

MODULE 3
GENDER AND ENERGY POLICY
TRAINERS MANUAL

An explanatory note for trainers

General introduction to the module

This third Module in the training course “The Gender Face of Energy” deals with “Gender and Energy Policy”. Whereas the first two Modules provided the background information, tools for gender-analysis and – hopefully – have raised awareness about the difficulties with gender and energy, this Module helps the participants to actually understand how to formulate and implement a gender-aware energy policy.

Although this Module is the third in a series of five Modules, it can be seen as a stand-alone Module. Participants who have followed (one of) the first two Modules will have some advantage and will find some of the information in the Module to be familiar. Participants who intend to follow one of the later two Modules will profit from following this Module.

The Module consists – likewise the prior Modules – of a couple of Units which each deal with different aspects of “Gender and Energy Policy”. For each of the Units this manual will provide additional information, as well as guidelines on the discussions, the exercises, etc.

The format of the Module

Each Unit in this Module consists of text, which includes some short case studies and some discussion points. Ideally this text should be copied for each of the participants. The idea is that the trainer will also present the material orally in classroom sessions, encouraging participants to engage in discussion about the concepts given, and the case studies, both in a spontaneous manner as well as on the discussion points that are provided. Each Unit ends with exercises which may help to deepen the participants understanding of the issues at hand.

New in this Module is a so-called “Module Exercise”; a particularly large exercise of which specific elements are executed after every Unit by the participants. In the end the Module Exercise will provide the participants with a model for gender-mainstreaming the energy policy in their country. Working on the assignments related to the Module Exercise will cost quite some time and is supposed to be done by self-study. Trainers are advised to keep the participants motivated for this Module Exercise and to stimulate them to put as much effort in it as needed, as the result will be valuable for future use.

Another (new) element of this Module is the use of tools. These tools are presented in a separate document, but are referred to in the text of the Module. Information about the use and relevance of each tool can be found in the separate document. It is advised to hand a copy of this document to each of the participants at the beginning of the course.

Introduction to the Gender and Energy Policy

Gender and energy are a relatively new area of international sustainable development activities. Awareness about gender issues in energy policy slowly emerges. Therefore, the demand for information about engendering energy policy is growing. This Module is written to answer to this demand of policy makers and those who try to influence policy in developing countries all over the world.

By offering relevant and up-to-date information about gender and energy issues, policy processes and most important the relations between these, this Module gives an overview of the process of

engendering energy policy. The information is presented in the form of a course, including discussions points, exercises and real-life case studies. During the course of this Module you will already collect information to start engendering the energy policy in your own country after you are finished with the Module.

Aim of the Module

The aim of this Module is to provide the rationale and tools for developing and implementing a gender-aware energy policy.

Key concepts in this Module

The key concepts and ideas in this Module are:

- Gender-aware energy policy;
- Policy formulation;
- Characteristics, dimensions and elements of a gender-aware energy policy;
- The process of gender mainstreaming;
- Participatory approaches to policy formulation;
- Influencing and advocating a gender-aware energy policy.

Topics in the Module

The five Units in this Module discuss the following topics:

Unit 1: Background information on gender and energy;

Unit 2: Gender in energy policy;

Unit 3: The policy making process;

Unit 4: Elements of a gender-aware energy policy;

Unit 5: Towards a gender-aware energy policy.

Unit 6: The Action Plan

Target group of participants

The target group for this course are policy makers and those who try to influence or advise policy makers. Ideally participants are from either the energy or gender field and have experience in the field on one of these subjects. During the course it is advised to form mixed groups with both energy and gender specialists. Therefore it is wise to be aware of the backgrounds of all of the participants. This can be done – for example – in the first meeting.

Time needed to complete the module

In total approximately 18 contact hours with the trainer. Besides that, time to do exercises and discussions. The following planning is advised:

	<i>morning</i>	<i>Afternoon</i>
Day 1	Introduction + meeting other participants.	Unit 1 + exchange experiences. 2 hours self-study.
Day 2	Unit 2	4 hours self-study
Day 3	Discussion Module Exercise Unit 3 + exercises	Unit 3 + exercises
Day 4	4 hours self-study	Discussion Module Exercise Free time
Day 5	Unit 4 + exercises	4 hours self-study
Day 6	Discussion Module Exercise Unit 5 + exercises	Unit 5 + exercises
Day 7	Exercises	4 hours self-study
Day 8	Discussion on exercises Unit 5 Discussion Module Exercise	Conclusion Module Exercise Closure of the course

Working forms

The following working forms are used in this Module:

- Reading the material: together with a trainer the course material is read and the trainer explains the content. When certain issues are unclear, participants should be able to ask the trainer or other participants for further explanation;
- Discussion points: questions relevant to the part of text they accompany; meant to facilitate a discussion between (all) participants and the trainer;
- Case: short real-life examples of presented theory meant to make things clear;
- Exercises: tasks that need to be done individually or in groups and which test understanding of the theory;
- Module Assignment: this assignment continues throughout the entire Module and will give you in the end an overview of what is needed to create a gender-aware energy policy.

Sources

Most information in this Module is from Clancy & Feenstra (2005). Case-studies are from Feenstra (2002) unless mentioned otherwise.

Structure of the module

Throughout the manual, references are made to other parts of this module and to other modules in the series ‘The Gender Face of Energy’. The terminology used in all modules is consistent. When a reference is made to a “unit”, this means one of the six units within this module unless another module is specified. A reference to a “section” points to where a major subject within a unit is being addressed. These are indicated by a header preceded by a single digit (for example: **1 Introduction to Gender and Energy**) When a reference is made to a “part” of the unit, this usually means a subsection (e.g. **1.1 What is gender?**).

