Gender Equality and Social Inclusion Toolbox

Promotion for Renewable Energy Technologies

Information

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Government of Nepal
Ministry of Science, Technology & Environment
Alternative Energy Promotion Centre

March 2014

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⚥ Acknowledgement

National Rural and Renewable Energy Program has come up with explicit output of recognising Alternative Energy Promotion Center (AEPC) as an effective, efficient and GESI responsive institution for the promotion and development of Renewable Energy Sector. Therefore, GESI is incorporated in development objective, immediate objective, relevant outputs, activities, monitoring framework and targets. Along with the technical components, GESI unit is also established as one of the sub components aiming to provide technical backstopping and mainstreaming GESI in all initiatives of AEPC/NRREP.

Since the establishment of AEPC in 1996, access of renewable energy technologies to remotely located people is one of its main aims but high upfront cost of technologies, lack of awareness, limited information and lack of concrete approach on gender equality and inclusion has hindered the promotion of technologies towards women, poor and excluded groups. Therefore AEPC/NRREP has adopted gender equality & inclusion strategy to reach the remotely located women, poor and socially excluded groups.

Prof. Dr. Govind Raj Pokharel

The concept of Gender Equality and Social Inclusion (GESI) is the new for the AEPC/NRREP and related stakeholders working for it. Unless the professional working in renewable energy sector has clear understanding on GESI, the target set by the program would not be materialised. The professional working at community level, district to center level must have conceptual clarity on GESI mainstreaming at all stages of project cycle. Therefore the "GESI Tool Box" is prepared as handbook and guiding principles in Promotion of Renewable Energy Technologies for all the professional/organisations working in the renewable energy and other development sectors.

This toolbox contains of conceptual clarity on GESI mainstreaming process, list of applicable tools in program/project cycle and detail techniques in tools application. This toolbox will be valuable resource

for the professionals/ staff/ advocates/ promoters working in the development programme. It is believed that the application of this toolbox will be creative instrument in ensuring social inclusion and gender equality to bring social transformation for social just.

I am thankful to GESI unit, especially Programme Manager, Mr. Rudra Prasad Khanal; National advisor, Mrs. Nigma Tamrakar; Programme Officer, Mrs. Tara Shrestha, and Assistant Programme Officer, for innovative contribution to produce GESI toolbox. I extend gratitude to the service provider Rural Infrastructure and Management Consult Pvt. Ltd for preparing GESI toolbox. Lot of appreciation goes to all the components of AEPC/NRREP and REMREC for their valuable inputs.

Prof. Dr. Govind Raj Pokharel
Executive Director
AEPC

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Background

Alternative Energy Promotion Centre (AEPC) is a Government institution established on November 3, 1996 under the then Ministry of Science and Technology with the objective of developing and promoting renewable/alternative energy technologies in Nepal. Currently, it is under Ministry of, Science, Technology and Environment. It functions independently, and has an eleven member board with representatives from government sector, industry sector and non-governmental organizations. The mission of AEPC is to make renewable energy mainstream resource through increased access, knowledge and adaptability contributing for the improved living conditions of people in Nepal.

In 2011, a number of Development Partners and the Government of Nepal (GoN) jointly agreed to support the National Rural and Renewable Energy Programme (NRREP), as a single programme modality under which the GoN/AEPC commits to include all future renewable energy programmes and projects. The Alternative Energy Promotion Centre under Ministry of Science, Technology & Environment is the executing agency for NRREP. The NRREP programme document mandates GESI (Gender Equality and Social Inclusion) mainstreaming, stating that specific affirmative action will be planned, implemented and monitored across all Component activities, aiming to increase access and control of women, poor and marginalized groups to the renewable energy technology through extending service delivery mechanism by enhancing technical capabilities of service providers and empowering targeted group to take up ownership of technologies.
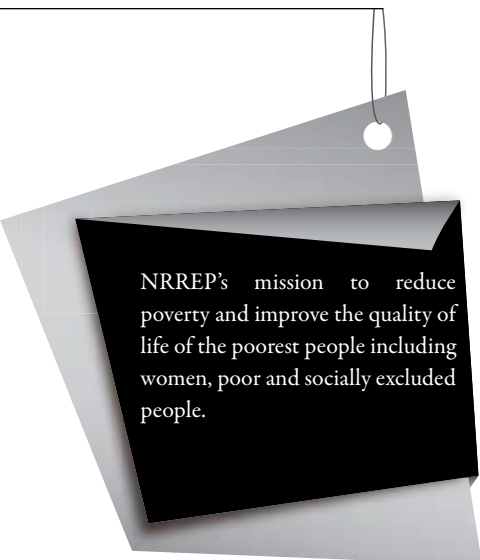
> In 2011, a number of Development Partners and the Government of Nepal (GoN) jointly agreed to support the National Rural and Renewable Energy Programme (NRREP).

The development objective of the NRREP

*"..... **To improve the living standards of rural women and men, increase employment as well as productivity of women and men, reduce dependency on traditional energy and attain sustainable development through integrating the alternative energy with the socio-economic activities of women and men in rural communities.***"*

Mainstreaming Gender Equality and Social Inclusion are particularly central to NRREP's mission to reduce poverty and improve the quality of life of the poorest people including women, poor and socially excluded people. Integral to these, there also a general consensus that governance is about establishing effective relationships, networks and partnerships and coordinate the activities of the program, communities, private sector and civil society organisations towards sustaining quality services for all and economic growth that is inclusive. Inclusive growth and development is seen as an essential feature for lasting development success. The project realises that sustained poverty reduction requires women and men from all social groups living in poverty to both contribute to and benefit from growth while having access to quality basic services. Social inclusion also adopts gender equity as a crucial element for addressing poverty. Here the renewable energy program sees a change from previous approach in addressing specific interests or inherent energy to poor parts of society. It has been developed with the aim of keenly listening to and engaging with both women and men living in poverty - in order to enable this population to enjoy development solutions that can create change in their life. In addition to the inclusive approach NRREP strongly believes that shaping an enabling environment that addresses the systemic constraints underlying poor performance and inequality for a sustainable development. For improving the renewable energy sector and the system's performance this program also adopts a multi-actor approach.

This Toolbox is designed to address GESI issues at all levels of the programme implementation in the renewable energy sector.

> NRREP's mission to reduce poverty and improve the quality of life of the poorest people including women, poor and socially excluded people.

Gender Equality and Social Inclusion Tool Box

The purpose of developing this tool box is to help AEPC and its partners consider and adequately address GESI issues throughout the programme or project's life cycle. The tool box can be used on an on-going basis during programme or project design, implementation and M&E irrespective of whether the project is new initiative or one that is

on-going. It can also be used for a more formal assessment at the end of a programme or project.

The use of this tool box does not incur or should not be seen as an additional task and should form part of the regular programme/project management process as it will help to add quality to the process. For each of these key stages (analysis and planning, implementation and monitoring, evaluation) of a programme or project, a set of tools offer a set of guiding questions and a number of useful tips. The use of the tools call for reflecting on and being able to answer the key questions for programme/project managers to ensure effective mainstreaming of GESI approach.
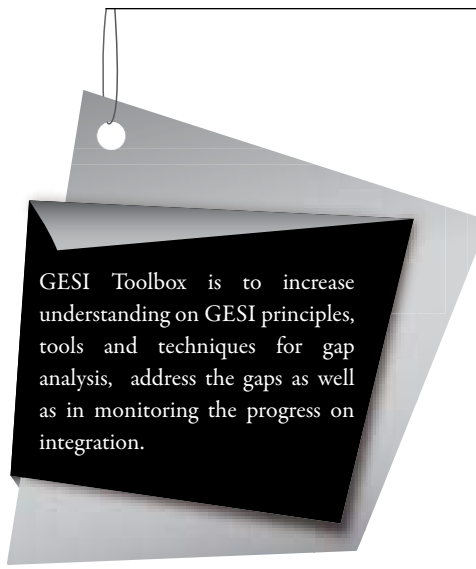
Who can use the Tool box?

The Tool box is designed for application by AEPC and its partners to support in carrying out their activities from a GESI perspective. However, it can be used by any development practitioner involved in the planning, execution, monitoring and evaluation (M&E) of programmes or projects and is committed to effectively mainstream GESI in her/his work. Users can be people working in development organisations, governments, private companies, non-governmental and civil society organisations. It is meant to guide the professionals in their work. It provides a practical tool and advice for translating principles of GESI into practice. Different parts in the guide can be approached as a checklist. These will help in identifying what activities have already been implemented while providing a guide for expanding the approach to GESI integration.

Objectives of GESI Toolbox

The main objectives of this Toolbox are to

- increase understanding on GESI principles, tools and techniques for gap analysis, address the gaps as well as in monitoring the progress on integration
- guide service providers while delivering GESI responsiveness in RETs services.
- support policy makers, programme designer and evaluator to track level of GESI integration in the programme
- serve as a hand book / resource book for professionals to apply the principles of GESI in their work

GESI Toolbox is to increase understanding on GESI principles, tools and techniques for gap analysis, address the gaps as well as in monitoring the progress on integration.

The expected outcomes of the Toolbox:

- applicable handbook of GESI analysis, integration and assessment for professionals working in the RET sector
- implementation of a structured approach (framework and methodology) to assist in analysing policies, programs and legislation ensuring that gender and social differences and inequalities are among the factors considered;
- assistance to develop more effective procedures for developing, implementing and evaluating policies, programs and legislation from a GESI perspective;
- enabling the implementation of sustainable outcomes for women and the socially excluded in the delivery of policies and programs;
- integration of awareness of gender and social issues into all aspects service delivery;
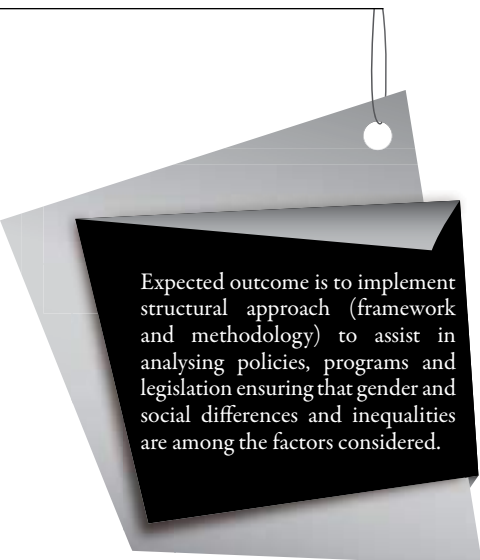
How to Use the Tool Box?

The tool box can be used on an on-going basis during programme or project design, implementation, and M&E irrespective of whether the project is new initiative or one that is on-going. It can also be used for a more formal assessment at the end of a programme or project.

For each of these key stages (analysis and planning, implementation and monitoring, evaluation) of a programme or project, the tool offers a set of guiding questions and a number of useful tips. The use of the tool calls for reflecting on and being able to answer the key questions for programme/project managers to ensure effective mainstreaming of GESI approach.

The Toolbox is laid out in five different Sections:

Section 1:   Concepts and Definitions
Section 2:   Checklist and Relevant Tools for integrating GESI at the Program Level
Section 3:   Checklist and Relevant Tools for integrating GESI at the Project Level
Section 4:   Checklist and Relevant Tools for integrating GESI at the Project Level (Different Technologies and PEU)
Section 5:   Description of technical aspect on different Tools application

Expected outcome is to implement structural approach (framework and methodology) to assist in analysing policies, programs and legislation ensuring that gender and social differences and inequalities are among the factors considered.

Table 1 presents the abbreviations used for each of Tools, with respective codes, to be used in the analysis

Table 1: Abbreviations of the tools and respective codes

Name of Tool	Abbreviation	Code	Name of Tool	Abbreviation	Code
Desk Research	DR	T1	Access and Control of Energy Technology in use	A&C	T 9
Social Mapping	SM	T 2	Activity Chart	AC	T 10
Wellbeing Ranking	WBR	T 3	Priority Ranking	PR	T-11
Energy Mapping	EM	T 4	Venn diagram	VD	T-12
Key Informant Interviews	KII	T 5	Transect Walk	TW	T 13
Focus Group Discussions	FDG	T 6	Beneficiaries Profile	BP	T 14
Stakeholder Analysis	SA	T 7	GESI Responsive Planning and Budgeting	GESI RPB	T 15
SWOC Analysis	SWOC	T 8	GESI Responsive Monitoring	GESI RM	T 16

Given below is the Table providing information on necessary activities and the tools to guide you through. The steps:

- Select the topic of interest
- Control Click on the description/tools to be guided through the Toolbox as necessary to understand the theme as well to carry out the activity from a GESI perspective.

Table 2: Themes/Activities

S. N	Theme/Activity	
1	Key Concepts on Gender Equality and Social Inclusion	
2	Gender Equality and Social Inclusion at the Program Level	
A	Conceptualisation	Background
		GESI Issues
		Current situation
		Stakeholder Analysis
		Community Level Institutional Analysis
		Livelihood Analysis
B	Design/Formulation	External factors and risks: Household Level
		External factors and risks: Community Level
		External factors and risks: General
		Adoption of New Technology
		Objectives and Outcomes
		Management Arrangement
		Project Designing
		Logical framework
		Planning and Budgeting
C	Implementation	Project Implementation
		Communications and Publications

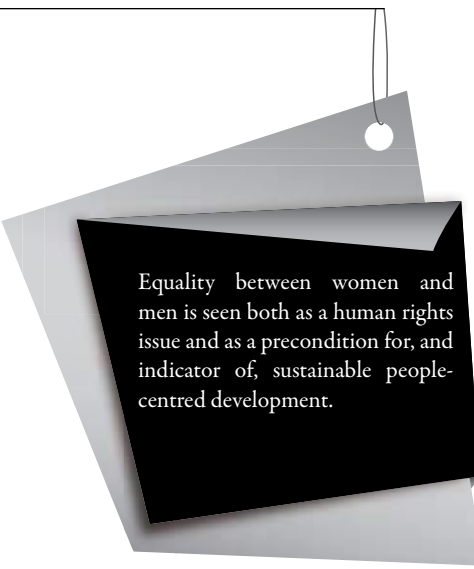| S. N		Theme/Activity
D	Monitoring and Evaluation	Indicators
		Monitoring
		Evaluation
		Report
3	Gender Equality and Social Inclusion within Projects	Biomass
		Biogas
		Community Electrification
		Solar
4	Productive End Use	
A	Conceptualisation	Background
		Problem Analysis- Stakeholders
		Current Situation
B	Design/Formulation	External factors and risks: General
		Adoption of The Enterprise/IGA
		Alternative strategies
		Feasibility
		Objectives and Outcomes
		Management Arrangement
C	Implementation	Project Implementation
		Information
D	Monitoring and Evaluation	Indicators
		Monitoring
		Evaluation
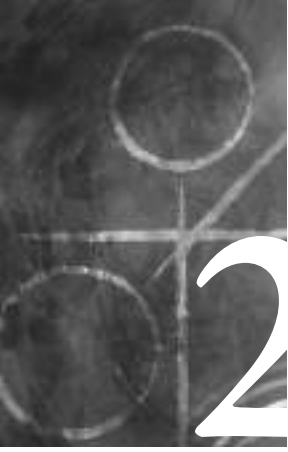
Key Concepts - Gender Equality and Social Inclusion

Gender: refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a women or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.

Gender equality (Equality between women and men): refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development

Women and men should not only be given equal access to resources and equal opportunities, but they should also be given the means of benefiting from this equality. This is where the concept of 'gender equity' comes into play. Gender equity implies fairness in the way women and men are treated. The different life experiences and needs

> Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.
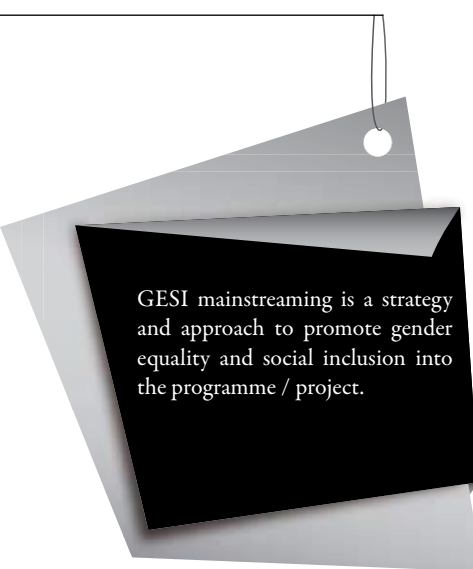
of men and women are taken into consideration and compensation is made for women's historical and social disadvantages. The lower status of women in the society often constitutes a handicap and provisions should be made to redress this inequality before they can take advantage of the opportunities provided. Gender equity thus serves to level the playing field and empower women. Therefore, we can say that equity is essential to achieve true equality.

Gender Mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities -policy development, research, advocacy/dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects.

Social Inclusion is about all members and segments of society enjoying equal rights and benefits in the political, economic and social spheres without discrimination based on sex, age, geographical area, ethnicity, place of origin, educational background, economic status, caste, religion, disability, health status, etc.

Thus, GESI integration can be interpreted as a process and strategy for ensuring the concerns of women and men from all social groups (ethnicity, caste, economy, age, disability, geographic locations) as an integral dimension in the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres. It aims to promote equality and strengthen the legitimacy by addressing existing disparities and gaps which are highlighted in access and control over resources, services, information and opportunities and the distribution of power and decision making.

This approach is a multi level one which goes down to the districts and community level interventions. It is also a process of assessing the implications for women and men of any planned action, in any area and at all levels and monitoring through suitable indicators for appropriateness and impact throughout.

GESI mainstreaming is a strategy and approach to promote gender equality and social inclusion into the programme / project.
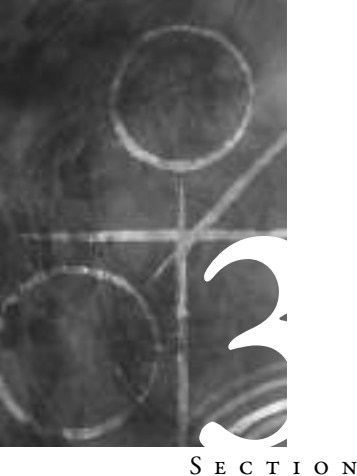
Gender Equality and Social Inclusion in Energy Sector- Issues

Energy is a basic need and a component of all productive processes. It is essential for development. Improved energy sources can improve levels of welfare, increase standards of living, and liberate people from darkness and isolation. However, differential energy needs, hurdles in accessing clean energy and low affordability have remained a challenge for a majority of the population with the degree varying by gender and the socially marginalised groups. Within this scenario this Toolbox will provide a phase-wise guide with questions and the necessary tools for guide in integrating GESI at the program level.

Some of the GESI issues identified in the energy sector are:
- Dependence on traditional forms of energy such as fuelwood, agro and animal wastes further constrained by receding resources
- Derogatory implications from using traditional energy forms on health (indoor air pollution, un-productive use of time and drudgery)
- High level of poverty and the need to combat rising cost of other commercial fuel inhibiting transition to use of energy
- Helping household responsibilities with mothers, a barrier to girls starting or continuing their education.
- Difficulties in accessing clean energy technologies, information and services (technology providers, repair maintenance, repair, finance institutes)
- Low level of literacy, lack of skill, affordability, knowledge, constraints in the uptake of IGA and entrepreneurship
- Dependence on human energy for productive and strategic needs
- Non recognition of voices and choice; resulted limiting choices for the women and the marginalised
- Low and ineffective participation/representation in community institutes
- Low access to capacity development and IGA opportunities

> Improved energy sources can improve levels of welfare, increase standards of living, and liberate people from darkness and isolation.

