31(1)** entitles women and men to equal rights during and after marriage.
- **Article 32(1)** mandates the state to take

affirmative action in favour of groups marginalised on the basis of gender or any other reason created by history, tradition or custom.

- **Article 33(4)** declares the state shall provide facilities and opportunities necessary to enhance the welfare of women, to enable them realise their full potential and advancement.
- **Article 33(5)** accords affirmative action to women for purposes of redressing the imbalances created by history, tradition or custom, and
- **Article 33(6)** prohibits "laws, cultures and traditions, which are against the dignity, welfare or interest of women and undermine their status."

The Constitution of Uganda includes anti-discriminatory provisions and condemns any custom that contradicts human rights. But gender disparities still persist and the situation of Ugandan women is further aggravated by deeply rooted patriarchal traditions and years of armed conflict, particularly in the north.

The GoU has enacted new laws to improve the situation of women, but their enforcement is not systematically practiced.

#### The National Development Plan [2010/11 -2014/15]

The National Development Plan (NDP) articulates the status of Uganda's development, challenges and opportunities as well as the strategic direction, development priorities and implementation strategies within the 30-year National Vision Framework. The NDP [2010/11 – 2014/15] is the first of the six (6) five-year National Development Plans prepared to implement Uganda's national vision of transforming Uganda from a peasant society to a modern and prosperous country.

The theme of the NDP over the five year period is “Growth, Employment and Prosperity for Socio-Economic Transformation.”

The NDP recognises that there have been remarkable efforts in reducing poverty and improving access to education, which aim at improving services and outcomes in education, health, justice, and law and order in relation to the protection of human and property rights. The NDP also acknowledges that to optimise development results, it is crucial that there is equity in access to opportunities and control of resources. The evidence from different research undertakings indicates that there are varying degrees of disparity in access to opportunities between different social groups. This disparity also extends to gender relations. The NDP underscores the fact that women constitute over 51.2<sup>6</sup> per cent of the total population. It is therefore important that women have equal access to resources and opportunities if the country is to realise full potential of its human resources. Particular emphasis is placed on the promotion of gender equality in peace building, post conflict resolution and addressing gender-based violence. The NDP proposes changes which aim at achieving gains in the areas of social development, where issues related to gender mainstreaming are highly prioritised throughout the plan under a multisectoral approach, in order to integrate gender issues in development plans and programmes.

### The Uganda Gender Policy (2007)

The policy establishes a clear framework for identification, implementation and coordination of interventions designed to achieve gender equality and women’s empowerment in Uganda. The policy is a guide to all stakeholders in planning, resource

allocation, implementation, and monitoring and evaluation of programmes with a gender perspective.

The main goal of the policy is to achieve gender equality and women’s empowerment as an integral part of Uganda’s socio-economical development.

The implementation of the Uganda gender policy should be multi sectoral, fostering community involvement and participation. The pursuit of gender equality and women’s empowerment is considered the responsibility of all sectors in the development arena. Institutions in the public and private sectors are expected to identify entry points and opportunities for networking and collaboration to ensure synergy and maximum impact in addressing gender equality.

The implementation of this policy is guided by the following principles:

1. **Gender equality**, through the empowerment of women in the development process.
2. **Gender cuts across all sectors and levels**, engaging women and men as providers and/or producers or beneficiaries of services.
3. **Affirmative action**, redressing the historical and present forms of discrimination against women and girls in the political, economic and social spheres.
4. **Household and family relations**, which influences individual participation in and benefits from development processes at all levels.
5. **Promotion of Gender and Development (GAD) and Women in Development (WID) approaches**. The first one is based on the understanding of gender roles

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6 GoU and Macro International, 2006.

and social relations of women and men, with emphasis on the disadvantaged. WID approach focuses specifically on improving the conditions of women.

**The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** was adopted by the United Nations General Assembly in 1979 but entered into force as an international treaty in 1981. Available information shows that Uganda ratified the convention in 1985. The convention commits Uganda to implementing various principles to ensure equal opportunities between men and women and to avoid discrimination against the latter.

### **The Cairo Programme of Action International Conference on Population and Development, ICPD (1994)**

At the ICPD in Cairo, countries agreed that population and development are inextricably linked, and that empowering women and meeting people's needs for education and health, including reproductive health, are necessary for both individual advancement and balanced development. Advancing gender equality, eliminating violence against women and ensuring women's ability to control their own fertility were acknowledged as cornerstones of population and development policies.

### **The Beijing Platform for Action (1995)**

The Beijing Platform for Action aims at furthering women's empowerment and discusses the importance of women in society as key contributors to the economy and combating poverty, as well as the critical role they play within the family, community and workplace. It also includes a discussion of the close relation between poverty and environmental degradation, and how these impact women and children more directly than men — the "feminisation of poverty".<sup>7</sup>

### **The Millennium Development Goals (MDGs) (2000)**

At the 2000 Millennium Summit the international community adopted the Millennium Declaration, committing itself to a global project designed to definitively reduce the many aspects of extreme poverty. The eight MDGs, with specific targets related to the Millennium Declaration to be achieved by 2015, are as follows:

1. eradicating poverty and hunger in the world,
2. achieving universal primary education,
3. **strengthening gender equality,**
4. reducing child mortality,
5. improving maternal health,
6. combating HIV/AIDS, malaria and other diseases,
7. ensuring environmental sustainability,
8. Developing a global partnership for development.

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<sup>7</sup> The feminisation of poverty is a change in the levels of poverty biased against women or female-headed households. More specifically, it is an increase in the difference in the levels of poverty between women and men, or among female versus male- and couple-headed households. It also means an increase of the role that gender inequalities have as a determinant of poverty, which would characterise a feminisation of the causes of poverty.

### **The Paris Declaration on Aid Effectiveness (2005)**

In February 2005, at the Paris meeting, signatories from donor and developing-country governments, multilateral donor agencies, regional development banks and international agencies, endorsed the Paris Declaration on Aid Effectiveness. It sets targets for 12 indicators to be met by 2010, committing the international community to help developing-country governments formulate and implement their own national development plans, according to their own national priorities, using wherever possible their own planning and implementation systems.

### **Protocol on the rights of women in Africa (2005)**

This protocol marked a milestone in the protection and promotion of women's rights in Africa, creating new rights for women in terms of international standards.

This ground-breaking protocol, for the first time in international law, explicitly sets forth the reproductive right of women to medical abortion when pregnancy results from rape or incest, or when the continuation of pregnancy endangers the health or life of the mother. Additionally it explicitly calls for the legal prohibition of female genital mutilation, and prohibits the abuse of women in advertising and pornography. The rights of particularly vulnerable groups of women — including widows, elderly women, disabled women and “women in distress”, which includes poor women, women from marginalised population groups, pregnant or nursing women in detention — are specifically recognised.

## Activity 4

### Understanding the gender legal framework (1 hr)

#### Objectives

To assimilate the gender related framework presented in this section

- To identify the benefits that can be achieved in the equal treatment of men and women in the promotion of energy efficient technology

#### Guide

1. Having read the national and international framework related to gender, separate the trainees into three small groups and assign each group one of the following topics for discussion:
  - What do you think are the benefits of having gender concerns reflected in the National Constitution and addressed in the national gender policy and in the protocol on the rights of women in Africa?
  - How can the programme, organisation or sector make use of this framework so that men and women can benefit equally in the promotion of energy efficient technology?
  - Establish steps that the programme, organisation or sector could follow to disseminate the knowledge of the legal framework at community level.
2. In a ten minutes presentation each group is expected to report back in plenary the highlights of the discussions.
3. The moderator must respect the opinion of each group and be neutral, offering clarification if needed.
4. Highlighted comments can be recorded on the flipchart for future reference.
5. Care should be taken to ensure that the discussion is not polarised by personal political views.