Each unit is built up in a similar way. The first part presents the theory on a certain subject. This theory is accompanied by discussion points and sometimes by small case-studies. To get a better understanding of the theory exercises are also included. The unit is rounded off with the Module Assignment which runs throughout the course. In the figure below a schematic overview is given of the attitudes, knowledge and skills you will develop during this Module. Also the relationship to the progress of developing a gender-aware energy policy is shown.

Training methods for the Module

Although every course will have its own characteristics due to certain participants, recent events in media, etc. trainers are advised to follow the following main methods for the Module. A trainer will have to use his/ her own experience to adjust the general methods described below to the specific needs of each participant and the specific contexts of each course.

The methods are divided into the different working forms for this Module.

Presenting the material

The theory in this course is presented by text in the Module. This text is divided in different Units dealing with a specific aspect of gender and energy policy. Within a Unit there is a division between Sections and sub-sections.

Participants do not have to read the material before each session. However, the trainer can advise the participants to do so, because this will increase understanding and will allow participants to ask relevant questions during the session. The trainer can decide to go through the text Section by Section, giving room for questions and discussion about the subject at the end of each Section. The pace to go through the text is determined as 5 minutes per page of text, where discussion points and case-studies have some extra time. The time for discussion points, etc. is given in the more detailed unit description later in this manual.

An example of way that the trainer could plan to deliver the first two subsections of Unit 1 is as follows:

	<i>What is done?</i>
13:00-13:05	Introduction to the Unit
13:05-13:10	Present 1.1
13:10-13:15	Discussion point 1.1
13:15-13:20	Present 1.2
13:20-13:25	Discussion point 1.2

<i>13:25-13:40</i>	Case 1.1 & Discussion point 1.3
<i>13:40-13:45</i>	Present 1.3 (first part)
<i>13:45-13:50</i>	Discussion point 1.4
<i>13:50-13:55</i>	Present 1.3 (second part)
<i>13:55-14:05</i>	Short break (optional extra explanation)
<i>14:05-14:35</i>	Explain tool
<i>14:35-14:40</i>	Present 2
<i>14:40-15:10</i>	Explain and organise Module Assignment Unit 1

Discussion points

A discussion point is mostly based upon questions related to the text or a case-study just before the discussion point. These questions are based on experiences and opinions of the participants and therefore do not always require consensus in the end, although it is useful to exchange experiences and opinions in a respectful way. The trainer will act as a discussion leader during the discussion point. He or she will explain what is involved in the discussion point and give the opportunity to react to the participants. In the detailed description of the units sometimes alternative approaches are suggested for dealing with the discussion points. The trainer does not have to use all the discussion points and can supplement the text with their own questions to stimulate discussion.

Cases

A case is a real-life example of things described before in the text. The trainer is advised to let every participant read the text for themselves. Afterwards the discussion point related to the case can be discussed. An alternative approach is for example to let the participants tell their own experiences related to the case, or let them give other (better?) solutions for the problem presented.

Exercises

Exercises are meant to test participant's understanding of the theory. Each exercise starts with advice for the way it is supposed to be done. In the detailed description of each unit these exercises will be explained. Most of the time participants are supposed to do the exercise individually or in small teams. To round the exercise off, the trainer can ask one individual/ group to read their solution aloud and let other's react to this solution in a discussion. The task of the trainer is to make sure the discussion leads to a conclusion. The detailed descriptions given below give suggestions about the type of answer one can expect and occasionally model answers are given. However, the trainer should be aware that most exercises do not have only one answer since much depends on context.

Module Assignment

The Module Assignment is the most time-expensive part of the course; if time is short work can be done by the participants outside the official course hours.

At the end of Unit 1 the trainer introduces the Module Assignment and again at the end of each Unit when new tasks are given. The trainer has to divide the participants into four teams. The participants

then work on their assignment in these teams. During this time the trainer has to be available for advice or guidance.

After the assignments are finished the trainer will have to give every team time to present their findings to the other groups. After each presentation allow some time for discussion about the results. When consensus is reached about the solution, the trainer or some assigned participants will have to write the solution down in the way suggested in the Module Assignment. All output is building towards the last day.

Special moments in the course

Introduction and meeting other participants

The course will be started with a general introduction. The following activities are advised to be done in this time:

- Presentation of the trainers: who are they? what have they done? what is their expertise?
- Introduction to the course: go through the time schedule; explain the working methods; explain the main concepts.
- Introduction to the subject: why is it important? what are the participants going to learn?

Next, the participants will have the change to meet each other. This can be done by a presentation round. Let every participant give (at least):

- Their name and the organisation they represent;
- (The country they are from);
- Their expertise;
- What they expect to learn during the course.

To make everyone relaxed and acquainted to each other it can be useful to also let the participants tell something about their personal life: what are their hobbies? what is the last book they read? etc.

Exchange of experiences

Apart from just meeting each other it is very useful to know the experiences of all the participants. For example, this can play a role in the grouping of participants for exercises etc. The exchange of experiences can be done by settling the group in a round and let every participant first tell:

- Their experience with gender/ energy/ policy;
- The projects they/ their organisation have worked on;
- Their good and bad experiences;
- An anecdote about (e.g.) a project they were involved in.

After each presentation (keep it short!) other participants should be able to ask questions to the participant who did a presentation.

Participants can be asked on cards to write down what the expectations of the course are. These can be pinned to the wall and can be reviewed from time to time during the course to see if any expectations have been met. The final review should be during the course evaluation.

Free time

Half-way the course the participants are given a free afternoon.

Concluding the Module Assignment

In the Module Assignment the goal of the exercise is given. In the conclusion of the Module Assignment the trainer will have to combine all the results with help from the participants to reach the goal (a model for gender-mainstreaming the energy policy in a certain country). This has to be done by discussion in which a consensus is reached about the model.

The outcome of the conclusion will be written down, so participants can receive a copy of the outcome.