Components of Program/Project Cycle

Conceptualisation	Design/Formulation	Implementation	M & E
• Background • GESI Issues • Current situation • Stakeholder analysis • Community Level Institutes Analysis • Livelihood Analysis	• External factors and risks • Objectives and outcomes • Management arrangement • Project Designing • Logical framework • Planning and Budgeting	• Project appraisal • Project organization / arrangement • Project Implementation • Communication system	• Indicators • Monitoring • Evaluation • Reports

Conceptualisation	Design/Formulation	Implementation	M & E

CONCEPTUALISATION

Background		Applicable Tools
Required Information	1. Have the people involved with the problem identification been briefed on gender equity and social inclusion as well as energy issues?	DA-T
	2. What is the composition of the community? [Is it homogenous or heterogeneous; composition of the population by gender further desegregated by age, sex, and ethnic origin, well being ranking and disadvantaged groups – see Annex 1]	SM-T2 WBR-T3
	3. What is the energy use practice of the different communities? [type, purpose of use to assess practice by ethnicity, well being and disadvantaged groups]	EM-T4
	4. Is the adoption of a clean energy technology a high priority for these people?	KII-T5
	5. What are the development interventions taking place in the area? [Any other specific energy programs]	DA-T1

GESI Issues		Applicable Tools
Required Information	1. Are the gender and social dimensions and issues being addressed by the project?	DA-T1
	2. Has an energy needs assessment been carried out from a gender and social inclusion perspective?	DA-T1
	3. What are the energy requirements of any new activities that are planned/ desired for women and men from the different social groups?	FGD- T6 BP-T12
	4. What are the energy technology options use proposed by women, poor and socially excluded castes?	FGD-T6 PR-T11 BP-T12
	5. What is the composition of the participants in the strategy development and agenda setting? [See if, it is also included individuals and organisations working on gender and social inclusion and with knowledge and experience in GESI]	DA-T1

Current Situation		Applicable Tools
Required Information	1. What are the gender roles and responsibilities within the socially different groups?	FGD-T6
	2. What are the differences of access to and control over resources related to energy and energy services between women and men from each of these groups?	A&C-T9
	3. What are women's knowledge, especially on ecosystems and biodiversity?	FGD-T6 A&C-T9
	4. What is the existing capacity/skill of women and men from the different social groups?	FGD-T6 A&C-T9
	5. What is the ability and willingness to invest in new intervention? [Assess by gender and socially different groups and also in the context of taking loans if necessary]	FGD-T6

Stakeholder analysis		Applicable Tools
Required Information	1. Which of the existing organization can you co-ordinate with for success of the project? [Profile of the organisation]	SA-T7 SWOC-T8
	2. Do the implementing organizations have the capacity/experience in working with GESI approaches?	SA-T7
	3. What are the goals and target beneficiaries of the stakeholders?	SA-T7
	4. How are they coordinating with one another, the beneficiaries, segment and working areas? [Support to the beneficiaries]	SA-T7
	5. Who were consulted in gathering this information? [Expert consultation, inputs from stakeholders and end users, including women and men in different social groups in the community]	KII-T4

Community Level Institutes Analysis		Applicable Tool
Required Information	1. What are the existing community organisations?	KII-T4 VD-T10
	2. What is the capacity of the CBOs to deliver the responsibilities efficiently in relation to GESI? [Gap analysis]	SA-T7 SWOC-T8
	3. Were these democratically selected with the participation of women/ men and the disadvantaged group in the capacity development and other development programme?	FDG-T4
	4. Does the user /management/construction committees comprise of women and the disadvantages groups? [representation scenario and position]	FDG-T4 SA-T7
	5. What are the capacity development needs and for whom?[men, women and the disadvantaged]	SA- T7

Livelihood Analysis		Applicable Tools
Required Information	1. What energy and technologies do women and men from the different social groups use for their livelihood?	EM-T4
	2. What factors determine women and men to use these strategies?	A&C-T9 AC-T10
	3. What are women's and men's perceptions of proposed interventions in improving their livelihood outcomes?	FGD-T5 PR-T10
	4. In what way can the intervention improve livelihood of women and men [Enterprises, IGA activities, productive use of energy]	FGD-T5 BP-T14
	5. What is the level of adoption of the proposed technology by women and men from the entire identified socially different group?	SM-T1 A&C-T9

Conceptualisation → Design/Formulation → Implementation → Monitoring & Evaluation
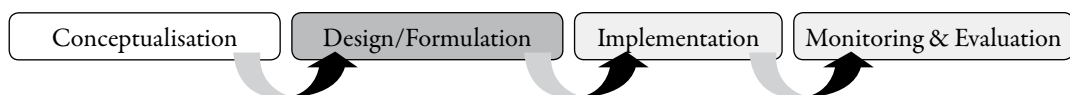
DESIGN/FORMULATION

External factors and risks: Household Level		Applicable Tools
Required Information	1. How will the proposed means of implementation affect both man/woman? [to be assessed for households from the different social groups]	A&C-T9
	2. Who (man/woman) has access to and control over key resources critical to adoption and sustainable use of the energy technology and participation in implementation? [to be assessed for households from the different social groups]	A&C-T9
	3. Who (man/woman) will to be involved in maintenance and repair; and is capacity building necessary? If so, for whom? [to be assessed for households from the different social groups]	A&C-T9
	4. Who (man/woman) are going to be involved in management and under what arrangements [to be assessed for households from the different social groups]	A&C-T9
	5. Who (man/woman) will contribute (cash and kind) and how (decision making/participating)? [to be assessed for households from the different social groups]	FGD-T6

External Factors and Risks: Community Level		Applicable Tools
Required Information	1. Will men/women from the different social groups benefit/be disadvantaged, and in what way, by adoption of the proposed energy technologies and by the proposed means of implementation?	A&C-T9
	2. Will men/women from the different social groups have access to and control over key resources critical to adoption and sustainable use of the energy technology and participation in implementation?	A&C-T9
	3. Will (men/women) from the different social groups be involved in maintenance and repair; and is capacity building necessary? If so, for whom?	A&C-T9
	4. Who (men/women) from the different social groups are going to be involved in management and under what arrangements?	A&C-T9
	5. Has the differences in the willingness of both men/women for the different social groups and their ability to contribute (cash, kind) to project been determines?	KII-T5

External factors and risks: General		Applicable Tool
Required Information	1. What are the expected positive and negative impacts on women and men as a result of the project?	DA –T1
	2. Are there conflicting demands?	DA –T1
	3. What are the factors (discriminatory attitudes, lack of time, etc.) that may influence women's ability to participate and benefit from the initiatives? [conscious and effective creation of space and opportunity for women community members to participate in the project formulation]	DA –T1
	4. Can the intervention ensure access to assets and power to make decision by both women and men?	DA –T1
	5. How will the initiative impact women's/ men's/ girls'/ boys' workload during or after the initiatives?	DA –T1

Objectives and Outcomes		Applicable Tools
Required Information	1. What can be the specific objectives relating to gender and social issues? [Check compliance with GESI objectives of the program?	DA –T1
	2. Is the selected intervention a priority of both men and women from the different social groups and contributing positive impact on people's livelihoods?	DA –T1
	3. In what way will the livelihood outcomes for women and men from each of the socially different groups change?	DA –T1
	4. What international development goals related to women's/ men's/ girls'/ boys' from respective social groups will it address? [MDG, CEDAW, Climate Change]	DA –T1
	5. How will the project design address issues/constraints in policies, institutions or processes?	DA –T1

Management Arrangement		Applicable Tool
Required Information	1. Do partners or implementing organizations have a commitment to gender equality and social inclusion?	DA –T1
	2. Are the responsibilities and expectations concerning gender and social aspects clearly indicated in project documents, agreements, and contracts?	DA –T1
	3. What objectives of the participating organisations have been addressed? [with respect to GESI]	DA –T1
	4. Do the terms of reference for the project formulation reflect a requirement of relevant gender and social inclusion and energy knowledge and experience?	DA –T1
	5. Have women been consulted equally with men during the formulation process, especially female beneficiaries? [They must also represent the different social groups]	DA –T1

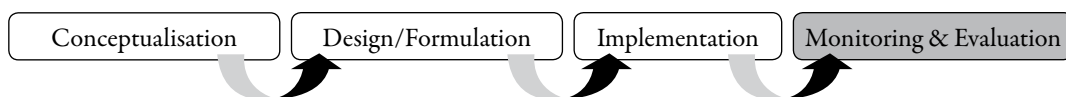| Project Designing		Applicable Tools
Required Information	1. What are the indicators for monitoring and follow up? [to ensure integration into the project the issues identified with respect to GESI]	DA –T1
	2. What opportunities/constraints do local cultural practices pose to the planning process?	KII-T5
	3. What are the energy requirements of any new activities that are planned or desired by men and women from different social groups?	KII-T5
	4. What are the measures required for ensuring equal benefits sharing for the community from GESI perspective?	KII-T5
	5. What specific measures have been identified to ensure participation of men and women from the different social groups in all stages of the project cycle?	KII-T5

Logical framework		Applicable Tools
Required Information	1. Has a gender and social inclusion objective been formulated?	DA-T1
	2. Are gender and social issues clearly set out in the logical framework with expected result?	KII-T5
	3. What activities are required to ensure attention to gender and social issues?	KII-T5
	4. What type of expertise is required to ensure attention to gender and social issues?	KII-T5
	5. Is there a budget for gender and social issues related analysis and activities?	DA-T1

Planning and Budgeting		Applicable Tools
Required Information	1. Are the activities planned to address the issues identified?	KII-T5
	2. Is participation and needs of the target group addressed in the planning?	KII-T5
	3. Is there provision for capacity building at all levels and the target group?	KII-T5
	4. Do the activities contribute to the livelihood enhancement of the target group (income and employment)?	KII-T5
	5. Is there a budget for gender and social issues related analysis and activities?	GESI RB&P-T15

Conceptualisation	Design/Formulation	Implementation	Monitoring & Evaluation

IMPLEMENTATION

Project Implementation		Applicable Tools
Required Information	1. How far has gender and social balance among participants in all project meetings been attained	DA-T1
	2. Have all possible steps been taken to ensure gender and social balance in project staff?	DA-T1
	3. Is the gender and social balance been ensured during the training?	DA-T1
	4. Do project staffs include gender and social inclusion knowledge and experiences in the terms of reference?	DA-T1
	5. Do program staffs monitor project disbursements to ensure that inputs are used in ways that ensure equality of outcome for both women and men from each of social groups project/program beneficiaries?	DA-T1
Communication and Publications		Applicable Tools
Required Information	1. Has a communication strategy been developed for informing various publics about the existence, progress and results of the project from a gender perspective?	DA-T1
	2. Do the promotional materials highlight and are clear to the women on the benefits and importance? (Fuel saving/ cleaner kitchens/ more free time/ quicker cooking/ any other)?	FGD-T6
	3. Do the reports on the program/project include GESI aspects in line with the set indicators?	FGD- T6
	4. How well is the product information shared with men/women from the different social groups in the community? [in view of the literacy levels]	FGD-T6
	5. Do they make use of information channels used by women of different social groups traditionally (opinion leaders among women)? [e. g; posters being put up are these in places frequented by men/women from the different social groups, and in a form that is understood by them]	FGD- T6 VD- T12

| Conceptualisation | Design/Formulation | Implementation | Monitoring & Evaluation |

Monitoring and Evaluation

Indicators		Applicable Tools
Required Information	1. Are the project indicators GESI responsive? [disaggregated information on the basis of sex, caste/ethnicity and poor]	DA-T1 KII-T5
	2. Have both women and men participated in the development of indicators?	DA-T1 KII-T5
	3. Are there indicators to track progress toward meeting specific objectives relating to men/women's and social groups participation?	DA-T1
	4. Have the concerned organisations adopted gender responsible measures throughout the program development and implementation?	DA-T1
	5. Do the indicators include project input/process/output/ outcome/ impacts of the program (Use disaggregated data}	DA-T1

Monitoring		Applicable Tool
Required Information	1. Is/has the gender and social inclusion objective being/been met?	DA-T1
	2. Do programme and project monitoring report reflect gender and social issues/ capture information on gender-related changes including impact of intervention on women's workload and time use, access and control of income and resources, decision making, reproductive roles, and expressed aspirations of women and men from each of the socially different groups?? [information disaggregated by sex, age, ethnicity, well being ranking]	DA-T1 GESI RM-T16
	3. Does the monitoring ToR sufficiently address the need to capture the GESI issues?	FGD-6 KII-T5
	4. Does the monitoring team include GESI experts?	DA-1
	5. Is there an adequate feed-back system?	DA-1

Evaluation		Applicable Tools
Required Information	• Are evaluators briefed on relevant gender and social issues and provided with documentation?	DA-T1 KII-T5
	• Do the terms of reference of evaluators require gender and social inclusion expertise and experience?	DA-T1
	• Will the evaluators seek the input of both women and men from each of the socially different groups and analyse differences and similarities?	FGD-T6
	• Is there a feedback mechanism within the project that allows implementers to make course corrections?	DA-T1 KII-T5
	• Will the ex-post evaluation identify "lessons learned" relating to working with a gender and social inclusion perspective in energy?	DA-T1 KII-T5

Gender Equality and Social Inclusion within Projects

BIOMASS (clean cooking stoves)

This section provides an overview of GESI concerns in selected RETs projects, actions to be taken, tools to be use and the indicators.

Scenario	Analysis of GESI issues	Applicable tools	GESI Actions	GESI M&E
1. Present Energy Use Practices	• What is the energy use for various domestic and commercial purposes? • Who is responsible for managing traditional biomass energy- for domestic and commercial purpose in the different social groups? • What is the fuel expense?	FDG-T6 KII- T5	• Target group focused awareness program • Implementation of clean cooking technologies as per requirement of the target group for reducing drudgery associated with the traditional energy use.	• Reduced use of traditional biomass energy; • Reduced time collecting fuel wood. • Reduced fuel expenses
2. Existing Challenges	• What are challenges faced by men and women from the different social groups, with regard to access to new stove technologies and services (women vs. men from different social groups)?	FDG- T6 KII- T5	• Focus on activities to Increase access to information related to the technology and services for installation and repair/maintenance	• Access and control on clean cooking fuel and stove and services by women, men in the different social groups
	• What are the implications on health with regard to indoor air pollution from use of traditional cooking methods?	DA- T1 KII-T5 BP-T-14	• Awareness campaigns, Inclusive participation and consultations with women and marginalized groups;	• Improved health, improved indoor environment especially kitchen • Reduced health expenses
	• What time is spent by women from different social groups on primary responsibility for domestic ("caring, cooking and cleaning") tasks in the household, including child care and that of the elderly, cooking, cleaning, fuel and water collection;	SM-T2 AC–T10	• Identify areas for saving time which can be put to use in IGA	• Reduced time in welfare activities • Increased time for productive use • Free of workload • Use of saved time in productive purposes

Scenario	Analysis of GESI issues	Applicable tools	GESI Actions	GESI M&E
3. Implication on education (girl and boy child separate issues)	• Is energy an issue preventing (girls and boys) from attending school?	FDG-T6 KII-T5	• Awareness on better cooking practices; • Access to more efficient and clean cooking means	• Improvement in attendance in school as well as adult literacy
4. Energy needs based on biomass	• Which traditional energy forms can the new intervention meet?	FDG-T6 KII-T5	• Energy efficient stoves designed in consultation with women and women's groups from different social groups; • Energy efficient stoves model available for domestic and commercial cooking, heating and for productive use	• Modern biomass energy technologies used by men/women from the different social groups for cooking/heating/productive use
5. Access and control over resources	• Who has different decision-making roles/purchasing powers which affects the ability to choose and purchase improved cooking technologies (collect information by gender and different social groups)?	FDG-T6 KII-T5 A&C – T9 VD – T11	• Include men, women from different social groups in awareness programs; of the multiple benefits of energy efficient stoves; encourage the involvement of women in the decision making process • Provide special incentives to enhance access to clean cooking technologies for the poor and female headed household	• Increased acceptability and adoption of clean cooking solutions; • Increased decision making ability, access and control of the disadvantaged groups
6. Economic opportunities	• What are the inhibiting factors for women and men of different social groups to finance • What are the constraints (such as social norms, etc.) that make it difficult to participate in non-traditional income generating activities (use of stoves in enterprises or fabrication of stoves)	FDG-T6 KII-T5 BP-T14	• Plan for biomass-based operations that could support production and generate cash for users, • Identify opportunities/ barriers for both women and men keeping in mind the different social groups that they belong to;	• Livelihood opportunities • More women and marginalised groups involved in economic activities
	• What are the situation of market outreach and financial services for women and social groups for potential banking alternatives (banking, women's funds/group lending).	KII-T4 FDG – T5	• Support microcredit/finance to initiate financing opportunities for women and men from all social groups.	• Number of men and women from the target groups accessing alternative financing
	• What are the potentials of women and other social groups taking up installation/construction/fabrication of stoves	FDG-T5	• Equal opportunities/salary	• Involvement of women and men (from target groups) at construction phase

Scenario	Analysis of GESI issues	Applicable tools	GESI Actions	GESI M&E
7. Affordability	• How willing are the beneficiaries to contribute in cash or take loan for stoves (commercial and improved)	FDG - T6	• Awareness on financing facilities available • Improve access to finance for targeted groups	• More women and marginalised groups using improved cooking stoves are involved for commercial purposes

Biogas Systems

Scenario	Analysis of GESI Issues	Applicable tools	Proposed Actions	Expected Outcome
1. Present Energy Use Practices	• What are the energy use for various domestic and commercial purposes? • Who is responsible for managing traditional biomass energy- for domestic and commercial purpose in the different social groups? • What is the fuel expense?	FDG-T6 KII-T5	• Target group focused awareness program • Implementation of clean cooking technologies as per requirement of the target group for reducing drudgery associated with the use of traditional	• Reduced use of traditional biomass energy; • Reduced time collecting fuel wood, • Reduced fuel expenses
	• Who is responsible for caring/rearing cattle, fodder collecting - for domestic and commercial purposes?	FDG-T6 KII-T5	• Assess time spent in different activities at present	• Change in workload concerning cattle rearing/ caring
2. Existing Challenges	• What are challenges faced by men and women from the different social groups, with regard to access to biogas technology and services (women vs. men from different social groups)?	FDG- T6 KII- T5	• Focuses activities to increase access to information technology and services regarding biogas	• Access to biogas technology and services by women, men in the different social groups
	• What are the implications on health with regard to indoor air pollution from use of traditional cooking methods?	DA- T1 KII-T5 BP-T-14	• Awareness campaigns, Inclusive participation and consultations with women and marginalized groups;	• Improved health, improved indoor environment especially kitchen from the use of biogas
	• What time is spent by women from different social groups on primary responsibility for domestic (caring, cooking, cleaning) tasks in the household, including child care, cooking, cleaning, fuel and water provisioning?	SM-T2 AC–T10	• Identify time saving possibilities	• Reduce time use for non-productive purposes by using biogas
3. Implication on education (girl and boy child separate issues)	• Is energy an issues preventing (girls and boys) from attending school?	FDG-T6 KII-T5	• Awareness on better cooking practices • Access to more efficient and clean cooking means	• Improvement in attendance in school as well as adult literacy by using biogas

Scenario	Analysis of GESI Issues	Applicable tools	Proposed Actions	Expected Outcome
4. Energy needs met through use of biogas	• Which traditional energy forms can the biogas intervention meet?	FDG-T6 KII-T5	• Efficient and user's friendly biogas designed in consultation with women and women's groups from different social groups including installation and use of biogas	• Biogas used by men/women from the different social groups for preparation of different meals/food
5. Access and control over resources	• Who has the different decision-making roles/purchasing powers • What affects the ability to choose and purchase biogas (collect information by gender and socially different groups)?	FDG-T6 KII-T4 A&C – T9 VD – T11	• Raising awareness of men from all social groups on the multiple benefits of biogas	• Increased up-take of biogas
6. Economic opportunities	• What are the inhibiting factors for women and men of different social groups to finance or other constraints (such as social norms, etc.) may make it difficult to participate in non-traditional income generating activities (use of biogas in enterprises or fabrication of stoves)	FDG-T6 KII-T5 BP-T14	• Plan for biogas-based operations that could support production and generate cash for users (supply of animal waste) • Identify opportunities/barriers for both women and men keeping in mind the different social groups they belong to	• No of Livelihood opportunities, more women and marginalised groups involved in economic activities
	• What are the inhibiting factors for women and men of different social groups to finance animal and land holding or other constraints (such as social norms, etc.) that make it difficult to participate in non-traditional income-generating activities (use of biogas, slurry or construction of biogas systems?)	FDG–T5 KII–T4 BP-T14	• Plan for biogas -based operations that could support production and generate cash for users • Consider opportunities/barrier for both women and men keeping in mind the different social classification that they belong to;	• More women and marginalised groups using biogas for productive end use (directly as energy or slurry for increasing production or income through sales of energy and slurry as compost)
	• What are the situation of market outreach and financial services for women and social groups for potential banking alternatives (banking, women's funds/group lending)?	KII-T4 FDG – T5	• Support micro credit/finance to initiate financing opportunities for women and men from all social groups.	• Number of men and women from the target groups accessing alternative financing
	• What are the potentials of women and other social groups contributing to labour during the construction phase?	FDG-T5	• Equal opportunities/salary	• Involvement of women and men (from target groups) at construction phase

Scenario	Analysis of GESI Issues	Applicable tools	Proposed Actions	Expected Outcome
7. Affordability	• How willing are the beneficiaries to contribute in cash or take loan for installing biogas (domestic and commercial use)?	KII—T5 FDG-T6	• Improve access to finance for targeted groups	• More women and marginalised groups using biogas for domestic and commercial purposes

