

Social and Gender Inclusion in Renewable Energy Development

Gender Action Learning for Sustainability (GALS) Module



TERANG Project
(Investing in Renewable Energy for Rural Remote Communities)
Sumba Iconic Island Program (SII) & Indonesia Domestic Biogas Program (IDBP)

MCA-I Green Prosperity Project Grant

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Acronyms

IDBP	Indonesia Domestic Biogas Program (also known as Biogas Rumah or BIRU)
CSO	Civil Society Organization
FGD	Focus Group Discussion
TERANG	Investing in Renewable Energy for Rural Remote Communities
GALS	Gender Action Learning System
GFP	Gender Focal Point
MCAI	Millennium Challenge Account-Indonesia
NTB	West Nusa Tenggara
NTT	East Nusa Tenggara
P-SGIP	Project-Social and Gender Integration Plan
RE	Renewable Energy
SII	Sumba Iconic Island
WEAI	The Women Empowerment in Agriculture Index
YRE	Yayasan Rumah Energi



Introduction

Why Social and Gender Inclusion is Important in Renewable Energy Development: The Case of Sumba Iconic Island

Gender and social disparities in revenue distribution, utilization of natural resources, access to health and education have all made women and girls vulnerable toward chronic poverty. Indonesian poor women in rural areas have experienced difficulties with men due to social cultural demands, such as collecting firewood and transport them back home in a fairly long distance. Time and energy have been major challenges which limit their capacities to involve in various activities which may be the source of productive income. Additionally, household reliance on fossil fuels (fire woods) has produced serious impact toward the surrounding environment, and climate change has led to a diminishing biomass which in turn has forced the women to walk even further and spend more time to collect fossil fuels. Women also have greater health risk due to excessive to pollution caused by biomass incineration inside the house through the use of traditional stove.

In 2013, Hivos carried out Socio Economic Survey and Gender Baseline Survey in Sumba, East Nusa Tenggara as part of renewable energy development program, Sumba Iconic Island (SII). The study discovered that on the average the domestic firewood consumption used in the open stove was 12 kg per day, this is the reflection on how heavy women's workload in collecting and transporting firewood. The amount of time lost arising due to limited accessibility to modern energy technology has made women to be excluded from the decision making process and thus their opportunities to get better education are slim while education is a key element in human development. Consequently, more women are trapped in poverty. Therefore, enhancement of gender equality and fair accessibility to Renewable Energy are important development activities and business activities which are Hivos and its local partners' operational focus.

The development of Renewable Energy among the community where Hivos and its local partners work has significantly been able to reduce women's workload and save their time. Accessibility to biogas and clean cooking technology have improved household prosperity and life quality. Reducing indoor air pollution and improved efficiency in cleaning kitchen utensils have enabled to bring out benefits especially for women in charge for preparing the food and house cleaning chores. Study about women in West Nusa Tenggara and East Java have revealed that users of Domestic Biogas (BIRU) have been able to save time more than one hour every day.

Time and energy saving to perform household chores have provided more time for women to engage in social activities, entrepreneurship, and income generating activities. IDBP or final report in 2014 suggests that 5% of biogas users, including women, were able improve their incomes between Rp 20,000 to Rp 600,000 every month by selling bio-slurry as organic fertilizers.³

Similarly, utilization of renewable energy for lighting purposes in Sumba has provided benefits for family by extending productive time, reduce women's workload to finish their various household, social, and child care activities before the sun goes down. Sumba women may spend more time by engaging in village level meetings and various income generating household-based activities including growing vegetables and weaving. Study about Women Advocacy Strategy in Sumba by Hivos in 2015 discovered that women have more time to get involved in weaving businesses (several pieces of clothes they have woven have been sold up to Rp 500,000). Nonetheless, in several examples, their entire extra incomes have been allocated for their husband needs.

The utilization of Renewable Energy has not always been beneficial for women, especially when existing gender roles and decision making structure remain unchanged. However, women who are

¹ SII. Socio-Economic Survey and Gender Baseline Survey. Hivos 2013 (pp. 93). (<http://hivos.org/sumba-documents>).

² Domestic Biogas monitoring report on Time Saving by Women Through Biogas Utilization. Hivos 2015 (pp. 2). (<http://sfiles.biru.or.id/uploads/files/wocanreport.pdf>)

active in entrepreneurship in energy sector, have positively affect community's perception about women's capacity and open up new opportunities for women participation in public space. Moreover, gender inequality may be affected, where men tend to assume responsibilities in the household and involve women in a more equitable manner.

Transforming these power disparities based on gender which underlie these issues are not that simple. However, Hivos will consistently intervene by focusing on gender and work to improve economic values of women by introducing new and renewable technology as well as invite them to engage in entrepreneurship in energy sector.

Project Background

Since 2010, Hivos has started Iconic Island initiative where Sumba Island in Indonesia has been selected. The objectives of Hivos is to provide accessibility toward renewable energy which is reliable for the inhabitants of this island. The purpose is to end local people's reliance toward fossil fuels, as well as supporting the development and their economic activities.

Years of experience working with partner organizations to develop access toward sustainable energy in developing countries, have convinced Hivos that transformation to sustainable energy while at the same time reducing poverty may be carried out in large scale. Results of this Iconic Island initiative should be example for other parts of the world. Today, Sumba Iconic Island has been adopted as government program under the Ministerial Decree No. 3051 K/30/ MEM/2015, in which this decree promotes multi party approach where government, private sector, and CSO work collaboratively.

Partnership with Millennium Challenge Account-Indonesia (MCA-I) and Dutch Ministry of Foreign Affairs has enabled Hivos to accelerate accessibility and income benefit generated by renewable energy. This action is accomplished by replicating the success in building the approach and business model under Indonesia Domestic Biogas Program (IDBP) which is better known as Rumah Biru (BIRU) – a semi marketplace-based biogas sector development and Sumba Iconic Island (SII) as a large scale project under the "Investment in Renewable Energy for Remote Communities" banner or TERANG Project. Partnership Agreement has two goals, namely rural community prosperity improvement through renewable energy utilization in rural communities; and the adoption of sustainable business model and off-grid technology (standalone technology which does not rely on traditional system).

Project-Social and Gender Integration Plan (P-SGIP) is created to ensure that social and gender inclusions become the important output expected from the project. This planning is intended to maximize the social economic benefits for all, and facilitate equal benefits for women and potentially marginalized group. Project activities are designed in a way where gender consideration are explicitly included since the initial phase and informed to Hivos implementation team as well as local NGO partners. As an addition, a community-based empowerment methodology known as Gender Action Learning for Sustainability (GALS), participatory learning approach used by Hivos has also been incorporated to enhance awareness within the household on the importance of equal segregation of duties in the household, enhancement of women's capacity to manage the profit generated by renewable energy products as well as maximizing male involvement in the entire development process.

³ IDBP or BIRU Final Report. Hivos 2014 (pp. 35)

Training of Trainers (ToT) on Social and Gender Inclusion in Renewable Energy Development is organized to improve the local partner NGOs capacity to effectively empower the community to engage in renewable energy products based on the awareness on the importance of access and equal distribution. In order to maintain knowledge implementation following the training, Gender Focal Point (GFP) is established and made up of men and women participants at the local partner's level. Gender Focal Point (GFP) is expected to be a routine forum to share information, organize discussion on case study and learning the lesson. This is part of their joint learning process on the practices of social and gender inclusion.

Objectives, Topics and Approach for the Training.

Training Objectives

There are three objectives of this training, they are developing common understanding among the program implementation team staff, NGO partners, and other stakeholders on the importance of social and gender aspects' inclusion to achieve our goals; encourage the organizations' commitment to implementing social and gender aspects in the entire project cycle; and provide guideline to staff on applying GALS methodology to promote social and gender equality within the community where they operate. Prior to the conclusion of the training, the staff will be able to:

1. Understand the importance of social and gender aspects to enable to experience the impacts of the project;
2. Able to analyze gender specific issues by using various GALS practical tools and identifying various interventions which include social and gender aspects.
3. Able to integrate social and gender aspects into the planning, implementation, monitoring, evaluation, and project learning phases.

Training Topics

Module 1 - Gender Awareness

Participants will learn:

About gender and power differences, the importance of considering all these differences for the project success.

- How gender analysis may help to understand energy poverty, gender needs and inequalities?
- How gender may be integrated into renewable energy services?
Dialogue skills to help member of the community learn about gender and power differences.

Participants are expected to use this module to enhance their awareness of their organizational team and inclusion of social and gender aspects.

Module 2 - Gender Action Learning for Sustainability (GALS)

Participants will learn:

- The GALS tools.
- The role of facilitator in using GALS tools to enhance community awareness on gender and power differences as well as methods on how household and community may collaborate to narrow such differences.

Participants are expected to use this module to train their operational team the practical way of implementing GALS within the community. Additionally, participants will apply each GALS tool (GALS tool one to four) during the community coaching session.

Module 3. Gender Mainstreaming

Participants will learn:

- Methods for tracking the progress in gender relations through monitoring tools.
- The roles of existing Gender Focal Point (GFP).
- Guideline on gender mainstreaming and checklist.

Participants are expected to use this module to train their organizational team. Additionally, participants will apply monitoring tools previously learned to ensure the incorporation of gender and social aspects in the entire project and reporting.

Training Approach

1. Self-awareness among the participants on the importance of social and gender aspects inclusion.

Module 1 will begin with self-awareness of the participants about the importance of social and gender equalities as well as enhancing the understanding that the process of observing this inequality is important to achieve our objectives.

2. Encourage the participants to review themselves and identify ways to implement GALS methodology

Module 2 will produce skills necessary to apply GALS participatory tools to encourage social and gender equalities. The module enables the participants to practice GALS application to help the community to understand further about gender norms and the impact as well as looking for the way to improve gender equality.

3. Help participants to look for ways to include social and gender aspects to the project

Module 3 will emphasize on sharing participants' opinion on the ways of including social and gender aspects in the entire project cycle. This module will also discuss ways to track the progress, reporting, network development, and project documentation.

Expected Results from the Training

1. For the training sessions, it would be better if the entire three modules are included in the lesson. However, the three modules can be trained in separate occasions depending on organizations' strategy.
2. Within the community organizers, participants will be expected to apply 2 modules about implementing GALS directly, together with the monitoring tools previously learned that is "Empowering Male and Female" as well as "Evidence-based Cases" in order to enable the tracking of the progress on gender relations among the beneficiary groups. Additionally, guideline on gender mainstreaming being developed as a checklist will enable the discussion among team members to ensure that social and gender aspects have been performed sufficiently in the implementation of entire TERANG project cycle.
3. Gender Focal Point (GFP) established by each field team will be present as a means of sharing the finding and lesson from all activities implemented as well as ensuring the documentation process and information dissemination.

Session Plan

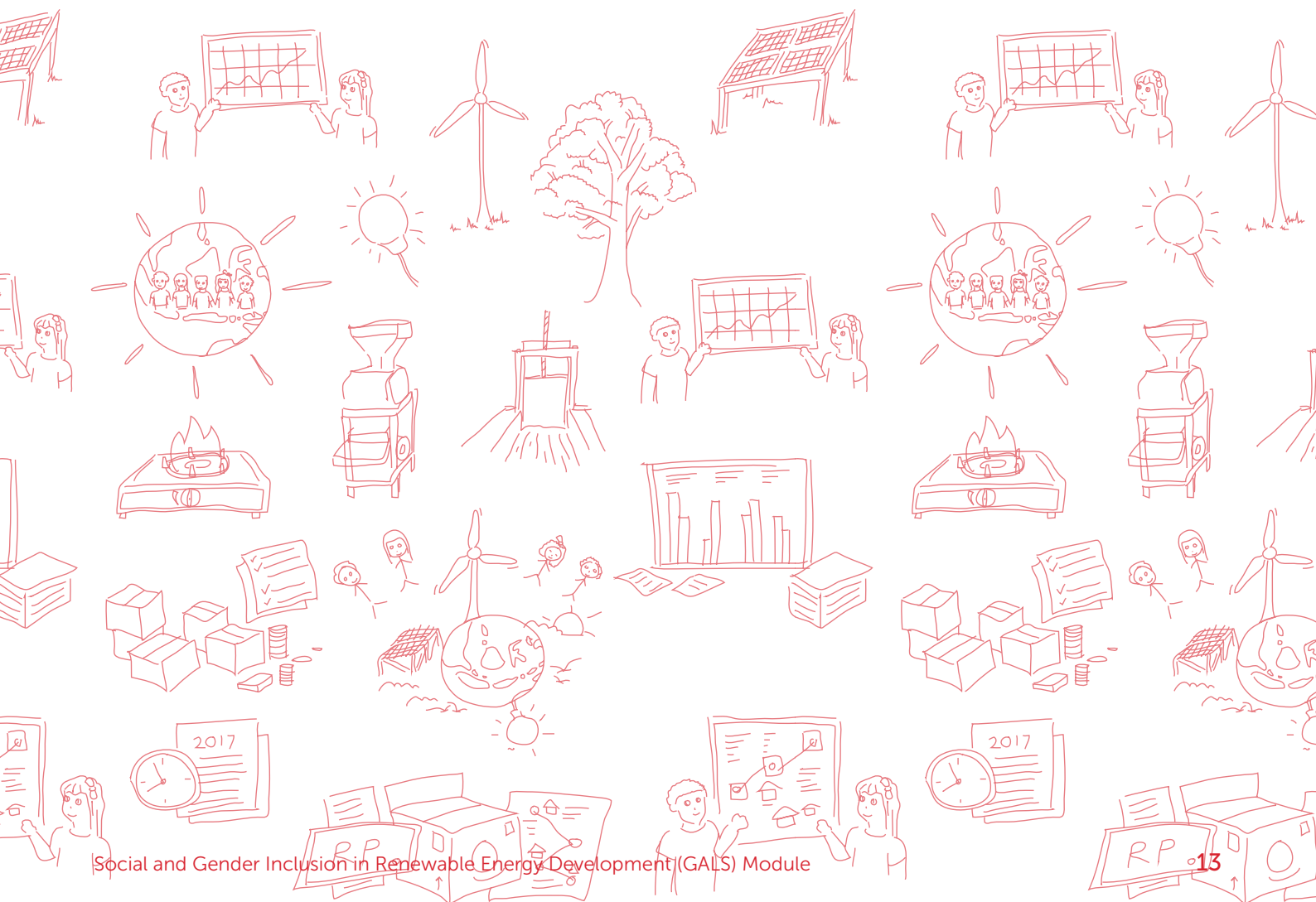
Day	Activity	Time	Target	Key Content	Methods
MODULE ONE: GENDER AWARENESS					
Day One Introduction	1.1. Learning from similarities and differences	08.30-09.00	Provide space for facilitator and participants to introduce each other, make them willing to learn, and share their own stories. Observe how similarities and differences affect our work and experience. Understand how we can learn from all of the existing similarities and differences to achieve the objectives we are working on.	Observe the differences in ideas and ways for us to overcome those differences.	Discussion by Couples. Discussion in large group.
	Training objectives		Reach the agreement on the training objectives.	Training objectives and minor regulations.	Discussion in large group.
Self-awareness	1.2. Revise gender differences	09.00-10.30	Review our way of identifying ourselves and others as male and female.	Awareness on gender differences.	Discussion in large group.
			Understand how gender norms are established socially, used as a prejudice to discriminate, and the importance of creating unbiased community.	Awareness on the impact arising by gender norms and the need for transformation.	
			Break		
	1.3. Explore further to see power differences	10.45-12.00	Understanding power differences among dominant groups and less dominant groups as well as the effect on gender relations and vulnerability.	Awareness on power differences, the impact, and the need for equality.	Discussion in small group. Circling the room to read the existing messages. Discussion in large group.
			Lunch		

Day	Activity	Time	Target	Key Content	Methods
	1.4. Identifying the needs and gender disparities in energy services	13.00-14.30	Understanding the correlation between gender and the energy needs as well as disparities. Understanding the importance of gender analysis which is applicable as the systematic framework to identify the needs and different interest between men and women in accessing energy services as well as the existing disparities.	Introduction: what are the three gender roles, gender needs, and how such analysis relates to the implementation of renewable energy?	
	1.5. Implementing Renewable Energy Development and Gender	14.30-15.30	Understanding the importance of implementing gender analysis to observe further how gender relations may be improved and how women's needs may be fulfilled. Understanding methods on how to implement gender analysis framework to trace the gender relations improvement within the household and the community we work.	Introduction: What do we learn on gender analysis over the development of renewable energy, and how we can implement such gender analysis?	Work in small groups to identify components of gender analysis and work in large group to discuss them.
			Break		
Switching from analysis to action	1.6. Dialogue skills to work	15.45-16.30	Understanding the way to communicate with the community in our workplace to explore further about gender and power differences.	Dialogue skills to communicate.	Activities in large group and discussion.
		16.30-17.00	Summarize what have been learned about gender and power differences about ways to communicate with the community.	Summary of Day One	Discussion in large group.

