

TRAINER'S GUIDE TO MODULE 2

UNIT 2.1

This unit is short and straightforward.

It is quite possible that some of the participants have come across methods such as the Harvard Matrix during their work or in other training courses. If this is the case, ask the participants to explain these methods briefly to the class.

Good points about the standard tools like Harvard Matrix are: they are useful for raising awareness about gender, they bring important facts out into the open (such as that men and women have different levels of access to many resources).

Then point out that these methods:

- (a) do not start from an identification of gender goals which were introduced in Module 1 Unit 1.4 and are used in Units 2.3 and 2.4
and
- (b) do not focus on energy at all

Use these arguments as reasons for the need for special energy tools which will be introduced in Unit 2.3.

If none of the participants have any experience of gender tools, it is better just to skip everything except the first overhead which explains what gender tools are, in general terms. Appendix 1 contains an overview of the most common gender tools.

There are no exercises for this unit.

UNIT 2.2

The first important concept introduced in this unit is the difference between an energy technology project, which is one promoting certain types of energy technology (which could include forest management for woodfuel, biogas, rural electrification, improved stoves, micro-hydro, wind mills, improved charcoal kilns etc) and integrated development projects, which are typically multi-sectoral and deal with a lot of development problems at once, and in which energy may be one component. In this second case, the energy aspects have to fit into the whole picture and respond to general development needs as identified in other sectors.

Make a round of all the participants and let each one say which type of project they mostly work with (if at all). If there are doubts about a particular project, let the class debate it and decide how that project could be categorised.

The four stages of planning used in this module are common to the Project Cycle, Logical Framework and Sustainable Livelihoods Approach, but they are not always known by the names given here. Allow the participants time to think about their own planning process and see how this fits into the scheme sketched here.

If you have participants who have never worked on projects it would be good to divide the class into small groups and make sure that each 'non-project' trainee sits with participants who do have experience of project.

The most difficult part of this unit is the framework, and it is important that the participants become familiar with it and understand it, so allow plenty of time for this.

Use the discussion point 2.2.3 to help participants work through the framework. Exercise 2.2.1 is a good one – participants really have to understand the framework to explain it to someone else!

UNITS 2.3 and 2.4

Unit 2.3 describes a process for looking at gender questions in energy, applied to a case study from Sudan. The process is presented first simply as four stages making a planning framework, in which a series of steps formulated as questions have to be answered in sequence. The 'tools' (matrices etc) that are used to answer are not really explained in this unit – but they are presented one by one in the following unit (Unit 2.4).

There is a lot of material in this unit, and it is very important that you present the whole case, to ensure a deeper understanding by the participants of the framework and the tools. You cannot present the case as a reading exercise, because it is too large to comprehend and understand all at once. This guide however provides some suggestions for breaking the unit down into more manageable parts. Additionally, topics for discussion are provided for these parts and the steps in the framework.

The best strategy is to work with both unit 2.3 and unit 2.4 at the same time. This means that the participants first look at how the steps were done in the case study (material from unit 2.3), then at how these steps are set out in unit 2.4.

The material is broken down into parts based on the difficulty of the different steps. A time schedule for the steps is also provided. This is for guidance only since the amount of time will depend on the knowledge and experience of the participants. We estimate that the time required to deliver Units 2.3 and 2.4 is probably about 8 hours, but it may be a good thing to aid learning to divide this over two days. There are lots of new ideas and concepts to be absorbed which can be mentally tiring. Those participants familiar with standard gender tools may require more convincing and there maybe more discussion with these participants after the units have been completed, comparing and contrasting experiences with the different tools.

If time is available, we strongly recommend experimenting with some of the participatory data gathering methods (from unit 2.5) in the field. These methods are fun and break up the day, as well as contributing to the understanding of the framework. Participants may need time to familiarize themselves with the methods. They will also need time to prepare for the fieldwork and to analyse and present their findings. Allow for travel time to the fieldwork site which the trainer needs to have checked out in advance (see Part 2 for advice on this). So fieldwork can take up to two days depending on the experience of the participants with participatory data gathering methods.