COMMUNITY ELECTRIFICATION

Scenario	GESI Assessment Issues	Applicable tools	Proposed Actions	Expected Outcome
1. Present energy use special focus on the existence of electricity for multiple use of lighting & productivity	• Is electricity available to female headed households, the poor; single women and the socially excluded?	FDG-T6	• Encourage electricity service entities to make provisions including this excluded groups as their target clients • Proactive policy interventions to enhance affordability of this excluded group	• Households belonging to poor, socially excluded, single women and others have electricity for lighting and productivity
2. Future energy uses	• What will electricity be used for?	FDG-T6 KII-T5	• Create awareness on multiple uses of electricity	• No of functional use of electricity to improve productivity • Use of energy based technologies; time saved, reduce drudgery and enhanced economy
3. Provisions of electricity uses	• What are the possibilities of electricity uses for different purposes such as clinics and public lighting to improve maternal health, and safety allowing women from all social groups to participate in activities outside the home after dark?	DA-T1 FDG-T6 KII-T5	• Access to information for multiple use of electricity, Policy to promote community energy programs focusing on key services including health, water and agriculture with the ultimate goal of reducing poverty	• Improved health situation, • Enhanced livelihood, contribute in social and economic poverty.
	• What are the opportunities of access to electricity facilitates provision of drinking water, agricultural uses and can reduce the time spent fetching water?	DA-T1 FDG-T6	• Targeted consultation with women groups, and women head of households from all the social groups during the roll out of local grid • create awareness on use of tailrace water for productive use, etc	• Increased productive use of electricity • Use of tailrace water for irrigation

Scenario	GESI Assessment Issues	Applicable tools	Proposed Actions	Expected Outcome
4. Affordability	• What is the financial status and ability of the female-headed households (may represent a majority of poor households), conflict victim, disaster-prone; socially disadvantaged/ marginalised households resources or sources of collateral to pay for initial connection costs and the purchase of appliances that can help with household work and for income generation?	FDG-T6 KII-T5 VD-T12	• Raising awareness on women's rights, entitlements, opportunities for employment and income generation irrespective of their social classification	• Increased in use of energy-related appliances and time savings, increase in employment and ratio of income
	• What will be the impact on vulnerable sectors/ groups due to change of tariffs or introduction of reforms?	FGD-T6 KII-T5	• Financing mechanisms to enable the poor to pay connection fees or adoption of efficient appliances (Explore cost opportunities and cost neutral approaches for HH)	• Number/percentage of women and men (also considering the targeted social groups) involved in energy policy dialogue • Financial business plan with adjustment
5. Expanding use of electricity	• Gather lessons from successful improved household energy technology adoption	DA-T1	• Consider preparation of installation productive energy use technologies other than lighting only	• Number of micro and small enterprises developed by both women and men from the different social groups
6. Economic Empowerment	• Access to electricity by women, socially excluded and poor for economic activities • Capacity gap amongst this group to use electricity in economic activities • Potentials of electricity based economic activities that are available to this group • Financial ability to begin economic activities • Access to market	DA-T1 KII-T5 A&C-T9	• Promote and enable access to electricity for economic activities to women, poor and socially excluded groups, • Capacity building for micro enterprise development, market based skill development, • Support through micro solutions- microcredit/ finance for women and men from all social groups.	• --% of women, SE and poor initiating economic activities • --- women, SE and poor initiated skill based work for income generation (employment)

Scenario	GESI Assessment Issues	Applicable tools	Proposed Actions	Expected Outcome
	• How to expand the employment, IGA possibilities for men/women of all social groups in the energy sector-electrification projects	DA-T1 KII-T5	• Include women from the targeted social groups in the training in maintenance and development of energy services;	• Number of women involve in different capacity development in maintenance and development of energy services • % women contribution to enhance livelihood
	• What is the dynamics of access to and control over intra-household energy budgets to propose business models that can help reduce poverty;	FGD-T6 KII-T5 A&C-T9	• Waive import duties for renewable energy products to remove barriers for women and men from the targeted social groups to access new technologies;	• Number of male/female (of the targeted social groups) headed households that received financing for electricity connection
7. Challenges	• What are the constraints for men/women of different social groups concerning payments for electricity services? • Constraints of service provider to reach these target groups, • Obstacles in accessing electricity services to the targeted beneficiaries	FGD-T6 KII-T5	• Explore alternative methods for payment (e.g., cash/in-kind, remote payment for husband/ relatives living in the cities); and their physical contribution • Special tariffs for social services, such as health clinics, women's workshops, • Use women groups from the targeted social groups and solidarity associations as way to collect household fees, reduce fraud and/or ensure maintenance of equipment	• Increased access to clean energy; improved health; reduced challenge related to sustaining the use of clean energy • % coverage of households (belonging to women, socially excluded and the poor) in the electrification program

Gender Equality and Social Inclusion within Projects –Solar

Scenario	GESI Assessment Issues	Applicable tools	Proposed Actions	Expected Outcome
1. Energy Needs / interest	• Who makes decision? Whose interest for installation? Access to information to whom? What purpose and who use it?, etc • How do women want to use solar: lighting, drying, cooking -. to increase economic opportunities by lengthening opening times for activities and businesses;	DA-T1 A&C-T9	• Increase access of the targeted population • Empower targeted people to increase their affordability, • Extend outreach and information to the targeted people, • Encourage establishment of decentralized energy service companies with consideration of energy service needs of women and men from the different social groups;	• % increased in use of solar technology for different purposes by women, poor and socially excluded groups
2. Affordability	• What is the financial status and ability of the female-headed households (may represent a majority of poor households) resources or sources of collateral to pay for the systems?	DA-T1 FGD-T6 KII-T5	• Raising awareness on women's rights, entitlements and opportunities irrespective of their social classification; • Enable financial support through innovative financing mechanisms	• % Increased in use of solar by women, poor and socially excluded for a variety of enduses, • Improved livelihood
3. Provisions of solar energy uses	• What are the possibilities of solar energy for different purpose such as lighting, cooking, drying, etc;	DA-T1 FGD-T6 KII-T5	• Awareness creation for multiple use of solar energy such as lighting, cooking, drying and other purposes including value of money from solar energy source	• % increased use of solar energy options, • % improved productivity, employment and income
4. Expanding use of solar energy	• What are the options/possibilities for expanding use of solar energy for productive use and sustainable operation;	DA-T1 FGD-T6 KII-T5	• Educate people on different options of solar energy use, its operation, maintenance, productive use other than lighting only;	• Smooth operation of solar energy technology • Solar technology on productive use to enhance livelihood

Scenario	GESI Assessment Issues	Applicable tools	Proposed Actions	Expected Outcome
5. Economic Empowerment	• What are the situation of market outreach and financial services for women, poor and socially excluded people and potential banking alternatives (banking, women's funds/group lending)?	DA-T1 KII-T5 VD-T12	• Support distribution chain through micro solutions; microcredit/finance with opportunities for women and men from all social groups. • Special provision for women, poor and socially excluded groups to empower economically to increases access to solar energy options.	• Increase access of solar energy by women, poor and socially excluded people. • ...% increased solar energy for productive use
	• How to generate and expand employment, IGA possibilities from solar energy for men/women of all social groups.	DA-1 KII-T5	• Increase information/opportunity for solar energy expansion • Skill development and enterprise creation trainings to the women, poor and socially excluded people • Facilitate for credit/micro finance linkages to them;	• --- of employment created • ---- of IGA/micro enterprise created • ___ of women/poor/SE people participated in skill development trainings
	• What is the dynamics of access to and control over intra-household energy budgets to propose business models that can help reduce poverty;	FGD-T6 KII-T5 A&C-T9	• Waive import duties for renewable energy products to remove barriers for women and men from the targeted social groups to access new technologies;	• Number of male/female (of the targeted social groups) headed households that received financing for electricity connection
6. Challenges	• What are the barriers in access and control over the solar energy options? • What are the constraints for men/women of different social groups for installation of solar energy technology? • The question of affordability for the technology and explore options for installation.	FGD-T6	• Counselling/discussion with the community • Extend targeted services to the targeted groups • Facilitate for micro/credit financing to them • Use women groups from the targeted social groups and solidarity associations as way to collect household fees, reduce fraud and/or ensure maintenance of equipment	• % increased access and control over the solar energy options
	• How to expand the employment, IGA possibilities for men/women of all social groups	DA-T1 KII-T5	• Special targeted programme for women from the targeted social groups in maintenance and development of energy services;	• --employment and income increased

Gender Equality and Social Inclusion within Projects–Productive End Use

Increasing the role of women in the economy is part of the solution to the financial and economic crises and critical for economic resilience and growth. Economic empowerment increases women's access to economic resources and opportunities including jobs, financial services, property and other productive assets, skills development and market information. Besides, in the context of rural electrification increases the affordability to access the energy service, the following guide has been developed.

| Conceptualisation | Design/Formulation | Implementation | Monitoring & Evaluation |
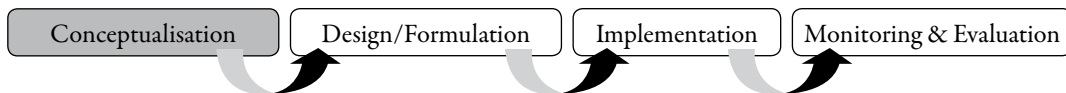
CONCEPTUALISATION

Background		Applicable tools
Required Information	1. What are potential enterprises for women and men (from target groups): interest/willingness /available resources (raw material)/finance/market	DA-T1 FGD- T6
	2. What time is spent by women from different social groups on primary responsibility for domestic tasks in the household, including child care, cooking, cleaning, fuel, and water provisioning;	AC-T10
	3. Who makes different decision-making roles/purchasing powers which affects the ability to choose and purchase clean cooking solution and electrification system; (collect information by gender and socially different groups)	A&C –T9
	4. Has women's knowledge, especially on ecosystems and biodiversity, as well as biomass for fuel been taken into account?	FDG-T6 A&C –T9
	5. What is the capacity needs for initiating/operating/sustaining the enterprises? How many hh has initiated IGAs?	FDG-T6 A&C –T9

Problem Analysis- Stakeholders		Applicable tools
Required Information	1. Which existing organization can you co-ordinate with for success of the project, since when have they worked there?	SA-T7 SWOC- T8
	2. Do the implementing organizations have the capacity to work using a gender and social inclusion perspective?	SA-T7
	3. What are the GESI goals of the stakeholders? Who are the target beneficiaries of the stakeholders?	SA-T7
	4. How are they coordinating with one another and the beneficiaries? How are they supporting the beneficiaries?	VD-T11
	5. Is the analysis based on information supplied only by experts, or does it take into account inputs from stakeholders and end users, including women and men in different social groups in the community?	DA-T2

Current Situation		Applicable tools
Required Information	1. Intra-household decisions-making (this can lead to more effective ways of stimulating women to take up IGA/entrepreneurial activities)	SM-T2
	2. How do women want to use electricity and other RETs to increase economic opportunities by lengthening opening times for activities and businesses?	A&C-T9 BP-T14 PR-T11
	3. Availability and reliability of electricity and other RETs for IGA /Enterprise (irrespective of social status)?	KII-T5
	4. What is the financial status and ability of the female-headed households (may represent a majority of poor households)?	SM-T2
	5. What are the sources of collateral to pay for initial investment for IGA/Enterprise?	FDG-T6 SA-T7 VD-T11
External factors and risks: General		Applicable tools
Required Information	1. What are the expected positive and negative impacts on women and men as a result of the project? Are there conflicting demands?	DA-T1 KII-T5
	2. What are the factors (discriminatory attitudes, lack of time, etc.) that may influence women's ability to participate and benefit from the initiative?	DA-T1 IDG-T6
	3. Has the project consciously and effectively created space and opportunity for women community members to participate in the project formulation	DA-T1 K11-T5
	4. What trainings will be required and for whom (men/women from the different social groups)?	DA-T1 K11-T5
	5. How will the initiative impact women's/ men's/ girls'/ boys' workload during or after the initiative?	DA-T1 BP-T14

Adoption of Enterprises/IGA		Applicable tools
Required Information	1. What are the energy requirements for the enterprises that are planned /desired by men and women representing the different social groups?	FDG-T6 KII-T5
	2. Is the analysis based on information supplied only by experts, or does it take into account inputs from stakeholders and end users including women and men representing the different social groups in the community?	DA-T1
	3. What are the opportunities/constraints posed by local cultural practices for uptake of the enterprises project planning?	FDG-T6
	4. What is the willingness to adopt the different renewable energy technology by gender and the different social groups for their enterprises?	FDG-T6
	5. What is the difference between women's and men's ability (including resources) to participate during the problem identification state as well as in other stages of the project cycle?	FDG-T6

Alternative Strategies		Applicable tools
Required Information	1. What are the expected positive and negative impacts on women and men from the socially different groups as a result of the project?	KII-T53
	2. Do the use of the energy technology impacts be increased or reduced respectively?	KII-T5
	3. What are the factors (discriminatory attitudes, lack of time, etc.) that may influence ability of women from the respective social groups to participate and benefit from the initiative?	KII-T5 DA-T1
	4. Has the project consciously and effectively created space and opportunity for women from community members to participate in the project formulation?	DA-T1 KII-T5
	5. In looking at alternative strategies, has there been consideration of the possible benefits of strategies that both promote participation of women from each of socially different groups' participation and work toward sustainable energy use ?	KII-T5 DA-T1

Feasibility		Applicable tools
Required Information	1. Having identified potential enterprises by the target group, has a market assessment been conducted for the identified products?	KII-T5 FDG-T6 DA-T1
	2. Has an assessment been made of the materials and machine required for products?	KII-T5 FDG-T6
	3. What are the different types of human resource, skill required for the enterprises (internal – to operate and maintain the enterprise, and external for services)?	KII-T5 A&C-T9
	4. Are the target groups able to access financial institutes? Do the financial institutes have a GESI responsive policy or lending policy to women, poor and socially excluded people?	FDG-T6 A&C-T9 VD-T11
	5. What skills are required to effectively run the enterprise? Will the target group require training for this?	FDG-T6 A&C-T9

| Conceptualisation | Design/Formulation | Implementation | Monitoring & Evaluation |
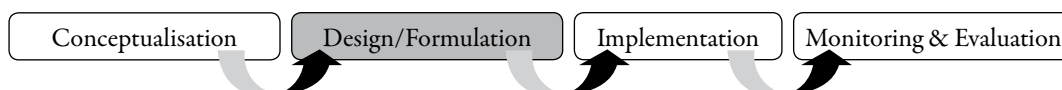
Design/Formulation

Objectives and Outcomes		Applicable tools
Required Information	1. Is it appropriate to have specific objectives relating to gender and social issues?	DA-T1
	2. Is the selected intervention a priory of both men and women from the different social groups and contributing to the PEU of their choice and also addresses the GESI objectives of the program?	DA-T3 PR-T11 FDG-T6
	3. Given the proposed interventions, will the enterprise development of women and men from each of the socially different groups change their livelihood and in what way?	DA-T1 FDG-T6
	4. Will that initiative increase workload during or after the women start the business?	DA-T1 FDG-T6
	5. Has consideration been given to how the project design will address constraints in policies, institutions or processes and PEU development?	DA-T1 KII-T5

Management Arrangement		Applicable tools
Required Information	1. Do partners or implementing organizations have a commitment to gender equality and social inclusion and PEU development?	SA-T7
	2. Are the responsibilities and expectations concerning gender and social aspects in PEU development clearly indicated in project documents, agreements, and contracts?	DA-1
	3. How far have individuals and NGOs with knowledge and experience of gender and social issues related to energy and PEU participated in project formulation?	DA-1
	4. Do the terms of reference for the project formulation reflect a requirement of relevant gender and social inclusion and energy in PEU development knowledge and experience?	DA-1
	5. Have women been consulted equally with men during the formulation process, especially female beneficiaries (keeping in mind that they must also represent the different social groups)?	DA-1

| Conceptualisation | Design/Formulation | Implementation | Monitoring & Evaluation |

Implementation

Project Implementation		Applicable tools
Information Required	1. How far has gender and social balance among participants in all project meetings/ training been attained?	DA-T1
	2. Have all possible steps been taken to ensure gender and social balance in project staff?	DA-T1
	3. Do project staffs include gender and social inclusion knowledge and experiences in the terms of reference?	DA-T1
	4. Is there provision of capacity building of staff/ stakeholders on the issues/ intervention of gender and social inclusion?	DA-T1
	5. Do program staffs monitor project disbursements to ensure that inputs are used in ways that ensure equality of outcome for both women and men from each of social groups project/program beneficiaries?	DA-T1

Information	Applicable tools
Information Required	
1. Do the implementing organisations have the capacity to work using a gender equity and social inclusion perspective? Is the personnel gender-sensitive?	SA-T7
2. Do existing policies take into account gender and social inclusion?	DA-T1
3. Are women and DAGs proportionately represented in the community based/implementing institutes? Do existing institutions have a framework for GESI-responsive stakeholder consultations?	DA-T1
4. Has consideration been given to how the project design will address constraints in policies, institutions or processes?	DA-T1
5. Has consideration been given to policy, institutional and process-related reforms to address gender issues related to access to energy services? Is there a need for capacity building in these areas	DA-T1

Conceptualisation → Design/Formulation → Implementation → **Monitoring & Evaluation**

Monitoring and Evaluation

Indicators	Applicable tools
Information Required	
1. How many enterprises have been established? Disaggregated data of the ownership by sex, caste and class.	DA-T1
2. Number of trainings provided; number of participants by sex, caste and class.	DA-T1
3. Number of men/women and disadvantaged group people employed in the enterprises.	DA-T1
4. What are the persisting constraints by women/men from the different social groups with regards to established enterprises	FDG-6
5. What are evidences that need to be addressed at the policy level?	DA-T1 KII-T5

Monitoring	Applicable tools
Information Required	
1. Is/has the gender equality and social inclusion objective being/been met?	DA-T1
2. Do programme and project monitoring report reflect gender and social issues, and is information disaggregated by sex, age, ethnicity, wealth ranking? [number of women entrepreneurs: as workers, as owners]	DA-T1
3. Will the monitoring consider project outcomes/results with respect to differences in needs and priorities for women and men from each of socially different groups	DA-T1 GESI RM-T16
4. Do the monitoring reports capture information on gender-related changes including impact of intervention on women's workload and time use, access and control of income and resources, decision making, reproductive roles and expressed aspirations of women and men from each of the socially different groups?	DA-T1
5. Are there indicators to track progress toward meeting specific objectives relating to participation of women and men from each of the socially different groups' participation?	DA-T1

Evaluation		Applicable tools
Required Information	1. Are evaluators briefed on relevant gender and social issues and provided with documentation?	DA-T1
	2. Have the evaluators sought the input of both women and men from each of the socially different groups and analyse differences and similarities?	DA-T1
	3. Is there a feedback mechanism within the project that allows implementers to make corrections/ modification?	DA-T1
	4. Are women as able as men from each of the socially different groups to influence effectively any required corrective changes?	DA-T1
	5. Will the ex-post evaluation identify "lessons learned" relating to working with a gender and social inclusion perspective in energy?	DA-T1

S E C T I O N 7

Description of Tools application

⚲ ◼ TOOL 1 ◼ DESK RESEARCH - (DR)

Definition

As depicted by name Desk Research is the research technique which is mainly acquired by sitting at a desk. Desk research is basically involved in collecting data from existing resources/secondary information hence it is often considered a low cost technique as compared to field research, as the main cost is involved in executive's time, telephone charges and directories. This tool is used to know the current status 'where we are'. This tool is mainly applied to avoid duplication and reinvent the wheel.

Purpose

This is based on desk work also commonly known as secondary research involves the summary, collation and/or synthesis of existing information rather than primary research, where data is collected from, for example, research subjects or experiments. Secondary research is required in the preliminary stages of research to determine what is known already and what new data are required, or to inform project design.

Desk research is very effective and can be conducted in starting phase of project as it is quite quick and cheap and most of the basic information could be easily fetched which can be used as benchmark in the process.

To carry out thorough desk research to identify all relevant data sources, acquire and compile a first dataset and statistics, and identify indicators and methodologies used. Secondary sources could include previous research reports, newspaper, magazine and journal content, and government and NGO statistics

> This tool is used to know the current status 'where we are'. This tool is mainly applied to avoid duplication and reinvent the wheel.

In this toolbox it is used to gather information related to existing policies and programs related renewable energy from GESI perspective, identify development activities and potential stakeholders to partner with and the community at large.