Closure of course

At the very end of the course, the trainer will need to gather all the participants from the course one more time. In this meeting the following this can be done:

- Give participants a last change to ask some questions;
- Try to get a final thought about the contents of the course by using the notes made at the first meetings (have the participants learned what they want to learn? how do they look at their own experiences after the course?)
- Let every participant give his or her best/ most interesting learning experience during the course.

Also, this final meeting can be used to hand out evaluation forms, additional materials about the course, etc.

Detailed description of the Units

On the next pages you can find a detailed description of the five Units in this Module. The description is mostly to provide additional information about case-studies, discussion points and exercises. Besides this description, the trainer is advised to read and understand the entire Module. Time between brackets is the time that should be spent on a certain activity.

Trainers guide to Module 3

Unit 1

This unit starts with general background information about the concept 'gender'. Why men and women differ in terms of their social responsibilities is explained, as well as how these differences are shaped. The term 'gender contract' is explained: the informal arrangement about the relationship between men and women in households and the community. The information in Section 1 can be found in more detail in Module 1. The trainer needs to assess the level of understanding of gender concepts in the group to determine how much time needs to be devoted to this unit. The second part of the unit reminds participants of the reasons for the basis of this module – the need to engender energy policy.

The modern legal system gives men and women equal rights, but traditional systems often cause differences, for instance about inheritance rights. Traditional and modern systems operate parallel in a lot of countries and therefore cause conflicts.

Discussion point 1.1 (10 minutes of discussion) deals with the differences between men and women. Participants are asked to name some differences and determine whether these differences are biological or social. The trainer can give some examples: men are usually stronger (biological), women usually take care of children (social), men earn more money for the same jobs (social) and women usually are more friendly (biological or social?).

Discussion point 1.2 (10 minutes) asks the participants to think of the legal system of their country and whether this treats men and women equal. The trainer can give suggestions like: can both men and women inherit land? Are both men and women allowed to open bank accounts? The second question in this discussion point asks the same for the traditional system. The opinion of the participants on this point can differ between the ones raised in rural and urban areas, as well as between participants from different parts of the country. It is interesting to discuss the consequences of having legal and traditional systems operating in parallel.

Case 1.1 (5 minutes) presents a case in which a gender project failed because gender differences were not taken into account. Although the case is about a project and not policy formulation, participants should be reminded that projects are the implementation end of policy. If the policy is not well formulated (in our case, gender-aware) it will not be effective. Give participants 5 minutes to read the case. **Discussion point 1.3** (10 minutes) asks two questions about this case. The first question is about the reasons the project failed. The trainer should focus on what exactly are the differences that are not taken into account? The second question is about the changes that have to be made to make this project successful.

Subsection 1.3 is about the need for engendering energy policy. **Discussion point 1.4** (10 minutes) asks the participants about the specific situation in their country. The trainer can get the discussion going by asking about the way the country's government deals with the differences mentioned in discussion point 1.1.

The **Quick Scan Tool** is introduced at the end of the unit (55 minutes). This is a good tool to start the process of engendering energy policy. The trainer can allow participants 15 minutes to read through the tool. A plenary session can then allow for clarification of points. The group could be split into 4 and a subgroup could be allocated on component of the tool and they could discuss what information is needed and how they could find it (20 minutes). There can be a short report back of their findings in plenary.

Unit 1 ends with a summary and an overview of the things participants will learn. The trainer can use this moment to relate what participants are going to learn to their own goals that were presented during the introduction meeting. There are no exercises in this unit.

Module Assignment

The trainer needs to explain the assignment in particular that this runs through the module. The output is accumulative and will be used at the end of Unit 5 to complete the model given in Figure 2. By model we mean the factors and their linkages that go into the gender mainstreaming process: the policy environment, the actors/stakeholders, characteristics of an engendered policy, process to achieve it, and ways to measure achieving policy goals. The trainer needs to explain Figure 2 and how it relates to the units in the module.

Unit 2

Unit 2 starts with asking the question why energy policy is gender-blind. Gender-blindness means that different roles of men and women are not recognised. For the trainer it is important to stress that gender-blindness is not limited to the energy sector and that improvements in this sector can have impact on the overall empowerment of women.

After this, awareness is raised about different energy needs of men and women. The concept ‘energy’ is explained. The trainer needs to assess the background of participants to determine how much time is needed to clarify these points.

Discussion point 2.1 (10 minutes) asks participants to think of other sectors (besides the energy sector) where gender-blindness is an issue and how this relates to the political ideology, culture and tradition in the country. The trainer can ask for example about the gender situation in the educational sector: do both boys and girls have the same opportunity to attend school?

Discussion point 2.2 (10 minutes) gives input for the Module Exercise. The trainer should make the participants aware of the icon in the border and advise them to make notes of the discussion since it forms an input into the model. The discussion point is about ways to improve the position of women and also asks the participants to think about the consequences of empowering women. For the first question the trainer can once again ask about the positive influence of equal access to education. The second question can be initiated by the trainer by asking the participants about the needs women will have to be able to participate on an equal basis with men in the energy sector.

Case-study 2.1 shows that women are disadvantaged not only because of gender. **Discussion point 2.3** (10 minutes) asks some questions about the case, especially about the term ‘average citizen’. The trainer should point out (especially after the third question) that an average citizen is never a good way to shape policy.

Exercise 2.1 (20 minutes) can be done after Subsection 1.1 has been introduced. The trainer should give participants at least 10 minutes to complete the exercise. As this exercise deals with the specific situation in one country there is no one single answer. The trainer should participants’ ideas in plenary (for approximately 10 minutes).

Discussion point 2.4 (10 minutes) is about metabolic energy, and looking for explanations as to why it is not included in official statistics. **Exercise 2.2** (20 minutes) is also about metabolic energy. Participants have 10 minutes to do this exercise. Although this exercise is also specific for each participant, a sample answer to the exercise is included at the end of the Unit 2 notes in the Trainers Manual. 10 minutes discussion can be held at the end when it can be assessed if the results of the exercise has it changed anyone’s mind about including metabolic energy in official statistics.