## Alternative to activity 4

Depending on the group, the facilitator might opt for this alternative activity. The activity can be also introduced as an “energiser”.

### Assessing opinions on gender and the law (45 min.)

#### Guide

1. Prepare in advance three signs with the words
  - “agree ✓”
  - “disagree ✗” and
  - “undecided —”
2. Place the signs in different sides of the walls in the room
3. Participants should stand up and form a circle
4. The facilitator stands at the centre and reads aloud the statements (below).
5. Participants take sides depending on their opinion to the statement introduced.
6. If all the participants agree on any of the statements, the moderator plays the role of “devil’s advocate” by walking over to the opposite side of the room and asking, “Why would someone be standing on this side of the room?”



The reaction from participants might be expressed in various forms:

- a) They might say they don't know whether they agree or disagree and don't want to stand beside any of the signs.
- b) The moderator might ask them to say more about their reactions to the statement.
- c) Possible encourages them to choose a sign to stand beside.
- d) If they still don't want to, let them stand in the middle of the room as an "undecided" group.

### **Statements**

1. "Women are created to perform different roles e.g. looking after the children, doing housework, etc. Nothing can be done to change this fact".
2. "In general terms, laws and their administration are gender neutral".
3. "Once a matter is before the courts or another law enforcement agency, the sex of the parties involved is irrelevant".
4. "The introduction of sexual and reproductive health rights might lead to an- increase of domestic violence"
5. "The decision on how many children to have should be left to the head of the household (men), as they are the ones who work and cater for the wellbeing of the family. This is our customary practice"





## Section 3

### Gender mainstreaming and gender analysis

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## Gender mainstreaming and gender analysis

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Two main strategies are needed to attain the goals which aim at achieving gender equality, namely **gender mainstreaming** and targeted actions in response to a **gender analysis**, as well as a number of activities which together make up a gender equality programme.

### What is women empowerment?

- concerns women gaining control over their own lives.
- facilitate women's articulation of their needs and priorities and a more active role in promoting these interests and needs.
- should not be seen as a zero-sum game where gains for women automatically imply losses for men.

### What is gender mainstreaming?

Gender mainstreaming is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process. The goal is to facilitate stakeholders to routinely integrate the interests of women as well as men at every stage of the programme cycle from planning to implementation and evaluation.

In the energy context, mainstreaming a gender focus from the initial phase:

- allows for a more accurate understanding of the situation,
- enables to meet the needs and priorities of the population in a more targeted manner, based on how women, girls, boys and men are affected by the poor/lack of energy service,
- ensures that all people affected are acknowledged and that all their needs and vulnerabilities are taken into account, and
- Facilitates the design of more appropriate and effective responses.

### What is gender analysis and what does it tell us?

Gender analysis refers to the variety of approaches and methods used to assess and understand the differences in the lives of women and men, girls and boys, and the relationships between and amongst them including: their access to resources and opportunities, their activities, and the constraints they face relative to each other. It is a process that identifies the varied and different roles and responsibilities that women, men, girls and boys have in the family, the community, and in economic, legal, political, and social structures.

A gender analysis should be integrated in the needs assessment in all sector assessments or situational analyses.

## Message

Gender analysis makes visible:

- the different needs, priorities, capacities, experiences, interests, and views of women, men, girls and boys;
- who has access to and/or control of resources, opportunities and power;
- who does what, why, and when;
- who is likely to benefit and/or lose from new initiatives;
- gender differences in social relations;
- the different patterns and levels of involvement that women, men, girls and boys have in economic, political, social, and legal structures;
- women's and men's lives are not all the same and often vary depending on factors other than their sex, such as age, ethnicity, race and economic status; and
- assumptions based on our own realities, sex, and gender roles.

Gender analysis is not about looking at women alone, nor is it about complaining that women suffer more than men, but it is rather about reaching a better understanding of how communities work from the perspective of relationships between men and women.

Gender interests are not always obvious, neither are potential impacts of energy interventions. Sometimes inappropriate interventions are made because they are made on the basis of assumptions, disregarding gender analysis as part of the needs assessment processes.

## What is the importance of gender analysis?

Gender analysis is necessary to understand the dynamics between the sexes. Energy interventions that aim at improving women's and men's living conditions should however take into account that neither women nor men are homogenous groups. As welcome as it is that gender has been made a category for analysis at the beginning of such interventions, it is nevertheless recommended to recognise that there are different women living in a household with different capabilities and energy needs. This knowledge is vital if, for instance, the energy intervention wants to promote income generation, wants to provide further information for efficient energy use or wants to support time savings (in terms of providing relief and/or gaining time for empowerment).

Therefore the design will be adapted to, for instance, the educational capabilities, skills of the different women, their time, their ability to be mobile and their status in the family. Women who have diverse living conditions will be affected differently by household energy interventions. It is therefore assumed that one needs to pay attention to this in order to achieve positive impacts and mitigate the negative.<sup>8</sup>

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8 Anke M Mueller. *Women's diversity in households and its importance for (household) energy interventions*. Afghanistan Energy Programme Renewable Energy Supply for Rural Areas (ESRA), BMZ/GTZ GmbH. *Bailing Point*, Issue 57, 2009.

## Activity 5

### The 24 hour day – the use of time (1 hr)

#### Objectives

- To recognise the difference in workloads for male and female in a day.
- To identify imbalances in the distribution of household activities and their cause.
- To acknowledge that in low income households (normally a rural setting), the workload difference are more prevalent than in middle income homes (urban settings).

#### Guide

1. Form working groups. Each group should consist of only female or male participants. Each group should give itself a name.
2. Each group is tasked to discuss the lives of a man and a woman in a traditional low income household.
3. Decide on the location of the household and its members.
4. Use as a model the 24 hour day chart to lists the tasks.
5. Each group report results in 10 minutes presentations.

Time	Tasks done by women	Tasks done by men
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00		
20:00		
21:00		
22:00		
23:00		
24:00		
1:00		
2:00		
3:00		
4:00		

**Notes for discussion:**

- What is the significance of who does what in your household profile?
- How do the perspective of men and women differ towards each other's activities, roles and responsibilities?
- How do the schedules and workloads of men and women differ in a typical urban household? How do they differ in a rural setting?
- Do you perceive any implication — from the gender workload difference — in your programme's planning and implementation of interventions? Which ones?





## Section 4

Understanding gender roles  
and valuation of labour

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## Understanding gender roles and valuation of labour

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Formerly, when speaking about energy and particularly when planning for energy service, the process was directed at “people” or users in general — disregarding the fact that men and women have different roles, different access and control over resources in the household, community and society in general; and therefore have different energy needs, interests and responsibilities on the basis of gender. This implies that between men and women, the distribution of and the control over energy is not equal. In this context, it is important to understand that women are in many households the managers, both in developing and developed countries.

As household-managers, they are the principal users and providers of household energy. The hardship of collecting and using firewood for cooking causes great problems for women. Women cook on open fires by burning dung, wood or other biomass. The collection and transport of fuel represents a labour intensive and time-consuming task, undertaken mainly by women and children. The health impacts on women from using firewood can be enormous — smoke produced from open fires, lung diseases caused by smoke and indoor air pollution, neck and back injuries caused by the transportation of heavy wood loads. These ailments combined with the difficult access to health services at the remote rural areas doubles the burden placed on women.<sup>9</sup>

It is the purpose that under the gender balance lenses, men and women should take part in the distribution of tasks and provision of energy at the household level. Furthermore, men and women should be participating in training on how to use and maintain energy-improved technologies. Especially at the level of household technology, equal participation of spouses could increase men’s awareness of women’s energy needs and vice versa.