Methodology

There are basically two types of desk research techniques:
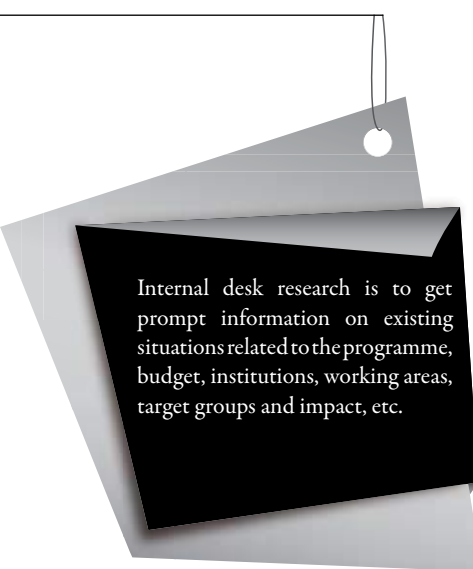
- **Internal Desk Research**
  - o Internal desk research can be treated as the most reasonable starting point of research for any organization. Much Information could be generated internally within the organization as a course of normal process. Such as what types of renewable energy technologies are promoting, price of the technology, subsidy, service delivery mechanism, how many technologies are installed, benefits of technology use, target for coming year, implementing agencies and its budget, etc. The main advantage of internal desk research is to get prompt information on existing situations related to the programme, budget, institutions, working areas, target groups and impact, etc. It is not only efficient but also usable. Internal desk research is comparatively very cheap and effective as internal recourses are deputed and the expenditure in getting data from outside is less.

  - o **External Desk Research**
    External Desk Research involves research done outside the organizational boundaries and collecting relevant information. These outside resources are described below:

  - o Online Desk Research - There is incredible amount of data available online on internet. It's important for organization to be information specific while fetching out this information as there are billions of pages available on internet. There could be two approaches for digging out the relevant information from internet, one is directly browsing the specific information from industrial, marketing or business sites and extracting the information out of these sites. Secondly, using the various search engines like www.google.com, www.yahoo.com etc, for modulated searching. The important aspect here is to refine the searching techniques in such a way that results are promising and relevant. For this it is necessary that the researcher should know the importance of the research and follow the guideline intellectually to reduce the efforts made and time consumed in searching.

Internal desk research is to get prompt information on existing situations related to the programme, budget, institutions, working areas, target groups and impact, etc.

○ Government published data - Government usually publishes a great extent of data online that can be used in the research process. This data is related to social, financial and economical aspects. The government websites are mostly free to access and contains most prominent information. Thus, this could be the cheapest medium of gathering the information.
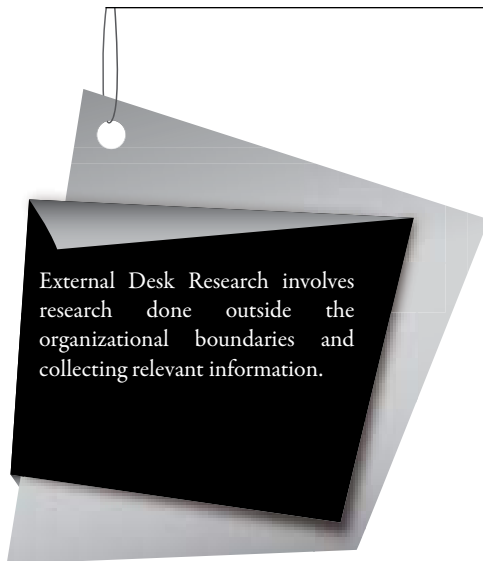
○ Target Group desk research - One of the best and most prominent ways of extracting information for research is directly communicating with existing or prospect target group. Target group information is collected through the web pages also. Hence the feedback and information provided by the target group (key informants) is the most accurate and useful data which can be used most effectively in the further process of the project.

Information required in our case is largely available from:

- Five Year Plans, Economic Survey, National Census Reports, Nepal Living Standard Survey, Economic/Energy news bulletin, Lessons Learned from other projects, Policy Documents, District Profile, projects/ programme reports, etc.

- Analysis of documentations/reports related to the project, developed at various stages, which will provide information to work further on the project - these documents that are directly related with the project at hand – baseline reports, monitoring reports, training reports. This also includes discussions or reports from thematic experts related directly with the project.

In general, a literature review has two key elements. First, it should concisely summarize the findings of prevailing status related to demography and economic status, development activities and or claims that have emerged from prior activities in the sector and the community; existing policies, the implications and gaps if any etc, which can be list in the table form as below.
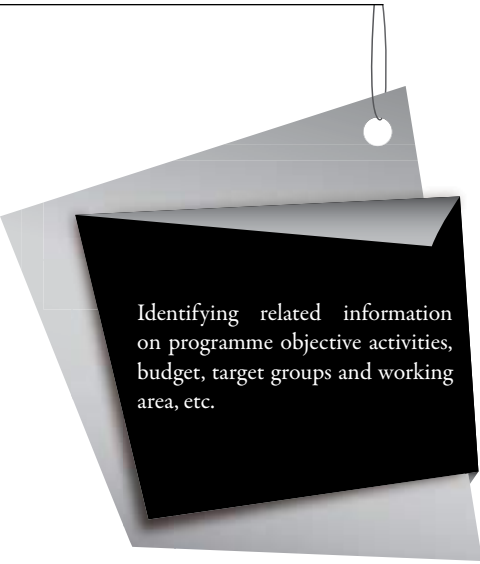
External Desk Research involves research done outside the organizational boundaries and collecting relevant information.

Checklist
- Availability of policies related to the subject in hand
- Information in disaggregated form
- Information of energy use, sources and development activities prevailing and planned
- Information on stakeholder – service providers, donors, financing institutes etc and their policies, objectives and activities (GESI specific)

Sn	Docu-ments	Statement provi-sions	Level of Contribu-tion to GESI	Target groups/stakehold-ers	Working areas/ sector

- It can give you a general overview of the subject under assessment.
- It can reveal what has already been done well, so that you do not waste time "reinventing the wheel."
- It can give you new ideas how issues can be resolved
- It can help you determine what the prevailing issues are.
- It can enable you to strategize a task at hand

Disadvantages of Deskwork

- May not be exactly as per needs: The published data may not be always reliable and exactly as per the needs of survey work undertaken. This would require proper scrutiny before using published data.
- Needs modification: Secondary data need suitable modification before actual use for research purpose. This is necessary in order to adjust data as per the need of the work to be undertaken.
- Too much dependence undesirable: Too much dependence on published data is undesirable and even dangerous. The conclusions drawn from such data may not be dependable. Desk research is not always dependable.
- Lacks practical-orientation: Desk research is like library research work and lacks practical-orientation

Identifying related information on programme objective activities, budget, target groups and working area, etc.

TOOL 2 | Social Mapping - SM

Definition
Social mapping is a participatory method of identifying the relative location of households and the distribution of different types of people (such as male, female, adult, child, social groups, class, land and landless, literate and illiterate) together with the social structure of an area.

Purpose
It is used to have an overview of community structure and the socioeconomic situation with respect to social factors. The information can be used present visually information to indicate:

- Household differences by ethnical/ castes groups and composition of male and female.
- Household with different social factors
- Who lives where in a community
- Different social institutions and infrastructure
- Who are belonging to which class

Here it is use to collect data on

- community layout, infrastructure, demography by gender, ethno-linguistic groups, age (above 60) and wealth
- identifying different social groups using locally defined criteria and assessing the distribution of assets across social groups
- learning about the social institutions and the different views local people might have regarding those institutions

Methodology (Visual Presentation)
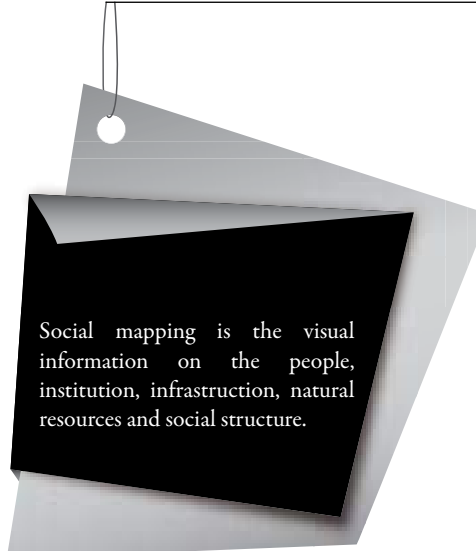
Materials Required:

Markers and large sheets of paper are required. Notebooks/paper and pens are needed to make a copy of the diagram and for the note-taker to record the discussion generated during the diagram development. The map can be drawn on the ground; if this is the case, then a large area will be needed as well as a variety of objects such as sticks, stones, leaves, seeds, coloured powder, and so on, which the analysts can use to represent features on the map. There is need of 2 persons to conduct social mapping; one is facilitator and second is note taker.

Step 1: Select Local Analysts. Identify the groups of people to talk to about their perceptions of social difference in their community. These decisions will be based on the objectives and depth of information required for the research. For example, separate groups of men and women might be useful to obtain different perspectives regarding the social structure, issues and practices of a community and the importance of various social infrastructures. Outputs differ consistently if generated by women, men, or children. However, it might be necessary to break down the population into further categories (such as ethnicity, well-being category, or caste). Groups of five to ten local analysts should reflect any relevant and important social divisions.

Step 2: The discussion group will include a facilitator, observer/note-taker, and selected local analysts. The facilitator and observer/note-taker should be experienced in both the principles behind the use of participatory tools and methods as well as in their practical use. Knowledge of the social structure of the community is required by the facilitator because community members might consider resource distribution, use, and access to be sensitive issues.

Step 3: Provide Introductions and Explanations. When working with each group, the facilitator and observer/note-taker should begin by introducing themselves and explaining carefully and clearly the objectives of the discussion.

Social mapping is the visual information on the people, institution, infrastruction, natural resources and social structure.

Step 4: Produce a Social Map

- Start discussion with acknowledgement of their presence and contribution.
- Declare the boundaries of the map with some social identification such as river, road, institutional building, temples, etc.
- Start mapping with the position, where they are and popular known place code.
- Code all the households of the area being analysed are located (e.g., a village, a neighbourhood, a rural zone, etc.).
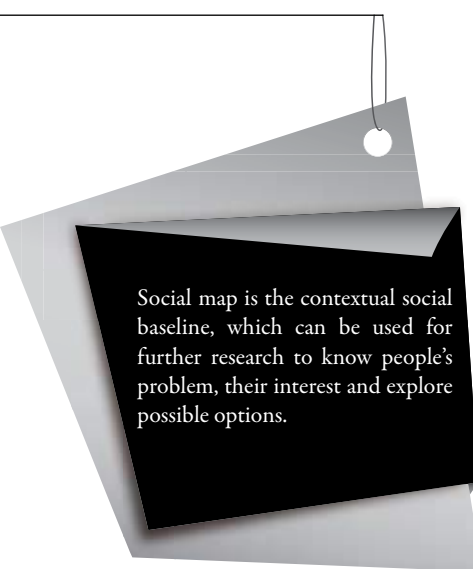- Ask the participants to code each household according to its level of well-being in comparison to others. Each level can be given its own symbol or colour code. Make sure you crosscheck the coding of each household by ensuring there is consensus about the code. In this way, a base map can be made in which households are clustered according to different rankings of well-being. Include a legend on the map that explains the symbols and codes.
- Now focus on the indicators in which you are interested (e.g., energy use pattern, sources of fuel; involved in a certain project activity, member of a micro-credit group; female headed households etc). Code each household according to its status.
- Mark/ institutions and landmarks that is important to them. These might include religious buildings, schools, health centers, traditional healers, places where people frequently meet, community centers, and other public and business buildings. Ask also about services or facilities such as irrigation, electricity, water, gas, telephone, and so on and mark these on the map. It is not necessary to develop an absolutely accurate map—the goal is to get useful information about local perceptions of resources.
- The base map can then be used to monitor the changes in energy use and well-being of each household from year to year and to relate the households to changes introduced by a project. This makes it possible to examine whether there are any impacts occurring on well-being or other socio-economic indicators in focus and, if so, how the impacts may affect different social groups.

Step 5: Analyze a Social Map. Once the map has been completed, use it as context, baseline of the areas. The baseline can be used to build further research such as conducting semi-structured interviews on topics of interest and for enabling local analysts to conduct their own discussions and analysis. These discussions should be noted or recorded. It might be useful to have a list of key questions to guide a discussion about community resources. Key questions might include the following examples:

Social map is the contextual social baseline, which can be used for further research to know people's problem, their interest and explore possible options.
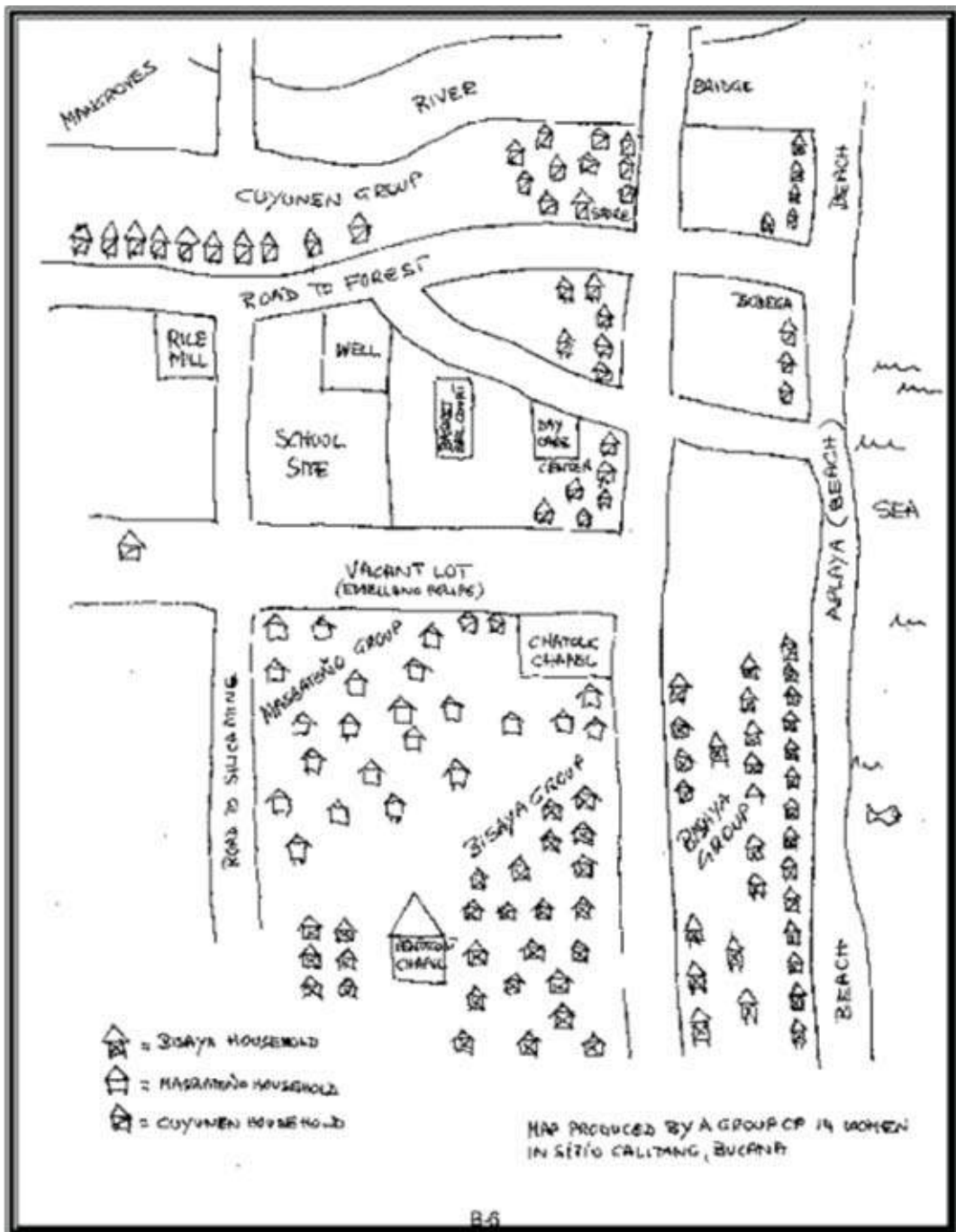
Sample of Social Map

Checklist/Queries

- To be based on local context, views of local analysts, and the research objectives
- To the local analysts understand and feel comfortable with what will be discussed.
- Identify approximate boundaries of the community with regard to social interaction and social services?
- List social structures and institutions found in the community
- What are the religious groups and where do they live?
- What are the ethnic groups and where do they live?
- How many households are in the community and where are they located?
- Which households are headed by females and where are they located?
- How is land distributed for housing?
- How many people have permanent house, thatch roof, toilets, livestock, improve cookstoves / biogas, renewable, etc.
- Is the number of households growing or shrinking?
- These categories can all be identified by particular symbols, which should then be explained in a legend.
- Has this rate caused problems for particular households or for the community in general?
- How does access to community economic, social and political resources differ by household or social group?
- How might a proposed policy change impact on social differences access to resources, livelihoods or other opportunities in the community?
- Is the reference group represented by gender, economic levels and ethnic groups?
- Which are the female Headed Households and where are they are located?
- Where do people go to collect firewood?
- Who collects firewood?
- Where do people go graze livestock?
- What kind of development activities do you carry out as a whole community? Where?

Advantages Social mapping

- Rapidly identifying the range of potential impacts
- Participatory prioritisation of different impact goals
- Identification of locally relevant indicators
- Involving different stakeholders in a participatory process, including the most vulnerable
- Rapidly obtaining impact and other information for communities or groups

Rapid assessment of the people's view on the programme, it's impact and suggestion for rectification in future.

- Increases communication between donors, policymakers, development practitioners and those affected by interventions
- Makes information immediately accessible to different stakeholders

Disadvantages of Social Mapping

- Availability of appropriate people to conduct the study
- Standardization of impact goals and indicators to allow comparative assessment
- The focus on consensus may mask differences
- Ensuring that the most vulnerable are present and their voices are heard
- Focus on diagram outputs may detract from analysis of processes
- Possibility of inaccurate information is one of the limitations of PRA:
- Deviated information from men and women
- Lack of or limited contact and interaction between men and women respondents
- Lack of quantification
- Bias and prejudice of researchers might occur
- Results oriented to the interest of the investigator/agencies

The PRA method does not provide guidance to influence macro level changes in larger social, cultural, economic and political systems/institutions.

Wellbeing Ranking - (WBR)

TOOL 3

Definition
Well being ranking is a participatory method for collecting and analyzing data on acquisition assets/ wealth (fix and current), its differences and inequalities in a community and for identifying and understanding local indicators and criteria of wealth, well-being, and poverty in other words it helps to understand local concepts of wealth, economic, and well-being status; economic and well-being profile of a community; social stratification at the community level and ownership of or use rights to productive assets

To investigate perceptions on acquisition of wealth differences and inequalities among the communities.

Purpose
- To investigate perceptions on acquisition of wealth differences and inequalities in a community
- To identify and understand local indicators and criteria of wealth and well-being
- To map the relative position of households in a community

- To identify the well off, middle level, poor and ultra poor household based on the set criteria.
- Identifying target household/group/members before a project, program, or policy is changed or implemented, or to determine the extent to which targeting has proved successful after the event.

Methodology

Organise a focus group of participants for rapid analysis who are most likely to know all of the households in the community. Make sure that both women and men participate, or organise separate focus groups if necessary. A map can be made on the ground using local materials (or drawn on flip chart paper). Ask the participants to start by showing the location of all households. Otherwise a group discussion is conducted on what constitutes wealth and well being until agreement is reached on the main criteria. These criteria may include such things as type of house, number of livestock, adoption of renewable energy technology, cash remittances and food supply, as well as access to education and health care, let the participants decide.

Next, each household is assessed using these well-being criteria, for which categories such as: rich, medium, poor, ultra-poor are used or symbols are placed on the map. Pebbles, leaves or colours can be used in case of mapping the situation, in this way a visual map of socio-economic differences is created with group consensus. Else tabulation is made of the discussions.

The results can be obtained by using either Ranking or Mapping methods using the following procedures
- A numbered list is made of all the households in the community (see social map) and the name each household head and the household number is written on a separate card.
- A number of key informants who know the village and its inhabitants very well are asked to sort the cards in as many piles as there are wealth categories in the community, using their own criteria.
- After sorting, ask the informants for the wealth criteria for each pile and differences between the piles. Assure the informants of confidentiality and do not discuss the ranks of individual families, so as not to cause bad feelings within the community.
- List local criteria and indicators derived from the ranking discussion.