Discussion points 2.5 and **2.6** (10 minutes each) are about energy uses and needs of men and women for household and non-household tasks. These discussion points are meant to create awareness of different tasks that require energy. The trainer can organise these as a brainstorm session: write down all the suggestions the participants give and after a few minutes start evaluating the suggestions. If time is running short, these discussion points can be omitted.

Section 2 of the Unit is about the need for gender-awareness and why the lack of gender-awareness in energy policy is a problem for meeting women’s needs in particular. Poor men’s needs may also be neglected since they often work in the informal sector. It is formal large scale agriculture and industry which is the main beneficiary of energy policy. Men dominate these sectors, both as owners and employees. It is particularly important that participants understand the concept of ‘gender-awareness’.

Discussion point 2.7 (15 minutes) is important for the understanding of the theory. The trainer must make sure everybody is active in this discussion. For the first question, the trainer can make a table like the one below on the board and encourage participants to supply ideas to fill some of the boxes.

Differences in ...socio-economic factors	...access to energy	...control over energy
Men have more financial assets	Women cannot get access to the electrical grid	...Men decide where electric lights are to be located around the homestead.
Women are not allowed to own land
...		

The second and third question should be answered quickly allowing more time for the fourth question.

Section 3 gives the starting information about engendering energy policy: how is it done? Gender mainstreaming is an important concept, which every participant needs to understand. To increase understanding, the trainer can ask the participants to write down their understanding and discuss these in the group. The second part of the section is about participatory approaches.

Discussion point 2.8 (10 minutes) is about the differences between gender mainstreaming and ‘male streaming’. The trainer must make sure that (especially with the third question) ‘male streaming’ is not always negative: make sure the participants think of some positive consequences of this approach on elements of the energy sector!

Exercise 2.3 (30 minutes) is a role-play. Divide the participants into three groups. One will be male villagers, one female villagers and one the project evaluation team. Give each group the outline of their role (the can be found at the end of the notes for this unit) but do not let them see the other roles. Make sure everybody reads the case and the exercise carefully (5 minutes) and then give both groups time (10 minutes) to prepare for the discussion. This discussion should take about 10 minutes. In order to get gender disaggregated data, the village meeting should be split into focus groups for men and women. The trainer should see if one of the participant’s suggests this during the role play. If not this should certainly be discussed when the trainer summarize the results, pointing out the different types of information that a mixed group and focus groups obtain. Hence, surveys usually only collect men’s views so it is not surprising men’s needs are met.

Case 2.2 (5 minutes) is about participatory approaches in India which is linked to **Discussion point 2.9** (10 minutes) and asks the participants to identify pitfalls like the ones mentioned in the case. This discussion point can show how good the participants understand the participatory planning approach.

Finally, the trainer should summarise what has been learnt in the Unit.

Module Assignment Unit 2 (120 minutes). The participants work in the teams formed in the Unit 1 Module Assignment. This time each team has its own specific task. 60 minutes is allowed in class to work on the tasks. Each team has 15 minutes to provide its findings in plenary. Findings that can be used in the model should be put on the wall.

Completed example of exercise 2.2: Metabolic energy

Metabolic energy is an important source of energy for most of the activities of women in developing countries. However, it is often not mentioned in official reports on energy and energy institutions tend to ignore this form of energy. In this exercise participants look at the amount of metabolic energy a women uses on regular tasks.

The following table shows how much energy (in calories) is needed for some regular tasks (data by Mehretu and Mutambira, 1992).

<i>Activity</i>	<i>Calories/ hour</i>	<i>Hours per week</i>	<i>Total calories</i>
Fetching water for consumption	270	14	3780
Doing the family laundry	280	12	3360
Collecting firewood	260	21	5460
Grazing livestock	560	7	3920
Watering livestock	650	7	4450
Visit to local market	380	6	2280

Fetching water, for example, uses 270 calories per hour. A 2 hour walk to the nearby canal to get water then takes 2 hours x 270 calories x 2 (to and fro) = 1080 calories.

Think of an average rural village in your country, perhaps the village you grew up in. How many hours per week does a woman from that village spent each week on the activities mentioned? How many calories are used on these activities? Please fill the empty cells in the table with this information.

In the table, which activity uses the most calories and thus the most metabolic energy?

Collecting firewood

Do you find this surprising? NO

One cup of rice gives about 250 calories of energy, an apple about 60 calories and 100 grams of chicken about 160 calories. What do you think about the amount of calories the activity from the table requires?

It's a lot: over 21 cups of rice for one activity (3 cups per day).

Please write down ways to make this task less energy intensive for women.

If the forest is far: collecting firewood by truck and bringing it to the village.

Using other types of fuel than firewood which can be transported to the village easily, for example kerosene.

Does this solution use 'modern' types of energy, like electricity? Do you think trying to implement your solution can be a problem?

Modern fuels also have problems but often of a different sort (costs, acceptance, etc.)

Exercise 2.3: Gender disaggregated data collection**ROLES**

The trainer should give each group their own role. The groups should not see the other two roles.

The evaluation team

You are puzzled why the stoves aren't in use. They have so many advantages.

You want to find out what it takes for people to get involved in the project, particularly the women, and start using the stoves, Try to find a solution everybody likes, and which also takes the needs of women into account

Male villagers

You don't like this project. It is trying to change too many things in your village and not only cooking practices. You don't want your women involved in building stoves – it is totally against your tradition for women to do such things. You also don't like them attending this meeting and are not prepped to let them speak.