There is very limited research on energy and gender and how it benefits or affects women and men, considering the power relations at the household level. An answer to this question can be formulated by gender disaggregation. One way to enlarge the knowledge of women’s energy use and demand compared to that of men is to collect gender-disaggregated data on male and female energy use.

The fact that women use and collect firewood for household purposes or for small enterprises is not visible in the statistics, since they are not using energy services provided by the government or companies. They might be interested in those energy services like electricity or other forms of energy, but since their users or beneficiaries’ pattern is not reflected in statistics, energy planners do not know what women’s energy demand is and therefore cannot design appropriate energy interventions.

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<sup>9</sup> Mariëlle Feenstra (2002) “Towards a gender-aware energy policy. A case study from South Africa and Uganda”.

In order to achieve more gender equality it is necessary to differentiate needs, interests and responsibilities between men and women in relation to energy. This is the way to analyse gender relations and to increase knowledge and awareness on gender inequality. This does not imply that it is a temporarily measure, that it is no longer useful when gender-awareness and gender equality is achieved. Gender disaggregated data is a way to distinguish energy users or beneficiaries and to react on energy demands and needs. Demands, needs as well as gender are dynamic concepts that change in time, so gender analysis is a tool to identify and to react on these changes.<sup>10 11</sup>

In part, this failure to incorporate gender into the international debates on climate can be attributed to a lack of vigorous gender analysis in the field, with only a small number of researchers contributing to the debate. Wamukonya and Rukato (2001) have attributed the lack of attention to gender in energy efficiency fora to a number of factors:

- Gender is only just beginning to be mainstreamed into energy policy making.
- The gender and energy debate has not kept pace with international developments in climate change
- The links between gender and energy, climate change and its adverse impacts have not been well articulated at international, regional and local levels.
- The climate change agenda is set at the international level and therefore fails to address what is in effect experienced at the local level.

## Gender roles

Gender roles and behaviours are learnt in a given society, community or other social group that conditions which activities, tasks and responsibilities are perceived as male or female.

Gender roles vary considerably across settings and also change over time. The following factors can shape and change gender roles:

- age
- class
- race
- ethnicity
- religion and other ideologies
- geographical environment
- economic environment
- political environment

## Types of gender roles

The concept of gender roles has been developed from the work of Caroline Moser. She explains this concept as follows.<sup>12</sup>

Gender planning recognises that in most societies low-income women have a triple role — women undertake *reproductive*, *productive*, and *community managing* activities, while men primarily undertake *productive* and *community politics* activities. These roles are clarified in the table on the next page.

10 Cecelski, Elizabeth, *Enabling Equitable Access to Rural Electrification: Current Thinking and Major Activities in Energy, Poverty and Gender*, Asia Alternative Energy Unit (ASTAE) (2000), The World Bank, Washington, DC.

11 Elizabeth Cecelski, *Gender perspectives on energy for CSD-9 draft position paper*. <http://www.energia.org/>

12 Adapted from Caroline Moser and C Levy, *Training materials developed for training in gender planning for development, 1984-90*, in Caroline Moser, *Gender Planning and Development: Theory, Practice and Training*, Routledge, London, 1993; and *Gender Issues in the World of Work: Gender Training Package*, ILO, Geneva, (1995).

Reproductive role	Childbearing/rearing responsibilities, and domestic tasks done by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the care and maintenance of the work force (male partner and working children) and the future work force (infants and school-going children).
Productive role	Work done by both men and women for pay in cash or kind. It includes both market production with an exchange-value, and subsistence/home production with actual use-value, and also potential exchange-value. For women in agricultural production, this includes work as independent farmers, peasant wives and wage workers.
Community managing role	Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in 'free' time.
Community politics role	Activities undertaken primarily by men at the community level, organising at the formal political level, often within the framework of national politics. This is usually paid work, either directly or indirectly, through status or power.

### Multiple roles

Both men and women play multiple roles. The major difference, however, is that

Men	typically play their roles sequentially, focusing on a single productive role
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while

Women	must usually play their roles simultaneously, balancing the demands of each within their limited time constraints
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## Gender-based division and valuation of labour

The term gender-based division of labour refers to the fact that generally women and men are assigned different work roles in and by society. These roles tend to be extremely discriminatory in nature. Despite social and cultural differences, women tend to dominate the category of unpaid domestic work. Furthermore, the discrimination in the home is carried through to the public sphere, where work requiring skills stereotyped as “female characteristics” have been less valued.

Gender stereotyping in the labour force and the education system has implied that a significant number of women have remained in menial, low-skilled, low status and poorly-paid jobs while men tend to concentrate on higher status and better paid jobs.

However, the solution is not for women and men to swap jobs or for women to adopt male characteristics to the detriment of their natural biological life cycles. Rather the solution is that both — women and men — achieve equal opportunities in education, training and types of work in order to make an equal valuation of their contribution to the household economy and in consequence to national development.

This has to include men’s increased work in the reproductive sphere, such as undertaking tasks for the household and caring for its members.

The value of women’s unpaid work needs to be critically addressed. Equally important is to examine how traditional family structures strongly uphold patriarchal values, norms and traditions which define the men’s role as primary bread winner of the family, and restricts women’s role as mothers, wives, daughters and primary care givers in the family without recognising their other labour values (household work, community work). Without this recognition, women’s contribution inside the home will remain valueless.

For practical programme’s work, information about who performs what tasks is needed for two reasons — first, it serves to identify the target group for project activities and second, information about gender-based division of labour and the value attached to it provides important indicators for determining the specific impacts that project activities have on women and men.

The following exercise in gender roles identification illustrates how the application of this concept can make visible previously invisible work.

## Activity 5

### Gender roles and valuation of labour (45 min.)

#### Objectives

- Sensitise participants on gender-based distribution of labour and identify gender roles in society
- Visualise and understand the implications that gender roles have in the empowerment of women and their status in society

#### Guide

1. Continuing from the 24 hour day — the use of time (activity 4), participants should identify and categorise male/female activities according to the triple role (productive, reproductive and community management)
2. List each of the above discussed tasks again in the Table here, specifying F (female) after each task if it pertains to the wife, and M (male) if it pertains to the husband.
3. Based on the definitions of gender roles given above, determine which types of gender roles of the husband and wife are reflected in each of these tasks.

4. Enter this information into column 2 of the table, using the symbols R (reproductive), P (productive), CP (community politics) and CM (community managing). Also fill in the following columns for each task:

Column 3: Is the task rewarded or not? (Y/N)

Column 4: Is the task routine or special? (R/S)

Column 5: Is the task biologically or culturally determined? (B/C)

Column 6: Is the task high or low status? (H/L)

Task (F/M)	Role R/P/CP/CM	Rewarded Y/N	Routine/ Special R/S	Biological/ Cultural B/C	Status H/L







# Section 5

Gender, energy and HIV

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## Gender, energy and HIV

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In an attempt to expand the scope of intervention strategies for HIV and AIDS, the concept of mainstreaming HIV and AIDS in development is gaining momentum. The concept seeks to strengthen the ways in which existing development processes tackle both the causes and the consequences of HIV and AIDS. The range of actors may be broad, reaching beyond the health sector to include the judiciary, government ministries, industry, and non-governmental organisations. In relation to women's empowerment, mainstreaming HIV challenges sector programmes to examine how their core activities address the status of women and, in so doing, their risk of HIV infection.