Session Plan

Day	Activity	Time	Target	Key Content	Methods
MODULE TWO: GENDER ACTION LEARNING SYSTEM (GALS)					
Day Two: GALS approach to develop new vision about equitable of social and gender relations	2.1. GALS First Tool Vision Journey	08.30-10.30	Start the workshop with clear understanding on what we wish to achieve in social and gender equality program.	Recapitulation of Day One	Work individually and work in large group to prepare collective vision and hold discussion.
			Introduce GALS tools for application in the community.	GALS Tool One: The Vision of Soulmate and Vision Journey	
			Break		
		10.45-12.00	GALS Tool One (Continued)		
			Lunch		
	2.2. GALS Second Tool Gender Balance Tree	13.30-14.30	Introduce GALS tools for application in the community.	GALS Tool Two: Gender Balance Tree	Work individually and work in large group to prepare collective tree and hold discussion.
			Break		
		14.45-17.00	GALS Tool Two (Continued) End of Day Two		
MODULE THREE: GENDER MAINSTREAMING					
Day Three: Integrating social and gender aspects in the entire project cycle	3.1. Collection of Case-based Evidence	08.30-10.30	Understand the tool to trace the improvement in gender relations	Case-based evidence collected from GALS monitoring.	Work in small group and discussion in large group.
	3.2. Men and Women Empowerment Monitoring	11.00-12.30	Understand the tool to trace the improvement in gender relations	Men and women empowerment tools	Work in small group and discussion in large group.
			Break		

Day	Activity	Time	Target	Key Content	Methods
		13.30-15.30	Aware on the importance of sharing and learning among the group which work in gender issues	The role of Gender Focal Point (GFP)	Work in small group and discussion in large group.
	3.3. Guideline and checklist of social and gender mainstreaming	16.00-17.00	To understand the integration of social and gender aspects on the phases of project cycle: work plan design, implementation, monitoring, evaluation, and learning process. Apply the lesson to implement comprehensively.	Guideline and checklist of social and gender mainstreaming. Follow-up plan, output, timeline, and reporting. Lesson summary from Day 1-3	Work in small group and discussion in large group.



Module One : Gender Awareness



Activity 1.1.

Learning from Similarities and Differences

Objectives

1. To provide opportunities for facilitator and participants to know each other.
2. To understand how differences and similarities affect our work and life experiences as well as how we can learn from each other to achieve the social and gender equality.

Duration : 30 minutes

Instruction

1. Facilitator gives brief introduction on the training objectives, with the purpose of providing in-depth understanding to the participants on the aspects of gender and social inclusion as well as learning how to work to achieve greater equality.
2. Participants discuss in couples face to face with each other at a comfortable distance.
3. Facilitator raises a question to be discussed, such as:
 - What professional achievement/performance that has made you proud?
 - Recall your childhood at home, neighborhood, and school. When was the first time you remembered that you were different? What happened and what did you feel?
 - What did happen at the time you deal with someone different and it did not go as expected?
4. Propose 2-3 interesting discussion topics to be shared in a large group. Participants will be asked to share the story with their couples.
5. Finish the session by helping participants to understand differences and values of the inclusion.
 - We have a lot of experience and wisdom about differences in the group. Discussing gender issues are closely related with facing differences (belief, roles, responsibilities, characteristics, etc. as someone's response toward the changes). We admit these differences when we work within the community and together with a team.
 - We are all learners and have learned together today about the importance of including gender and social aspects to our work and life everyday. We may practice by applying several tools to work to achieve this within our community.
6. Distribute a small size card to participants for them to write their ideas about things they wish to learn, then group and write down a summary of all training objectives on a flipchart.
7. Make an agreement with the group about a number of "minor rules" to be applied during the training, such as:
 - Be an active listener with a desire to learn, respect every opinion expressed within the room.
 - Be punctual.
 - Speak or write in any language is welcome, however, try to explain to let other people understand.
 - Some volunteers will be needed to summarize what we have learned every day and to recapitulate at the beginning of a session the following day.

Activity 1.2.

Improve Gender Differences

Objectives

1. To understand how gender stereotype and norms are developed socially and have shaped community's characteristics.
2. To start the discussion about negative consequences of gender stereotype and the impact of discrimination as well as gender disparities.
3. To increase awareness about the importance of more equitable community, which may be created through the transformation of gender stereotype.

Duration : 90 minutes

Instruction

1. Introduce gender stereotype, which shows norms and characteristics relevant to men and women. We will discuss how women and men behavior are different within the same situation. How does it happen?
2. Distribute small cards with different colors and ask participants to write down women characteristics in one card and men characteristics in another card. Make sure which color is relevant to each gender.
3. Facilitator affixes the picture of a woman and a man on a different sheet on a flipchart and ask participants to affix different small cards around each picture.
4. Example of characteristics: adventurous, tough, impatient, authoritative, strong, smart, courageous, weak, shy, gentle, dependence, tolerance, sensitive, mindful, forgiving, etc.
5. Discuss in large group the following questions:
 - What expressions have we heard as we are growing up from parents, teachers, relatives, or friends which shape up the gender norms, such as "act like a woman" or "act like a man"? Which one is more positive and which one is more negative, depending on whether we meet the expectation from certain gender?
 - Have there been moments where we wish to abandon the "gender box" which determines our roles?
 - What were the results and comments expressed when we abandon the pre-determined roles?
 - What are the consequences we encounter when we abandon the gender norms (based on your personal experience or other people's experience)? Have you witnessed the situations? Discuss them.
 - Through the socialization, community often time teaches us to associate certain characteristics such as courage and strength with men, while weak and submissive with women. These characteristics have been strongly instilled in people's mind and affect the aspects of personality, behavior, self-identity, role, responsibility, and behavior.

- As a matter of fact, it is not easy for us to determine what characteristics are appropriate to be associated with women and men. For example, a man is expected to have a strong character but at a time may be sensitive and show openly a series of emotions. Meanwhile, a woman sometime may have a strong character and show courage.
 - Can this be a legitimate base for discrimination? Encourage participants to provide several examples based on their experience or their observation within a community. We may discover that a woman is restricted in terms of mobility, driving a vehicle, or staying overnight outside their village which may limit their opportunity to attend various training or participate on events in the regional center outside their own community.
 - Gender is more than just perceiving the women's roles and various challenges they encounter within a community. Men may also feel that their movement are restricted by the demand of the public to them. For example, men who stay at home to raise the children or without their own personal income may feel embarrassed or disturbed to the surrounding community.
 - It is important for men to perceive gender normative stereotypes which may grant certain privileges, such as having greater freedom than women to travel or to participate on an entertainment event with their friends. However, in certain times the same stereotype may take away the freedom from men who wish to behave in a way which is perceived by the public as "feminine" characteristic.
 - This training is not intended to put men on a negative side, or indicate that only women experience discriminations, but rather it is more on the understanding how gender stereotype standards provide certain privileges as well as pressures applied both to men and women.
6. Finish the training and associate it with the socialization process.
- Address the basic thought that "gender roles may be change", however the transformation process is full of challenges as these roles have been instilled so deep culturally and historically. Transformation may take place by enhancing the awareness on community values which are more equitable for a more prosperous life quality.
 - By switching the picture of a woman with the picture of a man on the flipchart, there are only few cards which list the differences from the biological sides which seem to be non-exchangeable, such as breastfeeding and reproductive function (the emphasis is not on breastfeeding activity and delivering a baby, but rather more on the mammary gland and womb along with its ovum).

Tips

- Participants need to review themselves from various childhood and adolescent experience when they were told how to behave.
- Facilitator may also share stories at the beginning of the session to encourage participants to share under a safe condition.

Activity 1.3.

Learning More about Power Differences

Objective

To understand the power dynamics among members of dominant groups and members of less dominant groups as well as the impacts on the existing relationships and the vulnerabilities.

Duration : 90 minutes

Instruction

1. Briefly show that power differences within the community where we work and in our workplace are real. We will now explore further how all these dynamics affect us individually.
2. Place the flipcharts around the room. Each flipchart is marked with a category which represents dominant groups. For example, place four flipcharts around the room which represent: Men, People with Healthy Body, Team Leaders, and Senior People.
3. Provide instruction to the participants to stand up in one of the groups in which they self-associate themselves and feel comfortable with the group. There may be some people whom identify themselves with more than one characteristic, ask them to choose the one with the closest match with their characteristic.
4. Convey to the participants that this is an opportunity to explore further and think about the privileges associated with the membership on the identifiable dominant group.
5. After all the participants discover their places, ask them to talk to people on the same group about the reason why they choose their respective groups. Give them instruction to talk about the privileges, the benefits, or the advantages they enjoy for being a member or belonging to this group category. They have to write down all the privileges on the blank flipchart under the title of the group.
6. Upon completing the group's tasks, all participants will be asked to "explore the gallery" where they walk around the room together with their group members and observe every flipchart and all the lists on it. Each participant may add whatever they think has not been included on the list of other groups.
7. Discuss on a large group. Raise such questions as:
 - What do you observe when you prepare your list? Majority of the participants will answer they tried their best to identify all the privileges that they enjoy.
 - What do you observe when you walk around the room? There will be more privileges added by other people when you circle the room. For example, women will add more privileges to the men's category.
 - What do you lose by having the characteristics of this dominant group? Sometime we may ignore the feeling of other less dominant groups when we retain the characteristics of the dominant group. For example, men may not consider women's feelings. Team leaders may not be aware about the feelings of their group members. People with older age may not understand the feeling of younger generation around them. People with healthy body may not understand the feeling of the diffables.

- Why are all these relevant with participants to learn about the privileges and power granted to us? When we work among the community, are we aware the power differences between member of community and us?
- Present the figure "Dominant-Subordinate matrix" below and explain briefly about the dynamics and behaviors of members of the dominant group and subordinate.
- Discuss the behavioral pattern of Dominant and Subordinate Group while making notes that subordinate does not always mean submissiveness, but rather is the way to communicate with groups with restricted power and weaker voice.

Dominant	Subordinate
<ul style="list-style-type: none"> ○ Consider their behaviors as normal. ○ Define the standards, limit access to resources/behavioral options to those outside their groups. ○ Having the benefits of the reflected characteristics. ○ Often time are unaware about their behaviors. 	<ul style="list-style-type: none"> ○ Often time feel like they are being treated as "outsiders." ○ Limited access to available resources. ○ Work extra hard to enjoy equal benefits. ○ Often time are aware on their limited privileges.

8. Conclude the session with the following summaries:

- We have all experienced ourselves belonging to the dominant group as well as the subordinate group (the one with the lesser authority).
- Prepare an illustration on how those belonging to the subordinate groups often time perceived as "less than" and "expected to adapt." What do vulnerabilities mean for those belonging to the subordinate group? Use both left-handed and right-handed people as examples.

Tips

- Some participants feel that they belong to more than one groups which make it difficult for them to choose. When they make the choice, they might be aware on the privileges they now enjoy which they did not with the previous group.
- A team leader may have difficulties to recognize the privileges she/he is granted with. This training often time provides an experience in which someone finally admits on a numerous privilege he or she is granted with.
- Having an awareness may be the source of power and help us to understand about the feeling of people around us and how we can create better relationship with them.

Activity 1.4.

Identifying the Needs and Gender Disparities on Energy Services

Objective

1. To understand gender relationship with the needs and energy disparities.
2. To understand the importance of gender analysis which are applicable as systematic framework to demonstrate on the existing differences on the needs and interests between men and women to access renewable energy services as well as the existing disparities.

Duration : 90 minutes

Instruction

- Explain to the participants that after learning about “gender differences” and “power differences,” during this activity we will understand how such differences may affect the needs of men and women in accessing the energy and the reason behind the number of women who still live in poverty indicate that energy services have not sufficiently fulfilled their needs when inequalities in gender relationship remain unchanged.
- Explain why gender is relevant to the different needs of men and women in accessing energy

Gender and Diversity

Gender is more than just a condition of a couple of men and women but rather is distinguished by a number of other characteristics, such as: age, marital status, ethnicity, social and economic status, health condition, etc. Gender issues cannot be resolved without referring to the differences and inequalities on those elements. It is important to recognize that women’s group with its differences may have different needs, for example within a community with such strong class, caste, or ethnicity structures, fulfilling the needs and enhancing the capacity of poor women with women with higher social status. The needs are not only different between men’s and women’s groups but also different among women’s groups.

Gender and Energy Access

Energy is an important element in women’s daily life as they are the ones that is responsible for collecting firewood and drinking water. Given the significant volume of energy needed by the family to cook, to clean, and to heat up the food; women hold an important role as the producer and energy manager. Based on the Baseline Survey of Socio-Economic and Gender (2013) carried out by Hivos in Sumba, East Nusa Tenggara, an average household energy consumption of firewood in the open stove is 12.1 kg per day. This example demonstrates the sheer workload of women to bring home such energy sources, especially when there are limited sourced due to the climate change. Women often time are trapped in energy poverty where their prosperity remain stagnant due to:

- The lack of women’s accessibility to a modern and cleaner energy which directly benefit to the reduction of women’s monotonous workload which may provide extra time to enable women to take care of themselves and get involved in more productive activities. However, in comparison to their male counterparts, women’s access toward important productive assets for energy utilization such as land, technological knowledge, financial services, marketing, and business management skill still lag behind.

- Men's greater traditional roles in decision making with respect to household allocation and utilization of energy resources such as acquisition of cooking stove, installing water pump, replacing fuel technology, spending the income relevant to energy products, etc.
- The exclusion of women in community discussion with regard to energy planning. Consequently, they are trapped and become vulnerable to energy poverty and ultimately their prosperity level remains stagnant.

Development projects focusing on the ways to improve rural energy access which may improve women's and men's livelihood in a more equitable manner need to apply gender analysis to explore further the different roles, responsibilities, power, and needs to ensure that women's needs have been put into perspective. Nevertheless, putting women as the key stakeholder in the planning, utilization, distribution, and maintenance of renewable energy technology will be challenging. Women often time have been the group experiencing the disadvantages where their energy needs remain unfulfilled.

In summary, gender and energy become very important because:

- Men and women assume different roles in energy system: women are assigned with primary workload to provide and utilize the biomass energy to cook. These situations are worsened with the scarcity of fuels and the negative impact in terms of the health and safety aspects.
- Women have to endure the invisible workload of the energy crisis – time spent and effort by women in pumping up the water, processing the agricultural produces, and transportation. They all need source of modern energy which is more efficient to improve their work and life quality both inside and outside the house.
- Women have limited access in comparison to the men in terms of the loans, lands, and training necessary to improve their access to energy to support the livelihood and income from microbusinesses.
- Women and men have different level of knowledge and experience with regard to energy, the ones relevant to their traditional roles, their non-traditional roles (especially for women acting as the head of family), as well as professional knowledge in energy sector.
- As women experience the poverty differently from men thus they need different energy policy to help them abandon energy poverty; renewable energy technology which may even have negative consequences for women, as indicated by past experience with new technology for example is Green Revolution.

Renewable Energy

Sources of renewable energy must be converted to enable them to generate useful form of energy. Renewable energy technology is a technology which is utilized to convert sources of renewable energy into a more useful energy.

Women are important target in renewable energy project because:

- Women's interest in energy sector have been largely overlooked.
- Several energy project sometime has unknowingly added the women's workload.
- Only few women are involved in energy planning as well as able to voice the women's interests.

Types of Renewable Energy

Hydropower Plant	This technology utilizes the gravitational force of falling or flowing water to move the turbine. The movement of the turbine is then converted into electricity.
Wind Power Plant	This technology utilizes the wind blow to generate electricity. The wind movement is utilized to power the turbines. The turbine movement is then converted into electricity.
Solar Power Plant	This technology utilizes the sunlight and heat radiated by the sun into electricity. Energy absorbed by the panels installed are then utilized to move the electron – which ultimately produce electricity.
Biogas Power Plant	This technology utilizes biogas to generate electricity. Biogas is a gas produced by anaerobic activities or fermentation of organic materials such as manures and municipal waste.
Biomass Power Plant	This technology utilizes biomass (agricultural waste, organic waste, manures, etc.) as steam producing fuels which power the turbine to generate electricity.

Selecting the Right Renewable Energy Technology for Women

Energy services approach consider that technology is not important aspect, but rather it is non-technical aspects such as affordability, reliability, and accessibility for users which are more important. The starting point for this energy services approach in selecting the type of technology begins by raising questions: What Kind of Energy Services or Energy Needs to Develop?

- Cooking and water distillation
- Lighting.
- Agriculture including watering the crop.
- Supporting income generating activities.

Renewable Energy and Its Benefits for Women

Renewable Energy System	The benefits for women, girls, and their family
Mechanical well and water pump to operate water distribution system as well as for irrigation, using energy from the biofuel or electricity generated by the sources of renewable energy (photovoltaic, bio-digester gas, biofuel, micro-hydro, and wind)	<ul style="list-style-type: none"> • Eliminate task which requires physical work and potentially endanger the health in transporting the water over a long distance. • Infrastructure improvement through the implementation of water distribution system management. • A more efficient food supply through improved irrigation method both in the rice fields as well as in the farm, independent of the season. • The time saved might be spent in education, income generating activities, a more efficient household management and domestic responsibilities, as well as involved in social and political movement.

<p>Bio-digester and biofuels used domestically for cooking and heating</p>	<ul style="list-style-type: none"> • Reduce lengthy process for cooking and heating up the food in comparison to using of traditional biomass stove. • Reduce air pollution from toxic and hazardous components for health. • Improve the health and reduce respiratory disease. • The time saved might be spent in education, income generating activities, a more efficient household management and domestic responsibilities, as well as involved in social and political movement.
<p>Small scale power plant and decentralized from sources of renewable energy (photovoltaic, bio-digester gas, biofuel, micro-hydro and wind power)</p>	<ul style="list-style-type: none"> • Enable introduction and access to modern information and communication technologies. This is an important empowerment tool for women and girls as it promotes education, as well as participation in markets in addition to social and political issues and improves economic efficiency. • Ease up time consuming household chores (transportation, harvesting, food milling and processing). • Improve household and land productivities thus enable to open up the opportunities to start small businesses for the family. • The time saved might be spent in education, income generating activities, a more efficient household management and domestic responsibilities, as well as involved in social and political movement.