Female villagers

You are keen to have a better stove but one that fits your cooking pans and practices. Men in the village are too conservative. They don't want anything to change. Although you would like to learn how to make the stove, it might be better to compromise and let the men do it. If only they would give you the opportunity to speak at the meeting! How can you tell the evaluation team what you think?

Unit 3

The third unit of this Module describes the policy formulation and influencing process in six sections. First of all, the concept of 'policy' is explained, including the forms in which policy can occur. Also the policy lifecycle is given. Understanding the way in which the lifecycle works is important as it makes clear why certain issues become policy and others don't.

For **discussion points 3.1 and 3.2** (10 minutes each) some participants can tell about their organisation. It is advised to limit the answers to two or three organisations due to limited time. It is interesting to compare the different organisations participants represent.

Case 3.1 gives an example of the framework for a government's gender and energy policy. The framework comes from Uganda. The trainer should allow the participants 5 minutes to read the case and prepare for **discussion point 3.3** (15 minutes). This discussion point is about evaluating the policy presented in the case, with special emphasis on weaknesses and pitfalls.

Section 2 is about the theoretical framework of policy formulation. The stepwise model (Figure 3.1) needs to be well understood. It can be printed out in a large format and be put on the wall. The trainer can refer to this model throughout the course.

Exercise 3.1 (60 minutes) has to be done in teams (two or three participants) after reading the case. Each team has to advise the government on policy options using the first three steps of the linear model. First, form the teams and let them read the case (5 minutes). After this, participants get 15-20 minutes to write down their policy suggestions (a lot of detail is not needed). When everybody has finished, ask one team to present their findings and the other teams can ask questions (20 minutes). Finally, the teams have to reach a consensus on their ideas (15 minutes). In fact, this last component models the situation in the policy making process in which different stakeholders try to exert their influence so that policy reflects their views. The trainer should point this out when the discussion has finished.

Discussion point 3.4 (10 minutes) goes back to the weaknesses of the country's energy policy discussed earlier on in the Module. The trainer can write all the weaknesses down on the board and then let the participants determine for each weakness whether it requires policy development, etc. These need to be addressed in the model being developed in the Module Assignment (30 minutes).

The Tool 'identifying gender goals' should be presented by the trainer. Probably there is no time to practice this tool. The trainer – however – has to point out to the participants that this tool is useful in the Module Assignment. The trainer should be familiar with the concept of Gender Goals (see Module 1, Unit 1.4 and Module 2, Unit 2.3 for further details).

After the theory of policy formulation Section 3 describes the policy formulation process in the real world, which has quite some differences compared to the theory. For a better understanding – if there is sufficient time – the trainer can write down the main characteristics of the theory (let the participants name them) and place these opposite the characteristics of the real world practice.

Discussion point 3.5 (10 minutes) is about the motives that influence policy formulation. The trainer can ask the participants to name as many as possible and write them all down.

Discussion point 3.6 (10 minutes) allows some thought as to how participants can use the limitations policymakers face, to advance the cause of an engendered energy policy.

Exercise 3.2 (45 minutes) ask participants to plan for a policy formulation process when time is limited. This exercise is done individually. Give all participants 20 minutes to complete the exercise (remember: there is time pressure). In plenary, the trainer could try to write down a planning schedule which has general agreement. This will require some discussion, but try to keep this limited and point

at the consequences of choices made (25 minutes). A model solution to exercise 3.2 is in the Appendices.

Section 4 explains how issues get translated into policy, once they are determined. Underlying beliefs people hold, which are often not made explicit, are the key determinant in this regard.

Case 3.2 (5 minutes) is about a shift in the focus of the South African energy policy, which is implied to **discussion point 3.7** (5 minutes). The point here is that energy policy changed not for technical reasons linked to fuel supply but for wider political reasons.

Section 5 is not about the policy formulation process, but about the influencing of policy processes. It gives a short introduction to advocacy. Participants interested in advocacy can be advised to follow the course related to Module 4, which is about advocating a gender-aware energy policy.

Discussion point 3.8 (10 minutes) is an introductory discussion about influencing policy. The discussion can be started by letting some participants – with experiences in influencing processes – tell their story. Especially the fourth question is interesting and should receive enough time. The trainer might also find it useful to read Module 4, Unit 4, Subsection 6.4 (media activities) and Unit 6, Section 3 (designing advocacy messages).

The trainer can organise **discussion point 3.9** (10 minutes) in the form of a brainstorm session. First, write down on the board the actors who can influence policy. Is it possible to group them into different categories? (A number of possible stakeholders is given in Exercise 3.3). Some have more influence than others and some are interested in different issues. (The trainer can read more in Section 2, Unit 3, Module 4: Analysis of stakeholders).

Exercise 3.3 (20 minutes) is a simple exercise which each participant can do individually. The trainer can give the participants 10 minutes to complete the boxes. After that, the trainer can ask a participant to give their solution to one of the questions which can form the basis of a brief discussion. Since strategies are likely to depend on circumstances – there is no one answer.

For **discussion point 3.10** (15 minutes) opinion can be gauged by asking participants to raise their hand if they agree. The trainer can invite someone who thinks it will trigger a reaction and someone who doesn't to give their reasons. If a lot of participants agree on an absence of a reaction, the trainer can ask some participants how this could be achieved.

Discussion point 3.11 (10 minutes) can be a brainstorming activity. In **discussion point 3.12** (10 minutes) the trainer can give participants the chance to explain about a situation they know about where public opinion was influenced, preferably positively. The examples do not have to be about gender nor in the energy sector but these should be encouraged. The last question asks if there were approaches that could be successfully used in the energy sector.

The final section deals with the implementation of policy and with monitoring and evaluation. The point to stress is that gender mainstreaming is not over when policy exists on paper. If it seems necessary, the trainer can decide to postpone this section till after a longer break.