In this context the following points must be highlighted.

- Current strategies to change HIV risk-taking behaviour continue to fail women and girls in Africa.
- Structural interventions that aim to increase women's economic, social, and political empowerment are key components of a comprehensive HIV & AIDS strategy.
- Economic development initiatives (such as access to energy) may present a strategic entry point for addressing the relations between HIV, poverty and gender inequality.
- Ultimately, such programmatic approaches need to intersect with national and international policies to produce changes in women's status and wellbeing.

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13 Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ) GmbH. (2009) Project Strengthening the German contribution to the global AIDS response. Mainstreaming HIV in the Energy Sector. Guidance for German Development Cooperation.

14 Institutional memory is a collective set of facts, concepts, experiences and know-how held by a group of people. As it goes beyond the individual, it requires the ongoing transmission of these memories between members of this group.

### What are the impacts of HIV and AIDS in the energy sector?<sup>13</sup>

- **People living with HIV (PLHIV) have greater need for access to energy.**

Their suppressed immune systems make PLHIV highly vulnerable to any disease carried by water that has not been boiled, or food that is not well cooked. By comparison to their neighbours, households caring for HIV patients consume at least twice as much energy (ProBEC website). HIV-infected people need regular nourishment to go with their medication and should not have to skip meals because there is not enough firewood to cook.

- **Women and girls carry the burden of taking care of HIV patients.**

Women and girls are mainly responsible for collecting firewood and they have been known to be coerced into providing sexual favours in exchange for the firewood. They also bear the brunt of caring for family members with HIV-related illnesses, often while HIV-infected themselves (GCWA, 2006).

- **Lost of trained staff members and higher cost of providing service.**

In countries with a generalised HIV epidemic, the human capacity and the institutional memory<sup>14</sup> needed to provide energy services at central and community levels may be threatened. Also, a potential increase in the operating costs of energy service companies due to high staff turnover and medical health expenditures could lead to services becoming less affordable.

- **Threatens the sustainability of energy providers.**

The sustainability of energy service companies might be threatened, if clients cannot manage to pay their bills. Households affected by HIV can be financially devastated by the impact of HIV (e.g. by loss of income earners and the costs of treatment).

- **Trekking long distances to fetch firewood could put female family members in danger of HIV infection** as there is always the danger that they will become victims of sexual violence (UN, 2006).

## Activity 7

### Gender and HIV (45 minutes)

#### Objectives

- Make participants aware of their deeper beliefs around sex, gender and HIV and AIDS.
- To understand that the likelihood to become infected with HIV and to suffer from adverse consequences from illness and death as a result of AIDS, differs significantly between men and women
- To provide an increased insight into the complex relationship between HIV, AIDS and gender inequalities.

#### Guide

1. Read Handout 2. Select statements from the list that are culturally appropriate and fit the workshop setting. Modify the statements and add new ones, if needed.
2. The activity starts with an introduction, which is followed by a short discussion about gender issues. Lastly, the participants do a small group exercise and share the outcomes in the plenary.
3. The facilitator explains that we all have perceptions and beliefs of which we are not always aware. Some of these we may not like to share easily with colleagues or outsiders. This activity is meant to raise the participants' awareness of their perceptions about sex, gender and HIV and AIDS. Each time you read a statement, the participants must react immediately by putting their thumb up if they agree or pointing their thumb downwards if they disagree. If they do not know or are neutral their thumb should be horizontal. The statements will be read out one after another without giving room for discussion. After the exercise the discussion is open.

3. Ask the participants to sit in a circle either with their backs to each other or facing each other, depending on how much they feel at ease with each other.

Read the statements slowly and let the participants put their thumbs up or down. At the end, ask how the participants felt about the exercise. Invite them to share some of their observations.

4. The facilitator might decide to provoke a deeper discussion on issues and statements which link gender, sexuality and susceptibility to HIV infection. For example, if “women have the right to say NO to sex” or “a man has the right to ask for sex, a woman not” this might make men more susceptible.





# Section 6

## Gender dynamics and development

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## Gender dynamics and development

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When talking about poverty, the main line within the whole discussion focuses on development, which implies the overall improvement in the quality of life of the people. In the process of achieving development, however, there arise differentials, one of which is that between men and women.

It is recognised and acknowledged that men and women play different roles, have different needs, and face different constraints arising from fundamental imbalances in their respective rights and obligations. Consequently, men and women have differential standing in terms of access and control over resources which frequently results in women becoming an economically disadvantaged group.

For this reason initiatives evolved to address the question of women in relation to the development process. Advancement of gender equality requires empowering both women and men, beginning with an understanding of women's weak position.

### What are practical gender needs and strategic gender interest?

**Practical gender needs** arise from the conditions women experience because of the roles attributed to them by society. Often, these needs are immediate and relate to their roles as mothers, homemakers and providers of basic needs.

**Strategic gender interests** are those that need to be met to overcome the subordinate position of women to men in society. They relate to women's empowerment and are long-term needs which address gender gaps. Such needs vary according to the economic, political, social and cultural context.

The distinction between practical needs and strategic interest is a useful means of evaluating how far a particular policy or intervention may further gender mainstreaming goals.

Practical needs are linked to women's condition. They can be readily identified and usually relate to unsatisfactory living conditions and lack of resources. For example, practical needs are usually related to immediate needs, such as those for food and water, the health and education of children, and increased income. Practical needs and family survival are always priorities. The satisfaction of these needs is a prerequisite for women's ability to promote their strategic interests.

Strategic interests for women arise from their disadvantaged position in society relative to that of men. Strategic interests are long-term, related to improving women's position. For example, empowering women to have more opportunities, greater access to resources, and more equal participation with men in decision-making would be in the long-term strategic interest of the majority of the world's men and women alike.



The formulation of more gender-aware policies requires women's and men's involvement as participants, beneficiaries, and agents. Women benefit significantly if their decision-making capacity and status are increased through a *process of consultation and participation*. From passive recipients of assistance, they become

agents of change when they organise themselves to address their own needs and plan solutions, and when their voices are heard and taken into account.

Some important differences are detailed in Table 1 below

Table 1. Practical needs and strategic interests

Practical needs	Strategic interests
<b>Tend to be immediate, short-term</b>	<b>Tend to be long-term</b>
Are unique to particular women, according to the roles assigned to them in the gender division of labour in their society	May be viewed as being relevant to all women (e.g. all women experience some inequality relative to men, but the degree varies by class, race, religion, age, etc.)
Relate to daily needs: food, housing, income, health, children, safety	Relate to disadvantaged position: subordination, lack of resources and education, vulnerability to poverty and violence, etc.
Are easily identifiable by women	Are not always identifiable by women (e.g. women may be unaware of the basis of disadvantage or the potential for change)
Can be addressed by providing specific inputs: food, hand pumps, clinics, etc.	Can be addressed by consciousness-raising, increasing self-confidence, providing education, strengthening women's organisations, fostering political mobilisation, etc.
Addressing practical needs	Addressing strategic gender interests
Tends to involve women as beneficiaries and perhaps as participants	Involves women as agents or enables women to become agents
Can improve the condition of women's lives	Can improve the position of women in society
Generally, does not alter traditional roles and relationships	Can empower women and transform gender relations and attitudes

Source: Based on Moffat et al. (1991).