This method can be complemented with a social map or even without a social map.

Will being ranking criteria should be agreed by the communities those may be type of house, number of livestock, adoption of renewable energy technology, cash remittances and food supply, as well as access to education and health care, etc.

SAMPLE CRITERIA OF DIFFERENT WEALTH GROUPS

Pro-poor	Poor	Medium	Rich
• temporary jobs (eg: farm labourers) • have some food, but struggle • Widows and pensioners with many children • parents dependent on working children who also have their own families in the same household sharing resources • working on agriculture scheme • lots of children • no pension/ pensioners with lots of children • have some house (though not good); some made of mud bricks with thatch roof and show cracks • can provide something from their temporary job • food sufficiency of 3 months	• earns to cope daily—mostly temporary work/ self-employed • those with smaller number of children to look after • pensioners with less children • widows with pensions from late husbands • own house having sleeping place • unmarried • payouts from old jobs • children attend school irregularly • able to buy enough food • food sufficiency of 6 months	• pensioners with only themselves to look after • few children • good supply of food • families where at least one parent has a permanent job • children attend school regularly • good house • food sufficiency of 9 months or more	• professionals and business owners • good money to adequately supply their family • children attend school properly • migrant labourers • electricity in the house • owning a television • smaller families • owning a car/gun • children nicely clothed • children attending tertiary education • company pensions • food in abundance • excellent housing
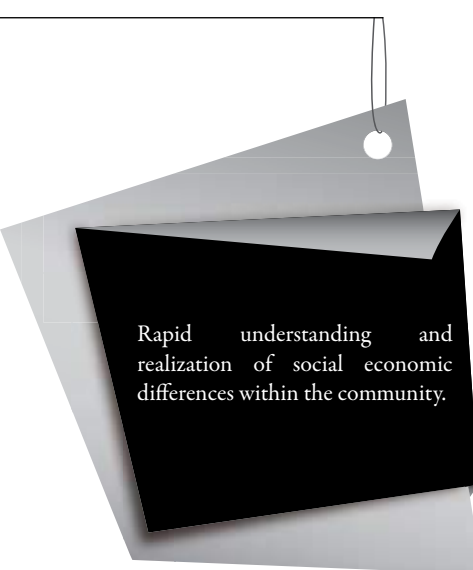
Note: The fact that a pensioner who supports few or no people is considered moderately well off should give information about absolute levels of poverty and allow comparison with national figures.

Checklist/Queries

- What are local perceptions of assets/wealth, well-being, and inequality?
- What are the local terms for poverty and well-being? How diverse or narrow are they?
- What are the socioeconomic groupings in the community and who belongs in which group?
- What does one group have that others do not?
- How households are currently distributed between the different categories?
- Do community decision makers all come from same group/ strata?
- How might a proposed policy change impact wealth categories and the distribution of individuals, households, or social groups across those categories?

Advantages of Well Being Ranking

- Rapid understanding socioeconomic differences within communities

- Understanding local perceptions of and criteria for wealth, well-being, and inequality in a community
- Categorizing households or social groups into different locally perceived economic or more general well-being categories
- Helps in exploring differences in how different people have access to and use resources
- Identifying target group members before a project, program, or policy is changed or implemented, or to determine the extent to which targeting has proved successful after the event
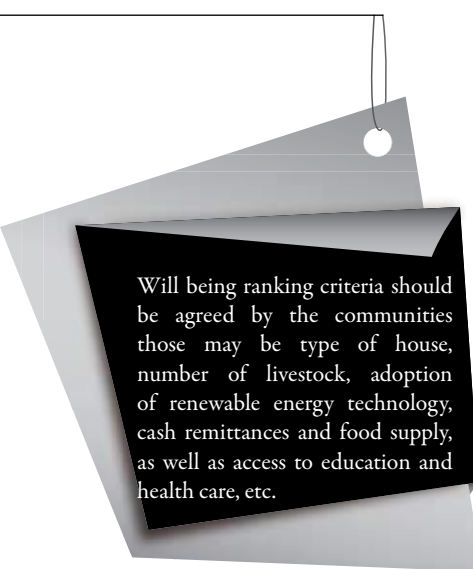- Understanding of local concepts of wealth, economic, and well-being status
- Overview of economic and well-being profile of a community , social stratification at the community level
- Understanding of ownership of or use rights to productive assets

Rapid understanding and realization of social economic differences within the community.

Disadvantages of Well Being Ranking

- Well being ranking gives a static picture and does not easily convey poverty dynamics.
- A narrow focus on ranking households does not address the distribution of well-being within households (such as by gender or age).
- Well being ranking method do not provide sufficient information on access to and control over the resource of men and women of the householde.
- Well being ranking might be a sensitive issue and some might see a participatory or "public" exercise as overly intrusive. .

TOOL 4

Energy Mapping - EM

Definition
Energy mapping is a tool to layout energy user's household map. It can be further categorised into seasonal energy uses and full season users – traditional, renewable and conventional – of the target group, community, district, country.

Purpose
Energy use map is used to assess energy users by type for cooking, heating, productive use, at households, community services and institutions, collecting information through surveying or participatory rural appraisal method. It is also used to identify types of energy technologies in use, service providers and sources of energy in use. This can further be complemented by energy prices and implication of the energy in use in income, health and education etc.

In this Toolbox it is used to gather information related to energy use, energy services and the implications of the present energy in use within the community and the household.

Method
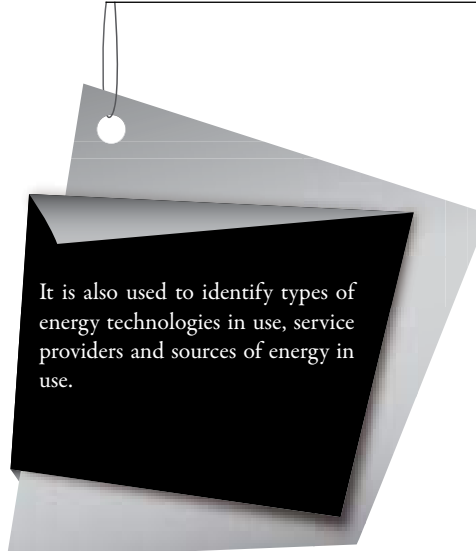
This is initiated with desk work consolidated by primary analysis carried out through survey. The survey is based on a consistent sampling process using relevant sampling methods, which include households, institutes and enterprises. The questions can be structures or semi structured depending upon the need. An overview of the questions will be as follows:

- **General questions:** These refer to the region of reference of each household selected into the sample. These questions also contain information on the composition of the household. Questions referring to the number of the household members, the type of the residence, as well as the content of the residence in terms of energy consuming equipment may characterize biomass related consumption; adequacy of the energy in use by purpose of use and fuel type
- **Energy use for heating:** Questions that relate to the used heating system of the surveyed residence and any energy consumption (especially biomass fuel consumption) for heating.
- **Energy use for heating of water:** Such questions deal with any energy consumption and fuel consumption for heating of water.
- **Energy use for cooking:** Questions that refer to the use of cooking equipment, and the frequency and amount of using biomass fuel for this equipment.
- **Roles and responsibilities:** roles and responsibilities with respect to fuel collection/purchase, use and management

The above information can be collected through PRA method by gather people in one place and mapping the energy use types and so on.

Checklist

- The sample must be representative of gender, ethnicity, well being
- The sample must be represented by end use at household, community, enterprise (ownership by gender and ethnicity and well being) and institutes
- The end uses of each type energy to be listed
- Include energy uses for community services as well – health posts, schools etc
- Assess also service providers

It is also used to identify types of energy technologies in use, service providers and sources of energy in use.

Advantages

- Provides insight to energy use practices by end uses
- Provides broad information on the existing energy services in the target area

Disadvantages

- The information collected is just an overview of the situation
- In-depth analysis will be required for actual project implementation

TOOL 5

Key Informant Interviews - KII

Definition

Key informant interviews are qualitative in-depth interviews with people who know what is going on in the community. The purpose of key informant interviews is to collect information from a wide range of people—including community leaders, professionals, or residents—who have firsthand knowledge about the community. These community experts, with their particular knowledge and understanding, can provide insight on the nature of problems and give recommendations for solutions.

The following are two common techniques used to conduct key informant interviews:

- Telephone Interviews
- Face-to-Face Interviews

Purpose

- To collect qualitative, descriptive information that is useful for decision-making.
- To understand motivation, behavior, and perspectives of our target groups, stakeholders and partners.
- To generate local recommendations.
- When quantitative data collected through other methods need to be interpreted.
- To get information about a pressing issue or problem in the community from a limited number of well-connected and informed community experts.
- To understand the motivation and beliefs of community residents on a particular issue.
- To get information from people with diverse backgrounds and opinions and be able to ask in-depth and probing questions.
- To discuss sensitive topics, get respondents' candid discussion of the topic, or to get the depth of information you need. Individual

Key informant interviews are qualitative in-depth interviews with people who know what is going on in the community and organisation.

or small group discussions (two to three people maximum) create a comfortable environment where individuals can have a frank and open in-depth discussion.

- To get more candid or in-depth answers. The focus group dynamic may prohibit you from candidly discussing sensitive topics or getting the depth of information you need. Sometimes the group dynamic can prevent some participants from voicing their opinions about sensitive topics.

Methodology

The following steps are key for KII
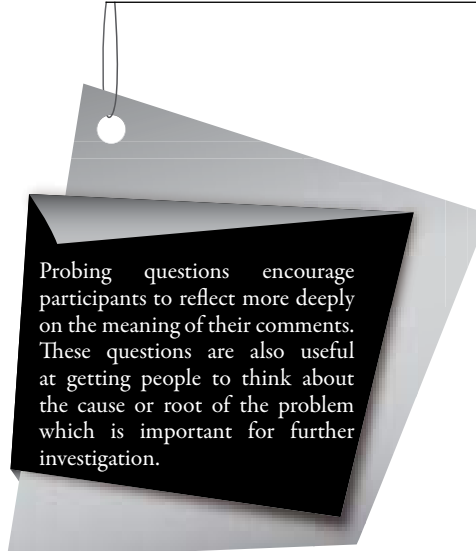
Introduction - Before the interview introduce yourself and your project. As a general rule the introduction you write should do the following:

- help establish the purpose for the interview;
- explain who is involved in the process (community partnership members);
- establish credibility for the interview and yourself as the interviewer;
- explain why their cooperation is important in collecting the information you need; and
- explain what will happen with the collected information and how the community will benefit
- Draft Key questions: Draft five to ten questions as checklist important to getting the information you have set out to collect. The key questions should be designed in order to elicit more revealing information about your community issue or problem. Ask questions that draw upon the informant's expertise and unique viewpoint.

Probing questions: Probing questions encourage participants to reflect more deeply on the meaning of their comments. These questions are also useful at getting people to think about the cause or root of the problem you are investigating.

Closing question: Provide an opportunity for the key informant to give any additional information or comments. Also ask the key informants for their recommendations or solutions in addressing the problem.

Summary: If time permits, quickly summarize the major comments heard throughout the interview and ask informants on coverage of major points. Ask them if there is anything else they would like to tell you that you have not asked them, which will enrich the thoughts/information. Finally, thank them for their valuable time and information.

Probing questions encourage participants to reflect more deeply on the meaning of their comments. These questions are also useful at getting people to think about the cause or root of the problem which is important for further investigation.

Checklist
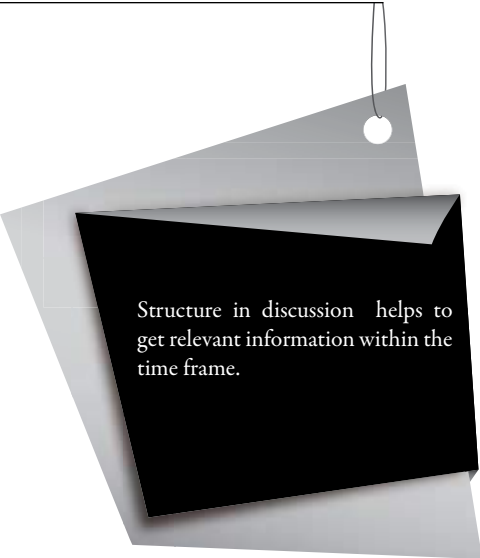
- Gather and review existing data
- Determine what information is needed
- Determine target population and brainstorm about possible key informants
- Choose key informants
- Choose type of interview
- Develop an interview tool
- Determine documentation method
- Select designated interviewer(s)
- Conduct key informant interviews
- Compile and organize key informant interview data

Advantages

- They provide information directly from knowledgeable people
- Detailed and rich data can be gathered in a relatively easy and inexpensive way
- Allows interviewer to establish rapport with the respondent and clarify questions
- Provides an opportunity to build or strengthen relationships with important community informants and stakeholders
- Can raise awareness, interest, and enthusiasm around an issue
- Can contact informants to clarify issues as needed

Disadvantages

Selecting the "right" key informants may be difficult as they represent diverse backgrounds and viewpoints

May be challenging to reach and schedule interviews with busy and/or hard-to-reach respondents

Difficult to generalize results to the larger population unless interviewing many key informants they are not appropriate if quantitative data are needed

they may be biased if informants are not carefully selected

they are susceptible to interviewer biases

it may be difficult to prove validity of findings

Structure in discussion helps to get relevant information within the time frame.

TOOL 6   Focus Group Discussions - FDG

Definition

A focus group discussion is a structured discussion used to obtain in-depth information (qualitative data - insight) from a group of people about a particular topic. The purpose of a focus group is to collect

information about people's opinions, beliefs, attitude, and perception, not to come to consensus or make a decision.

Focus groups are a special type of groups used to gather information from members of a clearly defined target audience. It is composed of a group people:

- who are similar in one or more ways, and
- are guided through a facilitated discussion,
- on a clearly defined topic,
- To gather information about the opinions of the group members.

In this Toolbox it is used to gather information related to attitude, behaviour, cultural practices and beliefs, which are not easily explore in public.

Purpose

The goal of a focus group is to promote self-disclosure among participants. Because a group, rather than an individual, is asked to respond to questions, dialogue tends to take on a life of its own. Participants "piggy-back" on the comments of others and add a richness to the dialogue that could not be achieved through a one-on-one interview. This is used for:

- Exploration: Finding out about an issue of importance in the context of energy from the target population- their attitude, using pattern, realisation and adoption,
- Program Development: Asking members of the target population what types of energy they would prefer for specific end use such as cooking, lighting, productive use
- Systematic Research: Collecting in-depth data on specific research questions
- Evaluation: Collecting in-depth data on specific evaluation questions to determine program success or progress.

Again, it is important to keep in mind that the purpose of a focus group is to gather information, which itself is not complete a task for decision making. It helps to prepare strategy, implementation plan, decision-making or guiding action.

Methodology

- Plan the entire FGD study- theme of discussion, location and time, the resource person and means of collecting information
- Decide what types of groups required and the requisite size - As a single focus group is not enough especially as there are inhibitions

FGD promotes self-disclosure among participants, because a group, rather than an individual, is asked to respond to questions, dialogue tends to take on a life of its own.

of women effective contributing in a mixed group comprising of men and women. In this case focus groups will be represented by

a. Only male
b. Only female
c. Thematic groups

Practically, the size of the group should facilitate a dynamic interaction between the participants. Having a too small or too large group would make this difficult. The best size is at least six members, but not more than twelve. Groups of less than four or more than twelve are difficult to manage and the benefits of group dynamics that make FGDs effective are usually lost.

- There is need of 2 persons to facilitate the FGD, one is moderator and second one is recorder.
- Develop facilitator's guide and format for recording responses. The main purpose of the guide is to provide direction for the group discussion. To ensure that all related issues are covered in the study, it is recommended that all parties involved in the study have an input or consult in its preparation. Structure and Sequence of Topics
- Discussion guides will differ depending upon the topic under investigation and the target populations (e.g. technology users, manufacturer and service providers). Nevertheless, the general categories of questions in a guide for focus group discussions include:
  a. General questions which are designed to open the discussion and to allow participants to reveal common perceptions and attitudes. The sequence of questions on a given topic should proceed from the general to the specific.
  b. Specific questions designed to reveal key information and show the feelings and attitudes of participants.
  c. Probe questions designed to reveal more in-depth information or to clarify earlier statements or responses.
- Train field team and pre-test instruments
- Prepare for individual FGDs
- Conduct FGDs
- Analyze and interpret FGD results

Advantages

- In a face to face interview, moderator can keep the discussion under control and focus on the areas of interest as described in the moderator discussion guide.
- Free and open discussion among the respondents results in generation of new ideas which can be very useful for business decision making.

Free and open discussion among homogeneous group generates new ideas.

- A focus group is not static. The moderator can bring any changes in order to better facilitate the discussion during the group discussion. This dynamism allows better results in terms of information derived by a focus group.
- Fully equipped modern focus group facilities enables clients' personnel to observe the discussion in order to better understand the research findings and also to quality control the whole process.
- Expressions other than those in verbal form such as gestures and stimulated activities can provide researcher with useful insights.

Disadvantages
- Though moderator can control the discussion, the extent to which he/she can control the discussion depends on his/her experience. Inexperienced moderator may face problems in controlling some participants who try to dominate the group.
- Respondents may be reluctant to share some sensitive ideas and concerns publicly.
- Due to small sample size and heterogeneity of individuals, focus groups findings may not be adequate to make projections.
- A focus group can be a very artificial set up which influence the respondents to express and act unnaturally. The findings may be far from the actual.

Stakeholder Analysis - SA

TOOL 7

Definition
Stakeholder analysis is a process of systematically gathering and analyzing qualitative information to determine whose interest should be taken into account when developing and/or implementing a policy or program

Who are the Stakeholders -Stakeholders are all the different people and institutions, both inside and outside, who stand to gain or lose, given a particular activity.

Purpose
A stakeholder analysis is carried out to identify:
- To know about the stakeholders; what they are doing, how they implement the programme, who are target groups, working areas, programme budget and time frame.
- Find out the ways to identify common interest, area of collaboration and coordination.

To identify relevancy relationship and cooperation among the stakeholders.

- Potential conflicts or risks that could jeopardize the initiative;
- Opportunities and relationships that can be built on during implementation;
- To identify the areas for complement each other and make synergy of the programme.
- Groups that should be encouraged to participate in different stages of the project;
- Appropriate strategies and approaches for stakeholder engagement; and
- Ways to reduce negative impacts on vulnerable and disadvantaged groups.

Stakeholder participation:
- Gives people some say over how projects or policies, its possible coordination;
- Is essential for sustainability;
- Generates a sense of ownership if initiated early in the development process;
- Provides opportunities for learning for both the project team and stakeholders themselves; and
- Builds capacity and enhances responsibility.

The full participation of stakeholders in both project design and implementation is a key to – but not a guarantee of – success.

In this Case, Stakeholder assessment focuses on learning about people's priority problems and the development opportunities for addressing them. For each activity proposed, different stakeholders are identified, revealing where there is conflict or partnership. Key questions include:

- What are the programme/projects in implementation stage? Details of the programme activities, target groups, budgets, sector, working areas, expected impacts/outcomes.
- Is there conflict between stakeholders? Partnership? beneficiaries?
- Which organizations work most closely with community members?
- What are their ties to other levels of systems, such as government and/or private institutions?
- How does the community infrastructure support opportunities for economic development in a community?
- Are there gender-linked differences in the distribution of these costs and benefits?
- Are there gender-specific aspects to the importance of infrastructure to community members?

Explore the possible collaboration for partnership to address multiple people's priority and problems.

Methodology

Given the potential impact of stakeholder attitudes and influence on the success of a project, it is often best to ensure a wide scope of the stakeholder analysis during the Define and Design phases to make sure that legitimate stakeholder interests and concerns are effectively addressed during the Implement and Analyze/Adapt phases.

There are a number of ways of undertaking a stakeholder analysis. Workshops, focus groups and interviews are three common approaches. During the course of the project cycle you may use all three, matching the technique to the evolving needs of the project. Whatever approach is used, there are three essential steps in stakeholder analysis:

1. Identifying the key stakeholders and their interests (positive or negative) in the project;
2. Assessing the influence of, importance of, and level of impact upon each stakeholder; and
3. Identifying how best to engage stakeholders.

1. IDENTIFYING THE KEY STAKEHOLDERS AND THEIR INTERESTS (POSITIVE OR NEGATIVE) IN THE PROJECT; THE BELOW TABLE IS THE SUMMARY SHEET OF FINDINGS.