Gender Analysis

Gender analysis is a participatory process and ideally should be carried out during project design stage. If not, this process may be performed in any phase whatsoever of the project. Gender analysis helps us to understand gender and power differences as well as to identify the root of the problem from these differences in a specific context that is the development of renewable energy. This includes the reviews over the following elements:

- Role differences, responsibilities, opportunities, and women and men needs, as well as various disparities of the identifiable differences.
- Differences in benefits from project activities for men and women, including separate data collection between men and women or data which observe the relevant gender with cultural practices, belief, and behaviors (for example women have greater self-confidence to share opinion or actively participate in project activities within the group, etc.).

Gender analysis is not exclusively paying attention to women or protesting that women suffer more than men. However, gender analysis is more of an effort to achieve better understanding about the way we can work with all the relation differences between men and women. One of the efforts to analyze such differences is by observing the segregation of duties based on gender and to segregate men's and women's duties into three socio-economic areas, specifically: reproductive, productive, and social/community.

Three Roles

- **Reproductive roles.**
Refer to all tasks performed to deliver the workforce or raise the next generation, including child care, feeding the family, taking care the whole family members and the diffable, teaching children to behave accordingly, etc.
- **Productive roles.**
Refer to all tasks performed to obtain payment both in the form of cash payment or commodities. These tasks include production of goods and services for the purposes of subsistence and marketplace.
- **Community roles.**
Community roles are performed not for the family benefits, but rather for the community or society welfare: charitable works, communal work to build village facilities, sitting in village management, involvement in religious activities, etc. For women, their community roles often time perceived as the extension of their reproductive roles.

Women are often time expected to perform all those three roles including full time work in planting the crops or working outside the house, household chores, raising the children, and community obligations. Meanwhile, men are more involved in their productive and community roles.

1. Discuss in a large group: whether men or women assume greater role in all those three roles? Based on their roles, what are the differences like in the needs of men and women over energy services? Are there other factors relevant to gender which cause the need differences over the energy services, such as social class, caste, ethnicity, etc.?
2. Explain briefly the differences on the practical, productive, and strategic needs.

Gender Needs

Differences in men's and women's roles have caused the differences on the fulfillment of their needs, including energy needs.

- **Practical Needs**
Men and women need to lead a convenient and happy life where energy project may contribute, such as time saving in cooking and cleaning tasks as the output of a more modern fuel technology. However, such intervention may not be challenging enough for the roles and duties they normally do as well as their gender relations. These needs are primarily relevant to the activities to maintain the household operations and their daily survivability. Practical needs are combination of practical needs and productivities within the three roles' framework. It is not surprising that there are many activities to improve women's income performed within the household and are based on their practical household duties, such as cooking and weaving. These activities are performed simultaneously with their household responsibilities. An example of energy service which responds to the practical needs is lighting (which enable the extension of working time for income improvement), improve the quality of cooking stove for household needs, and improve the firewood availability for household, etc.
- **Productive Needs**
Productive needs are things when they are fulfilled may enable men and women to produce more and produce better products. Responding to productive needs often time promote better income, but forms of clean energy and new technology also enable to facilitate the workers and reduce monotonous hard work and ultimately provide more time for rest and recuperation. But, can the fulfillment toward the productive needs change the gender relations within the household and community? Some researchers say that women's status within the household improve when they

⁴Hivos Policy Guideline. Gender Mainstreaming in Domestic Biogas an

contribute to income improvement. There is no universal answer as the output depends on the context and purpose of the intervention. An example of energy service which responds to the productive needs is the introduction of electricity which helps the use of food dryer, corn pounder, weaving equipment, knowledge about cooking stove, and other energy technology.

- **Strategic Needs**

Strategic needs are the needs which are relevant to women's needs to change their positions within the community and help them to attain a more equitable position with men as well as narrow the disparities on gender relations. An example of energy service which responds to the women's strategic needs is street light which enable women to participate on village management, radio and television which improve women's knowledge as well as enhance their self-confidence and self-esteem. However, it takes other input to fulfill these strategic needs. For example, social behavior which lets women to attend the meeting until late at night, ability to stay overnight outside the village, etc. These behaviors will enable the benefit improvement of energy services significantly.

1. Explain briefly how Hivos Renewable Energy program highlights these four sectors in a specific way as the purpose of social and gender4 mainstreaming:

- The purpose of prosperity to improve women's prosperity through the utilization of renewable energy.
- The purpose of production and productivity to improve women's productivity through various benefits of utilizing renewable energy products and encourage them to get involved in entrepreneurship
- Empowerment of women and the purpose of gender equality through Renewable Energy development.
- Equality in participation between men and women, by taking into account women's practicality needs, strategic interest, and the challenges.

2. Discuss in small group whether energy services we offer contribute to all needs – especially women's strategic needs? And show some examples on how an intervention may contribute to the fulfillment of women's strategic needs.

- It is also necessary to discuss such as what kind of transformation is needed to help the women to attain their strategic needs such as public norms, cultural practices, relevant regulations, and civil laws which tend to bias against women.
- For example, whether certain group such as widows, divorced women, and abandoned women also experience extreme poverty economically as a result of their status which in accordance to the tradition the relatives of the husband may take away the ownership from them. Within this context, the strategic need is to improve women's status through regulation which grants women equal rights over land and other ownerships. Other strategic needs for women may include the abolishment of violence against women.
 - Discuss also that for a long-term planning, institutional approach may also be observed to respond to the women's important needs. Do we have other solutions which may accelerate the transformation process from renewable energy activities which offer today. For example, women who are running battery recharging business are in fact able to improve their status. This is then followed with greater influence in decision making process and control over resources within the family and community.
 - Women forum whose members are made up of users of such equipment as corn pounder, battery recharging, water pump for small scale irrigation system, may serve as the room for women to discuss and learn to drive their spirit to start microbusiness and increase activities to attain higher income.

The following table may be used as a reference in the discussion and presentation on a small group for two purposes. The first one, to observe how differences in renewable energy service may respond to the differences between men's and women's needs. The second one, to remind us that energy plays an important role in responding to the needs of both men and women. Additionally, this table may identify the existing gender disparities, training participants may also add other services which are suitable with project implementation.

Energy Services	Practical Needs	Who Receives the Benefits ?		Productive Needs	Who Receives the Benefits ?		Strategic Needs	Who Receives the Benefits ?		Existing Disparities Which Affect Women
		M	F		M	F		M	F	
Electricity	Water Pump reduces the needs to lift and carry the water			Improve the possibility to engage in late afternoon activities. Provide refrigerator for food production purposes and sell them. Provide electricity for entrepreneurs such as beauty parlor, café, internet café			Create a safer road thus enable participation in other activities such as training class in late afternoon and women's group meeting. Exposition via radio, TV, and internet.			
	Lighting improves working condition at home.			Improve the possibility of engaging in activities during late afternoon.			More income for the household.			
Biogas improvement	Improve health through better stove. Time/energy saving to collect and carry firewood.			More time for income generating activities. Reduce cost for heating process on income improvement activities.			Roles in controlling community forest. Access toward community management			
Mechanic	Corn pounding			Improve Entrepreneurship			More time which enable access to marketplace for commercial/ social/ political opportunities			
Other applied Energy Services										

Activity 1.5.

Implementing Renewable Energy Development and Gender

Objectives

1. To understand the importance of applied gender analysis to explore how gender relations can be improved and how women's gender strategic needs can be fulfilled through renewable energy intervention.
2. To understand the way to apply gender analysis framework to trace gender relationship progress within the household and community we work.

Duration : 90 minutes

Instruction

1. To achieve the above objectives and strategic needs, the project needs to explore whether there are differences between men and women in five areas on the following list and see whether there are opportunities and challenges in these differences.⁵ The project may also use gender analysis domain to trace the progress of gender relations.
 - The reason why these differences appear, decide whether it has the potential to impede the achievements of the project output expected, and see how the disparities may be overcome by the project. Take the action step to gain the more in-depth understanding on how these differences appear within the community we work on.
 - Decision making over production.
 - The importance for the beneficiaries to develop renewable energy products is the presence of access to innovative knowledge provided by the project. We need to ensure that the extension, training, and guidance are provided both for men and women.
 - The analysis may be performed by questioning whether the decision over the production of renewable energy was made together by men and women, such as the decision to use biogas, use lighting, use corn pounding equipment, how to utilize biogas and lighting, etc.
 - Access toward productive resources
 - The domain is defined as decision making toward ownership, acquisition, sales or transfer of assets such as land, farm animal, farming equipment, and access to loan facilities.
 - Ownership and control over key resources of agriculture such as land, farm animal, and farming equipment similar to financial resources such as access to loan facilities.
 - Project requirements to ensure that no disparities between men's and women's ownership toward important assets prepared by the project.

⁵ Program 2012 (<https://feedthefuture.gov/lp/womens-empowerment-agriculture-index>)
Adapted from Women Empowerment in Agriculture Index (WEAI) launched by USAID Feed the Future

- **Control over income allocation**
 - Control over income allocation means both men and women should receive wages over their work and engagement on the decision over the expenditure of the allocation.
 - The project must ensure that the existing intervention enhance the creation of women's opportunities to engage in businesses beyond the farm land, connecting to business management and marketing skills thus women may learn about the expenditure they need to allocate.
 - The importance to explore the challenges experienced by women entrepreneurs in controlling their income prior to implementing business skill training session. This is to ensure that the curriculum is suitable and useful. In SII, an example of challenges encountered by women starting the business of fiber weaving business is to reach agreement between men and women on income allocation. When the woven cloth is sold by the men in the market, women do not have control on how to spend the money earned.
- **Community leadership**
 - This domain sees the differences in social and economic group roles where men and women are among the members, as well as see the differences of their behaviors while participating, such as whether they are comfortable enough to share opinions, leadership roles that they display, etc.
 - Participation in community group will further enhance women's access toward information on latest technology and latest market price. All of these information may help them to drive their productivities and their market skills.
- **Time allocation**
 - This domain is defined as time allocation to improve the income, household chores, and leisure time.
 - Key responsibilities of women in developing countries are to raise children, take care the diffables and senior people; collect firewood and water; cook; house cleaning; planting the crops and harvesting the food. Piles of household duties have to be performed by women without receiving any compensation whatsoever.
 - Meanwhile men are in charge for duties similar to the ones performed by women in which women are responsible for majority of the tasks. The situation has eliminated women's opportunities to engage in income generating activities. We have to ensure that the project work does not simply carry or add women's workload for the benefit of men, without encouraging men to assume roles in a way which may increase household prosperities.

2. Participants are divided into five smaller groups to observe each domain analysis and discuss the following questions:

- Are there any differences between men and women within the community you work on for each domain we have discussed? Some examples of activities are listed on the following table in column 1.
- In case of any differences between men and women, what differences may potentially be a hindrance and a disadvantage toward the project achievement (column 2)? What are the potential opportunities for future project achievement (column 3)?

Participants may use the table below to explain the challenges for women with regard to access and control toward the renewable energy project

Consequences of energy poverty conditions for women:

- Spend more time and energy to collect fuels, at least 2-20 hours per week of time and energy are spent to perform these duties.
- Women and children are exposed to smoke as a result of using inefficient stove indoor which is lack of proper air ventilation. In Sumba, average consumption of firewood to cook is 12.1 kg per day.
- Women's health are at risk while collecting firewood: broken bone, back pain, and miscarriage; exposed to extreme sunlight, smoke, and skin disease; and physical violence, including the risk of becoming rape victim when collecting firewood.
- It would be difficult to secure opportunities as an entrepreneur in energy sector. Whereas there are numerous activities which may potentially generate income in informal sector – which supports the family survivability – closely related to the fuel use – where the availability highly depends on the price and supply. As women's access to productive assets are becoming more limited such as land and technology, and financial services, therefore women's participation in the marketplace as energy business operator have become more limited as well.

Limitation in receiving the benefits from energy intervention due to various factors such as limited level of education, limited mobility, and access to information. Additionally, women are not well-represented in decision making process and engagement in energy sector organization, while their voice are rarely heard to voice their needs and energy technology choice which is suitable with their needs.

3. Each group presents their flipchart paper in large group and summarize the results by mapping all the analysis into the following table:

What are the key Gender Differences which are relevant with each domain which affect on women's and men's participations in every energy services under TERANG Project implementation?	M	F	What are the challenges that disadvantage Project Achievement?	What are the opportunities for Project activities?
Group 1: Decision Making over Production (e.g. implementation of Biogas activities)				
Example: <ul style="list-style-type: none"> • Who is the decision maker in terms of owning biogas, switching fuel technology, etc.? • Who is the decision maker for deciding the biogas capacity? • Who is the decision maker with respect to segregation of duties such as feeding the manure into the reactor, etc.? • In case of higher household income from energy services such as bio-slurry sold due to the presence of biogas installation, who is the decision maker behind the sale of the product, the marketplace, or setting the price, etc. 				
What are the key Gender Differences which are relevant with each domain which affect on women's and men's participations in every energy services under TERANG Project implementation?	M	F	What are the challenges that disadvantage Project Achievement?	What are the opportunities for Project activities?
Group 2: Access toward productive resources				
Example: <ul style="list-style-type: none"> • Who is the owner of: land, equipment, farm animal, and vehicles? • Who is the decision maker in case such assets have to be sold? 				

What are the key Gender Differences which are relevant with each domain which affect on women's and men's participations in every energy services under TERANG Project implementation?	M	F	What are the challenges that disadvantage Project Achievement?	What are the opportunities for Project activities?
<ul style="list-style-type: none"> Who has the access to various loans? 				

What are the key Gender Differences which are relevant with each domain which affect on women's and men's participations in every energy services under TERANG Project implementation?	M	F	What are the challenges that disadvantage Project Achievement?	What are the opportunities for Project activities?
Group 3: Control over Income Allocation				
<p>Example:</p> <ul style="list-style-type: none"> Who is the decision maker for the following expenditures: food, education, house renovation? 				

What are the key Gender Differences which are relevant with each domain which affect on women's and men's participations in every energy services under TERANG Project implementation?	M	F	What are the challenges that disadvantage Project Achievement?	What are the opportunities for Project activities?
Group 4. Community Leadership				
<p>Example:</p> <ul style="list-style-type: none"> Who is involved in village management? Who is involved as member of the group? Who attend most of the meeting? Who is actively voice their opinions? 				

What are the key Gender Differences which are relevant with each domain which affect on women's and men's participations in every energy services under TERANG Project implementation?	M	F	What are the challenges that disadvantage Project Achievement?	What are the opportunities for Project activities?
Group 5. Time Allocation				
<p>Example:</p> <ul style="list-style-type: none"> Who has the major role in every activity to generate income? Who is more involved in household activities? Who is more involved in community activities?? 				

What are the key Gender Differences which are relevant with each domain which affect on women's and men's participations in every energy services under TERANG Project implementation?	M	F	What are the challenges that disadvantage Project Achievement?	What are the opportunities for Project activities?
Group 5. Time Allocation				
<p>Example:</p> <ul style="list-style-type: none"> Who has the time for leisure activities? 				

Activity 1.6.

Dialogue Skills in Working Environment

Objective

1. To recognize that working to include social and gender aspects is an effort to overcome the disparities and facing various responses of implementing social program for women, men, and vulnerable groups.
2. To understand the method using communication skills to observe further gender differences and power relations.

Duration : 120 minutes

Instruction

Learning Activity – Listening Skills

1. Introducing dialogue skill. "Listening."
2. Assign participants as number "one" or "two" and tell them to look for a couple with different number assignment from their own assigned number. All participants assigned with number "one" will be given five minutes to share with their couples (those assigned with "number two") about their hobbies. Those with "number two" labels will have to try in any way they can for not listening to their couples.
 - Each of them shall take turns, those with number two labels tell stories and the "number ones" will try to ignore them.
 - Raise questions to all groups, what do they feel in these kind of situations?
3. Tell all participants to look for couples with different assigned numbers, tell them to tell the same thing, which is their hobbies, to their couples. However, this time, the listeners have to be attentive and try any way they can to understand about the stories they are listening to.
 - Take turns thus each couple has the opportunity to share their stories.
 - Raise questions to all groups, what do they feel in these kind of situations?
4. To conclude this session, encourage participants to consider how often people (including themselves) communicating without giving full attention to their conversational partner.

Active Listening requires full attention to the person communicating with us.

- We have to be willing to listen and learn from other people's experience.
- We may need time to practice by pausing, observing, and listening.