## Activity 8

### Three case studies to address practical needs and strategic gender interest analysis (1hr)

#### Objectives

- To employ in a practical way the concept of poverty and development
- To encourage and smooth the progress of gender analysis when planning activities by addressing not only practical needs but strategic gender interest

#### Guide

1. Let the participants organise themselves in three small groups before assigning each of the following tasks.
2. Provide each person with a copy of Handout 3 to guide the analysis and discussion.
3. The group should assign a moderator and a secretary, one of whom can take over the responsibility of reporting back the results of the discussion to the plenary.
4. Plenary presentation should be limited to 10 minutes.

**Case Study 1****Violence against women**

Violence against women is an increasingly serious problem in country X. Domestic violence is a major component. Sexual jealousies and suspicions caused by women leaving the home to work are a factor. So, too, is the management of domestic finances. Men expect women to be able to stretch the household's income to cover all necessities and leave some over for entertainment. Women are also routinely harassed by strangers on the street and by their supervisors at their places of work.

**Case Study 2****Small-scale trading**

Small-scale trading is a significant source of income for women in country X, but their earnings remain low, and opportunities for occupational mobility are limited. The government provides little support for this sector. Poverty among women is widespread.

### Case Study 3

## Women and forest resources

Women in country X are the major users of forest resources to provide, for example, firewood, food, and raw materials for the manufacture of baskets for home use and sale. Women's productive activities are not recognised by the forestry service, and their use of the forest tends to be viewed as harmful to the environment.

## Alternative to Activity 8

### Practical and strategic gender needs (45 min.)

#### Objectives

- Encourages a personal reflection on values about gender, and examines the costs to both sexes of gender dynamics.
- Provides an opportunity to explore progressive views of gender relations in a group dynamic discussion.

#### Guide

1. Form working groups. When possible, each group should consist of only female or male participants. Give a name to your group.
2. Discuss and list 10 needs which you perceive as most important for the female (if you are a woman) or male (if you are a man) population in your country to be fulfilled in the short run (1 year) and in the long run (5 years), respectively.
3. Give a value, prioritising the listed needs and by allocating them a share of an assumed value plan (= 100%) to each need in the short run and in the long run.
4. Each working group will present the findings in a 10 min presentation to the plenary.

Number	Needs (male/female)	Time frame 1 year %	Time frame 5 years %
1			
2			
3			
4			





## Section 7

Gender sensitive and gender  
transformative interventions  
under a culturally sensitive approach

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## Gender sensitive and gender transformative interventions under a culturally sensitive approach

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To develop the concepts of gender-sensitive and gender-transformative, the glossary of gender-related terms and concepts from the United Nations International Research and Training Institute for the Advancement of Women (INSTRAW)<sup>15</sup> is taken as the resource.

INSTRAW describes as gender-sensitive programmes those that attempt to “redress existing gender inequalities by addressing gender norms, roles and access to resources in so far as needed to reach project goals”.

Gender-transformative programmes on the other hand aim to “re-define women and men’s gender roles and relations by transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women’s empowerment”.

Applying these concepts to the energy sector, priority areas of action to promote and support gender-sensitive, gender-transformative energy interventions may include the following:

- Strengthening the rights and promoting the self-determination of women and girls,
- Promoting participation of women in the planning and design of responses,

- considering their energy needs,
- Promoting access by women and girls to energy efficient technology,
- Promoting the economic empowerment of women,
- Including and targeting men and boys in the initiatives.

Key principles guided by human rights standards such as non-discrimination, participation and empowerment are interlinked and mutually reinforced. If interventions address both sexes, the interventions must respond to (gender-sensitive) or transform (gender-transformative), attending to the gender-specific situations and needs of the beneficiaries — both women and men.

Women’s subordinate position is not a static state, and it is also not experienced the same way by all women. Throughout history and around the world, women have challenged gender inequality and the limitations it imposes on their potential as human beings. Significant gains have been and will continue to be made everywhere through the struggle of women, sometimes with men’s support. In all societies, transformatory processes create a better life, addressing inequalities, and improving the position of women. In most countries — mainly in the developed world

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<sup>15</sup> <http://www.un-instraw.org>.

<sup>16</sup> from UNFPA (2009). “Integrating Human Rights, Culture and Gender in Programming”.



— women’s movements have a long history; being aware of these movements is crucial in identifying the advances made in gender equality in different countries and contexts over the years.

### A culturally sensitive approach<sup>16</sup>

A culturally sensitive approach can advance the goals of programming effectively and efficiently with strong community acceptance and ownership. This approach helps to analyse, understand and utilise positive cultural values, assets and structures in their planning and design processes, so as to reduce resistance, strengthen planning effectiveness and create conditions for ownership and sustainability of the programme’s initiatives, especially regarding gender equity and promotion of human rights.

A culturally sensitive approach can assist to clarify

- The realities and socio-cultural assets of the communities for whom the initiatives are designed,
- The influential local power structures and pressure groups that can be potential allies or adversaries to the planning,
- The internal cultural tensions and aspirations of the various sub-cultures.

The recognition of these influencing factors can help to achieve long-term sustainable initiatives, with stronger community acceptance and ownership by

- Appropriately dealing with individuals, communities and interest groups living in a specific cultural context,
- Using culturally acceptable and persuasive language,
- Establishing bridges between local cultural values and universally recognised human rights and gender equity and

equality,

- Creating a more conducive environment for the initiative’s ownership,
- Delivering a more sustainable plan of activities.

In conclusion the culturally sensitive approach can

- help illuminate the basis for social practices that are harmful to people and hinder their enjoyment of human rights,
- contribute to design initiatives that fit the diverse national and local contexts, without losing sight of the human rights that need to be promoted,
- encourage finding locally grown solutions which ensure ownership and sustainability of the plan of activities.

It is important to recognise that communities are not only products of their cultures, but also active actors who can contribute to their change. When their attitudes and beliefs are respected, partners and beneficiaries may be very open to changes that contribute to the well-being of their communities and the human rights of all individuals.

### Developing a gender responsive plan of activities on energy

Gender-sensitive and transformative energy interventions should consider the gender dimension of their work, not just at the level of the beneficiaries, but also at the decision-making level where initiatives and strategies are designed.

A motivating intervention could be to create the space for the community’s women groups or advocate for the development of “Women Heroes of Energy” whose roles can impact on the gender perceptions at the community level, and steer this in a gender sensitive and

transformative fashion.

Supporting initiatives in this case could include e.g. promoting the use of energy efficiency stoves, promoting the profitable use of the time saved by investing it on development of community activities involving women empowerment, access microfinance and introduce income generating activities, initiate and motivate skills learning among women and men. The introduction of initiatives which promote equal benefits for men and women should be a priority.

It is also necessary to introduce initiatives that address men as partners. Making them feel guilty or portraying them as the cause of gender inequalities is very unlikely to change their attitudes or behaviour. Instead, there are a variety of gender-transformative methods<sup>17</sup> that can achieve that effect, e.g.

- Providing role models that show how men can go against stereotype and earn respect and admiration by doing so.
- Promoting a new concept of masculinity and manhood where women are respected, and considered as equal partners; in consequence opportunities and access to resources for both men and women is promoted.

Experience tends to suggest that if the mainstreaming process is to succeed, it needs at least one “*champion*” — someone who is *interested* in the idea, and who is able to learn about it, and to inspire others to become interested and involved. Whatever tactics the “*champions*” use, they will need to be persistent and to support their arguments with facts and proposals for action<sup>18</sup>.

It may be useful to note three conditions which results from successful advocacy for

change, namely: **identification, ownership and empowerment** (Barnett and Whiteside, 2002). When applied to mainstreaming within an organisation, the conditions that need to be fulfilled are as follows:

- First, key members of staff need to identify with the issue of gender and to understand its connection with inequality, poverty and development.
- Second, they need to own the issue, in the sense of believing that gender is relevant to the work of their organisation.
- Third, key staff needs to be empowered to act, through recognising mainstreaming as an effective way to respond, and one they are motivated to try.