List of stakeholders related to the projects	**Mandate/ objectives	Major activities of the projects	budget	Time frame	Target groups	Working areas	Potential area of collaboration

** The mandate refers to the nature and limits of each stakeholder's stake in the resource (e.g. livelihoods, profit, lifestyles, cultural values, spiritual values, etc.), and the basis of that stake (e.g. customary rights, ownership, administrative or legal responsibilities, intellectual rights, social obligation, etc.)

*** Marginalized stakeholders lack the recognition or capacity to participate in collaboration efforts on an equal basis, and particular effort must be made to ensure and enable their participation.

2. Assessing the influence and importance of each stakeholder as well as the potential impact of the project upon each stakeholder

Key questions for this second step in a stakeholder analysis include:

- Who is directly responsible for decisions on issues important to the project?
- Who holds positions of responsibility in interested organizations?
- Who is influential in the project area (both thematic and geographic areas)?
- Who will be affected by the project?
- Who will promote/support the project, provided that they are involved?
- Who will obstruct/hinder the project if they are not involved?
- Who has been involved in the area (thematic or geographic) in the past?
- Who has not been involved up to now but should have been?

To continue with the second step of the stakeholder analysis – assessing the influence, importance, and level of impact upon each stakeholder that can be useful for thinking through how different types of stakeholders might be engaged. It organizes stakeholders according to their likely influence over decisions to be made, and the likely impact of project decisions upon them.

Consider relationships (e.g. responsibilities, rights, levels of conflict) within and between stakeholders in each area of the matrix.

Consider potential strategies (approaches, methods) for engaging different stakeholders in each area. The approaches in indicate common (but definitely not exclusive) approaches of engagement.

The following questions may prove useful when considering where stakeholders sit on the Influence/Impact analysis quadrant):

- Are they likely to influence the success or failure of your project?
- What is their relationship with the organization in question?
- What is their relationship with the project?
- Where are they now versus where you think they should be on the Influence/Impact quadrant?

3. Identifying how best to engage stakeholders

Finally, the third step involves determining how to involve the different stakeholders. Different types of stakeholders will be engaged in different ways in the various stages of the project, from gathering and

> SA assesses the influence, importance, and level of impact upon each stakeholder that can be useful for thinking through how different types of stakeholders might be engaged.

giving information, to consultation, dialogue, working together, and partnership.

Checklist

- The goals of any collaboration venture must be clarified before engaging stakeholders. Goals help identify and target those interests that need to be represented in collaboration processes, and those that can be left out.
- It is fundamental that enough time be budgeted to explore stakeholder views, values and perspectives so that an understanding of the human and institutional landscape can be established.
- All key stakeholders must be involved in the design and implementation of policies and projects if successful results are to be achieved.
- Deciding who is "inside" or "outside" a collaboration process will always be relevant to project outcomes and to their sustainability. It is important that stakeholder participation not be exclusive, or controlled or dominated by any one group.
- All stakeholders will come to the process with their own biases.
- Stakeholder collaboration is a process that requires the opportunity and space for participants to listen to and learn from one another. It is important to create spaces for stakeholders to come together to develop and share their visions and agendas.
- Monitoring and evaluating the nature of the collaboration is as important as measuring specific project outcomes

Advantage and Disadvantages of Stakeholder Analysis

Advantages

- Get to know stakeholders better:
- Relative importance, power and interests
- Better managed relationships
- Risks identified
- Make better strategies and decisions
- Greater acceptance of organisation actions by stakeholders
- Explore opportunities for collaboration, coordination and synergy building.

Disadvantages

- Best done on continuous basis
- Assessment of analysis may be subjective
- May be not all stakeholder interests can be met at the same time
- Focus on most important stakeholders
- Balance & reconcile all interests according to importance or urgency

Explore opportunities for collaboration, coordination and joint work for synergy building.

TOOL 8

Strength, Weakness, Opportunities and Constraints Analysis SWOC

Definition

SWOC analysis is a tool that identifies the strengths, weaknesses, opportunities and constraints of an individual/organization/institution. Specifically, SWOC is a basic, straightforward model that assesses what an organization can and cannot do as well as its potential opportunities and constraints. The method of SWOC analysis is to take the information from an environmental analysis and separate it into internal (strengths and weaknesses) and external issues (opportunities and threats). Once, this is completed, SWOC analysis determines what may assist the firm in accomplishing its objectives, and what obstacles must be overcome or minimized to achieve desired results

Purpose

SWOC is a very effective analytical tool to identify Strengths, Weaknesses, and examining the Opportunities and Constraints. Carrying out an analysis using the SWOC framework helps to focus activities into areas where one is strong and where the greatest opportunities lie. It is generally used while developing a strategic plan or planning a solution to a problem.

Methodology

Following 8 steps are used to conduct a SWOC analysis:

- Decide on the objective of your SWOC analysis
- Research or discuss in the group about the organisation/ institutions.
- List ones strengths
- List ones weaknesses
- List potential opportunities for ones business
- List potential constraints to ones business
- Establish priorities from the SWOC
- Develop a strategy to address issues in the SWOC, plan to expand strength areas and grab opportunities avoiding constraints.

SWOC is the frame work to analyze strong part, weak areas and identify greatest opportunities.

SWOC Analysis

	Helpful to achieve objective	Harmful to achieve objective
Internal to the organization	Strengths-attributes that are helpful to achieving the objective	Weaknesses- attributes that are harmful to achieving the objective
External to the organization	Opportunities- external conditions that are helpful to achieving the objective	Threats- external conditions which could do damage to the objectibe

Questions/Checklist

Strengths
What is your comparative advantage?
What do you do well?
What resources are at your disposal?
What are your strengths?

Weaknesses
Can you identify your weaknesses?
What could you improve?
What do you do badly?
What should you avoid?

Opportunities
Where the opportunities are exist?
What are the interesting trends you are aware of?

Constraints
What are the problems that you are faced with?
What policies are impacting your operation?
Are there any required changes in the way?
Could any of your weaknesses seriously threaten your business?

Pre-condition of SWOC analysis
- The group must be mixed,
- Be realistic about the strengths and weaknesses of your organisation;
- Analysis should distinguish between where the organisation is today, and where it could be in the future;

- Be specific, avoid grey areas;
- Always analyse in relation to potential/expected competitor i.e. better than or worse than
- Keep SWOC short and simple; and SWOC is subjective.

Advantages

- a framework for identifying and analysing strengths, weaknesses, opportunities and constraints
- an impetus to analyse a situation and develop suitable strategies and tactics
- a basis for assessing core capabilities and competences
- the evidence for, and cultural key to, change
- a stimulus to participation in a group experience

Disadvantages

- The length of the lists of factors that have to be taken into account in the analysis;
- Lack of prioritization of factors, there being no requirement for their classification and evaluation;
- No suggestions for solving disagreements;
- No obligation to verify statements or aspects based on the data or the analysis;
- Analysis only at a single level (not multi-level analysis);
- No rational correlation with the implementation phases of the exercise.
- Inadequate definition of factors;
- Over-subjectivity in the generation of factors (compiler bias);

TOOL 9 | # Access and Control – A&C

It enables planners to consider whether the proposed project could undermine access to productive resources, or if it could change the balance of power between men and women regarding control over resources.

Definition

The Access to and Control over profile considers the people access/control over the productive resources such as: land, equipment, labour, capital and credit, and education, information and training. It differentiates between access to resource and control over decisions regarding its allocation and use. It enables planners to consider whether the proposed project could undermine access to productive resources, or if it could change the balance of power between men and women regarding control over resources.

Purpose

The profile examines the extent to which women are impeded from participating equitably in projects. For example, if women have limited

access to income or land, they may be unable to join groups, which provide production inputs and commercial opportunities, or to become independent commercial producers. In some sub-groups, men may also suffer the same as disadvantage.

Program management mechanisms (e.g., the creation of water users groups or cooperatives) may determine who has access to and control over productive resources and may change existing gender relations.

Methodology

Using set or open ended questions through Focus Group discussion or survey the Access and Control profile of community and households are carried. Access and Control can be assessed by using the Tables below:

Typical Access and Control Profile – HH Level

Issues	Men			Women		
	Caste/Ethnicity	class	Age	Caste/Ethnicity	class	Age
Acquisition of the technology						
Acquisition						
Who decided to purchase the energy technology appliances?						
Who paid/is paying for the energy / technology /appliances (or were they a gift from relatives)?						
What energy technologies were available, and why was this one chosen?						
Access and benefits						
Who decides who uses it and for what purpose?						
What benefits does it bring and for whom?						
Who Keeps the Benefits						
Who have access? Who can influence?						
Who decides on where it is located?						
Supply						
Who purchases/collects the energy source used?						
What energy sources are available and why is this one used?						
Who decides how much, when and where to collect/purchase the fuel (kerosene etc)?						
Who pays?						
Maintenance						
Who is responsible for maintenance?						
Who has access to resources necessary for maintenance?						

ACCESS AND CONTROL PROFILE AT (COMMUNITY LEVEL)

Issues	Men			Women		
	Ethnicity	Economic Group	Age	Ethnicity	Economic Group	Age
Acquisition of the technology						
Acquisition						
Who was the driving force behind the facility (e.g. Community members, NGOs, government)?						
Who was involved in setting up / design of the facility?						
What energy technologies were available, and why was this one chosen?						
Access and benefits						
Who owns the facility (private, community, Government)?						
Is there a management committee and if so who is representing on it?						
Who have access of and influence to?						
Who decides on where to buy and areas for installation?						
Supply						
Who purchases/collects the energy source used?						
What energy sources are available and why is this one used?						
Who decides how much, when and where to collect/purchase the fuel (kerosene etc)?						
Who pays?						
Maintenance						
Who is responsible for maintenance?						
Who has access to resources necessary for maintenance?						

TOOL 10 ## Activity Chart - AC

Definition
An activity profile is carried out to identify daily activities and seasonal activities of the targeted groups.

Purpose
Daily Activity Chart illustrates all the different kinds of activities carried out in one day. They are particularly useful for looking at relative workloads between different groups of people in the community, e.g.

women, men, rich, poor, young and old. Comparisons between Daily Activity Clocks show who works the longest hours, who concentrates on a small number of activities and who must divide their time for a multitude of activities, and who has the most leisure time and sleep. They can also illustrate seasonal variations. The chart shows, who work how many hours and which work contribute for productive action, supportive activities or confined to caring, cooking and cleaning works.

Methodology

Organise separate focus groups of women and men. Be sure that each group includes people from the different socio-economic groups. Explain that you would like to learn about what they do in a typical day. Ask the groups of women and men each to produce their own clocks. They should first focus on the activities of the previous day. A picture of all the activities carried out at different times, and how long they took, should be drafted. Plot each activity on a circular pie chart (to look like a clock). Activities that were carried out simultaneously, such as child-care and gardening, should be noted.

When the clocks are completed, ask questions about the activities shown. Ask whether yesterday was typical for the time of year. Note the present season, e.g. summer -, and then ask the same participants to produce new clocks to represent a typical day in the other season, e.g. winter. Compare. One of the best (and often entertaining) ways to introduce the Daily Activity Clock tool is to start by showing what your own day looks like. Draw a big circle on paper and indicate what time you wake up, what time you go to work, when you care for your children, and so forth. There is no need to go into great detail, but it is important to illustrate that all kinds of activities are included such as agriculture work, wage labour, child care, cooking, sleep, etc. Instead a typical chart can be used for the same. Then, categorised their work in payable and non payable means can earn some money or earn tangible things or intangible. This chart shows the value for work. And it also gives glimpse of work load distribution and help to identify their productive contribution for their livelihood or economic development and area to reduce workdrugery.

Plot each and every activities and time which are carried out by women and men within 24hrs. Then count their efforts with payable and non-payable work.

Typical Daily Activity Chart

Time	Task and Person Responsible					
	Male (C1)	Payable	None payable	Female (C1)	Payable	Non payable
6am						
7am						
8am						
9am						

Time	Task and Person Responsible					
	Male (C1)	Payable	None payable	Female (C1)	Payable	Non payable
10am						
11am						
12pm						
1pm						
2pm						
3pm						
4pm						
5pm						
6pm						
7pm						
8pm						
9pm						
10pm						
11pm						

List tasks as per the person responsible i.e. male or female under the column marked Male/Female. Tick these tasks according to the categorisation of being payable/non payable in the respectful columns.

Note: cluster time lines where hourly description of tasks is not possible

These can further be carried out for seasonal activities as well. The seasonal activity calendar helps us to explore changes in livelihood systems taking place over the period of a year. They can be useful in counteracting time biases because they are used to find out what happens in different seasons. Otherwise, there is a tendency to discuss only what is happening during the time.

Calendars can be used to study many things such as how much work people have at different times of year or how their incomes change in different periods. It can also be used to show the seasonality of other important aspects of livelihoods such as fuel, food and water availability.

Sample of the seasonal activity output chart is provided below

Season	Work description	winter	Spring			Rainy			Autumn			winter	
Month			J	F	M	A	M	J	J	A	S	O	N	D
Women														
Men														
Boy child														
Girl child														

Some of the examples for agriculture- Codes that can be used are: F=field preparation, P=Planting, W=weeding, H=harvesting, PHH=post harvest handling (i.e. drying, processing, preservation, storage etc), M= marketing, S=shepherding animals

Checklist/queries

Daily Activity Clocks
- For each person, how is his or her time divided? How much time is devoted to productive activities? Domestic activities? Community activities? Leisure? Sleep?
- How do they vary by season?
- For each person, is time fragmented among several different kinds of activities, or concentrated on a few?
- How do the women's and men's clocks compare?
- How do the clocks from the different socio-economic group's compare?
- Of all the clocks, whose is the busiest?

Seasonal Calendar
- Are the overall livelihood systems fairly stable or with great seasonal variations?
- How do women's calendars compare with men's? What are the busiest periods for women? For men? Are there labour bottlenecks?
- How does food availability vary over the year? Are there any periods of hunger?
- How does income vary over the year? Are there any periods of no income?
- How do expenditures vary over the year? Are there periods of great expense e.g. school fees, food purchases?
- What are the Key Linkages among the different calendars (e.g. income and food supply or rainfall and labour)?

Advantages
- Helps to know time of activities and daily workloads of different groups of people (such as factory workers vs. street vendors, students vs. children not in school, and people from different well-being categories)
- Assessing daily workloads of different members within a household (such as young males vs. young women)
- Analyze the potential impact of policy changes/implication on workloads and activity patterns of different social groups, on seasonal risk and vulnerability amongst different households or groups
- Assessing Seasonal variations in vulnerability, risk, and access to assets and resources

Analyze the potential impact of policy changes/implication on workloads and activity patterns of different social groups.

- The likely impact of proposed policy change.
- Prepare time plan for the project activities.

Disadvantages
- Sensitive issues (such as gender differences in workload arising from local cultural norms) might arise, so good facilitation skills are required.
- Care must be taken by the facilitator to acknowledge locally used calendars and ways of representing time.

TOOL 11

Priority Ranking - PR

Definition
Ranking is a technique to help the participants define priorities or preferences (be it of problems, solutions, innovations, projects or other) and/or to get insight in the criteria/arguments applied when doing so. Ranking exercises must be carried out with separate groups of men and women, preferably from similar socio-economic backgrounds.

Purpose
This is an exercise used to determine (decision-making), through which issues, things, problems, objectives or projects are preferred most by a group of people.

Methodology
Two techniques are described here
- Preference ranking method
- Pair-wise ranking

Preference ranking method
- The participants make a list of the items they want to prioritise
- The group members' vote for which they consider the most important ones.

Each participant might be given one vote or several votes, which can be distributed over the various items in the list according to the individual preference. The voting might be done with help of small stickers or pebbles (if the matrix is on a table or the floor). For example, each participant receives a number of stones. When asked them to rank or provide them 4 uses of RETs, participant place a number of stones (higher number indicates higher weightage) among the uses according

> Ranking is a technique to help the participants define priorities or preferences and/or to get insight in the criteria/arguments applied when doing so.

to his/her own preference. Figure below provides an example. - Once the ranking has been defined, the facilitator asks the participants to put forward their arguments for the order of priority.

One might even apply two rounds of ranking: in the first round (similar to the ranking exercise mentioned above) one identifies the criteria or arguments used in the ranking by the various participants. These criteria then are listed vertically in a matrix and the items to be prioritised horizontally. Each option can be discussed and evaluated now systematically, applying the combined methods

Pair-wise Ranking

EXAMPLE OF SCORING METHOD (1-4)

Rank	Micro Hydro	Solar	IWM	Cook stoves	Biogas	Total Score	Ranking
Cooking	2	3	5	1	2	13	1
Lighting	0	2	0	3	1	6	2
Milling	2	0	0	0	0	2	4
Cooking and lighting	1	0	0	1	1	3	3

This is a tool that helps us to learn about the most important technology. It also allows for easy comparison of different people's priorities. Many people's priorities are those related to the day-to-day basic needs. The choice will be made based on solving different issues such as those related specifically to gender issues, such as women's lack of control over important resources or the gender-based division of labour. Pairwise Ranking highlights how the priority of women and men differ, and where they overlap. Similarly, the priority needs of members of different socio-economic groups are revealed.

Methodology

Organise two separate focus groups: one of women and the other of men. Make sure that a mix of socio-economic groups (as identified in the Social Map) is included in each group.

Ask the participants to think about their "needs", listing them in any orders that are most important to them.

Write the list of the technologies on both the vertical and horizontal axis as in Figure below. Also, write each of the technologies present a pair of cards (showing two different problems) to the group. Ask them to choose the more important one. Record their choice on the prepared matrix. Ask them also to explain the reasons for their choice. Repeat until all combinations of cards have been presented and decided-upon.

Count the number of times each technology was selected and rank them. The technology that selected the highest number of times is the priority technology of the group.

Organise a second set of focus groups - this time according to socio-economic group. Make sure both women and men participate in each group. Repeat the exercise. Compare the findings from the two sets of focus groups

Example of pair wise ranking

The standard pair wise ranking method in which each item on a list is compared in a systematic way with each other. The selection is made under given situation such as for reducing drudgery considering cost of the technology. An example of this is given in Table below. To construct this table, each technology was compared in turn with each one at a time.

The number of times intervention had been found to be more important was measured by counting the number of times its intervention number appeared in the matrix. The intervention to appear most times is said to be the most important intervention. In this example "Biogas appears more times in the matrix than any other intervention (5). It is therefore considered to be the most important intervention. This is then checked with the participating community who agree that this was the case.

Pair wise Ranking Method: Selection of technology for reducing drudgery of women considering only cost of the technology

Intervention	Intervention Number						No of Times Preferred	Ranking
	Micro Hydro	Solar	IWM	Biogas	Wind	Hybrid		
1. Micro Hydro (MH)		S	MH	B	MH	MH	3	3
2. Solar (S)			S	B	S	S	4	2
3. Improved Water Mill (IWM)				B	IWM	IWM	2	4
4. Biogas (B)					B	B	5	1
5. Wind (W)						H	1	5
6. Hybrid (H)							0	6

Checklist/Queries

- Was the field of the analysis clearly delimited?
- Was the group representative of all the stakeholders concerned by the project?
- Has the list of choices to be compared been approved by the beneficiaries and experts of the sector?
- Has the content of each activity been clearly explained to group members?
- Has the coherence of the criteria been checked?
- Are the usual types of criteria (economic, environmental, social and political) all represented?
- Have the rules for the setting up of the list of evaluation criteria been clearly explained to the members of the group?
- Has the sensitivity test for the whole criteria system yielded satisfactory results?
- Was each members of the group able to present his/her judgment independently?
- Was the group representative of all the stakeholders concerned by the project?
- Has result of the analysis been obtained in a sufficiently reliable way to be useful for the evaluation?

Advantages

- Helps to simplify complex situations
- The bases on which they choose criteria and rate performance are straightforward, understandable, and drafted by the group in charge of the analysis.
- The tool rationalises the decision process.
- It is a useful negotiation tool for debates among users.

Disadvantages

- Practical difficulties of choosing the activities or the variants to be studied, to determine comparison criteria, and to produce grading grids
- Lack of reliable data over a short period of time creates problems in organising and validating the methodologies.
- Analyses process is often based on slow and iterative processes, which may include protracted periods of negotiation.
- This is more of a subjective tool.

Practical difficulties of choosing the activities or the variants to be studied, to determine comparison criteria, and to produce grading grids.

⚥ TOOL 12

Venn diagram - VD

Definition
Venn Diagram is a tool that helps us to learn about the importance of local groups and institutions.

Purpose
This can be useful for clarifying decision-making roles and identifying potential conflicts between different socio-economic groups. It is also helpful for identifying linkages between local institutions and those at the intermediate - and macro-levels.