Learning Activity – Dialogue Skills with the Community

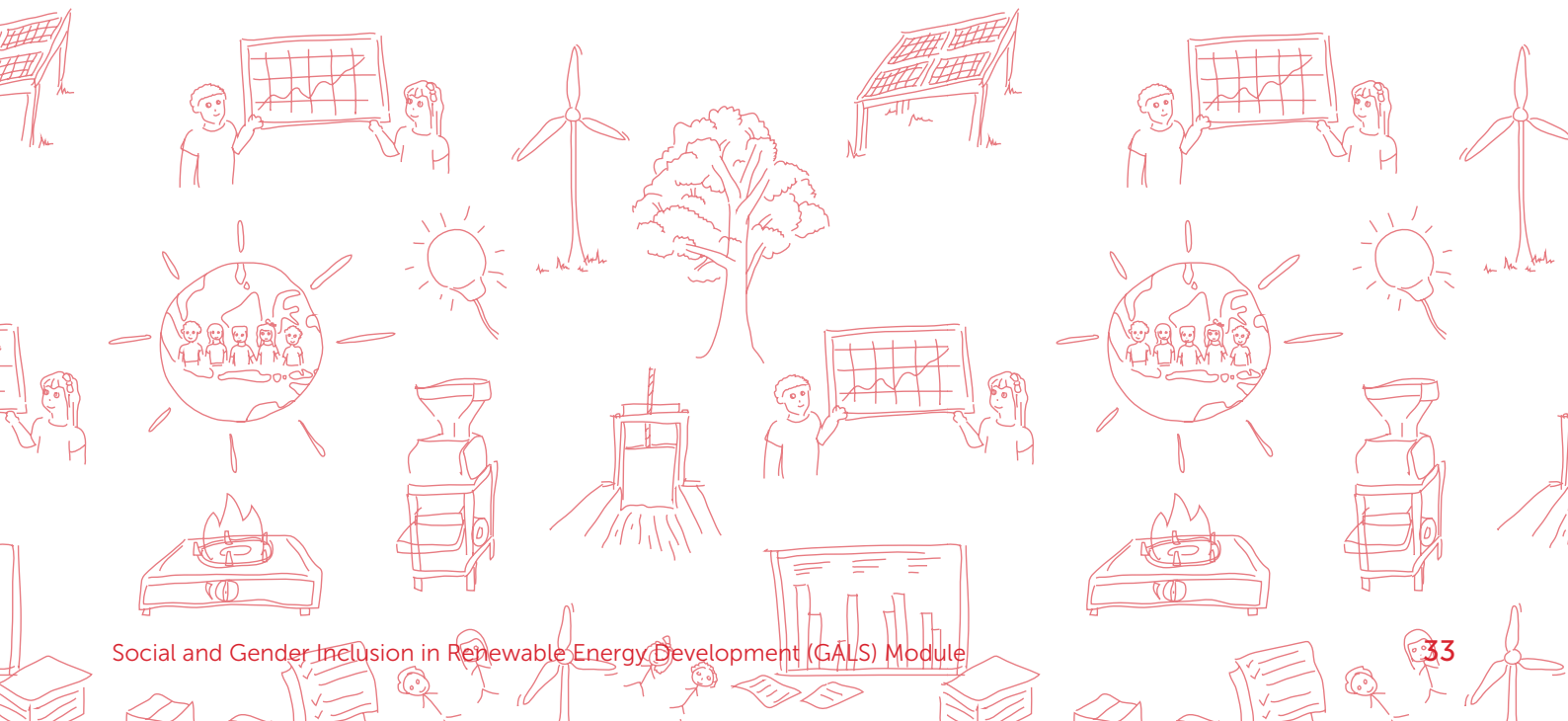
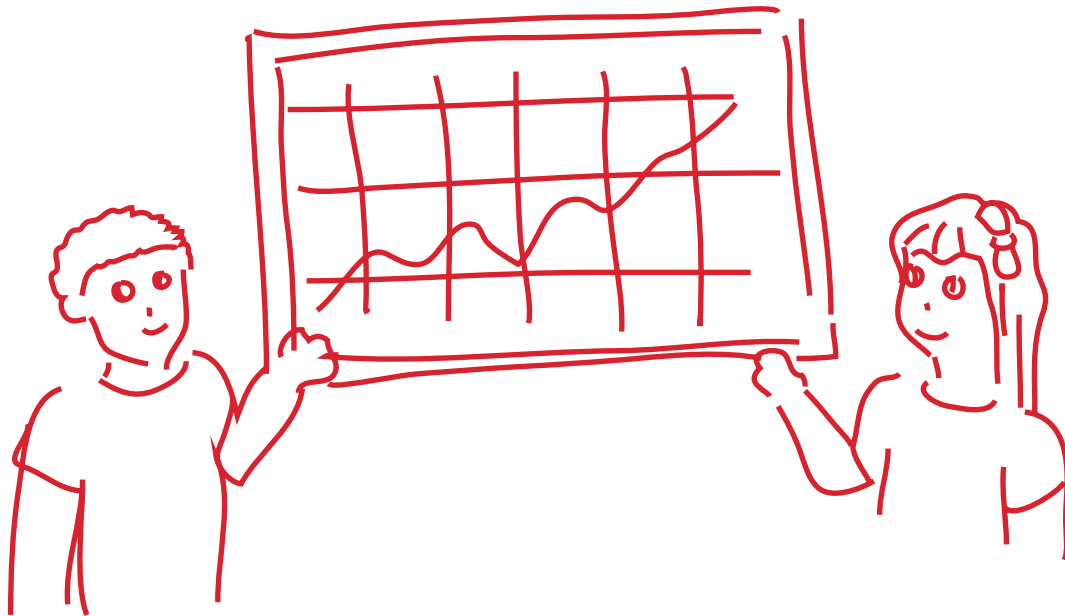
1. Tell the participants that the next part will be focused on “Dialogue Skills.”
2. Tell to the larger group that facilitator will read several statements and participants will have to show whether they “agree” or “disagree” with the statement being read by standing in one side of the room.
3. Two small cards with “agree” and “disagree” labels will be placed in each side of the opposing wall.
4. Sample statements to be read by facilitator:
 - Men often time have better understanding about Renewable Energy technology provided.
 - It is better to work under a male leader than a female leader.
 - Men are better in giving encouragement to children to uphold the noble principles than women.
5. Ask participants to stand in one side or in the other side. Give five minutes in each group to discuss the reasons why they choose to stand under the respective sign.
6. Tell to the “agree” groups that they may appoint one of their members to raise questions to the “disagree” groups to gain better understanding about their thoughts. Note: facilitator needs to reiterate the purpose of raising questions is to gain better understanding from other people’s perspective, rather than to debate or to patronage others.
7. Exchange the position, enable the “disagree” groups to raise questions to the “agree” groups.
8. After all questions have been asked, tell the participants that they can switch groups, when they wish to. Then facilitator may read the next statements. Generally, it will only be enough to read two sessions of questions.
9. In the large group, ask participants to reflect their feelings when asked to understand the position of others, rather than to debate or attack them. Most participants will say that it is very difficult to do.
10. To conclude the session, explain to them that discussing gender issues within the community, you will face similar situation. This is a sensitive issue and we have to face with the opinion and different belief which have been instilled culturally.
 - Holding a dialogue with the community to share information between two opposing groups have to be interactive and participative, with the purpose of achieving common understanding and possible solution.
 - Unlike a debate, this type of dialogue must emphasize on the willingness to listen, gain deeper understanding, and discover common perspective and goals among the participants.

The purpose of community dialogue:

- Encourage social contacts among diverse groups existing within a community.
- Provide opportunities to vulnerable groups to express their opinions.
- Identify the opportunities for positive transformation through innovative ideas.
- Participative, receive responses which lead to commitments to recognize the issues and disparities.

Recommendations

- Facilitator should not interrupt the discussion, be patient and open minded, as well as show respect.
- Facilitator demonstrate self-confidence and is convinced that local people are able to perform their own analysis.



Module Two : Gender Action Learning for Sustainability (GALS)⁶



GALS Tool #1 – Happy Family Vision Journey

Objective

1. To understand GALS methodologies and are expected to be able to apply such methodologies by including social and gender aspects in a better way on Renewable Energy Development.
2. To understand how to develop an action plan which supports the community to work in achieving the vision, especially through Renewable Energy and its applications.

Duration : 3 hours

Learning Activity (A) : In-depth discussion on Vision: From Individual to Group

1. In a large group, introduce GALS briefly as an empowerment methodology led by the community. This is carried out by using participatory facilitative techniques and diagram tools so men and women beneficiaries understand about the benefit of joint empowerment and joint decision making among genders.
 - **Reasons**

An acknowledgment that men and women have different needs and interests, and they are more than just customers of energy supply services, but rather, they have also the potentials of being a producer of products and energy services. When women start to generate income from Renewable Energy products, it is possible that they start to abandon household duties, which may sometime lead to a domestic conflict. GALS reduces these risks by showing the positive benefits and collaboration among community members. GALS focuses on equitable relations within the household and open- mindedness to support women's self-confidence in assuming a greater role in leadership and decision making. Inspired by the possibility to achieve a better life, family will attempt to avoid conflict sparked by higher income.
 - **Proses and Results**

Peer group methodology will enable the involvement of men to change their views about gender and masculinity, which is expected to acknowledge that by sharing resources will create a healthier community. There will be GALS tools which will be applied with various outputs. Output of the First GALS Tool (Happy Family Vision Journey) is decision made by the household about the roadmap to bring common vision into reality, based on the analysis of situation they encounter today, past achievements, power, opportunities, and challenges. The output of the Second GALS Tool (Happy Family Tree) is gender relationship analysis within the household at the group level. Third GALS Tool (The Empowerment Multilane Highway) helps the community to identify the existing network around them and the relationship they have established. Output of the Fourth GALS Tool (Gender Empowerment Diamond) is list of commitment. The first tool will be implemented during community training, while other tools will be applied one by one during subsequent coaching processes.
 - **Material**

Participants need to prepare their notebooks and carry them to every group meeting, in addition to ballpoints with various ink colors to draw the diagram. Initially, some participants may be reluctant to draw for the first time, thus the team should emphasize that drawing is fun and may support group discussions.

⁶ Details of GALS and diagram successfully obtained from Linda Mayoux, GALS@Scale Facilitator Resources, March 2014
Version: <http://www.galsatscale.net>

2. Instruct the participants to follow the steps below:

- **Step 1, Individual Illustration;**

First of all, participants will be asked to close their eyes and think about how their happy future looks like. Including aspects which are relevant to renewable energy and their consumptions: what is the ideal condition that they expect with regard to the source of energy and how that energy will be consumed. On the first page of their notebooks, participants will have to draw the image that they envision, in which this will be their initial vision for the future. Even though the vision may change while they share it with other people or when the future start to reveal its form.

- **Step 2, Discovering your partner;**

Participants will then interact with each other and introduce themselves, exchanging names and organization, and sharing the illustration of their visions. While interacting, decide which participants according to them have the closest vision to their visions, and form a common group. Normally this procedure will produce 3-5 groups with different visions, and some "special people" who feel that their visions are unlike any of other people – put them together in a "special people" group.

- **Step 3, Common Illustration;**

Each group prepare collective illustration on a large flipchart, combine all the elements of individual illustration into their group. This combined illustration process should be participative, in which everybody has the turn to hold and use the marker. Do not assign the task to the ones with the best drawing skill.

- **Step 4. Sharing in a Plenary;**

Each group appoints two presenters, one presenter tells about the group illustration while the other prepare the list of elements of gender equality (and renewable energy) on the flipchart (one column for each group). Each vision illustration shall be put up next to the other on the wall as a reference on the next session.

- **Step 5. Plenary Discussion;**

How similar are the existing illustrations? Is there any difference between men and women? Or are those existing differences mostly the results and natural characters of each individual?

3. Explain the vision which what came up normally are elements associated with better future such as house, car, and farm animals, or sending the children to universities. It is important not to draw the large summary of their visions during this phase, but rather inspire them to think about a better future and share their visions. At the same time, facilitator shall take a note and develop the arising gender issues.

- Are there women or men who have ambitious vision for themselves or their families which may be used as the model to inspire others? It is important to remember that some people are poorer than others.
- Is there a potential contradiction between the people's vision and their attitudes about gender, for example, do men consider their women will work hard to build their family, but do not list their names on the ownership document?
- Pose a challenge on the stereotypes of women and men as well as encourage the understanding on the general humanitarian values.
- When gender aspects are not included on their visions, ask about ownership and access toward the elements on the vision.

For example:

- **House**
Whose name is registered as the house owner? Who has the power to make the decision regarding the house? In case only the men, why is the decision making reserved only for the men? What happen to the women (and children) in case of a divorce? Is it possible to register the house ownership as a joint ownership? Is it possible to have a joint decision making power?
- **Car**
Who will use, own, and has the decision making power with regard to a family car? Why? If everyone owns a car, what will happen – what about the situation in their places? Do those situations make them happy? What kind of car or what kind of arrangement will avoid problem when many people own the cars?

Tips

- Initially, there will be many people who are unwilling to draw – both those with high level of education or the ones with lack of formal education. To overcome these situations, facilitator himself/herself has to feel comfortable with drawing and convince the participants about the benefits. This is an important matter for GALS facilitator and it may require some exercises.
- It is important to create a fun process, encouraging people to practice “serious game” and explain it to them that drawing is a form of expression which is fun, which can be done by anyone. We don't need artistic drawing, only symbols which other people can understand.
- Those who are illiterate can normally draw approximately within 10 minutes. They must be grouped with other people who experience a similar issue with drawing. There are many examples where those at an age of more than 70-years old who have never hold a marker can quickly learn to draw well.

Learning Activity (B) : Vision Journey

1. During this activity, participants will continue their lesson to prepare a plan toward the vision on an Exercise to Develop Soulmate Vision with the steps below on their own notebooks.

- **Step 1.** First Circle - Future

Explain to the participants to draw a large circle on the upper right corner of their notebooks. The circle represents the future. The large circle is put on top as it represents the sun in the sky that they try to reach out. This is the vision that will inspire us to uplift ourselves, and keep moving forward even when we fall and stumble on a stone along the journey.

Transfer the picture of individual vision from the previous session to this circle. They can transfer everything or select several aspects that they wish to achieve first. Complete with gender aspect and renewable energy.

For example:

- School lighting and lighting refill kiosk: how is the atmosphere in the school (teachers, students, students' parents, school staff, teaching and learning conditions, relationship among various parties) upon the successful introduction of lighting in school and lighting refill kiosk? What about the situation within the house (mother, father, daughters, sons)?
- Corn pounding equipment: what about the situation in the house upon the presence of corn pounding equipment? What about the relationship among family members? Who are among the family members that use this corn pounding equipment? Based on the saved working hours, what do women family members do?
- **Step 2.** Second circle – the situation today and bumpy road;

Draw the second large circle on the lower left hand corner of the flipchart. This circle represents the situation today. Draw two straight lines to connect the two circles. These two lines represent the path of today (bottom) to the future (top). The paths are straight and upward, as that is how we want our paths in achieving our vision. On the circle below, illustrate how your situation today for various aspects which are different from your vision.

Complete with the gender and energy aspects. What are the source of energy being used today? (renewable or not). Have there been lighting in schools? What about the school situation today? What about the atmosphere in the family and relationship among family members? Who is responsible for providing the energy needs in school as well as in the household? Illustrate using representative symbols.

- **Step 3.** Opportunities and challenges – on each outer side of our paths we will draw:

At least 10 opportunities above the path – anything that will help us when we fail. More opportunities we can think of will make it easier for us to move forward. Think about opportunities from the available renewable energy and think about any opportunity which would be available with the availability of renewable energy.

At least 10 challenges below the path as these are the ones which will lead us to failures. It is important to anticipate and avoid these challenges when possible. Anything that is controllable shall be put nearest to the path. Anything that is beyond our control shall be put farthest from the path. Think about challenges which may take place with regard to renewable energy.

- **Step 4.** Milestone.

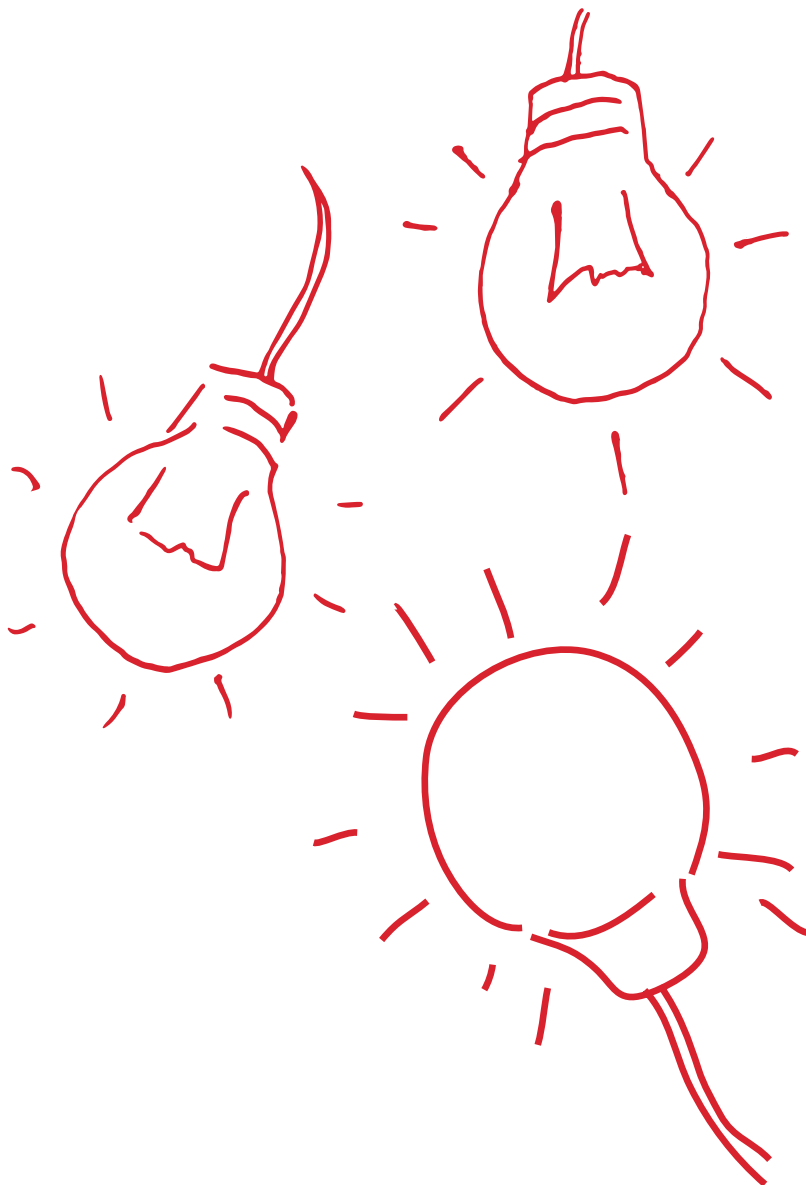
Every journey starts with small steps. And vision is a long-term journey. Now we need to plan more realistically, along with the opportunities and challenges. Draw a circle next to the vision where you will draw how far is your achievement within 1 year for different elements in your vision. Think about when renewable energy will be available. How will the energy be utilized and since when? Draw clearly who will utilize, manage, maintain, and make decision with regard to the energy. Then put 3 circles at an equidistance along the path to mark the milestone for every 3 months. Give enough space in between where you will put all the necessary actions.