If “champions” can achieve those three things among key members of staff or communities, then the most intangible but potent ingredient is in place — commitment. This is the crucial element because it will help to secure the other basic requirement for mainstreaming: resources.

The detailed interventions suggested to mainstream gender in the energy sector (handout 4), are mainly suggested guidelines given for purposes of developing an own plan of activities at the designated and desired structural level. It should serve merely as an eye-opener to the change-agents and care should be taken that it doesn't limit their creativity to develop and implement culturally appropriate interventions, which have been successfully introduced in other regions or by other development actors/organisations.

For this purpose the matrix for action plan on page 59 and 60 can be employed to detail and structure a gender mainstreaming plan for a pre-determined action period.

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17 A guideline for the German BACKUP Initiative implemented by GIZ. What makes HIV programmes gender-sensitive or gender-transformative?

18 Sue Holden (2004). Mainstreaming HIV/AIDS in Development and humanitarian Programmes. OXFAM skills and practice. U.K.

## Activity 9

### Matrix for action plan (1 hr)

#### Objectives

- To familiarise participants with the gender sensitive and gender transformative concepts.
- To internalise concepts preparing a hypothetical plan considering the needs of men and women alike.

#### Guide

1. Form small groups of 5 members each (maximum).
2. Members name a moderator and a reporter.
3. Discuss and design activities reflecting the application of the theoretical background learned in this section. Consider the 3 main theme areas: awareness, impact monitoring, and monitoring and evaluation.
4. Fill up the three first columns of the matrix (grey section).
5. Present results in a 15 minutes presentation.





## Section 8

Monitoring and evaluation  
of implemented interventions

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## Monitoring and evaluation of implemented interventions

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### Gender and energy related indicators

Gender related indicators are used to identify the differences between the diverse situations men and women find themselves in, especially for purposes of detecting and identifying inequalities. These differences and inequalities have a relation to differences in class, ethnicity, age, generation, religion and culture. The differences inhibit development and for this reason it is necessary to analyse these differences to see the opportunities to increase access to resources and goods, and improve conditions, quality of life, and possibilities for influence. By influencing changes in gender construction, a more sustainable and long-lasting development can be obtained.<sup>19</sup>

The design and implementation of indicators on the basis of a gender approach is crucial to developing action and intervention plans that promote men's and women's access and control over resources and to enjoy the benefits.

### Indicators defined

An indicator provides evidence that a certain condition exists or certain results have or have not been achieved (Brizius & Campbell).

Indicators enable decision-makers to assess progress towards the achievement of intended outputs, outcomes, goals, and objectives. As such, result-based indicators are an integral part of a monitoring and evaluation system.

### Types of Indicators

**Inputs indicators** measure resources, both human and financial, devoted to a particular program or intervention (i.e. number of staff trained on gender and energy). Input indicators can also include measures of characteristics of target populations (i.e. number of beneficiaries eligible for a programme).

**Output indicators** measure the quantity of goods and services produced and the efficiency of production (i.e. number of people served with power grid, number of people having access to an energy saving stove — disaggregated by gender)

**Process indicators** measure ways in which program services and goods are provided (i.e. number of NGOs involved in gender and energy training for their communities).

**Outcome indicators** measure the broader results achieved through the provision of

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<sup>19</sup> Notes from Gender and sustainable energy regional workshop. Mesoamerican Network on Gender in Sustainable Energy (GENES) (2002). Energy Sector Management Assistance Program (ESMAP), World Bank.

goods and services. Population-level indicators measure changes in the condition or the well-being of children, families, or communities (i.e. respiratory infections rate, infant mortality rate). Identification of appropriate indicator levels ensures that expectations are not set unrealistically high.

**Quantitative indicators** measure changes over time that can be presented in terms of numbers, percentages, or ratios, such as the number of women holding seats in parliament or the number of girls in school. Quantitative indicators are useful because they are relatively easy to track.

**Qualitative indicators** refer to the changes such as opinions and attitudes over time as a result of the programme activities. These indicators are more difficult to obtain and measure since they may require interviews/interactions with participants or surveys for the targeted beneficiaries. Qualitative analysis might, for example, indicate what sorts of obstacles keep women from occupying more decision-making positions.

Gender-disaggregated data might show how many men, compared to women, were beneficiaries of the project, but that information might not be of much interest to someone evaluating the project unless *gender concerns* are somehow linked to the objectives of the project.

Indicators with a gender perspective signal trends of (in)equity and the type of impact that the project has had in the social relationships and the quality of life of men and women.

To obtain a good understanding of the impact, it is necessary to disaggregate the information

by sex. Processing and interpretation of the data can provide insights for future actions of the project. Also, the interpretation can indicate how to improve the conditions of life through renewable energy technology.

In general, indicators for measuring improvements in women's position in a society are less obvious than those that measure improvements in women's condition. Because these indicators are more **qualitative than quantitative**, they are also more difficult to measure. Examples of these indicators include

- Increase in the acceptance (on the part of men as well as women) of women as protagonists in the decision making process,
- More personal and economic independence for men and women,
- Increase in the participation of men and women in personal, family and community development,
- New organisations of men and women, more visible and more effective,
- More men and women in education and training programmes,
- Improvements in the health of men, women and children,
- Improvement of the legal status of men and women,
- Decrease in violence against women,
- Increase in women's control over their reproductive health,
- Reduction in institutional discrimination against women,
- Increase of the public conscience on problems of women and gender.

## How to develop indicators

The indicators chosen should provide answers to questions we have about substantive progress or the implementation process. Selecting appropriate indicators therefore means

- Asking the right question — What do you want the indicator to tell you?  
e.g. are both men and women equally able to access energy efficient technology?
- Determining the information needed to answer the question — What do I need to measure or compare?  
e.g. coverage of female needs for energy efficient technology compared with the coverage of male needs for energy efficiency technology.
- Identifying the source of such information  
e.g. population based surveys on use and access to energy efficient technology, which disaggregates and compares responses from men and women.
- Quantitative vs Qualitative indicators and sources of data.

## Example of quantitative gender and energy indicators

**Objective 1:** To strengthen the knowledge and capacity in renewable energy for men and women in beneficiary populations or partner institutions.

### Indicators

- # of local men and women trained in the operation and maintenance of the renewable energy systems.
- # of capacity-building and training events held on renewable energy services.
- # of men and number of women participants in these events.
- # of institutions and organisations introduced to renewable energy and gender.



**Objective 2:** To increase information coverage on sustainable energy innovations that satisfy women's and men's various energy needs in the domestic as well as productive domains.

#### Indicators

- # of contributions in the form of articles or reports incorporated in PREEEP's web page on gender and energy related issues (disaggregated by location/gender)
- # of new members registered or accessing the PREEEP web page (disaggregated by gender, organisation type)

**Objective 3:** To increase the number of organisations that are capable of applying gender and energy approaches in their practical work.

#### Indicators

- # of partner organisations identifying project concepts to incorporate Gender and Energy approaches (disaggregated by district)
- # of new procedures identified for adoption of Gender and Energy approaches, by partner organisations (within 1 year, disaggregated by district)
- # of workshops/conferences/seminars on gender and/or energy hosted or attended by PREEEP members (within 1 year)
- # of partner organisations with one additional staff member trained on Gender and Energy approaches.