Methodology
Organise focus groups of women and men, including a mix of socio-economic groups. Be sure that the poorest and most disadvantaged (by ethnicity or caste etc.) are included, or have their own groups, as appropriate.

The Venn Diagram can be traced on the ground, but it is especially clear if coloured sticky paper circles are used on a large sheet of flip chart paper. It is helpful to cut out circles in different sizes and colours ahead of time.

Start by asking the participants to list the local groups and organisations, as well as outside institutions that are most important to them. Then, ask the participants to decide whether each organisation deserves a small, medium or large circle (to represent its relative importance).

The name (or symbol) of each organisation should be indicated on each circle. (Make sure each organisation has a different colour, if possible).

Ask which institutions work together or have overlapping memberships. The circles should be placed as follows:

Separate circles = no contact,
Touching circles = information passes between institutions,
Small overlap = some co-operation in decision making,
Large overlap = a lot of co-operation in decision\making.

Discuss as many institutions as possible and ask the participants to position them in relation to each other. There may be a lot of debate and repositioning of the circles until consensus is reached. It is important to understand in what ways the different participants are satisfied or dissatisfied with the groups or institutions available to them. It is also

Venn diagram can be traced the linkages, networks and relationship between the people and institutions.
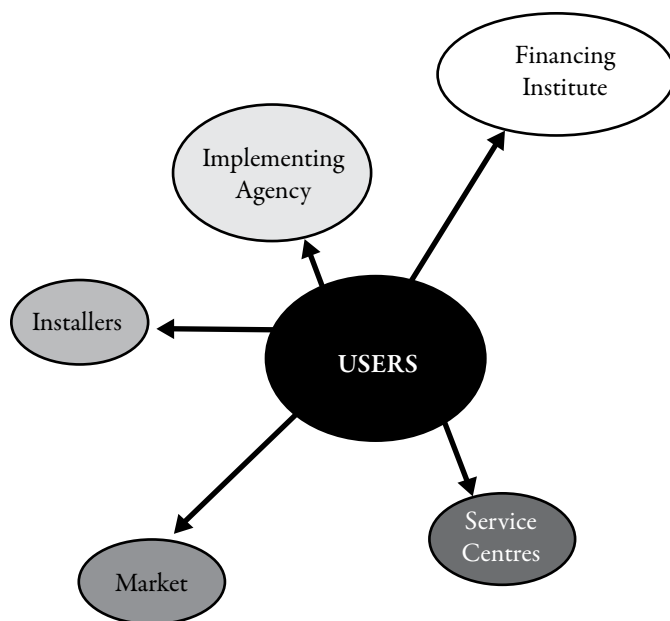
important to understand if certain kinds of people, e.g. women, poor or a certain ethnic group, are excluded from participation in certain institutions.

Be sure to discuss and compare the Venn Diagrams produced by the different groups of participants. If one group has given a certain institution a large circle and another has given it a small circle, find out why. How is that institution relating differently to different members of the village? Note also whether one group has included fewer organisations in its diagram.

This use of the Venn diagrams can be very helpful for organisations because it allows the illustration of the extent to which individuals, organisations or projects interact with each other or overlap. By the size of the circle, one can show the importance of an organisation or projects. The bigger a circle is the more important is a project. The proximity of the circles illustrates how much interaction between the players is ongoing. Overlapping circles represent interacting organizations. There is also the possibility of a subset. This means that a small circle is placed within a larger circle. The small circle stands for a component in a big organisation or project which is symbolised by a big circle. If there are several groups which draw Venn diagrams on the same topic, it could be useful to combine or compare the different diagrams.

The proximity of the circles and arrows illustrate how much interaction between the players and overlapping circles represent interacting organizations.

Steps to create a Venn diagram

The Venn diagram can be used in many different ways, so this guidance has to be contemplated as a general one.

- Individually or in a group, define a "central figure".
- As the participants draw the diagram, the size of the circle can equal the importance or physical size of the institution; a larger circle is more important than a smaller circle.
- The closeness between circles indicates the strength of interactions. An intersection of circles means a strong relationship between the organisations.
- Possible lines between circles can also show the frequency of contact or the importance of the institutions/organisations.
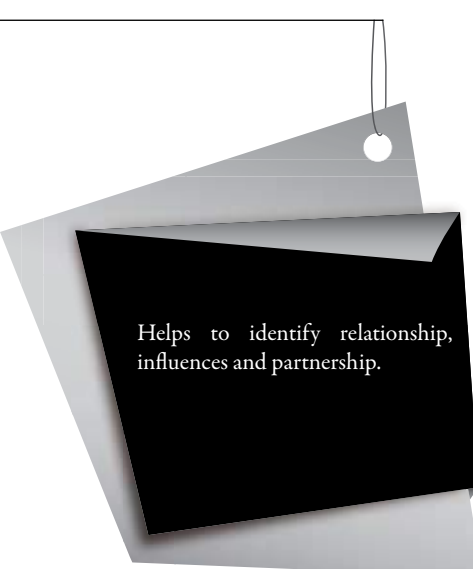
There are many more possible applications of Venn diagrams. It can help to find out how major institutions or organisations are perceived in a community. It can be used to develop a social map which shows the social structure. There is also the possibility of classify things after certain criteria.

Applicability

The Venn diagrams can be extremely helpful if you want to explore the relative importance of different influences on a process. It also helps you to prepare a map that shows a particular organisation location in relation to others or to a social community. But a use of many circles is going to be complicated because the growing complexity of intersecting or linking the circles makes it difficult to draw them accurately.

Check List

- Are there any local groups organised around environmental issues? E.g. forest users group, water users group, energy users' group, etc.
- Are there any local groups organised around economic issues? E.g. credit, agriculture production.
- Are there local groups organised around social issues? E.g. health, literacy, religion.
- Are there groups from which women are excluded? Which ones? Why?
- What do they lose due to their lack of participation?
- Are there groups exclusively for women? If so, what is the focus of these groups?
- What do women gain from them?
- Are the poor excluded from any of the local groups? Which ones? Why?
- What do they lose due to their lack of participation?

Helps to identify relationship, influences and partnership.

- What are the links between local groups or organisations and outside institutions? E.g. NGOs, political parties, government institutions, etc.
- Which of these organizations do women and the socially excluded groups associate themselves with? (list according to frequency in visiting or communicating with)

Advantages and Disadvantages of Venn Diagram

Advantages
- Easy way to show similarities and differences amongst systems
- Works without much technical equipment (a large paper, blackboard, or even moist soil will do)
- A tool which is easy to understand and to use
- Clearly orientated towards output

Disadvantages
- Growing complexity if more than four circles are drawn (especially if all circles have to be intersected with each other)
- A Venn diagram is often a snapshot of a group interaction and negotiations; a facilitator is sometimes needed to capture the discussion leading to it and exposing power dynamics within the group
- If the Venn diagrams are done by groups, the views of weaker actors are likely to be ignored

Transect Walk - TW

TOOL 13

Definition
A transect walk is a tool to verify and validate the description of the location, distribution of resources, features, landscape, land uses along a given transect.

Purpose
This tool is helpful to verify and validate
- the information on identify and explain the cause and effect relationships among topography, soils, natural vegetation, cultivation, and other production
- activities and human settlement patterns
- identified major problems and possibilities perceived by different groups of local analysts in relation to features or areas along the transect
- learning about local technology and practices

A transect walk is a tool to verify and validate the description of the location, distribution of resources, features, landscape, land uses along a given transect.

- contributing as a tool for site selection
- data collected through other tools

Thus helps in garnering information regarding natural resources, present land use, vegetation, changes in the physical features and cropping systems, and so on in villages, public resources, land use, social differentiation and mobility inside and outside communities

Methodology

The following approach is a general example that can be adapted to suit the local context, views of local analysts, and the research objectives.

Step 1: Select Local Analysts. Identify the groups of people to talk about their perceptions of their community and its resources based on the objectives and depth of information required for the research: separate groups of men and women might be useful because women and men might use different resources: women will show the resources and features they think are important (such as water sources, firewood sources, and so on) and men will show those they think are important (such as grazing land, infrastructure, and so on). However, it might be necessary to break down the population into further categories (such as ethnicity, well-being category, or caste). Groups of five to ten local analysts should reflect any relevant and important social divisions.

Step 2: Provide Introductions and Explanations. When working with each group, the facilitator and observer/note-taker should begin by introducing themselves and explaining carefully and clearly the objectives of the walk and discussion. Check that the local analysts understand and feel comfortable with what will be discussed.

Transect walk is monitoring check on the available data, so it should be conducted strictly without other's influence and direction.

Step 3: Do a Transect Walk and Producing a Transect Diagram. Discuss with the local analysts the route they would like to follow on the walk. This decision could be based on the community resource map if one has already been produced. Ask the analysts to think carefully and plan a route that covers the main variations in topography and other features they want to see and show during the walk. Explain that the route does not have to be straight, but can meander if necessary. With the local analysts, start at the edge of the area and begin the walk. As the walk progresses, stop at key features or borders of a new zone (such as residential, topographic, land usage, and so forth) and record the distance from the last zone. As an alternative, stop

every 100 paces (or another suitable interval). Ask the local analysts to discuss and describe everything encountered or noticed and to explain the key characteristics of areas/features they see. Facilitate this discussion by asking questions about the details (along the same lines as the community resource map) and by making observations. Observe and record the details that the local analysts encounter. Make notes of all vital information gathered and draw sketches where necessary.
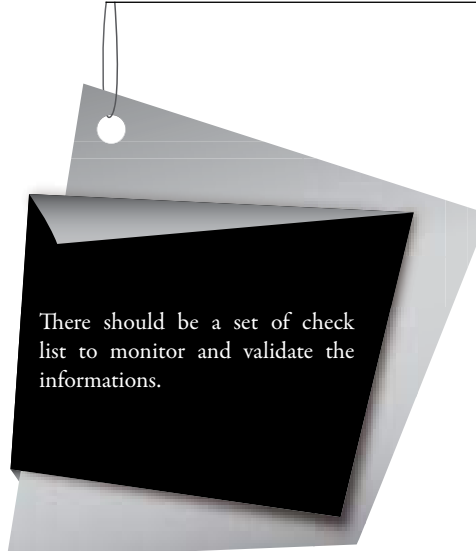
It is not necessary to stick to the original planned route. Deviate when useful or interesting, or even at random, to observe the surrounding area and to gather relevant and useful information. Walk slowly with the local analysts and try to understand the physical features in the village from different perspectives. Interview people met along the way to obtain local perspectives from people who might not have been able, or felt able to join the original local analysts (these interviews might provide interesting perspectives from people usually marginalized during formal activities).

Prepare diagrams. Record the information and data collected and prepare an illustrative diagram of the transect walk using the information. Where more than one transect walk has been completed, prepare a combined chart and compare results. The diagrams can be prepared on a large sheet of paper (or on the ground). On the top line, illustrate the different zones that the local analysts visited. Down the side, list headings of the areas of interest (plants, land use, problems, drainage system, and so on) and then fill in the details of what was observed in each zone.
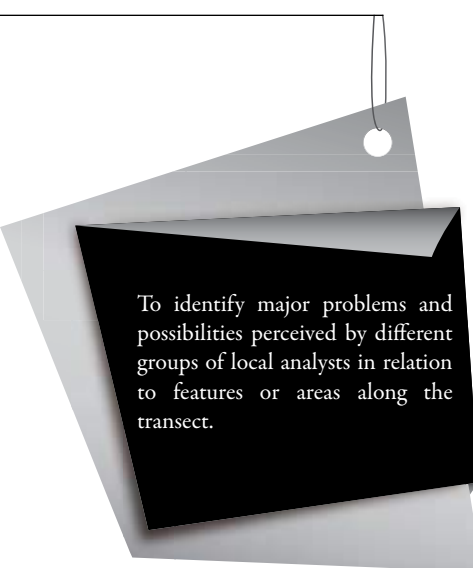
Step 4: Analyze a Transect Diagram. It might be useful to have a list of key questions to guide a discussion about the information gathered during the transect walk.

Step 5: Conclude the Activity. Check again that the analysts know how the information will be used. Ask the analysts to reflect on the advantages, disadvantages, and the analytical potential of the tool. Thank the local analysts for their time and effort.

Checklist

Good facilitation skill is the key. The approach outlined above is a general guide; be flexible and adapt the tool and approach to local contexts and needs. Some key questions might include the following examples:

There should be a set of check list to monitor and validate the informations.

- What resources are abundant or scarce?
- How do these resources change through the area?
- Which resources have the most problems?
- Where do people obtain water and firewood?
- Where do livestock graze?
- What constraints or problems are in the different areas?
- What possibilities or opportunities are in the different areas?
- How will a proposed policy change or implementation affect the features and characteristics of different areas?
- Where do different population sub-groups live? Are they segregated or mixed? Do the poorest households live in certain areas (such as on the edge of an area/community)?

Advantages

- Transect walks help to validate the identity and explain the cause and effect relationships among water uses, wastewater treatment and reuse and sanitation conditions
- They help to identify major problems and possibilities perceived by different groups of local analysts in relation to features or areas along the transect
- Transect walks provide you with an understanding about local technology and practices
- Can support site selection (e.g. for a public toilet, a composting unit, etc.)
- Helps to triangulate data collected through other tools

Disadvantages

- This tool only takes into account the currently "observable" situation and features, serving as an entry point for more in-depth analysis
- It might be impossible to bring together all the relevant actors for participating the transect walk.

To identify major problems and possibilities perceived by different groups of local analysts in relation to features or areas along the transect.

TOOL 14

Beneficiaries Profile - BP

Definition

"Beneficiary assessment is a systematic inquiry into people's values and behaviour in relation to a planned or ongoing intervention for social and economic change by its principal users.

Purpose

To gather information for assessing the value of an activity as it is perceived by its principal users. The approach is qualitative in that it attempts to derive understanding from shared experience as well as observation, and gives primacy to the centrality of the other person's point of view.

It is used to

- Identify whose needs, between men and women, have been/are likely to be met
- Indicate the type of benefits that have been or likely to be met: practical to meet basic needs of daily survival; or strategic, leading to status transformation and likely to be sustainable
- Assess the benefits of the intervention to whom, how much and how far it has contributed to their needs/interest.

Methodology
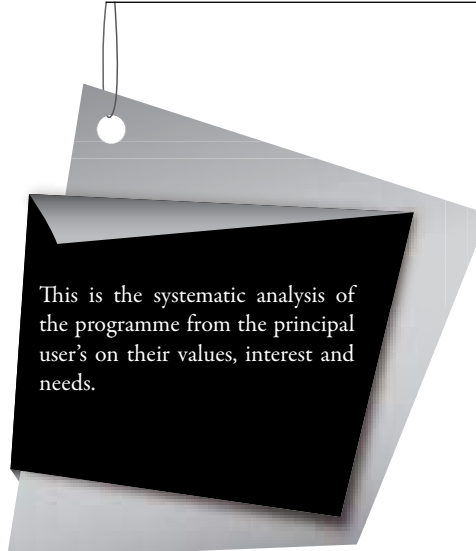
It is a consultative method based on

- Participative approach
- Facilitated process
- Emphasis on qualitative assessment: What changes / Why?
- Perceptions and views more important than precise data (ref. "… be approximately right".)
- Based on knowledge and experiences of local actors
- PRA methods; triangulation important in analysis

Checklist

This tool is applicable during monitoring and evaluation within the project cycle and the questions are of direct relevance to that phase:

- Who will benefit, who will lose by the project?
- Have women and men, been consulted and involved in developing the solution?
- Where do opportunities exist for change?
- What are the anticipated outputs and who benefits, by what degree?
- What are the anticipated outcomes and who benefits, by what degree?
- Whose benefits are likely to secure household livelihoods?
- Whose benefits are likely to contribute to poverty reduction?
- Are the benefits likely to lead toward gender equality?

This is the systematic analysis of the programme from the principal user's on their values, interest and needs.

Advantages and Disadvantages of Beneficiary Assessment

Advantages
- Helps gather local people's evaluation of project
- Input for community-level implementation plans
- local people's perspective for choice of intervention
- Enables empowerment of communities
- Inputs for result base planning process.
- Produce best practices and knowledge product.

Disadvantages
- Information too descriptive, not quantified, or not relevant to project manager or policymaker
- Key decision makers not fully involved, so poor acceptance and ownership of findings
- Research team not sufficiently briefed before fieldwork
- Fieldwork not monitored sufficiently

TOOL 15

GESI Responsive Planning and Budgeting – GESI RP&B

Definition
GESI Responsive planning and budgeting is a policy tool, focusing on issues, the needs and interests of individuals of different social groups' priority and ensuring sufficient budget allocation for policy, programme and project implementation. It is not separate budgets for women and excluded people; it brings sensitivity into the policies, programs, budgets and expenditures of all agencies. It is also known as an auditing tool to assess the programme and project through planning and budgetary provision and expenses pattern from a GESI lens.

Purpose
It is adopted as a strategic approach to assess programme planning and budgeting in promoting gender equality and social inclusion.

Its uses is in line with the ILO approach to gender and inclusive development and with national and international commitments; The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Platform for Action (BPFA) and the Millennium Development Goals (MDGs)

it is applicable to all: Government, election commission, central and local bodies, I/NGO/ CBOs, private companies and donors, etc

> GESI RP & B is an auditing tool to assess the programme and project through planning and budgetary provision and expenses pattern from a GESI lens.

for ensuring GESI responsive programme and budget; advocating for attracting attention to GESI issues and raise voice and thereby influencing decisions; fostering GESI sensitive outputs and outcome and awakening to responsibilities and pressurizing service providers to be accountable

Methodology
An assessment is made for the following agenda:
- Describe the situation of women and men, girls and boys (and different sub-groups) in the sector (**context**)
- Check whether policy is gender-sensitive i.e. whether it addresses the situation you described [Budget speech: **'Activities'**]
- Check that adequate budget is allocated to implement the gender-sensitive policy [Budget speech: **'Inputs'**]
- Check whether the expenditure is spent as planned [Budget speech: **'Outputs'**]
- Examine the impact of the policy and expenditure i.e. whether it has promoted gender equity as intended [Budget speech: **'Outcomes'** or **'Impact'**]

Process
Based on the following criteria and scores, programme is analyzed with previous year experience and proposal for preparing plan.

Note: While score the marks, pick one out of 3 in S.N 1.1, 1.2.1, 1.2.2, 2.2, 3.1, 3.2 and 4.1; remaining S.N, give score either full mark or zero in corresponding statements.