General each part should be treated as follows:

1. The participants / participants sit in small discussion groups and read the material relating to the selected piece from unit 2.3 and 2.4
2. Some time for a short explanatory discussion on the information in the case (in plenary)
3. Discussions in the small groups concerning the tools.

Part 1: Introduction [15min]

The introduction can be a short reading exercise. A short explanatory question round can be useful. No additional discussion is necessary.

Part 2: Steps A1-A3 [1 hour]

- Discussion A1: Do you agree that it is a logical step to start a project planning process by determining the stakeholders of the project? Why (not)?
- Discussion A2: Do you think that this subdivision is legitimate/useful? Which groups would you add or remove?
- NOTE Step A3 In Table A3, the highlighted words are related to the concept of gender goals from Module 1 Unit 1.4. These highlighted words occur throughout the text.
- Discussion A3:
 - The implementing agency ADS supports the empowerment of women.

Additionally they want to ensure the efficiency of the project. Do you think that in general implementing agencies support empowerment?

- UNDP favours the empowerment and increased productivity of women. In general, what will be the main concern of the sponsoring agency?
- Do you think that the women and men in the village explicitly determined their gender objectives as the wish to empower women? Do you think that they will be able to explicitly determine any of the gender objectives? Why (or why not). Do you think that sponsoring and implementing agencies are able to explicitly formulate their gender objectives? Why (or why not)? Would you address these groups in different ways?

Part 3: Steps A4-A5 [45 min]

- Discussion A4:
 - Did you ever work with project indicators? How did it work out? Did you come across any problems formulating measurable indicators? Do you agree that it is important to make use of indicators? Why (or why not)?
 - Do you think that all these indicators should be met? Or should the project focus on reaching one of the indicators? Why do you have this preference? Which gender objective in this case would be the most important to realise?
- Discussion A5: What cultural constraints and opportunities have you experienced as a project planner? Are these opportunities and hindrances important enough for you to take explicitly into account in a project planning process?

Part 4: Steps B1-B3 [1 hour]

- Discussion B1: The identified subgroups give different priorities to change the tasks they perform. Do you think that this *ranking order method*, which has been used in focus groups, is the most suitable method relevant in this case? Or would you use another technique? Why?
- NOTE Step B2: This step uses Moser's Triple Framework introduced in Module 1 Unit 1.1.
- Discussion B2:
 - Do you think that this comprehensive analysis of the current and future activities and energy use in the village is necessary? Why (not)?
 - Do you think that this table represents many villages in the development world? Are there any remarkable outcomes that you wouldn't have expected?
- Discussion B3: The project has formulated in a desk analysis some energy solutions for the tasks that men and women want to have relieved. Do you think that the identified energy solutions are all-inclusive? Has the project forgotten any energy solutions?

Part 5: Steps B4-B5 [2h00]

- Discussion B4:
 - Do you agree that it is important to study the access to and control over energy sources and technologies by men and women? Why would (or wouldn't) it be important to study the access to and control over such existing energy technologies in the village?
 - Is it equally important to study access and control for community and household energy technologies?
 - Do you recognise the division in access and control between men and women that appears from the analysis from your own experiences? What do you recognise?
 - In this integrated development project, the decision about which energy technologies to implement, is taken after this step. In your opinion, is this the right moment to choose? Would you have chosen earlier or later in the planning process?

- Do you agree with the decision to implement a solar home PV system and the rural telecommunication system? Do you think that these energy technologies fit most of the previously identified gender objectives? Would you have chosen other technologies? Which and why?
- Discussion B5: Not all villagers are enthusiastic about the selected energy interventions. Do you find it a legitimate decision to adopt the solar home PV system and the rural telecommunication phone?
How would you deal with a village that refuses the energy interventions you have selected? Would you try to change their minds? Or would you select different energy technologies?

Perform two 30 minute role-plays. Use the case study as starting point.

1. Select three participants to play “project planners”. Divide the rest of the group into two: women and men villagers.
2. The planners will have to find out whether the women in the village support the chosen energy interventions.
3. The planners need to find out how the men feel about the energy interventions.
4. How could any critical comments by the men be addressed?