- **Step 5.** SMART⁷ milestone and action plan

Now we are ready to fill in our milestones – in each of your circle you need to fill in how far you have to go each time. Then, in between the milestone you will fill in all the necessary actions to move from one milestone to the next one – revise the target when necessary. Think about what steps or actions are necessary to bring the phase of renewable energy availability as well as the consumption into reality. Who will be responsible for each action?

You will later on track the progress you have made throughout the time, and adjust the illustration as per your requirements to reach as far as you could toward the vision.

2. Participants will bring the individual action plans to separate groups based on the sex (women's and men's groups) to prepare a joint plan. These two small groups will then bring their plan for distribution and as an illustration of group plan.



⁷SMART is an acronym of Specific, Measureable (can be measured), Achievable (can be achieved), Relevant (applicable in facing the existing challenges), and Time Bound (based on time)

GALS Tool #2 – Happy Family Tree

Objective

To understand how to enhance the awareness on social and gender equality as well as help the community to recognize the transformation which can be monitored.

Duration : 3 hours

Instruction

1. Briefly explain to the participants that this tool is a solid method to obtain information normally collected through other gender analysis tool such as access and control differences toward resources between men and women, differences in schedule etc. into a tool. More importantly, this tool goes beyond analysis and focuses on identifying action commitment by participants both directly or in a long-term to improve gender balances while also improve household prosperity through a more efficient segregation of duties, a more productive expenditure, ownership distribution, and a more equitable decision making process.
2. On their notebooks, draw a tree which represents a household and we will identify the differences between men and women, who is the largest contributor in household duties, who is the largest spender for household needs, disparities in ownership and decision making process. At the end of the session, we will decide whether a household tree is a balanced tree and sections which will be prioritized to improve the balance of gender tree to enable it to stand firmly straight upward with quality fruits produced both by men and women.
3. Participants draw a tree with the following steps:
 - **Step 1.** Tree trunk – who are in the household?
Draw two lines on the middle of the paper for tree trunk. Then put symbols for each member of the household on each side of the trunk. Women workers (including wives living on the same household) shall be put on the left side of the trunk, male workers will be put on the other side of the trunk, and family members who are the dependence shall be put on the middle toward each respective sex.
 - **Step 2.** Tree roots – who contribute to what duties?
 - a. Draw two tree roots for women and two tree roots for men on each side of the tree. The root on the middle is for joint activities.
 - b. On the outer part of each side (M/F), fill with activities which are performed only by male or female family members which received payments. Primarily record total working hours (hours and work frequency) required to provide energy relevant to productive activities for lighting in the workplace, operating equipment, transportation, communication, etc.). Circle with green activities which consume the most time, as something that you wish to change. Circle with black activities which generate the highest income – the weight of the circle outline indicates the relative amount of income and this is something that you may wish to retain.
 - c. On the inner part of the root, list all of the activities performed individually both by men and women for the family, for example, household chores such as pounding the corn, collecting firewood, starting up the generator set, etc. Specific for activities relevant to providing the energy (for cooking, lighting, electricity, transportation), record total working hour as well as frequency of those tasks. The size and rules of drawing the circles are similar with the preceding circles.

- d. On the center part of the roots, list all of the activities performed both by men and women by putting the symbols on the respective side of the sex performing most of these tasks. Once again draw circle in the similar size and rules. Ask the participants why certain activities have been performed only by certain sex? What are the impacts for the sex concerned and for the sex who were not involved in doing these tasks? What are the implications if these tasks were not performed by certain sex but performed by the opposing sex or performed jointly?
- **Step 3.** Tree branch – who receives what?
 - a. Draw four tree branches which are relevant with each root, women, men, and branches on the center represents joint expenditures for the household.
 - b. On the outer part of each branch, draw symbols for individual expenditures spent both by men and women only for their own individual needs. Circle the largest personal expenditures with green ink and the heaviest weight of circle outline for things you may wish to change.
 - c. On the inner part of each side of the branch, draw household expenditures borne only by male or female. Circle the largest expenditures in green, with the heaviest weight of circle outline as things you may wish to change.
 - d. Put similar symbols circled for joint expenditures on the upper part of the center branch – by putting symbols toward the respective side of the sex with the largest contribution. Circle the largest contribution with blue ink.

Trace the expenditures for energy provision: how much is the expenditure relevant to the energy what revenues cover these expenditures. Why do expenditures relevant to energy were allocated from those revenues? What are the implications for men and women?

- **Step 4.** What are the tree's supporting elements? On each respective side of the tree branch, put the symbols for:
 - a. Properties owned by men and women, for example, lands, farm animals, house, production equipment, tools or technology relevant to energy and their utilizations (communication, transportation, etc.).
 - b. Types of decision made by men and women (note especially all decisions relevant to energy provision and their utilizations – decisions made only by women, decisions made only by men, and the ones made jointly? Or is there a single decision maker for all decisions or do they always sit together to make decisions? Why does it happen that way?
- **Step 5.** What do we wish to change?
 - a. Is the tree balanced? Do women perform most of the tasks and men control most of the properties, income, and expenditures? Put the symbols which represent the degree of gender balance on each part of the branch. Circle in black things that you like which may support a better tree balance? For example, which duties shall be performed together, which expenditures should be reduced, which properties should be distributed, which decision making should be shared? Out of all those income generating activities, can you improve the income or can you add a new business line? Can you reduce working time that is considered too time consuming or burdensome? Is there any activity or expenditure which can be eliminated? For those activities you wish to reduce or improve, circle the symbols with green inks. For those activities you wish to eliminate, cross the symbol with blue ink and draw a new symbol for those activities you wish to add with green ink.

- b. Identification of 5 action commitments – mark with green ink or cross the symbol and draw a new symbol in green ink in the right place – as a raw fruit which you wish to change into a red one.
4. In case of renewable energy which may be utilized for lighting both in schools and at home along with the refill kiosks; or for corn pounding purposes: (draw in green and put it in a representative section). Who has the decision making power to use such renewable energy? (draw in supporting section of the tree).
- Who is responsible in providing such renewable energy? (draw in the root section of the tree).
 - Who will be responsible for the management (draw it on the root section) and who has the decision making power with regard to the management of such renewable energy (draw it in the supporting section of the tree)?
 - Who will receive the benefits (women, men, daughter, son)? How does the benefit receive by each respective party? (for example: reduction in workload and working hours, improve productivities, cost reduction, improve bargaining power, provide extra time, reduce health risks, extend study time, etc.). Do girls, boys, men, and women receive equal benefits? (draw in the forms of the fruit in tree branches, roots, as well as supporting section of the tree representing men and women).
 - What are the implications for women and men, daughter, and son (in terms of workload, access, opportunities, political and social positions, health, psychology, education, future, economy, etc.)? (draw them in the forms of fruits on the branch, roots, as well as supporting section of the tree representing men and women).
5. Participants bring their individual trees to be discussed in a separate group based on sex (women or men) to draw a common tree. Then all participants will discuss on 2 small groups and draw a group tree.

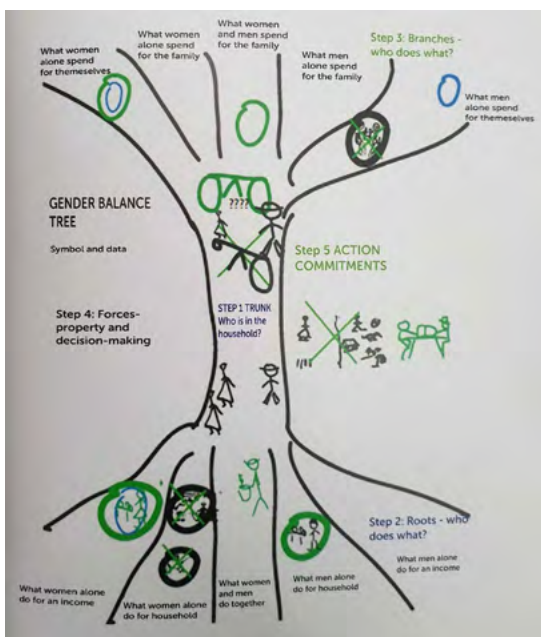


Diagram of Gender Balance Tree and the Steps Duration:

Duration

- After a mentoring visit to the community, depends on the team work plan.
- Attached to the Quarterly Report.

Picture of GALS 2 Tool Chart
"Gender Balance Tree"



Description:

1. Household member
 - Is there a group of vulnerable people reported, such as female head of household, person with disabilities, the elderly, and so on?
2. Work
 - The work carried out only by men to earn income/carried out only by women to earn income.
 - The work carried out jointly by women and men.
 - The domestic work carried out only by men/the domestic work carried out only by women.
3. Expenditure
 - The expenditure spent by men for themselves/the expenditure spent by women for themselves.
 - Men and women expense income jointly for their family.
 - The expenditure spent by men for family/the expenditure spent by women for family.
4. Assets and decision making.
5. Actions that need improvement.
6. Commitment of action to implement it.

A Household is Similar to a Tree

A tree – similar to a household – need to have a balance if it is to bear a fruit. If the roots in both sides are not equally strong, then the tree will likely to tumble during a storm. If the fruit in one side is heavier than in the other side, then the tree will tumble and it will stop yield the fruit in the coming years.

The inequalities between women and men within the household are the leading cause of disparities and inefficiencies of the “household tree” which may lead the tree to tumble. Often time these disparities are found on the segregation of duties between men and women which lead to inefficiencies in segregation of duties input to the tree. Similarly, men and women may not enjoy equal benefit from the tree’s fruit, and unproductive expenses may cause the tree to tumble. Household tree trunk often time bends toward one direction or another direction due to disparities in ownership and disparities in decision making. It means that nobody cares about other people within the household and leave many cavities inside the trunk.

It is important to distribute all the powers working on each tree branch thus enable the tree to grow straight upward and help all the goodness to flow from the root to each branch. A tree which bends to one direction or another direction due to the uneven power distribution may even tumble the tree and uproot the tree entirely. Even if the tree is given a fertilizer, so long as that it is not spread out evenly (e.g. training or input is given only to the men) while the tree is not supported evenly (e.g. property ownership) and ultimately only allows the tree to grow faster toward one side and may cause the tree to tumble.

The purpose of gender balance tree is to response to all of these inequalities thus everybody may contribute equally and the same time enable everyone to enjoy the benefit equally as well. Ultimately, the family tree will grow straight upward with strong roots and yield quality fruits from time to time.



GALS Tool #3 – Gender Empowerment Multilane Highway

Objectives

1. To build a comprehensive vision of Gender Empowerment and Renewable Energy in the scope of individuals, families and communities.
2. To create empowering planning to achieve that vision.
3. To document the achievements of the changes that have occurred before and make better
4. planning based on the experience.

Duration : 4 to 5 hours

Instruction

1. Facilitator's Preparation.

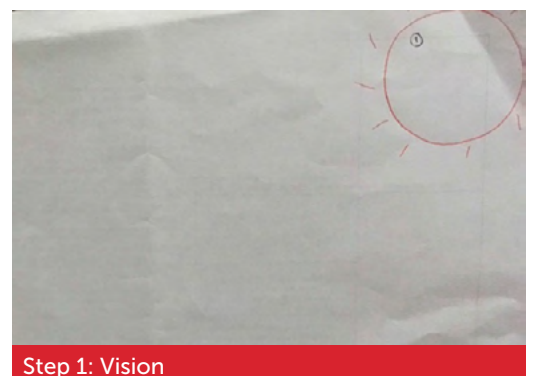
- Prepare yourself for the objectives and stages of this tool, also prepare the tools and materials you might need; flip chart paper with 4 color markers (black, red, blue and green).
- Stick on the wall one sheet of flip chart paper horizontally in front of the class

2. Begin with explaining the purpose and description of this tool to participants

Explain to participants that we will use a horizontal flip chart paper and will draw a draft using a pencil first. Ask participants to explain the steps in making the Vision Journey, along with the color codes used and the philosophy behind them. Then the facilitator explains the difference between the Vision Journey and the Empowerment Multilane Highway, which is the number of rows on the 'road' and the 'present' circle divided in two: black circle in the lower left as a circle containing the current situation before the training and black circle in the middle which contains their achievements so far. Then, the facilitator accompanies the participants to make this tool step by step.

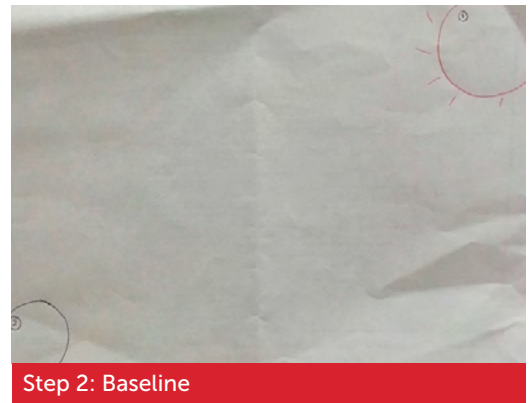
Step 1: Vision

In the vision circle, ask them to draw a vision (for the next 5-10 years) that they have not achieved yet from the Vision they have described before. Ask them to think about and describe additional visions, especially those relations to their individual empowerment, relationships in family and community. Ask them to specifically imagine the vision related to the existence of renewable energy they have and how their role as agents of renewable energy can be extended to empowering their communities.



Step 2: Baseline

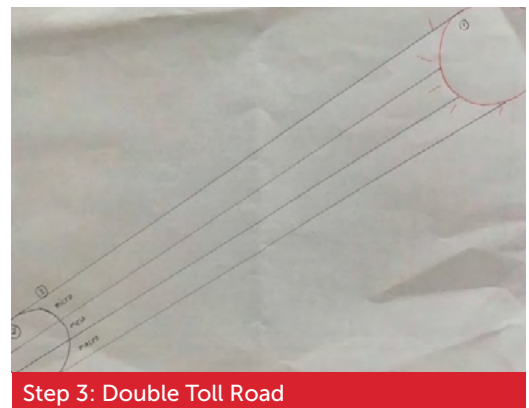
Ask participants what next steps need to be drawn after they have a vision? How big is the circle drawn (compare with the circle of vision: is it the same, bigger or smaller)? What color? Where is it drawn? Ask one participant to draw a small black circle in the lower left corner. (Ask the most passive, minority or less enthusiastic participant). Ask them to copy the picture of their situation (related to aspects of the vision) before they take part in the training. Mark the month and year above the circle.



Step 3: Double Toll Road

Ask participants what the next step is and how they want to draw the path? Is the road straight or winding?

Ask participants to go ahead and connect the two circles in a straight line, divide them into three parts. The upper part for the individual scope, the middle part is for the family and the lower part is for the community. Please use the black marker only.



Step 4: Current Achievements

Ask participants to go ahead and draw a circle next to the baseline circle with black as the current achievement circle. Give the information of month and year above the circle. Then ask participants to describe their achievements so far with projects and training they have participated in. Draw in red. Distinguish achievements at the individual level (draw at the top row), in the family (the middle row) and in the community if any (the bottom row). Then ask participants to take turns to copy their achievements on the flipchart paper in front as a shared achievement. Ask one of the participants to go forward and draws one aspect, then ask her/him to ask the other participants if there is someone who has the same achievement, then give a number near the picture. Do it the same row-by-row until all participants' achievements are depicted. Appreciate their achievements and their motivation if there is something that has not been achieved or has not been fully achieved according to plan.

Step 5: Opportunities and Challenges

Opportunity:

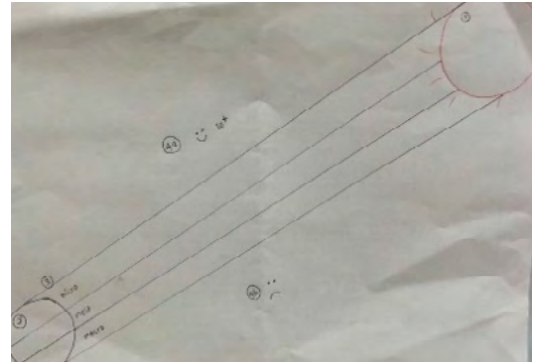
Ask participants what opportunities have they used to achieve their change? Draw in red above the road between the baseline circle and the performance circle. Then ask if there are still opportunities that they have not fully used and can still be used for the future? Are there new opportunities that can be used to achieve their vision? Describe these opportunities on the road between the performance circle and the vision circle in black. Larger shape represents larger opportunities, and smaller shape represents smaller opportunities. Opportunities which are under their control and reach are now depicted near the road and which cannot be reached at this time and far from the controls placed far from the road. If there are new opportunities that have not been described in their previous book but exist and are used for their achievements so far, draw with red color above the road between the baseline circle and the performance circle.

Challenge:

Ask participants whether are there challenges they have faced so far in achieving their changes? What are the biggest challenges they face? Is there anything they can finish and won't appear anymore? If there any, draw in blue color below the path between the baseline circle and the performance circle. Ask if there are challenges, they encounter and will still it be a challenge in the future? If there any, draw it in black along with other challenges that they predict will appear in the future. Draw under the path between the performance circle and the vision circle. If there are new challenges they think will appear, draw it in black under the path between the performance circle and the vision circle.

Balancing

Ask participants to look back at the opportunities that exist and see how to overcome those challenges. They need to carry out a careful risk analysis, but still try to identify more opportunities than challenges. They need to continue adding opportunities.