**Objective 4:** To increase the number of partner organisations that have made a commitment to incorporate gender and energy approaches in their work

**Indicators**

- # of partner organisations creating statements of commitment to pursue Gender and Energy approaches
- # of partner organisations proposing to support/fund gender-sensitive energy-related initiatives
- # of partner organisations reserving a percentage of funds to incorporate Gender and Energy approaches into their own activities

**Objective 5:** To increase the levels of participation for both men and women in energy needs assessments and project designs, especially at the community level.

**Indicators**

- # of people in the targeted communities attending an initial needs assessment community meeting (disaggregated by gender)
- # of people in the targeted communities completing a survey in which they express their needs related to energy (disaggregated by gender)<sup>20</sup>
- # of people sitting on a community steering committee to guide initiative design (disaggregated by gender)

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<sup>20</sup> Data collection methods on this may be more complicated- a community-wide survey would need to have strategically designed questions, and depending on the area, would have to be done orally, with field staff, for illiterate populations.

## Activity 10

### The use of gender and energy indicators (1 hr)

#### Objectives

- To familiarise in a practical way with the different types of indicators provided
- Prepare a one-year action plan for the organisation

#### Guide

1. Make use of the matrix plan and adapt/select appropriate indicators from the examples provided above
2. Participants are separated into the same groups as in activity 9
3. Fill up the remaining part of the matrix (white section)
4. The results are presented in a 10 minute summary, discussed and enriched with the feedback from the rest of the group





# Annex

## Training evaluation

### Handouts

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## Training evaluation

At the end of every training course, it is necessary to ask participants to evaluate the training. The evaluation method can vary according to the length of the training course. If it is a very short training course (e.g. one day), you could ask participants to take two coloured cards and to write down on one *“what I have learnt today”*, and on the other *“what I felt was missing today”*.

After a longer training course, you may find it more useful to distribute the printed evaluation form which has to be filled in by each participant. This allows participants to make a more detailed evaluation of the training.

It is advisable to always carefully analyse the results of this questionnaire/evaluation form and take on board any useful comments. There is always scope for improvement in the next training course.

## Training evaluation form

1. Were the activities/ materials clear and easy to understand?

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2. Please tell us what you found most useful in the training and why?

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3. How will you use the knowledge and skills gained from the training in your work?

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4. Please comment on the training methodology.

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5. How might we improve the training in the future?

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6. Additional comments or suggestions:

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# Handout 1

## Gender perceptions test

Identify if the statement refers to gender or sex and tick (✓) in the correct box

Gender	Sex	Statements
		1. Women give birth to babies; men do not
		2. Girls should be gentle; boys should be tough
		3. Men's voices breaks at puberty, women's voices do not
		4. Men are big and muscular, women are small and slender
		5. Men grow beards and moustache, women do not
		6. Women menstruate, men do not
		7. Women can breastfeed babies, men can not
		8. Women stay at home, and men work for income

Answers to the gender perceptions test

1. Sex  
 2. Gender  
 3. Sex  
 4. Gender  
 5. Sex  
 6. Sex  
 7. Sex  
 8. Gender



## Handout 2

### Suggested statements for activity 6

1. Women are to be blamed for the spread of HIV
2. A man who carries condoms must be a responsible man
3. A woman who carries a female condom is easy/promiscuous
4. Men who have too many partners deserve to die
5. Female ignorance of sexual matters is a sign of purity
6. Providing condoms and sex education promotes and encourages sex
7. A man has the right to ask for sex, a woman not
8. Gay men spread HIV because they are HIV carriers
9. Sex workers are irresponsible and spread HIV and STIs
10. Men do not like to admit that they lack knowledge about HIV and AIDS
11. Teenage girls are cheap to get
12. Women are to blame for being raped if they wear short dresses or tight jeans
13. Modesty and virginity are central values to the image of womanhood
14. People living with HIV are good for nothing
15. People infected with HIV are mostly prostitutes and promiscuous people
16. Widows are HIV carriers
17. Women living with HIV have the right to get children
18. Women have the right to say "no" to sex
19. Street children need positive support to reduce the risk of HIV infection
20. I would tell my son(s) to carry condoms
21. If I tested positively for HIV I would immediately tell my spouse
22. I would take my daughter to a hospital for testing if I found out she had been raped

## Handout 3

### Practical needs and strategic interests

Practical needs and strategic interests	
Practical needs	Strategic interests
Tend to be immediate, short-term	Tend to be long-term
Are unique to particular women, according to the roles assigned to them in the gender division of labour in their society	May be viewed as being relevant to all women (e.g. all women experience some inequality relative to men, but the degree varies by class, race, religion, age, etc.)
Relate to daily needs: food, housing, income, health, children, safety	Relate to disadvantaged position: subordination, lack of resources and education, vulnerability to poverty and violence, etc.
Are easily identifiable by women	Are not always identifiable by women (e.g. women may be unaware of the basis of disadvantage or the potential for change)
Can be addressed by providing specific inputs: food, hand pumps, clinics, etc.	Can be addressed by consciousness-raising, increasing self-confidence, providing education, strengthening women's organisations, fostering political mobilisation, etc.
Addressing practical needs	Addressing strategic gender interests
Tends to involve women as beneficiaries and perhaps as participants	Involves women as agents or enables women to become agents
Can improve the condition of women's lives	Can improve the position of women in society
Generally, does not alter traditional roles and relationships	Can empower women and transform gender relations and attitudes

Source: Based on Moffat et al. (1991).

## Handout 4

# Suggested interventions to incorporate gender mainstreaming

The following are suggestions to effectively introduce gender mainstreaming internally and externally to the organisation. The recommendations are disaggregated into three main theme areas: awareness, capacity building and impact monitoring. Additionally, a time frame for implementation varying from short, mid to long term is assigned to each suggested intervention.

Interventions	Time frame for implementation		
	Short term	Mid term	Long term
<b>1. Awareness</b>			
1.1 Systematically blend the gender interventions in the communities with cultural factors for strategic programming efforts, in order to promote human rights and create a higher impact.	X		
1.2 Introduce culturally sensitive approaches, which recognise that men and women exercise power in varied and unexpected ways. Assisting to understand how cultures can modify and transform.	X		
1.3 Implement interventions aiming to promote equality between men and women in the access to modern energy services.	X		
1.4 Carry out workshops on gender aimed at men, to facilitate their sensitisation and allow greater openness towards the participation of women.	X		
1.5 Encourage women to take part in decision-making processes within their communities where they are usually under-represented.	X		
1.6 Train the focal gender person in gender mainstreaming and encourage networking with other programmes' focal persons to promote women's rights and gender equality, with a view to conducting regular exchanges on best practices.	X		
1.7 Stress the importance of employing specific terminology and definitions which comply with international standards, when terms are used in relation to gender mainstreaming.	X		

1.8 Adopt and advocate for the view that gender mainstreaming leads to a fairer and more democratic society in which both women and men can participate, and that full use can be made of human resources by taking into account the diversity represented by women and men.	X		
1.9 Advocate for a balanced participation by men and women in family and working life and of balanced participation of women and men in the decision-making process. Both constitute particularly relevant conditions for equality of men and women.	X		
1.10 Promote at the workplace the balanced recruitment and career advancement of men and women, with a view to preventing the horizontal and vertical segregation of the labour market.		X	
1.11 Awareness-raising and information are essential to support changes in attitude and behaviour. It is crucial to introduce gender mainstreaming modules in the training plans for staff members at all levels.	X		
1.12 Use of the available information on gender inequalities and gender segregated data to transmit knowledge at the local level in a culturally sensitive approach. Men and women participation is paramount for impact purposes.	X		
1.13 Transmit knowledge using the local language, considering prevalent behaviour towards gender issues in the targeted community.	X		
1.14 Promote changes in behaviour, stereotypes and attitudes towards gender issues through the involvement of municipal and religious leaders at the beneficiary level.	X		
1.15 Women are more frequent victims of harassment than men. It is essential to ensure that human dignity, privacy and integrity are respected and harassment, particularly at the workplace, is combated.	X		
1.16 Enforce policies to play an increasingly effective role in preventing and combating harassment.	X		