In **case 3.3** (5 minutes) and **discussion point 3.13** (20 minutes) the participants are asked to translate the following aspect of an energy policy into workable detail: “energy should be available to all citizens at an affordable cost”. To guide this discussion the trainer can ask specific questions, like: “which elements does this statement have (all citizens, affordable cost)?”, “how can the first element be achieved?”, “what consequences does this have at the second element”, “how can the differences be overcome?” etc. Allow 10 minutes for participants to work individually and 10 minutes for a discussion in plenary.

Discussion point 3.14 (10 minutes) could be a presentation by a participant with experience in this field (5 minutes) and the remainder could comment on the strategies used (5 minutes).

Exercise 3.4 (20 minutes) is about the use of indicators. It can be done either individually or in small groups (2 or 3 participants). The trainer can just present the correct answers to the first part of the exercise (indicated below). The second part is less strict. For this part some suggestions are given.

Tool: Indicators for gender goals (30 minutes). The trainer should present this tool. It is a very important aid in understanding the goals of different stakeholders. Do they really mean “empowerment” or is it “welfare” in practice? An example is provided to aid understanding.

At the end of the Unit, the trainer can summarise what has been learnt, in particular the linear model again and emphasize certain steps in the process (like evaluation, etc.). After this unit participants have to work on the Module Assignment, so there is some time to explain any aspects of the policy process that remain unclear on a more individual basis.

Module Assignment Unit 3 (120 minutes). The participants continue to work in the teams formed in the Unit 1 Module Assignment. 60 Minutes is allowed to work on the tasks in class. Each team has 15 minutes to provide its findings in plenary. Findings that can be used in the model should be put on paper and pinned to the wall.

Exercise 3.2: The Real Policy Making Process – a model answer

The ideal policy making process is linear and involves all stakeholders. In practice, however, this is quite different. In this exercise you will have to adapt the linear policy making process to enable you to make a contribution to a process in which you want to achieve a more gender-aware energy policy. This exercise is carried out on an individual basis (45 minutes).


Participants work on an individual basis. They are to assume the role of an employee of an NGO AWENT which works on women's entrepreneurship. In the exercise they are not actually asked to design the policy but to plan for the data collection which would enable AWENT to offer advice to the minister on a more gender-aware charcoal policy. Participants need to say where they will get the necessary information and how many days they can allocate to each activity.

Task: At the policy consultation workshop in 14 days time, AWENT wants to present the Minister with a policy for a gender-aware charcoal supply chain. In order to make policy recommendations, you need to obtain the appropriate information that would enable you to complete the table. In second column indicate how you would obtain the information to answer the questions posed in column one. In the third column give an estimate of how many days this would take for each activity. Can you leave any steps/questions out? AWENT can allocate two members of staff (one woman and one man) to collect the information.

Below is a model answer.

<i>Activity</i>	<i>How to get information</i>	<i>Planning</i>
1. Defining the Issue		
The problem: what is the development need?	Discuss with minister/ informants	1 day
Diagnosis of the problem: why does it exist?	-	-
What is the development goal?	Already given	0.5 day
2. Examining Policy Alternatives		
What are the alternative routes to the development goal?	Discuss with professionals/ read literature/ contact NGO's	3 days
What is the feasibility of each option?	Idem.	3 day
What are the potential impacts on women and other disadvantaged social groups?	Short literature study/ ask professionals	2 day
3. Making Policy Choices		
Which option is the best choice in terms of social and economic goals?	Choice based on above	0.5 day
Is that option politically feasible?	Already answered	-
4. Implementing Policies		
Who is responsible for implementation of chosen policy?	Study previous project documents/ call people in the field	2 days
What is the plan for implementation?	Based on experience	2 days
5. Monitoring and Evaluation		

How will policy implementation/results be monitored?	- (can be thought of later)	-
How will this information be fed into development?	- (can be thought of later)	-
<i>Total planning</i>	---	14 days



Exercise 3.4: The Use of Indicators

To measure the outcomes of an advocacy strategy, indicators can be very useful. In this exercise you are asked to classify some indicators (taken from Module 3) as qualitative or quantitative. After that you are asked to create some indicators to measure the outcomes in a specific case. This exercise can be done in small groups (2 or 3 participants) and takes about 30 minutes plus 15 minutes discussion in plenary.

Are the indicators mentioned below qualitative or quantitative indicators?

<i>Indicator</i>	<i>Type:</i>
Number of connections to an electricity network.	Quantitative
Women feel electricity has brought benefits to their lives.	Qualitative
The number of electricity blackouts.	Quantitative
Kerosene supply has improved.	Qualitative
Number of women using LPG for cooking	Quantitative
Percentage of household tasks done by men	Quantitative
Existence of an energy sector policy on household energy	Qualitative

<i>Variables</i>	<i>Indicators</i>
Policy support for gender-sensitive participation	<ol style="list-style-type: none"> 1. Existence of a national sector policy for biomass energy 2. Gender-aware national energy policy 3. The explicitness of gender-goals in the policy.
Institutional support for gender-sensitive participation	<ol style="list-style-type: none"> 1. The presence of gender-disaggregated data 2. The type of organisations involved in the process 3. The way gender is reflected in organisations' documents
Gender integration at implementation level: ESCOs	<ol style="list-style-type: none"> 1. Number of men and women trained 2. Number of men and women drop-outs 3. Benefits from project participation for men/women
Gender integration at implementation level: Users	<ol style="list-style-type: none"> 1. Number of men and women interested 2. Benefits from outcomes of the project for men/ women 3. Number of men and women reached

Unit 4

Unit 4 is about the elements that go to making up a gender-aware energy policy. In the previous three units sufficient background information has been presented to enable participants to start working on a gender-aware energy policy. Understanding of the first three units is critical to understand the concepts presented in this and Unit 5. Therefore Unit 4 starts with a short repetition of some concepts introduced in the first three units. The trainer can decide to repeat more theory if he or she feels this is needed.