Step 5: Current Achievements

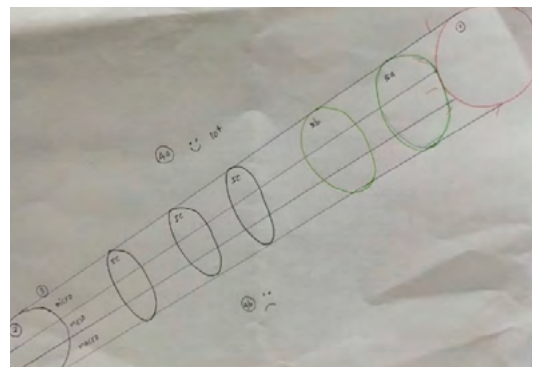
Step 6: Target and Milestones

Target in one year

Draw a green circle next to the vision circle as a target circle for a year ahead. What do they want to achieve within one year for themselves, family and the community? Make targets using SMART⁸ principles and take into account the opportunities and challenges that exist.

Milestones

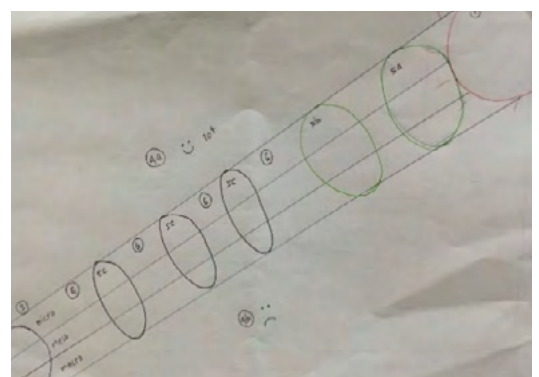
Draw three or more dark circles between the circle of achievements and circle the target of one year as a milestone to reach the target of one year. The number of circles depends on the activity/project period of the group of participants. For example: 3 months, 4 months, 6 months or every month. Fill in the circles with targets lowered from the target of one year. Calculate the opportunities and challenges during related period.



Step 6: Target and Milestones

Step 7: Action Plan

Describe the steps that need to be taken to reach each milestone on all lines of the road.



Step 7: Action Plan

⁸ SMART is an acronym of Specific, Measureable, Achievable, Relevant, and Time Bound

Step 8: Assessment

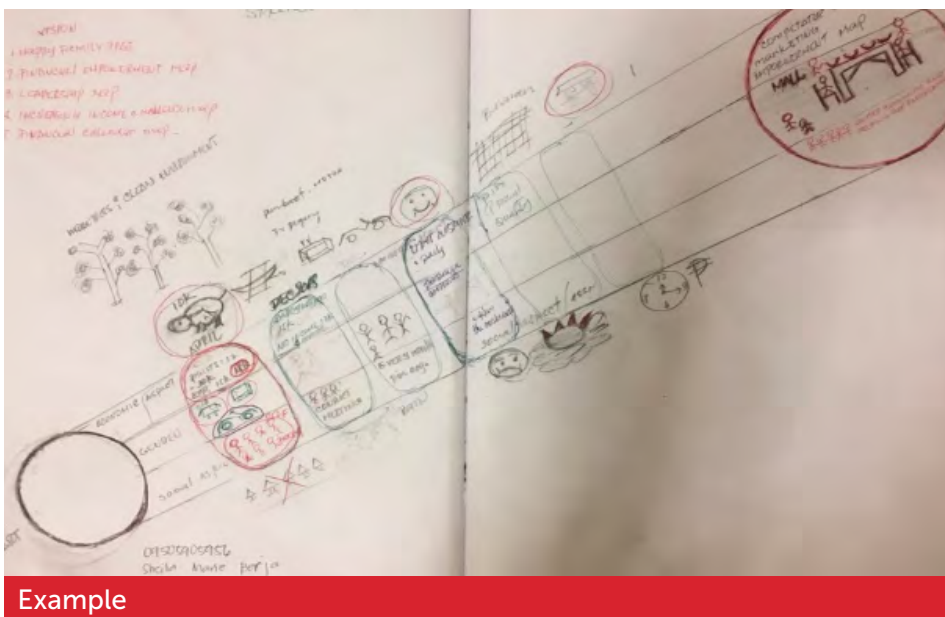
Does the planning made in the three lines support each other to achieve the existing vision? Will the target and planned action plan have an impact on empowerment and balance in the family and the achievement of the vision? Does every actor (especially women) benefit equally and their roles appreciated? Are there inequalities in ownership, decision making, acquisition of benefits, or roles/work that can be reduced? Are the changes that occur can make the community as a whole better and more empowered?

Step 9: Monitoring to Track, Review and Readjust

Ask participants how are their monitoring processes? Remind them how the monitoring process will be carried out, which are:

- Compare : What is planned and what really happens
- Achievement : Mark things that have been achieved with red circle
- Fruit that dies : Things that are completely impossible or irrelevant, mark the dead fruits with blue circle
- Delayed : Mark things that delayed and will still be done in the future with green circle
- Opportunities and Challenges : Add opportunities and challenges that arise in the process.

Summarize the entire process and emphasize the function of this tool. Encourage participants to do the planning they make and track the changes. If possible, ask them to create a song or jingle that describes this tool.



Example



GALS Tool #4 – Gender Empowerment Diamond

Objectives:

1. To see how gender differentiation works to shape the perceptions and experiences of women and men
2. To build a vision about the world that equals and better for all
3. To make commitments, priorities and plans to change things that are not liked and empower themselves, families and communities to achieve the things they want

Duration : 3 to 4 hours

Instruction

1. Facilitator's Preparation

Prepare yourself for the objectives and stages of this tool, also, prepare the tools and materials needed, including: flip chart paper, black markers, masking-tapes, 4 color post it paper in 3 packs (for example: dark green and light green, dark blue and light blue), small black markers as many as number of participants. Prepare two sheets of paper for each outline of the diamond shape for groups of women and men. Stick two to four sheets of flip chart paper upright in front of the class. Create a master diamond outline.

2. Introduction

Facilitator explain the narrative below:

Women and men often have big dreams for family, society, work and themselves. They have many ideas to build a better world. They also have many skills and expertise. But in often they are constrained by gender stereotypes and norms that block their way. Social construction of gender differentiates and makes their roles, responsibilities, abilities, perceptions, experiences, needs and interests different.

This tool looks at how the distinction works and whether there are similarities that arise. At the same time see what changes they want in the future so that they can fulfill their full potential as human being.

Rhombus shape was chosen because it was inspired by the form of diamond – which represents valuable item, a symbol of our personal dreams as human being. In this tool we are not only identify gender differences, but we also want to see how we can go beyond that: what we want as women and men in a world where everyone is equal. Where we can choose freely without being constrained by social expectations and gender stereotypes.

Diamond basically has 4 parts where the top is consisting of the things you want or like and the bottom are things you don't like. Whereas the left side is matters relating to women, and the right part is matters relating to men. Later in plenary discussions, women and men will further discuss which things are agreed upon to be owned or changed by the two, then put it in the middle. They will also prioritize their findings into the things that are most preferred (placed at the top end) and most disliked/want to be changed (the bottom end).

This tool can be used as a basis for making a 'household contract' – building commitment between family members about how they want to move forward. In addition, it can also be used by cooperatives or institutions for staff/administrators as part of the process of building an organization's gender policy.

This tool is used to complement each other with previous tool, which is Gender Empowerment Multilane Highway. The results of this tool will be followed up in the form of planning that complements the planning that is already exist in the first tool.

3. Stages

Start by explaining the purpose and description of this tool to participants. The facilitator can tell the narrative in the introductory section. Ask participants to sit in groups based on their gender. If there are groups that are too big, divide them into smaller groups.

Step 1: Personal Reflection about Likes and Dislikes

Distribute 5 pieces of post it papers with brighter colors to each participant. Differentiate the colors between men and women. Personally, ask participants to reflect:

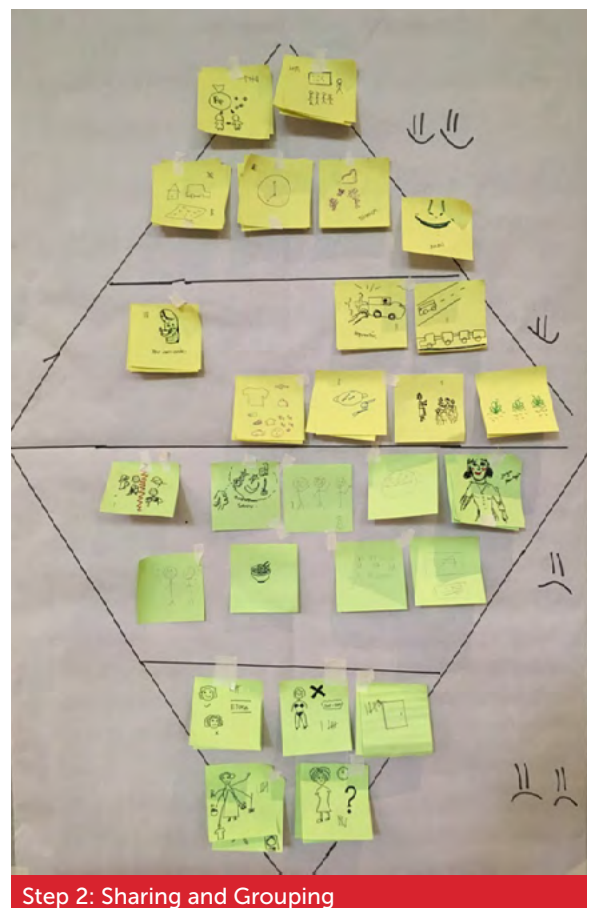
What do they like as woman/man? What you do not like as a woman/man? (5 things per-person).

This question is about feelings about gender and the choices you think you have, not just personal likes and dislikes or your personal abilities. Draw the things you like on the paper with the same color. Each thing on one paper. After completion, share 5 pieces of darker color paper with each participant. Then ask participants to draw things they don't like on the papers. Emphasize that what they draw is not a hobby in general, but their experience as women and as men. If there are participants who have difficulties, ask them to compare their experiences with siblings or other people with the same sex or same gender.

Step 2: Sharing and Grouping

After the participants have completed the individual pictures, ask them to draw a picture of the diamond in the group on a flip chart paper. The top of the flip chart is divided into two parts as things that are liked and most liked, and at the bottom into two parts, which are the least liked and disliked. Each group member presents their paper, starting with the things they like most. One person stands in the front and shows a picture of one paper about the thing she/he likes most. Group members can guess what the image is. Then ask if there is something similar. If it is the same, they give the paper to the person in the front to put it together. The image that is considered most clearly is placed at the top. If there is something similar, the group can decide whether they will unite it or keep it separately.

Then the other participants go forward to stand in the front and do the same process until all the paper have been put on the diamond. Then do the same process with things you don't like. Prioritize the participants who have not had the opportunity to stand in the front.



Step 3: Selecting and Sorting

After all members of the group present their cards, there may be new thoughts that arise. Therefore, ask all participants to choose from the cards they like: which one they most want (choose 5 cards). Then choose 5 things from the cards that you don't like: which one they think they most want it to change, and which they want to stop. For 'pillar' on each card they choose (1 vote for 1 card, each participant has 5 votes for the most preferred and 5 votes for the least preferred).

After all members cast their votes, count the cards with the most votes and place them on the edge of the diamond and sort based on priority. The most preferred one is at the top end and the least preferred at the bottom end. Place the other paper in the center. The amount of paper and the number of votes are sometimes not the same for each card. This shows that there may be a change in awareness and thought during the process. Ask groups to make songs/jingles based on the results of group discussions.

Step 4: Master Rhombus

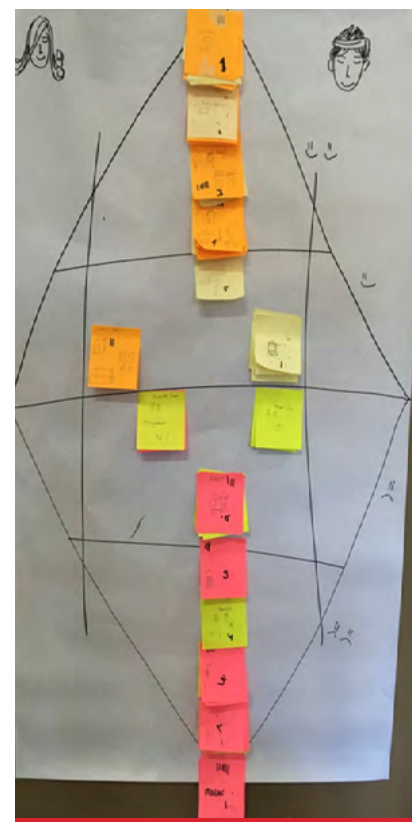
After the group completes the process of sorting their cards, have them sit together in plenary and paste the results of the group on the left and right diagrams of the parent diagram. Start with presentation from minority groups.

Group Presentations and Building Collective Agreements

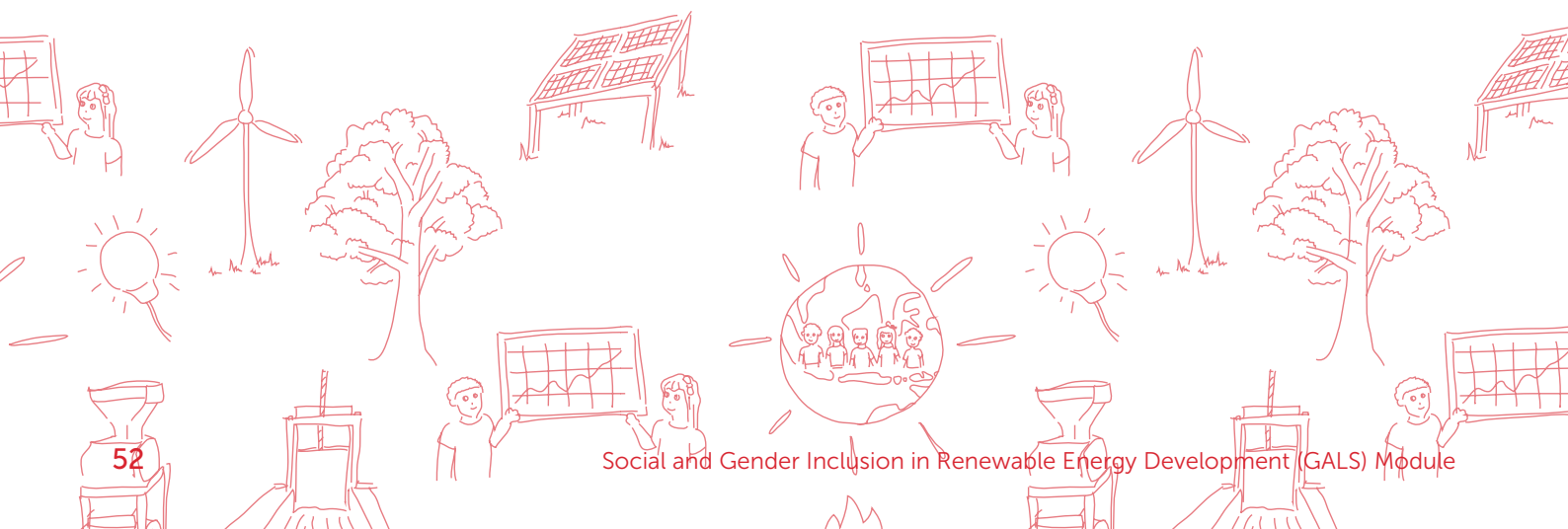
Ask one member to present the top one of the cards they like the most. Ask other participants if they think it is only liked by the sex or is it something that must be owned by both women and men. If they decide that they must have both, then stick the card at the top end of the center. But if it is liked by both but the women/men who currently get the most or experience it, then put it in the middle column but shift a little towards the sex section that currently has a lot of it.

For example:

"has the freedom to leave the house without being restricted by the time of return".



Step 4: Master Rhombus



Both men and women love this freedom, but all these time men have this freedom than women. Then this card is placed in the middle column to the right. If the card mentioned is only liked by the men/women group and is not considered important or desired by other groups, then put the card in the men/women column only.

After that other members take turns presenting their cards like the process above, including things that are not liked.

Then proceed with the other groups to complete.

Make Priority

From the results of a collective agreement (the cards in the middle column) between groups of women and men who are both liked and those who are not, ask participants to choose each of the 5 priorities. Which they consider the most important aspects that all people need to have to be empowered (from the likes) and what must be removed or eliminated so that someone can be empowered (what is not liked). The process of selecting these priorities is left to the participants, the facilitator only observes. Let participants agree on the process and lead the process. It's best not to vote right away but discuss it together. The results of the chosen priorities are the "gender empowerment indicators" which will later become a reference for making programs or action plans at the individual, family and community level.

Step 5: Analysis and Conclusion

Ask participants what they observed and concluded from the group results and the results of the plenary discussion. What differences and similarities arise? What patterns do they see from the results of group discussions and plenary? What unites them? If there are still important things to analyze but missed from participant's observation, the facilitator can add by asking questions. After that, make a summary and emphasize their commitment to change to get the priority things they like and stop things they don't like.

Step 6: Action Plan and Closing

Ask what they can do to ensure that things that are liked can be realized and things that are not liked can be avoided or reduced or even eliminated. Ask them to copy the priority indicators they have chosen together into the vision circle in the first tool they have worked on before. Then ask them to choose at least one indicator from their likes and dislikes to become a one-year target, both at the individual, family and community level. Draw in the circle of targets for one year. The indicators they choose are adjusted to the needs or problems that are considered most relevant to her/him, with her/his family and with her/his community by considering their ability to reach the target of change with these indicators for the next one year. Then ask them to continue to fill opportunities, challenges, milestones and action plans.