Theme	Short term	Mid term	Long term
<b>2. Capacity Building</b>			
2.1 Debate around the various techniques/ methods to be employed with a view to implementing the integrated approach to equality between men and women.		X	
2.2 Consider the active participation of women when local committee meets to draw up priorities on the programme's activities.	X		
2.3 Ensure women are invited to attend, and that their voice is heard. Schedule meetings at times convenient for women.	X		
2.4 Provide training to local communities on the integrated approach to equality between men and women.		X	
2.5 Sponsor and reward "Women Heroes of Energy" or organisations that are in agreement with the transformation of gender relations.			X
2.6 Assign adequate time and resources to undertake additional work relating to the incorporation of equality between men and women topics within programme's activities	X		
2.7 Incorporate gender analysis into all stages of the programme cycle as a tool for promoting transparency and equality.	X		
2.8 Identify what types of culturally feasible changes are required to introduce and promote human rights and gender sensitivity for purposes of discovering the gaps that may exist or might be emerging to initiate the desired cultural change.	X		
2.9 Use the most effective symbols and communication channels that appeal to the communities to transmit messages in different cultures.	X		
2.10 Engage with communities, using varied cultural forms of communication such as songs, dance and drama to open conversations.	X		

2.11 Involve people in building strategies for tackling rights abuses and promoting gender equality in ways suited to their context.		X	
2.12 Take advantage of the lessons learnt in other countries by adapting them to the Ugandan context. The exchange of experiences on gender mainstreaming at regional level is crucial to expand the vision and increase the potential for success.	X		
<b>Theme</b>	<b>Short term</b>	<b>Mid term</b>	<b>Long term</b>
<b>3. Impact monitoring</b>			
3.1 Establish data collection broken down by sex for purpose of statistical comparisons and measurements on women and men's conditions, needs and activities. Avoid basing the work on stereotypes.		X	
3.2 Assess the impact of the cooperation between your programme and the local committees (men and women equally).			X
3.3 Define appropriate indicators on gender, which helps make gender biases more visible and facilitates effective intervention implementation to bring about greater gender equality.		X	
3.4 Analyse the allocation of budget resources for each established activity from the point of view of equality between men and women.		X	
3.5 Ensure that women's and men's needs and priorities are considered equally, assessing the impact of the programme activities on women and men.			X
3.6 Analyse the impact of incorporating issues relating to equality between men and women into the programme activities.			X
3.7 Consider monitoring and evaluation an essential part of gender mainstreaming, including the identification and assessment of achievements and challenges to incorporate the gender dimension, as integral part of programmes' progress reports.			X

## Handout 5

### Key concepts on gender (optional for future reference)

**Gender** has been defined as ‘a concept that refers to social differences, as opposed to the biological differences between men and women. These differences come about as a result of what men and women have learnt over time. Such differences are changeable over time and may have wide spheres of influence both within and between cultures. However neither women nor men are homogeneous groups. All individuals are also distinguished and characterised by what they own as well as the social categories to which they belong e.g. age, ethnicity and social class.

**Gender roles** are described as being ‘socially constructed’. This means that gender roles are shaped by a multiplicity of social, economic, political, cultural and other factors, and will change with changes in these formative influences. For example, if many of the male adults in a society are absent from work for a long time as a result of war, the roles of women in such circumstances will inevitably change. As a consequence of the war situation, women will have to become household heads as well as breadwinners. Whether these changes become permanent or become validated in the social and legal sense may also vary from circumstance to circumstance / from situation to situation.

Changes in **gender roles** can be spontaneous or can result from planned policies and interventions, such as development programmes. As development programmes create changes (in one or several dimensions) they inevitably impact upon gender roles and relationships, whether or not that is their stated objective. A programme which results in enhanced education and literacy for women will create changes in the way they perceive their role in the private and public spheres. Experience and research shows that enhancing girls’ education has a positive effect on the health and well-being of their families when they become mothers, but enhanced education can also create demands for a more active economic or political role for women which must be met. This implies that men need to become aware of the mutual advantages that such a transformation can entail, that they are actively involved in the process, that they are ready to take up new and different roles and responsibilities, such as sharing of family care, and that they need to make attitudinal changes related to sexual and reproductive matters.

**Gender relations** have been described as ‘the relationship and unequal power distribution between women and men which characterise any specific gender system’. Women’s and men’s respective gender roles are not only different, but also unequal in weight, power and value.

**Gender equality** does not mean that women and men should be ‘the same’, or that there must be equal numbers of men and women, or of girls and boys, participating in all activities. It does mean that ‘all human beings are free to develop their personal abilities, and make choices without the limitations set by strict gender roles; that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally’.

**Gender inequality** manifests itself in many ways, but can be summarised as unequal access to and control over the various material and non-material resources and assets of their society. In all societies the woman’s role is the inferior one in the relationship. Inequality relates to lack of access to rights, assets and decision-making; and to lack of control over various facets of one’s life.

**Gender mainstreaming** is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process. The goal is to facilitate stakeholders to routinely integrate the interests of women as well as men at every stage of the programme cycle from planning to implementation and evaluation.

The key points to note are that:

- first, the interdependent or complementary roles of men and women are recognised, so that one cannot be changed without also affecting the other;
- second, that gender issues are not confined to one sector but must be addressed across the board;

- third, that gender issues are not confined to the population of programme ‘beneficiaries’ but must be addressed also at macro (policy) and meso (institutional/delivery systems) levels;
- fourth, that they must be addressed at every stage in the programme cycle, beginning with identification and formulation, and continuing through implementation, monitoring and evaluation phases.

*“Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.”*

**Gender balance** is a human resource issue. It is about the equal participation of women and men in all areas of work (international and national staff at all levels, including at senior positions) and in programmes that agencies initiate or support (e.g. food distribution programmes). Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the overall effectiveness of our policies and programmes, and will enhance agencies’ capacity to better serve the entire population.



**Gender-based violence** is an umbrella term which refers to any harmful act that is perpetrated against a person's will and that such an act is based on socially-ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced /early marriages; harmful traditional practices such as female genital mutilation; honour killings; and widow inheritance.

**Gender analysis** examines the relationships between females and males and their access to and control of resources, their roles and the constraints they face relative to each other. A gender analysis approach should be integrated into the development needs assessment, and in all sector assessments or situational analyses, to ensure that gender-based injustices and inequalities are not perpetuated and that where possible greater equality and justice in gender relations are promoted.

**Gender-blind policies** ignore the different socially determined roles, responsibilities and capabilities of men and women. It is based on information derived from men's activities and/or assumes those affected by the policy have the same (male) needs and interests.

**Gender-neutral policies** are not specifically aimed at either men or women and are assumed to affect both sexes equally. They are appropriate to the realisation of predetermined goals, which leave the existing division of resources and gender responsibilities intact "treating everyone the same".

**Gender-specific** policies recognise gender differences and target either men or women, within existing roles and responsibilities.

**Gender-redistributive** policies seek to change the distribution of power and resources in the interests of gender equality.

**Gender impact assessment** — examining policy proposals for purposes of determining how they affect women and men differently, with a view to adapting these proposals to make sure that discriminatory effects are neutralised and that gender equality is promoted.







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