Section 2 presents the conditions needed to create a gender-aware energy policy. These conditions were identified based on a review of gender mainstreaming in Uganda and South Africa. The conditions may not be the only pre-requisites for gender mainstreaming which is the point raised in **Discussion point 4.1**. It is also possible to do gender-mainstreaming without these conditions in place, however, the process may take longer and not reach all goals. Discussion point 4.1 (10 minutes) asks participants to think of other characteristics that could be part of a gender-aware energy policy. Discussion should include whether or not new conditions are actually aspects of those already suggested. Five conditions is already a lot and too many might become discouraging if trying to ensure they are all in place.

Exercise 4.1 (40 minutes) can be done either individually or in pairs. The trainer must decide on this with the experiences from previous exercises. Participants are asked to complete a table, answering questions for each of the conditions needed to create a gender-aware energy policy (20 minutes). To ensure all conditions are covered, the trainer could allocate one condition to specific participants or pairs to work on first. They can go onto the other conditions when they have finished. Answers could also be put on cards, which helps to collect ideas at the end. The answers don't have to be extensive, as at the end of the exercise, the trainer in plenary will combine all the answers to one overarching solution (20 minutes). This solution can be used as an input for the Module Assignment.

Section 3 presents the dimensions of policy: economic, political, social and sustainable environmental.

Discussion point 4.2 (between 10 and 15 minutes) is a small group exercise, based on the Module Assignment teams. Let the teams work for something between 5 and 10 minutes on the discussion point. After this, all the groups can put their results on the wall (as they make a poster) and walk around looking at each others work for 5 minutes.

Discussion point 4.3 (between 5 and 10 minutes) can be done in plenary. This point is linked to gender budgets. The process of analysing budgetary allocations to ensure a more equitable distribution of resources is one of that started after the Beijing Platform for Action. The Commonwealth Council has been promoting the exercise in a number of countries, although the energy sector does not appear to have been the focus of attention. However, the TIE-ENERGIA project, which is also responsible for the development of "the Gender Face of Energy" is conducting three gender audits in the energy sector (Botswana, Kenya and Senegal). Participants can be asked to share any experience of gender budget exercises they may have.

Discussion point 4.4 (between 5 and 10 minutes) can be a brief plenary discussion about environmental issues as they relate to gender and energy.

Box 4.1 (5 minutes) presents background information on one way of analysing the roles of women. The trainer can ask questions about the definitions such as: "what do you think is the most important role women have?" or "can you think of other tasks women have?" For more information on the roles of women, participants can be directed to Module 1 of the Gender Face of Energy. **Discussion point 4.5** (between 5 and 10 minutes) can be in plenary and looks at how energy policy can transform women's roles but says nothing about gender relations.

In Section 4 availability, affordability and safety are presented as aspects that influence access to energy services. Enabling access is presented as the main goal of a gender-aware energy policy. Each of the aspects is explained to some detail. The trainer should try to get the participants to think about other goals of a gender-aware sensitive energy policy or other aspects of access.

Before **discussion point 4.6** (between 5 and 10 minutes) access is presented as a possible overarching goal of a gender-aware energy policy. Status, income, age and stage of life-cycle (whether people have children, are employed or are sick) and individual relationships are named as determinants of access. Participants should think of others and the situation in their country regarding those determinants.

Discussion point 4.7 (10 minutes) can be organised by the trainer by writing the four example cases down on the white board and then discussion the safety aspects of each of them with the participants, writing the conclusions down.

Tool: Defining elements of an engendered energy policy. The tool is used in Exercise 4.3 so the trainer only needs to briefly introduce the matrix. The columns represent the four aspects of the multi-dimensional characteristic of policy. The rows represent the issues to be addressed by policy. These can vary depending on what issues in a particular context have been identified. In the example given in this module, Access is the overarching issue which has three dimensions: availability, affordability and safety. The cells represent how each issue is influenced by the policy dimensions. A completed example is given. However, it is recommended that the trainer proceed to Exercise 4.3, rather than present the example since this will help the participants to better understand the tool.

Exercise 4.2 (40 minutes) is not only based on the theory, but also on the Tool ‘defining elements of an engendered energy policy’. Participants can do this exercise in their teams. It should take about 30 minutes to complete the exercise. The trainer can spend about 10 minutes on discussing the participants’ results.

The last section summarizes the contents of Unit 4. Since this unit contains a lot of information, it is recommended that the trainer takes time for this summary (15-20 minutes).

Module Assignment (2 hours)

There are only three activities in this Module Assignment. The trainer needs to redistribute the teams. Participants can work for 90 minutes on their tasks. Then there is 10 minutes per team to present their findings.

Unit 5

The last unit of Module 3 will help participants in the actual process of creating a gender-aware energy policy by presenting theory about the enabling conditions and the formulation process. Furthermore there is information about how stakeholders can be motivated to support gender mainstreaming in the energy sector. The first section gives an overview of the topics covered in the unit and their relevance and relation to each other.

Section 2 gives an overview of the enabling conditions for engendering energy policy. Most of these conditions will sound familiar by now to the participants. If there is time, the trainer could begin by asking the participants what they think the conditions are about before explaining them. If time is short the trainer can introduce the conditions in the form of a presentation.

Two tools are presented in Subsection 2.2, both are about stakeholder analysis. The trainer should present the tools and point out their relevance to the process of engendering energy policy. **Discussion point 5.1** (10 minutes) is about the stakeholder analysis. The trainer must ask the participants where in the policy formulation process they would use a stakeholder analysis. This can be done by letting the participants point out in the linear model where the tools can be used, or by letting participants indicate for which characteristics, elements, issues etc. of a gender-aware energy policy the tool can be used.