After all the planning is completed, ask participants to share their plans and targets related to gender empowerment indicators at the individual, family and community levels. If time is not possible, ask them to only share their plans for the community. Then summarize and remind the priority results of things that are liked and disliked (gender empowerment indicators that have been mutually agreed upon), then commitments to action changes for women and men they mentioned earlier. Emphasize that changes will occur if each of them takes the first step to action. Now it's time for them to go further, from self-empowerment, family and now expand in the community level.

Module Three : Gender Mainstreaming



Activity 3.1.

Collection of Case-based Evidence

Objective

1. To inform participants on the importance of tracking the transformation on gender relation balance.
2. To understand the process of using case-based evidence to record the progress in an attempt to narrow gender disparities.

Duration : 60 minutes

Instruction :

1. Ask several people among the participants to volunteer in which they will take part in a role playing in a story. Tell them the scenario which they will portray and give them 15 minutes to discuss and practice the role playing. Ideally, the preparation by the group is carried out after a lunch break and before the afternoon session starts.
2. Facilitator may also select the gender-related story from the community where they perform their work.

Below is a sample story:

“The Story of Ibu Siti”

On a village meeting, the Head of the Village explains the purpose of the meeting: discuss the potential funding that the village may receive as to drive activities that may generate income for women. There is an existing women’s group in the village which engages in such activities as cultivating chemical-free crops by utilizing bio-slurry.

Ibu Siti is the leader of this group. The Head of the Village thinks that it is still possible to expand the group membership provided that there are women who are interested to join the group. Ibu Siti explains that right now there are 10 daily activities: they start the morning on the field picking up fresh vegetables, pack them in plastic bags, and then transport them with the vehicle to the nearest town. During the weekend they also bring the produce to the open market for sale. Ibu Siti explains about the management, accounting, and several challenges they encounter, and their methods of segregating duties and sharing the revenues. The profit and increasing demand in the market have raised their self-confidence about the opportunity for further business expansion. She extends a gratitude to the families of women who provided the support, such as her husband by preparing and packing the food in the morning for their children, take them to school, while she is selling the vegetable in the market.

There are many interests to this group as listed below:

- A teenage girl who wishes to join all of these activities after school to help her mother who is a diffable to earn extra income.
 - A 70-year old woman who lives with her 5-year-old grandchild at home whether it is possible for her to help with some light works such as packing the vegetables.
 - A 40-year old husband who is worried that he does not help his wife enough in the morning as there are plenty of activities he must perform.
 - A 20-year old woman who attends the meeting while breastfeeding her newborn child wishes to join the activities but is worried that she does not have enough time.
3. Upon the completion of role playing activities, ask the participants whether there are questions to ask or whether they need further clarifications.
4. In the capacity as a group, ask guiding questions such as the ones listed below:
- Think about the gender analysis domain that we learned and GALs which we have practiced, what is the domain and transformation in this story?
 - Do you think this is a sad or happy story?
 - **If you answer a happy story**, why is this a happy story?
 - What positive transformation can be observed?
 - How does the transformation take place?
 - How can this project help?
 - Which potential factor is relevant to project support?
 - **If your answer is a sad story**, why do we feel sad?
 - Is the situation getting worse?
 - Can the project play a role to change the situation?
 - What are the desired changes? What can the project do?
 - Have other staff witnessed similar stories in their home village?
 - What are the relationship with other stakeholders or organization?
5. Ask participants to contribute if they know similar stories in their operational areas to start wider discussion?
6. Finish the session with:
- Explanation in the box below about the importance of case-based monitoring. Draw a summary that stories are a useful method to record progress of gender relations balance existing within a household and at the community level.
 - The steps below will stimulate critical learning through sharing practices carried out among different staff.

⁹ Adapted from Case-Based Gender Process Monitoring. The challenge of institutionalizing gender monitoring. UN-Women. 2012 <http://asia.ifad.org/web/rulip>

Team discussion process for case story :

During GALS implementation, community will discuss the vision, opportunities, challenges, and key areas as well as activities which they wish to change. Discussion must be conducted in a participatory way which engages project staff, women, men, and vulnerable groups.

During a team meeting, the selected stories will be conveyed orally by story collector, followed by other participants which ask additional details as well as group discussion. It would be a good idea to organize specific gender session during staff monthly meeting to report gender specific progress results and discuss them at least a case-based monitoring and the steps below.

- **Step 1. Selecting key transformational areas**

A group may discuss whatever key transformational areas discovered in a story. This is assessed by considering what have been learned about production, resources, income, leadership within a community, or time allocation. Examples of such area are decision making by women, participation during training, access toward knowledge, business network ownership, self-confidence to manage business, self-confidence to share opinion in front of the public, and a more equitable segregation of duties within a household, etc.

Why do we need case-based monitoring?

- **Understanding gender relations context**

The fact that gender relation is something which is not easily measureable, recording all of the implications through qualitative descriptions will help the team to get a more in depth understanding about the context of the ongoing transformation. Collection and discussion about stories from field monitoring will complement the existing quantitative information.

- **Enhance the capacity of gender analysis**

As part of staff field visit practices, collection of cases will enhance gender analysis capacity of project staff. In conjunction with these monitoring activities, it is expected that field staff may spare more time to speak and listen to the women especially the ones belonging to vulnerable group and cautiously take notes on their experiences.

- **Subsequent planning**

By collecting cases which are both the happy ones and the sad ones, will enable us to have a wider insight about the potential opportunities and challenges. Staff may use them to contemplate and learn, which cases will support the planning for subsequent actions.

- **Step 2. Collection of happy and sad stories**

Are these happy or sad stories? Happy stories may exemplify gender-based improvements. Sad stories do not always have to be tragedies, but rather stories which leave rooms for improvement.

- **Step 3. Discussion**

Facilitator raises questions around the points discussed during 3.1. training activities. The purpose of this discussion is to identify how the desired changes may be made into these domains and the benefits of implementing GALS.

- **Step 4. Reporting**

Team may prepare a list of stories collected and documented. These stories will also be distributed within the Gender Focal Point network as part of lesson learned and recommendations which will be forwarded to project report.



Photo Caption

Activity 3.2.

Monitoring of Men and Women Empowerment

Objective

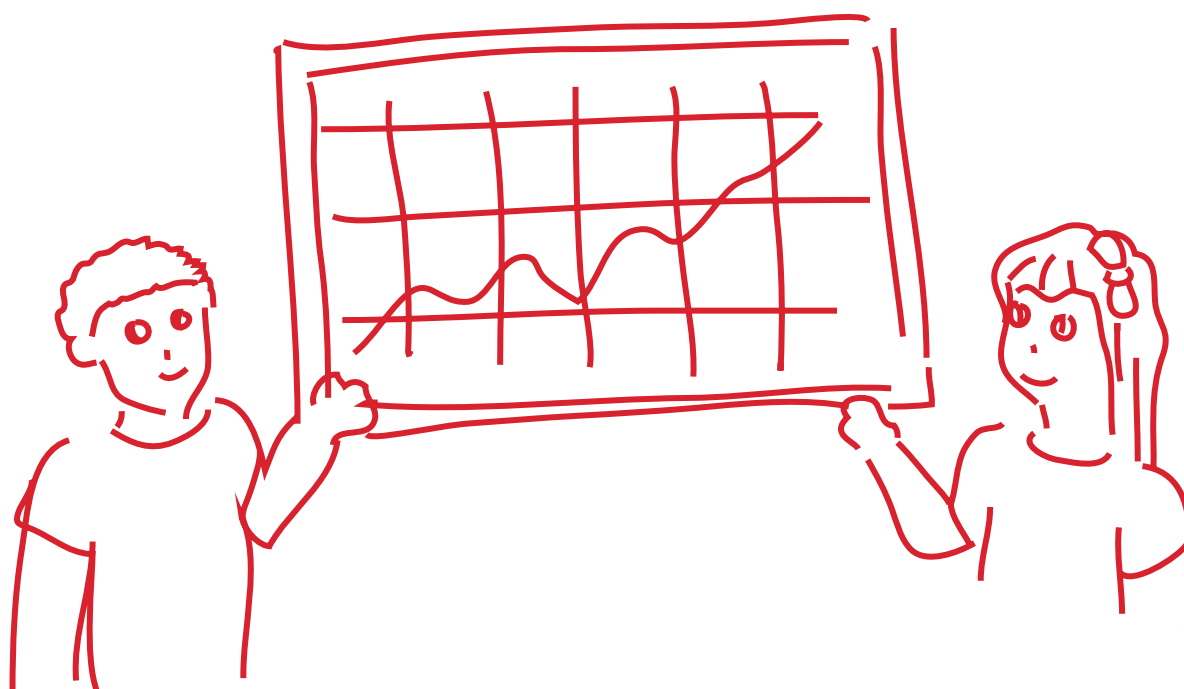
1. Participants are aware on the importance of tracking the changes existing on gender relations.
2. Understanding the process of using Men and Women Empowerment Tool to record the progress in narrowing gender disparities and dealing with gender disparities.

Duration : 60 minutes

Instruction

In large group discussion, explain to the participants the benefits of using this tool is to ensure equal access, participation, and benefit for men, women, and vulnerable groups.

- Please be advised that this tool is developed from gender analysis learned from the first day. In order to be relevant with project activities, ask participants to discuss whatever changes or improvement which according to them are necessary.
- The implementation will be carried out during gender training within the community and every six months thereafter to track the existing changes.
- The table below explains three assessment tools to track the progress on gender implementation in renewable energy services – biogas installation, agro-processing (corn mill/ rice hull) installation, energy kiosk and solar power installation in school. Participants may hold discussion in small groups in accordance with the installed renewable energy installation.



Renewable Energy Installation: Biogas

Assessing Men and Women Empowerment

Guiding questions for practitioners to separate interview process among men and women beneficiaries during gender training and performed every six months thereafter upon the training completion.

Village _____ Province _____
 Facilitator Name _____ Respondent Name _____
 (M/F) _____ Age _____ Marital Status _____
 Date _____

Check (check symbols) the most appropriate column (men/women) for every answer below

1. Production		Male	Female
A. Input in making productive decision: Who made the decision on:			
A-1	The importance of building domestic biogas		
A-2	Biogas capacity		
A-3	Biogas location		
A-4	Segregation of duties for example: <ul style="list-style-type: none"> • Collecting manure and feeding them into biogas reactor. • Collect bioslurry and spread them as fertilizer. 		
A-5	Utilization of bioslurry final product for agriculture – for example utilization of liquid bioslurry/solid bioslurry for certain crop variant		
B. Autonomy in terms of production. Who is the decision maker for the following:			
B-6	Bioslurry sale price		
B-7	Marketplace where bioslurry is sold or where the bioslurry will be stored when it is not in use.		
B-8	Who will bring bioslurry to the marketplace or for self-consumption.		
B-9	Amount of bioslurry sold or amount consumed when it is not sold.		
B-10	Income allocation from bioslurry sales revenue.		
		Total Scores of Production	
		Percentage (Total score multiplied by 100 and divided by 10)	
Comments :			

2. Resources		Male	Female
A. Asset Ownership: Who owns the following assets:			
A-1	Land (agriculture/farm)		
A-2	House		
A-3	Agricultural equipment		
A-4	Large farm animals (cow, goats, horses, swine, etc.)		
A-5	Small farm animals (chickens, ducks, etc.)		
A-6	Transportation means: motorcycle, car, etc.		
A-7	Gold or other investment products		
A-8	Biogas installation		
B. Purchase, sales, or asset transfer: Who is the decision maker for:			
B-8	Sales or transfer of assets' ownership above		
B-9	Purchase of new assets		
C. Access to financial services: Who has the access to:			
C-10	Cooperative loan/group loan, etc.		
C-11	Bank		
C-12	Arisan (Rotating savings and credit association)		
		Total Scores of Resources	
		Percentage (Total score above multiplied by 100 and divided by 12)	
Comments :			

3. Community Leadership		Male	Female
A. Group membership: Who is involved in:			
A-1	Committee in community group, farmers' group or cooperative		
A-2	Membership in farmers' group or cooperative		
A-3	Community representatives in village, district, provincial level meetings		
B. Speaking in public space. Who attends:			
B-4	Village meeting with the highest attendance frequency scale		

3. Community Leadership		Male	Female
B-5	Voice opinion in village meeting		
Total score of Community Leadership			
Percentage (Total score above multiplied by 100, divided by 5)			
Comments :			

4. Income		Male	Female
A. Control over income allocation: Who is the decision maker for the respective expenditures:			
A-1	Food		
A-2	Education/courses/children's school tuition fees		
A-3	House renovation		
A-4	Health protection		
A-5	Clothes		
A-6	Home appliances		
A-7	Acquisition of new assets: house, land, etc.		
A-8	Energy (fuel/electricity, etc)		
A-9	Water		
A-10	Entertainment activity/holiday/use of smartphone		
A-11	Transportation		
A-12	Saving to ensure business sustainability		
Total Scores of Income			
Percentage (Total score above multiplied by 100 and divided by 12)			
Comments :			

5. Time Allocation		Male	Female
A. Workload: Who is involved in the following activities:			
A-1	Participation in the most of biogas productive activities (for example, land preparation, cultivation, harvesting, post harvesting, saes, etc)		
A-2	Participation in the most of household activities (for example, collecting water, child caring, collecting firewood, cooking, house cleaning, sweeping the house yard, doing laundry, etc)		
A-3	Participation in the most of community activities (attend village meeting, road reconstruction, cleaning communal well, attend training, school construction or community health center, etc)		
B. Entertainment: Who has the time to get involved in:			
B-4	Entertainment activities (visiting neighbors, watching television, engage in sport activities, etc)		
Total Scores of Time Allocation			
Percentage (Total score above multiplied by 100 and divided by 4)			
Comments :			

Renewable Energy Installation: Solar Power Corn Mill

Assessing Men and Women Empowerment

Guiding questions for practitioners to separate interview process among men and women beneficiaries during gender training and performed every six months thereafter upon the training completion.

Village _____ Province _____
 Facilitator Name _____ Respondent Name _____
 (M/F) _____ Age _____ Marital Status _____
 Date _____

Check (check symbols) the most appropriate column (men/women) for every answer below

1. Production		Male	Female
A. Input in making productive decision: Who made the decision on:			
A-1	Acquiring corn mill equipment		
A-2	Operating corn mill equipment		
A-3	Cleaning up corn mill equipment		
A-4	Collecting payment		
A-5	Managing income from the installation		
A-6	Checking and repairing corn mill equipment		
B. Roles: Who does the following activities:			
B-7	Operating corn mill equipment		
B-8	Cleaning up corn mill equipment		
B-9	Collecting payment		
B-10	Managing income from the installation		
B-11	Checking and repairing corn mill equipment		
		Total Scores of Production	
		Percentage (Total Score above multiplied by 100 and divided by 11)	
Comments :			

2. Resources		Male	Female
A. Asset Ownership: Who owns the following assets:			
A-1	Land (agriculture/farm)		
A-2	House		
A-3	Agricultural equipment		
A-4	Large farm animals (cow, goats, horses, swine, etc.)		
A-5	Small farm animals (chickens, ducks, etc.)		
A-6	Transportation means: motorcycle, car, etc.		
A-7	Gold or other investment products		
A-8	Solar power corn mill installation (owner's name registration)		
B. Purchase, sales, or asset transfer: Who is the decision maker for:			
B-8	Sales or transfer of assets' ownership above		
B-9	Purchase of new assets		
C. Access to financial services: Who has the access to:			
C-10	Cooperative loan/group loan, etc.		
C-11	Bank		
C-12	Arisan (Rotating savings and credit association)		
		Total Scores of Resources	
		Percentage (Total score above multiplied by 100 and divided by 12)	
Comments :			

3. Community Leadership		Male	Female
A. Group membership: Who is involved in:			
A-1	Committee in community group, farmers' group or cooperative		
A-2	Membership in farmers' group or cooperative		
A-3	Community representatives in village, district, provincial level meetings		
B. Speaking in public space. Who attends:			
B-4	Village meeting with the highest attendance frequency scale		

3. Community Leadership		Male	Female
B-5	Voice opinion in village meeting		
Total score of Community Leadership			
Percentage (Total score above multiplied by 100, divided by 5)			
Comments :			

4. Income		Male	Female
A. Control over income allocation: Who is the decision maker for the respective expenditures:			
A-1	Food		
A-2	Education/courses/children's school tuition fees		
A-3	House renovation		
A-4	Health protection		
A-5	Clothes		
A-6	Home appliances		
A-7	Acquisition of new assets: house, land, etc.		
A-8	Energy (fuel/electricity, etc)		
A-9	Water		
A-10	Entertainment activity/holiday/use of smartphone		
A-11	Transportation		
A-12	Saving to ensure business sustainability		
Total Scores of Income			
Percentage (Total score above multiplied by 100 and divided by 12)			
Comments :			

5. Time Allocation		Male	Female
A. Workload: Who is involved in the following activities:			
A-1	Record keeping		
A-2	Collecting payment		
A-3	Maintaining renewable energy installation (including cleaning up installation)		
A-4	Operating installation		
A-5	Participation in the most of household activities (for example, collecting water, child caring, collecting firewood, cooking, house cleaning, sweeping the house yard, doing laundry, etc)		
A-6	Participation in the most of community activities (attend village meeting, road reconstruction, cleaning communal well, attend training, school construction or community health center, etc)		
B. Entertainment: Who has the time to get involved in:			
B-7	Entertainment activities (visiting neighbors, watching television, engage in sport activities, etc)		
Total Scores of Time Allocation			
Percentage (Total score above multiplied by 100 and divided by 4)			
Comments :			

Renewable Energy Installation: Energy Kiosk

Assessing Men and Women Empowerment

Guiding questions for practitioners to separate interview process among men and women beneficiaries during gender training and performed every six months thereafter upon the training completion.