Part 5: Steps C1-C2 [1h00]

- Discussion C1:
 - Do you find the expected benefits and disadvantages realistic for the solar home PV system? Are they complete? What alterations do you suggest?
 - Do you find the expected benefits and disadvantages realistic for the rural telecommunication phone? Are they complete? What alterations do you suggest?
 - Do you find it useful to involve the target group in identifying positive and negative impacts? Why (not)?
- Discussion C2:
 - Do you find it worthwhile to perform this comprehensive analysis of the resources that are necessary to implement the energy technologies?
 - Is there any information missing in these analyses? Which?
 - Have you ever performed a similar analysis? How were your experiences?

Part 6: Steps C3-C6 [1h00]

- Discussion C3:
 - The village discussion reports provide a rather positive picture. Have you ever experienced such an attitude towards the involvement of women in maintenance and repair activities? Are men, in your experience, willing to involve women? Why (not)? Are, in your experience, women as enthusiastic as in these scenarios?
 - Do you think that the important role for women in maintenance and repair activities is realistic in this particular case given the outcomes of step B4? Why (not)?
- Discussion C4: The women are not only active in maintenance and repair activities, but also in the management of the facilities. Would you find in this case the active role for women in management legitimate? Is it also realistic given the outcomes of step B4? Why (not)?
- Discussion C5:
 - Have you ever experienced problems in your projects, because the implementing organisations were not gender sensitive? If yes, what kind of problems were they?
 - Do you find it worthwhile to perform analyses of the gender awareness in implementing organisations? (why (not)? Have you ever done it before? What were your experiences?
- Discussion C6: Have you ever been constrained in your project because of regional / national / international regulations? Is it a common activity for you in your planning

project process to determine relevant policies? Why (not)?

Part 7: Steps D1 – D2 [1h00]

- Discussion D1:
 - Do you find the formulated development indicators realistic for this project? Why (not)?
- Discussion D2: Do you think that the energy technologies will have the effects described? How realistically do the solutions match the gender goals of the stakeholders?

UNIT 2.4

This unit should be carried out concurrently with Unit 2.3 and the instruction are embedded in those for Unit 2.3

UNIT 2.5

These methods are fun to use and easy to understand.

There are several excellent videos which show how they can be applied, these are listed in the Reference section. There is even one video which shows how standard PRA methods can be 'genderized' – what it in fact comes down to is using the PRA methods in focus groups of men and women separately, which is what we recommend also.

If the videos cannot be obtained, do not despair.

First discuss the way to carry out focus groups.

Then introduce the priority ranking method and invent an exercise to demonstrate it. The exercise could be something from the energy field, but it could also be something quite different: such as: what shall we do this evening: go to the cinema/sit in the bar/watch TV/go to bed early/play football., or indeed any topics that will amuse the participants and which they can argue about in a friendly way.

Divide the class into smaller groups (8-10 people in each group), let one person be the 'facilitator' and another the 'note-taker' and let them practice the exercise. Do not provide the symbols, let them find their own from the room they are in or from the garden outside.

Then let them practice the pebble ranking system. Chose a subject about which there will really be some disagreement: be ready with a bucket full of suitable counters – could be small value coins or sugar lumps for example.

Discuss with the participants what they think about these methods and incorporate any suggestions.

We strongly recommend that you use the exercise 2 on interview technique that is included in appendix 2 of the Manual from the Commonwealth Secretariat publication: "Women and Natural Resource Management: A manual for the Africa Region". This involves looking at photographs of interviews and understanding the 'body language' involved.

The participants will be expected to use these techniques during the fieldwork exercise.

UNIT 2.6

Participants should be explained the purpose of the exercise, and urged to think critically about the things that they have learned during the course, and whether, and how, they may be able to apply these in the normal course of their regular work. Each participant should be asked to work through the following format, but should not be limited in their comments (this is not a form to be filled in, but a framework for developing ideas).

This exercise can be useful to the course organisers/sponsors for follow-up, either to assess the impact of the training or to provide backstopping in the implementations of the plan.

If time allows, participants could present their action plans. The group might already be able to offer advice and tips for overcoming inhibiting factors.

Presentation can be as a poster. Allow time for group members to circulate and read the other posters. They can pin/stick suggestions onto posters.