In sub-section 2.3 the next tool is presented: ‘**analytical methods for different elements of policy & policy processes**’. This tool is accompanied by **Exercise 5.1** which is a substantial piece of work. The trainer explains the exercise (10 minutes) and forms six teams of participants (5 minutes). Each of these teams will research one of the elements listed (2,5 hours). Each team presents its findings in plenary (90 minutes). The results of this exercise form an input for the Module assignment.

Case 5.1 (10 minutes) deals with political commitment in Uganda. The trainer should give the participants some time to read the case. If there are any Uganda women participants, the trainer can invite them to comment on the reality on the ground. Women from other countries can be asked how does this compare with their countries? **Discussion point 5.2** (10 minutes) a plenary discussion.

Case 5.2 (5 minutes), **discussion point 5.3** (between 5 and 10 minutes) **case 5.3** (5 minutes) and **discussion point 5.4** (10 minutes) can be handled in the same way as Case 5.1 and Discussion point 5.2.

Exercise 5.2 (25 minutes) is about the enabling conditions. Participants work on an individual basis. There has been no discussion about which condition is most important. The last column of the table asks participants to rank the conditions in order of importance. Tanking will depend on context.

Section 3 is about the formulation process of a gender-aware energy policy. Here the elements are described that need to be present in order to successfully formulate a gender-aware energy policy. Participants have met all five elements earlier in the module, so the trainer can ask participants to identify what they think about them before actually presenting the theory.

Discussion point 5.5 (10 minutes) can be a plenary discussion.

Discussion point 5.6 (10 minutes) is a plenary discussion.

Once again, **Case 5.3** (5 minutes) and **discussion point 5.7** (10 minutes) looks at participation as part of the mainstreaming process. If the women from Uganda participating in the course can be invited to comment on whether or not they agree with the interpretation by Feenstra.

Exercise 5.3 (45 minutes) is done individually by all participants. They need to explain to a policy maker certain aspects about gender, etc. The trainer should give all participants 15 minutes to read the exercise and write down their answers. The trainer can organise a role-play. One participant is the

policy maker and asks the questions given in the exercise, and another participant gives his or her responses trying to make a convincing case (15 minutes). Participants can respond to what they have heard. The last 5 minutes the trainer summarises what has been discussed in this session.

Discussion point 5.8 (between 10 and 15 minutes) is a difficult one. Participants have to think about the relation of a gender-aware energy policy to other sectors. If participants don't know an answer to any of the four cases at once, the trainer can give suggestions, like: "would women require more from this sector once they have equal energy rights?" or "is this sector needed to give women the change to get empowerment through a gender-aware energy policy?".

The last section in Unit 5 is about the motivation of stakeholders. Some reasons for stakeholders to be active in engendering energy policy are given. These should be well understood by the participants.

Discussion point 5.9 (10 minutes) asks participants to think about their own motivation as well as their organisation and the government. The discussion here could focus on what the consequences are of stakeholders having different motivations in relation to gender mainstreaming in energy policy. The origins of different motivations relate back to Unit 4 about how are views of the world are shaped.

Exercise 5.4 (40 minutes), the last exercise of the Module, should be done individually or in groups if participants are from the same organisation. Participants are asked first about general aspects of stakeholder motivation and then about specific aspects of their own organisation. Allow 25 minutes for completing the assignment. The remaining 15 minutes should be spent on discussing the implications of an organisation having coherence or divergence between policy and practice.

Finally, the trainer should summarise of the unit. If there is time, the trainer can go through the summaries of all the units one more time as input into the final Module Assignment.

Module Assignment (3 hours). Participants are four teams again. They have two hours to complete the team tasks and one hour for reporting back.

Concluding Module Assignment

In the conclusion of the Module Assignment the trainer will have to work with the participants to combine all the results to reach the goal (a model for gender-mainstreaming the energy policy in a certain country). This has to be done by discussion to reach a consensus.

The outcome of the conclusion will be written down so participants can receive a copy of the outcome.

UNIT 6

This last activity is generic to all the Modules. It is intended to help participants with their re-entry into their workplace. Time should be made for the participants to at least write their action plan. The trainer should circulate around the group while the plans are being prepared, offering support and advice where necessary. If possible participants should also be able to present and discuss their action plan in plenary. Alternatively they can present them as a poster and the group can circulate and make comments suggestions either verbally to the owner of the plan or add written comments.

The trainer can make a copy which can be kept by the course organisers for their own follow-up and evaluation of the impacts of the training. Participants should be informed of this fact.

EVALUATION AND CLOSING

An evaluation form is included in the trainer's manual. However, the trainer can use their own form. Time should also be made available for verbal evaluation. This session can be facilitated by someone who was not involved in course delivery or organisation. This enables participants to freely expression opinions. However, care should be taken that negative criticisms are the view of a majority and not one vocal person.

EVALUATION OF TRAINING COURSE

1. Course content

For each of the modules covered in the course, give your rating to indicate the relevance of the module to your work and how well it was presented.

Please give your rating only for the parts in which you participated.

Rating

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Very Good
- 5 - Excellent

Presentation

Relevance

1. Unit 1	[]	[]
2. Unit 2	[]	[]
3. Unit 3	[]	[]
4. Unit 4	[]	[]
5. Unit 5	[]	[]
6. Unit 6	[]	[]
7. Module Assignment	[]	[]
8. Course set-up	[]	[]

2. Individual expectations

2.1 To what extent has this course met your expectations as expressed at the beginning of the course?

- 1 - Completely met
- 2 - Adequately met
- 3 - To some extent met
- 4 - Not met

2.2 What subjects/aspects did you expect to be covered that:

were not included in the course

.....

were included, but not well covered during the training

.....

3. Course organisation and methodology

3.1 What aspects of the course organisation did you like most?

.....

3.2 What improvements would you suggest for the organisation and methodology of the course?

.....

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