Table 3: Indicators and suggested Sub-indicators for RETs

S.N	Indicators and sub indicators			Sub- score	Score	Remarks
	Women participation in planning and implementation					
	1.1 Women participation in planning process					
	If 33% or more	Good	4	4		
	If in between 20 to 32	Moderate	3			
	If less than 20	Fair	2			
1	1.2. Women participation in implementation			12		
	1.2.1. Provision of women in implementation					
	If 33% or more	Good	5		20	
	If in between 20 to 32	Moderate	4			
	If less than 20	Fair	3			
	1.2.2 Provision of women in decision making position					
	If 33% or more	Good	4			
	If in between 20 to 32	Moderate	3			
	If less than 20	Fair	2			
	1.2.3. Provision of women members in management and 3 implementation					
	1.3. Participation of women in monitoring			4		

S.N	Indicators and sub indicators			Sub- score	Score	Remarks
	Capacity building for women					
	2.1 Provision of capacity building to the women leaders					
	Minimum one time capacity building programme	2		6		
	Refresher training/program	2				
	Programme for targeting special group of women	2				
	2.2 Provision of women's participation in capacity building programme.				20	
2	If 33% or more	Good	7	7		
	If in between 20 to 32	Moderate	5			
	If less than 20	Fair	3			
	2.3 Gender sensitive contents and context for capacity building programme			7		
	Include gender sensitive issues in contents	4				
	Provision for gender sensitive environment and presentation	3				
	Ensure equitable benefit sharing to women					
	3.1 Ensure equitable benefit for women					
	If 50% or more	Good	8	8		
	If in between 30 to 49	Moderate	6			
	If less than 30	Fair	4			
	3.2 Analyse gender gaps and address women's need & gaps					
	Address 3 identified gender gaps	6		6		
	Address 2 identified gender gaps	3				
3	Address 1 identified gender gaps	2			30	
	3.3 Gender friendly implementation system & environment					
	• Gender issues are address in law, regulation and guideline	3		7		
	• Physical facilities to address women's needs	2				
	• Activities to deliver gender responsive services	2				
	3.4 Budget allocation for sex segregated data					
	• Sufficient budget allocated for identified activities for gender equality	1		2		
	• Spend budget for the same purpose	1				
	3.5 Follow up, supervision and impact monitoring with sex segregated					
	• Provision of sex segregated data on beneficiaries	2				
3	• Address issues of 1 to 3.2	1		7	30	
	• Budget spend on the same purpose	1				
	• Considered learning of gender issues in planning	1				
	• Provision for gender audit /impact assessment	2				
	Employment and income for women					
	4.1 Employment opportunity for women					
	If 33% or more	Good	8	8		
4	If in between 20 to 32	Moderate	6		20	
	If less than 20	Fair	4			
	4.2 Income generating opportunity for women and career development for service providers			7		
	4.3 Equal pay/ wage			5		

S.N	Indicators and sub indicators		Sub- score	Score	Remarks
5	**Quality reform of saved time of women and workload reduction**				
	5.1 Provision for improved women's productivity and save time of women		4		
	5.2 Long term vision for changing traditional gender roles		6		
	• Provision of women's work different from tradition	2		10	
	• Provision for giving importance/value for women's work	2			
	• Promotion of men's participation in household work.	2			
	Total		**100**	**100**	

Ranking of GESI Responsiveness is measured by adding up the total score and then rated as follows:

Level of score	Level of GRB	Budget code
If, the sum of total score of five indicators are 50 or more	Direct GESI Responsive	1
If, the sum of total score of five indicators are 49 or less	Indirect GESI Responsive	2
If, the sum of total score of five indicators are 19 or less	Neutral	3

Advantages and Disadvantages of GESI Responsive Planning and Budgeting

Advantages
Helps assess and understand
- Why are we doing so?
- What is the purpose?
- What will happen if not done in a certain way?
- Measuring output and outcome from a GESI perspective
- Who will benefit from this?
- Who will participate in the programme designing, implementation and monitoring?
- Who will be involved in decision making process?
- What will happen, if not?
- Who gets employment?
- Who has increase income?
- Encourages result based programme planning & budgeting

Disadvantages
- Difficult to get consensus
- Difficult to garner values of using the approach at all level of the project/program level
- Difficult to get commitments from concerned persons at all levels of the project/program cycle

GESI Responsive Monitoring – GESI RM

Definition

GESI responsive monitoring (audits) are crucial for ensuring that policies, strategies, programs and projects adhere to the agreed global commitments to promote gender equality stipulated in international human rights instruments and standards. Within the international development field, gender equality refers to the recognition given to the participation of men and women in development programs and the assurance that men and women equally benefit from development programs.

Purpose

Evaluate programs and projects from a GESI perspective.
This can be done at two levels:

- Implementation evaluations that monitor and evaluate the implementation of gender and inclusion issues into procedures. Implementation indicators may refer, for instance, to the integration of gender and inclusion into the programme or project cycle. Early GESI evaluations focused mainly on such implementation evaluations.
- Impact evaluation that assess or measure the impact of interventions on gender equality, women's empowerment and inclusion. In theory, this requires four interrelated indicators, measuring inputs, outputs, effects and impacts. In practice, however, many evaluations simply refer to impact indicators generally, without differentiating further. Assessments frequently still focus on input indicators, such as the number and proportion of female beneficiaries belonging to different castes and number of activities, rather than addressing impacts or outcomes.

Method

A GESI responsive monitoring involves an assessment of effective and systematic gender integration and inclusive at one or more project stages including:
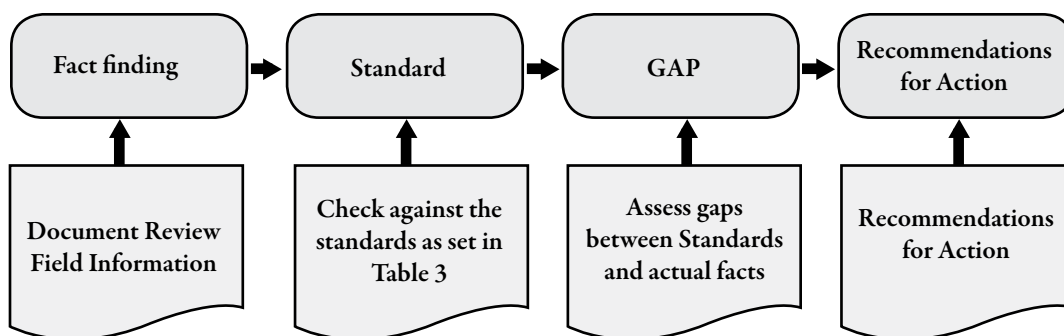
A. Project design by analyzing project documents such as Project Appraisal Documents (PADs),

B. Project implementation by reviewing the actual integration of gender and inclusion concerns into project activities, and

C. Project evaluation by measuring the impact of project interventions on gender equality, women's empowerment and inclusion of excluded groups.

Project evaluation by measuring the impact of project interventions on gender equality, women's empowerment and inclusion of excluded groups.

The monitoring is then carried out at various stages of the project program based on issues discussed in GESI RP&B and tested against the score provided in the Table below which provides a set of indicators and scoring used for GESI responsiveness.

A step-by-step guidance would be

Fact finding	→	Standard	→	GAP	→	Recommendations for Action
↑		↑		↑		↑
Document Review Field Information		Check against the standards as set in Table 3		Assess gaps between Standards and actual facts		Recommendations for Action

Checklist/Questions

- Does the project document explicitly analyze gender relations between men and women, boys and girls belonging to different castes/class, in all relevant areas/aspects/ components?
- Do project documents acknowledge and seek to redress disparities and inequalities between men and women, boys and girls and those of the socially and economically marginalised groups?
- Are the different impacts of policies, projects or interventions assesses in terms of its implications on women and men, boys and girls and the socially and economically marginalised groups in a disaggregated manner
- Does the project ensure that project outcomes benefit men and women, boys and girls and those from the socially and economically on an equal footing.
- Do the documents examine differences and inequalities between women and between men of various social groups and do not lump them all together as single, homogenous categories.
- Do the project documents provide sex and caste/class disaggregated data?
- Does the project ensure the participation of men, women including those from the marginalised groups further enhance participation of people of these groups in project planning, implementation and evaluation both on ground an in the document.

Advantages and Disadvantages of GESI Responsive Monitoring

Advantage
- Looks into equal and equitable approach to programs
- Checks equal and equitable budgeting for plans and programs
- Ensures uptake of activities through participation of at all levels by beneficiaries
- Inputs for further result base planning process.
- Promote transparency, accountability and responsive

Disadvantage
- Persisting use of conventional monitoring evaluations
- Prevailing lack of appropriate baseline information
- Practice of monitoring outputs rather outcomes which does not include space for GESI aspects

Prevailing Classification of Caste/Ethnic and Religious Groups

Dalits	Hill	Kami, Damai, Sarki, Gaine, Badi
	Tarai	Chamar, Musahar, Dhusadh/Paswan, Tatma, Khatwe, Bantar, Dom, Chidimar, Dhobi, Halkor, Dalit/Unidentified Dalit
Janajatis (All Janajatis, except for Advantaged Newars and Thakali, are considered disadvantaged.)	Hill	Newar, Thakali, Magar, Tamang, Rai, Gurung, Limbu, Sherpa, Bhote, Walung, Byansi, Hyolmo, Gharti/Bhujel, Kumal, Sunuwar, Baramu, Pahari, Yakkha, Chhantal, Jirel, Darai, Dura, Majhi, Danuwar, Thami, Lepcha, Chepang, Bote, Raji, Hayu, Raute, Kusunda
	Tarai	Tharu, Dhanuk, Rajbanshi, Tajpuriya, Gangai, Dhimal, Meche, Kisan, Munda, Santhal/Satar, Dhangad/Jhangad, Koche, Pattarkatta/Kusbadiya;
Other	Hill	Brahman, Chhetri, Thakuri, Sanyasi
	Tarai	Brahman, Rajput, Kayastha, Baniya, Marwadi, Jain, Nurang, Bengali
Terai Middle Castes (Disadvantaged non-Dalit Caste Groups)		Yadav, Teli, Kalwar, Sudhi, Sonar, Lohar, Koiri, Kurmi, Kanu, Haluwai, Hajam/Thakur, Badhe, Bahae, Rajbhar, Kewat, Mallah, Nuniya, Kumhar, Kahar, Lodha, Bing/Banda, Bhediyar, Mali, Kamar, Dhunia
Discriminated Newar Castes		Khadgi (Kasai), Kapali (Ksle), Dyahla/Pode (sweeper), Chyame/Chamkhalah (sweeper), Rajaka (Dhobi), Charmakar (Sarki), Jugi (musician).
Religious Minorities		Muslim, Churoute
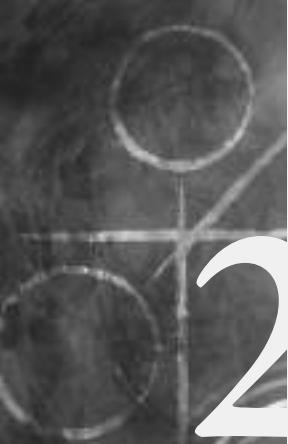
Setting the GESI goals

Types of GESI Goals

To improve welfare of men and women from different social groups through energy technologies

This first goal is in some way rather old fashioned one, but still important and relevant today. It notes that women's lives involve a lot of drudgery, recognizing that they work longer hours than men, when their household tasks are considered as well as their other work in the family fields or in the family business, or as wage labourers. Many of the household tasks require considerable physical effort and negative effects; fetching water, fetching firewood and cooking over smoky, open fires, for example. Sympathy for the unpleasantness of these conditions has rightly given rise to the idea that such tasks should be lightened for women in different social groups. Thus it is obvious that improved stoves that are safer and produce less smoke, relate to welfare goals of the target group.

To increase productivity of women and men from different social groups through energy technologies

Some energy projects have the potential to help women produce more efficiently and to produce more in a quantitative sense and better quality products, leading to higher incomes for the women and men from the different social groups and their families and to development in an economic sense. Examples include: electric sewing machines to replace hand machines, solar driers which give a better quality product (dried fish or fruits); improved small scale bakery ovens for women's enterprises, electric light allowing work in the evenings, refrigerators

allowing the sale of cool drinks; and computers supporting business enterprise. There are in fact a huge variety of interventions possible, most of which have an important energy component.

To promote equity, equality and empowerment of men and women from different social groups through energy technologies

These terms are often used interchangeably, although they mean different things. Equity means a 'fair' distribution, but what is fair, has to be decided. To you, it might mean that women and men get paid the same daily wage for the same work in transporting bags of grain. To someone else it might mean that women and the marginalised get paid less, because they are less strong and cannot carry so many sacks.

To improve project efficiency

The project efficiency goal begins with the idea that projects often fail because the planners fail to understand the people's needs properly. Hence the idea of participation was developed, as a means of listening more to the people and finding out what it is that is needed. An extension of this is that men and women may have different needs, thus it is necessary to encourage women and the marginalised to participate to understand better what their needs are. It is acknowledged that unless special care is taken, men's voices in all social groups will always be heard more than women's, for example at public meetings, or when a survey interviewer goes to a household, since generally it is the male head of household (if there is one) who is expected to be the respondent. Many such surveys ask questions about 'the household' as if it were an undifferentiated unity. In this way, women's needs are not noticed. By finding out what women and the marginalised need as well as what men from all social groups say is needed, more economic efficiency can be drawn out of the project.

GESI Goals and Indicators in an Energy Project

GESI welfare	Drudgery of women and men belonging to different social groups is reduced	Time spent in fetching water and fuel
	Health of women and men belonging to different social groups improved	Number of women and men belonging to different social groups suffering respiratory diseases and back problems
Productivity of GESI	Earnings of women and men belonging to different social groups is increased	Estimated earnings
	Turnover of businesses of women and men belonging to different social groups increases	Estimate of average turnover
	Number of women's businesses Started	Number of active businesses run by women and men belonging to different social groups
Empowerment for GESI	Increased in participation of women and men belonging to different social groups in community decision making	Number of women and men belonging to different social groups in management team, extent to which s opinion of women and men belonging to different social groups is heard and acted upon
	Increased access of women and men belonging to different social groups to education	Number of women and men belonging to different social groups attending night school
Project efficiency	Implementation of project is successful	Acceptance ratio/continued operation of the technology particularly by women and men belonging to different social groups

Glossary

1. Affirmative (positive) action: Measures targeted at a particular group and intended to eliminate and prevent discrimination or to offset disadvantages arising from existing attitudes, behaviours and structures (sometimes referred to as positive discrimination)

2. Care economy: The part of human activity, both material and social, that is concerned with the process of caring for the present and future labour force, and the human population as a whole, including the domestic provisioning of food, clothing and shelter. Social reproduction is the provisioning of all such needs throughout the economy, whether part of the paid or unpaid components

3. Decision-making: A key aspect in changing gender relations at individual, household, group, village, and societal levels.

4. Division of labour (by gender): The division of paid and unpaid work between women and men in private and public sphere.

5. Empowerment: The process of gaining access and developing one's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms.

6. Equal opportunities for women and men: The absence of barriers to economic, political and social participation on the ground of sex.

7. Family responsibilities: Cover the care of and support for dependent children and other members of the immediate family who need help. National policies should aim at creating effective equality of opportunity and treatment for female and male workers, and for workers without family responsibilities (…) they should be free from restrictions based on family responsibilities when preparing for and entering, participating in or advancing in economic activity.

8. Feminisation of poverty: The increasing incidence and prevalence of poverty among women compared to men.

9. Gender: A concept that refers to the social differences between women and men that have been learned are changeable over time and have wide variations both within and between cultures.

10. Gender analysis: The study of differences in the conditions needs, participation rates, access to resources and development, control of assets, decision making powers, etc. between women and men and their assigned gender roles.

11. Gender and Development (GAD): Approach concentrating on the unequal relations between men and women due to "uneven playing fields". The term gender as an analytical tool arose, therefore, from an increasing awareness of inequalities due to institutional structures. It focuses not only on women as an isolated and homogeneous group, but on the roles and needs of both men and women. Given that women are usually in disadvantaged position as compared to men, promotion of gender equality implies an explicit attention to women's needs, interests and perspectives.

12. The objective then is the advancement of the status of women in society, with gender equality as the ultimate goal.

13. Gender audit: The analysis and evaluation of policies, programmes and institutions in terms of how they apply gender-related criteria.

14. Gender blind: Ignoring/failing to address the gender dimension (as opposed to gender sensitive or gender neutral)

15. Gender budgeting: An application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality. Gender budgeting involves examination of the gender distributional outcomes of budgetary allocations, that is, how these allocations affect the social and economic opportunities of men and women. Reallocations in revenue and expenditure and restructuring of the budgetary process may be necessary in order to promote gender equality.

16. Gender equality the concept meaning 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.

17. Gender equity: Fairness in women's and men's access to socio-economic resources. Example: access to education, depending on whether the child is a boy or a girl. A condition in which women and men participate as equals and have equal access to socio-economic resources.

18. Gender gap: The gap in any area between women and men in terms of their levels of participation, access, rights, remuneration or benefits.

19. Gender impact assessment: Examining policy proposals to see whether they will 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.

20. Gender mainstreaming: concerns planning, (re) organisation, improvement and evaluation of policy processes so that a gender equality perspective is incorporated in all development policies, strategies and interventions, at all levels and at all stages by the actors normally involved therein.

21. Gender needs: The roles of men and women in existing societies and institutions are generally different. Thus, their needs vary accordingly. Two types of needs are usually identified: Practical needs arise from the actual conditions which women and men experience because of the gender roles assigned to them in society. They are often related to women as mothers, homemakers and such providers of basic needs, and are concerned with inadequacies in living and working conditions, as food, water, shelter, income, health care and employment. For women and men in the lower socioeconomic strata, these needs are often linked to survival strategies. Addressing them alone only perpetuates the factors which keep women in a disadvantaged position in their societies. It does not promote gender equality. Strategic needs are the needs required to overcome the subordinate position of women to men in society, and relate to the empowerment of women. They vary according to the particular social, economic and political context in which they are formulated. Usually they concern equality issues such as enabling women to have equal access to job opportunities and training, equal pay for work of equal value, rights to land and other capital assets, prevention of sexual harassment at work and domestic violence, and freedom of choice over childbearing. Addressing them entails a slow transformation of the traditional customs and conventions of a society.

22. Gender neutral: Having no differential positive or negative impact for gender relations or equality between women and men

23. Gender planning: An active approach to planning which takes gender as a key variable or criteria and which seeks to integrate an explicit gender dimension into policies or action.

24. Gender relations: The relation and unequal power distribution between women and men which characterise any specific gender system (see Gender contract).

25. Gender roles: A set of prescriptions for action and behaviour allocated to women and men respectively, and inculcated and maintained as described under 'Gender Contract'.

26. Gender sensitive: Addressing and taking into account the gender dimension.

27. Human development" Human development is about people, about expanding their choices to lead lives they value. Economic growth, increased international trade and investment, technological advance-all are very important. But they are means, not ends. Whether they contribute to human development in the 21st century will depend on whether they expand people's choices, whether they help create an environment for people to develop their full potential and lead productive, creative lives. (UNDP, 2002).

28. Human rights of women: The rights of women and the girl child as inalienable, integral and indivisible part of universal human rights.

29. Informal economy/work: Unpaid economic activities done for the direct benefit of the household or of related and friends' households on a reciprocal basis, including everyday domestic work and a great variety of self provisioning activities and/or professional activity, whether as a sole or secondary occupation, exercised gainfully and not occasionally, on the limits of, or outside, statutory, regulatory or contractual obligations, but excluding informal activities which are also part of the criminal economy.

30. Participation rates: The rate of participation by defined group - example women, men, lone parents, etc. - as a percentage of overall participation, usually in employment.

31. Poverty: From a human rights perspective, poverty consists in the non- fulfilment of a person's human rights to a range of basic capabilities - to do and be the things he or she has reasons to value. Capability failure is thus the defining attribute of poverty (...) Only those capability failures should count as poverty that are deemed to be basic in some order of priority. As different societies may have different orders of priority, the list of basic capabilities may differ from one society to another.

32. Reproductive rights: The right of any individual or couple to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health.

33. Sex: The biological characteristics which distinguish human beings as female or male.

34. Sex disaggregated statistics: The collection and separation of data and statistical information by sex to enable comparative analysis sometime referred to as gender disaggregated statistics.

35. Sex discrimination – direct: Where a person is treated less favourably because of his or her sex.

36. Sex discrimination – indirect: Where a law, regulation, policy or practice, apparently neutral, has a disproportionate adverse impact

on the members of one sex, unless the difference of treatment can be justified by objective factors.

37. Stereotypes: A fixed idea that people have about what someone or something is like, especially an idea that is wrong.

38. Sustainable development: Sustainable development calls for improving the quality of life for all of the world's people without increasing the use of our natural resources beyond the earth's carrying capacity. While sustainable development may require different actions in every region of the world, the efforts to build a truly sustainable way of life require the integration of action in three key areas: economic growth and equity, conserving natural resources and the environment and social development.

39. Women in development (WID): In the early 1970s, researchers began to focus on the division of labour based on sex, and the impact of development and modernization strategies on women. The WID concept came into use in this period. The philosophy underlying this approach is that women are lagging behind in society and that the gap between men and women can be bridged by taking remedial measures within the existing structures. The WID approach started to recognize women as direct actors of social, political, cultural and working life. Criticism to the WID approach emerged later, underlying women's issues tended to be increasingly relegated to marginalized programmes and isolated projects. The WID approach had not direct impact on development.

40. Women's triple role: Women's triple role refers to the reproductive, productive and community managing role. The way these forms are valued affects the way women and men set priorities in planning programs or projects. The taking or not taking into consideration of these forms can make or break women's chances of taking advantage of development opportunities.

Alternative Energy Promotion Center (AEPC)

- A nodal institution for development and promotion of different types of Renewable/Alternative Energy technologies by ensuring energy access to poor, women and socially excluded people in remote area of the country.
- Support on energy use for productive activities to enhance the livelihood of the women and men of all social groups by creating opportunities to income and employment.

Technology promotion

- Mini & micro hydro projects
- Biogas (Domestic, Community and Institution)
- Solar (PV, Drinking Water Scheme, Tuki, Cooker, Dryer)
- Biomass (ICS-mud, Metallic, Gasifire, Briquette)
- Wind

Working Area

AEPC coverage & respective Regional Service Centres (RSCs)

CHINA

INDIA

RDSC

ASTHA

BASE

DCRDC

RESDTN

REWSSPC

SCDC

REMREC

NCDC