Village _____ Province _____
 Facilitator Name _____ Respondent Name _____
 (M/F) _____ Age _____ Marital Status _____
 Date _____

Check (check symbols) the most appropriate column (men/women) for every answer below

1. Production		Male	Female
A. Input in making productive decision: Who made the decision on:			
A-1	Establishing an energy kiosk		
A-2	Operating corn energy kiosk		
A-3	Cleaning up energy kiosk equipment		
A-4	Collecting payment at energy kiosk		
A-5	Managing income of energy kiosk		
A-6	Checking and repairing at energy kiosk		
B. Roles: Who does the following activities:			
B-7	Operating corn energy kiosk		
B-8	Cleaning up energy kiosk equipment		
B-9	Collecting payment at energy kiosk		
B-10	Managing income of energy kiosk		
B-11	Checking and repairing at energy kiosk		
		Total Scores of Production	
		Percentage (Total Score above multiplied by 100 and divided by 11)	
Comments :			

2. Resources		Male	Female
A. Asset Ownership: Who owns the following assets:			
A-1	Land (agriculture/farm)		
A-2	House		
A-3	Agricultural equipment		
A-4	Large farm animals (cow, goats, horses, swine, etc.)		
A-5	Small farm animals (chickens, ducks, etc.)		
A-6	Transportation means: motorcycle, car, etc.		
A-7	Gold or other investment products		
A-8	Solar power corn mill installation (owner's name registration)		
B. Purchase, sales, or asset transfer: Who is the decision maker for:			
B-8	Sales or transfer of assets' ownership above		
B-9	Purchase of new assets		
C. Access to financial services: Who has the access to:			
C-10	Cooperative loan/group loan, etc.		
C-11	Bank		
C-12	Arisan (Rotating savings and credit association)		
		Total Scores of Resources	
		Percentage (Total score above multiplied by 100 and divided by 12)	
Comments :			

3. Community Leadership		Male	Female
A. Group membership: Who is involved in:			
A-1	Committee in community group, farmers' group or cooperative		
A-2	Membership in farmers' group or cooperative		
A-3	Community representatives in village, district, provincial level meetings		
B. Speaking in public space. Who attends:			
B-4	Village meeting with the highest attendance frequency scale		

3. Community Leadership		Male	Female
B-5	Voice opinion in village meeting		
Total score of Community Leadership			
Percentage (Total score above multiplied by 100, divided by 5)			
Comments :			

4. Income		Male	Female
A. Control over income allocation: Who is the decision maker for the respective expenditures:			
A-1	Food		
A-2	Education/courses/children's school tuition fees		
A-3	House renovation		
A-4	Health protection		
A-5	Clothes		
A-6	Home appliances		
A-7	Acquisition of new assets: house, land, etc.		
A-8	Energy (fuel/electricity, etc)		
A-9	Water		
A-10	Entertainment activity/holiday/use of smartphone		
A-11	Transportation		
A-12	Saving to ensure business sustainability		
Total Scores of Income			
Percentage (Total score above multiplied by 100 and divided by 12)			
Comments :			

5. Time Allocation		Male	Female
A. Workload: Who is involved in the following activities:			
A-1	Record keeping		
A-2	Collecting payment		
A-3	Maintaining renewable energy installation (including cleaning up installation)		
A-4	Operating installation		
A-5	Participation in the most of household activities (for example, collecting water, child caring, collecting firewood, cooking, house cleaning, sweeping the house yard, doing laundry, etc)		
A-6	Participation in the most of community activities (attend village meeting, road reconstruction, cleaning communal well, attend training, school construction or community health center, etc)		
B. Entertainment: Who has the time to get involved in:			
B-7	Entertainment activities (visiting neighbors, watching television, engage in sport activities, etc)		
Total Scores of Time Allocation			
Percentage (Total score above multiplied by 100 and divided by 4)			
Comments :			

Renewable Energy Installation: PV SCHOOL

Assessing Men and Women Empowerment

Guiding questions for practitioners to separate interview process among men and women beneficiaries during gender training and performed every six months thereafter upon the training completion.

Village _____ Province _____
 Facilitator Name _____ Respondent Name _____
 (M/F) _____ Age _____ Marital Status _____
 Date _____

Check (check symbols) the most appropriate column (men/women) for every answer below

1. Production		Male	Female
A. Input in making productive decision: Who made the decision on:			
A-1	The need to build renewable energy installation in school		
A-2	Manage refill kiosk in school (record keeping, etc.)		
A-3	Operating refill kiosk in school		
A-4	Collecting payment		
A-5	Managing installation		
A-6	Managing income from refill kiosk		
A-7	Determine the salary to pay operator, cashier, etc.		
Total Scores of Production			
Percentage (Total Score above multiplied by 100 and divided by 7)			
Comments :			

2. Beneficiaries		Male	Female
A. Total beneficiaries			
A-1	School children		
A-2	Instructor/Teacher		
A-3	Teacher's family using renewable energy installation facility		
Total number of Beneficiaries			

3. Energy Consumption		Male	Female
A. You use renewable energy installation for:			
A-1	Lighting		
A-2	Cellular telephone recharging		
A-3	Laptop computer recharging		
A-4	Others (please describe)		
Total score of Energy Consumption			
Percentage (Total score above multiplied by 100, divided by 4)			
Comments :			

4. Time Allocation		Male	Female
A. Workload: Who has the involvement in the following activities?			
A-1	Record keeping		
A-2	Collecting payment		
A-3	Maintaining renewable energy installation (including cleaning up installation)		
A-4	Operating installation		
Total score of Time Allocation			
Percentage (Total score above multiplied by 100, divided by 4)			
Comments :			

Activity 3.3.

Guideline and Checklist of Gender Mainstreaming

Objective

Participants are aware the importance of including social and gender aspects in every step of project cycle and understand the way to implement them.

Duration : 60 minutes

Instruction

1. Briefly explain the meaning of gender mainstreaming and process for narrowing disparities between men and women in terms of opportunities to develop and receive benefits. This has to be part of company's policy and operations, and focus on sustainable business.
 - Gender mainstreaming demands the availability of implication reviews toward men and women in every action planned on the design, implementation, monitoring and evaluation of every development project.
 - The purpose is to develop an intervention which may overcome the challenges that prevent men and women to have an equitable access to the necessary resources and services to improve their livelihood.
2. Present a sample diagram and ask participants to divide themselves into smaller groups to discuss the methods for integrating social and gender equalities into every step of project cycle. Participants may also share opinions or suggestions on the methods of improvement on various activities.

GENDER MAINSTREAMING PROJECT

Preparation and Implementation

Staff receive gender and social inclusion training.

The roles of Gender Focal Point. GALS Tool 1 applied on the community training.

Men and Women Empowerment Tool applied on community training.

Field visit plan (monitoring) along with budget plan.

Inclusion of gender aspects in every training and project activity.

GALS Tools 2-4 applied during visit to the community.

Finding from GALS implementation and monitoring within the community are discussed within the organization.

Monitoring and Evaluation

GALS tool applied on the visit to the community.

Collection of case-based evidence.

Application of Men and Women Empowerment Tool.

Project indicators relevant to gender tracked and reported.

Lesson

Maintain network and share experiences.

Documentation and dissemination.

Gender Mainstreaming Project Checklist

The team responsible for implementation may use this checklist to lead a discussion to learn if the team has integrated social and gender issues to all project cycle activities. Discussion may be organized during staff monthly meeting.

Project cycle activities	Yes	No
Preparation and implementation		
Project staff trained for Social and Gender aspects inclusion on Renewable Energy and Community Development.		
Gender Focal Point is established following the training with identified responsibilities.		
GALS Tool 1: Vision Journey is applied during gender training in the community.		
Men and Women Empowerment Tool is applied during gender training in the community.		
Coaching plan/community visit is prepared along with the timeline, and the purpose is prepared based on the findings of GALS and an existing budget.		
The entire other project training schedule is synchronized with life pattern and suitable work/time for men and women beneficiaries.		
Location of the entire project training is safely accessible by all women.		
GALS Tool 2 "Gender Balance Tree" is implemented during community visit.		
GALS Tool 3 "Empowerment Map" is implemented during community visit.		
The team continuously discusses gender relations progress or case-based evidence during staff monthly meeting.		

Monitoring and Evaluation		
Case-based evidence collected.		
Men and Women Empowerment Tool is implemented every six month.		
Gender Project Indicators tracked and reported every quarter/every four month.		
Lesson		
Gender Focal Point participates in the network and share case-based evidence or lessons from ongoing practices.		

ANNEX A

Gender Focal Point of TERANG Project

Background

TERANG Project focuses on enhancement of project staff capacity by enabling them to prepare quality program which leads to equalities among men, women, and vulnerable groups to enjoy program benefits. With the funding support from MCA-I, Project-Social and Gender Integration Plan (P-SGIP) provides guideline to the team responsible in integrating social and gender aspects as the core component of the entire implementation process, monitoring, evaluation, and project learning. During the implementation process, participatory approach of Gender Action Learning System (GALS) is implemented by field team together with technical support provided by Gender Specialist at Hivos Office for Southeast Asia region. The team responsible for the implementation also receives explanation about gender issues and is equipped with practical tools to implement "Social and Gender Inclusion in Renewable Energy Development" training.

Instruction

Presence of leadership in implementing P-SGIP, systematic reporting, network establishment and sharing activities of good practices taking place among the teams responsible for implementation are highly required and the Gender Focal Point (GFP) in each of implementing team will enable this procedure under their responsibilities as follow.

Responsibility

1. Involved in gender mainstreaming activities in project area.
 - 1.1 Organize gender training and gender analysis within the community by applying GALS tools to identify existing disparities, inequalities, and opportunities among women, men, and vulnerable groups.
 - 1.2 Apply GALS participatory tools during coaching visit to the community.
 - 1.3 Monitor the progress of gender issues within the community by applying Men and Women Empowerment tools as well as Case-based Documentation.
 - 1.4 Support team to apply gender mainstreaming checklist in order to ensure that gender issues have been sufficiently integrated throughout the project cycle.
 - 1.5 Report the progress by using gender reporting guideline.
2. Involved in Gender Focal Point (GFP) Network
 - 2.1 Routinely share lesson learned, good practices, and case-based evidence.
 - 2.2 Allow themselves to be a resource person relevant to gender issues for partners and stakeholders.

Structure

- Gender Focal Point (GFP) is established in every team responsible for implementation in target areas and report their progress to TERANG Project Manager.
- Network is established through group e-mail communication and Yayasan Rumah Energi (YRE) web-based communication which will be regularly led by Hivos Gender Specialist and YRE Gender Officer.
- GFP meeting will be organized once every six months during project coordination meeting.
- It is estimated that there will be one female staff and one male staff in every GFP. Staff in charge for gender-related activity at community level is preferably a GFP member.

ANNEX B

Reporting Guideline

Report/ Activity	Tools	Timeline	Output
Report 1 Gender Training in Community	<ol style="list-style-type: none"> 1. GALS Tool 1: Vision Journey. 2. Men and Women Empowerment Tool organized for each participant (form is available at Module 2, Activity 3.2.). 3. Pre- and Post- Community Training Test (form is in Enclosure D). 4. Training evaluation sheet (general form is used for every training). 	2nd Quarter	Reporting Guideline 1 which contains: GALS Tool 1 Illustration together with the description. Output Table of Men and Women Empowerment Score and reported every six month thereafter. Output table of Pre- and Post- Test.
Report 2 Coaching Visit	GALS Tool 2: Gender Balance Tree	Quarterly report depending on planned coaching visit.	Reporting Guideline 2 which contains: GALS Tool 2 Diagram Illustration together with the description.
Report 3 Coaching Visit	GALS Tool 3: Empowerment Map		Reporting Guideline 3 which contains: GALS Tool 3 Diagram Illustration together with the description.
Report 4 Coaching Visit	Guiding questions for case-based evidence (questions are listed on Module 3, Activity 3.1.)		Reporting Guideline 4 which contains: Case-based evidence report.

Reporting Guideline #1

Time

- Report submitted after gender training within the community.
- Second quarter.

[Insert Graphic]

1. GALS Tool 1 Illustration: Group Vision Journey (example)

a. The situation today

b. Vision

c. Opportunities

d. Challenges

e. Action plan within 1 year

- 3 month

- 6 month

- 1 year

2. Summary table of “Men and Women Empowerment Tool”

No.	M/F	Name	1. Production Score (%)		2. Resources Score (%)		3. Community Leadership Score (%)		4. Income Score (%)		5. Time Allocation Score (%)	
			M	F	M	F	M	F	M	F	M	F
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

NOTE:

1. You may add an extra sheet if there are more participants to be interviewed.
2. The scores listed are the percentage of “Men and Women Empowerment Tool.”

Sample

Involve 80% men and 40% women from Community Leadership of the following table which interviewed each participant to be included on the previous summary table.

4. Community Leadership		Men	Women
1. Group Member: Who is involved in the following activities?			
A-1	Group Management in the Village, Farmers’ Group, and Cooperative	X	
A-2	Member of Village Group, Farmers’ Organization, and Cooperative		X
A-3	Representative attending meeting at sub-district, district, and provincial levels	X	X

Sample

Involve 80% men and 40% women from Community Leadership of the following table which interviewed each participant to be included on the previous summary table.

4. Community Leadership		Men	Women
2. Speaking in the public. Who has done the following activities?			
B-4	Group Management in the Village, Farmers' Group, and Cooperative	X	
B-5	Member of Village Group, Farmers' Organization, and Cooperative	X	
Total Score Leadership Domain		4	2
Percentage (Total score above multiplied by 100 and divided by 10)		80	40

3. Pre- and Post-Test Table

No.	Name	Men	Women	Pre-Test	Post-Test

NOTE:

Add extra row in case there are more participants to be interviewed

Guideline for Case-based Evidence Report

1. Case-based Evidence Report

The story of (Name)

Introduction about transformation domain that you have witnessed, such as improved income, a more equitable workload, sharing resources, and women in leadership, etc.

- Do you think this is a happy or sad story?
 - If you think this is a happy story, why do you feel that this is a reflection of happiness?
 - Do you observe a positive transformation?
 - How does this transformation take place?
 - How can this project support?
 - Which potential factor is relevant with project support?
 - If you think that this is a sad story, why do you feel sad?
 - Is the situation getting worse?
 - Can the project play a role to change the situation?
 - What is the desired changes? What can the project do?
- Have other staff witnessed similar stories in that particular area?
- How is this relevant with a stakeholder or other organization?

ANNEX C

Pre- and Post-Test Questionnaire for Staff Training in the Inclusion of Gender and Social Aspects on Renewable Energy Development

Welcome to the training, we wish to learn more about your background with respect to gender issues in the development. Please remember that there is no such thing as right or wrong answer, as we are only interested in your opinion. Therefore, we encourage you to express your true opinions, thank you!

Participant Name

1. Are you a Male Female
2. How old are you ? Years
3. What is your functional title or your role in your job?
4. Are you presently involved in such works to encourage gender equality?
Yes No
- If yes, how long have you been working on gender mainstreaming? _____ years
5. How likely for you to apply your knowledge and skill gained through this training in your job?
Very likely Fairly likely Unlikely
Not sure at this time

If you are to apply the knowledge, what is the method that you, what method would you apply or what activity are you going to perform

Mark "X" on the column below which represents you most from the low scale to the most suitable.

No.	Questions	Low	Moderate	High	Most Suitable
A. Enhancement of Gender Awareness					
1.	How do you rate your ability to explain what "gender" is?				
2.	How do you rate your self-confidence to discuss about the importance of gender equality in a way that can influence project output among the group of people with different opinions?				
3.	How do you rate your ability to explain the reason why we need to change the gender norms?				
4.	How well do you know to understand what is being reviewed by gender analysis as part of exploring disparities between men and women in a place where we work?				
5.	How do you rate your knowledge about a method for integrating or introducing gender issues into a project where you work?				
B. Facilitating Skills to Encourage Community to Learn about Gender Equality					
6.	How good is your knowledge at least about three gender tools which is useful to discuss and encourage gender equality within the community or organization where you work?				
7.	How self-confident are you that you are able to explain about the existing gender disparities by using gender tool.				
8.	How good is your knowledge in your perception your knowledge about dialogue skills to help/facilitate community understanding about the importance of gender equality?				
9.	How self-confident are you on your capacity to lead a discussion with the community or the organization where you work to make them start thinking about the vision of gender equality to achieve the vision using this gender tool?				
10.	How good do you think your capacity is to help the community or organization to design a way to achieve the vision of gender equality as expected?				

C. Gender Mainstreaming in Projects					
11.	How do you rate your capacity to design a work plan with gender specific indicators to achieve?				
12.	How strong is your feeling that you can involve both men and women in the village for implementing TERANG project?				
13.	How is your knowledge about the method to track the progress on gender relation improvement by using gender monitoring tool or case-based study?				
14.	According to you, how good is your knowledge about the way to help the project in reporting the progress on gender relations?				
15.	How strong do you feel you are that you are capable of sharing/discussing within a group about learning from gender-related activity?				
Thank you for your answers and your participation					

Please name two or three challenges which are critical with regard to your work in encouraging gender equality within a community or organization where you work.

ANNEX D

Pre and Post-Test Questionnaire for Community Training on Gender Awareness with GALS 1 Tool Vision Journey

Welcome to the training, we wish to learn a little about your background with respect to gender issues in development. Please keep in mind there is no right or wrong answer, as we are only interested to learn about your opinions. Therefore, we encourage you to express yourself as openly as possible, thank you!

Name _____ Age _____

Male

Female

Village Name _____ Date _____

Please answer the questions below by giving "X" mark on an answer which you think represents your thought and write down on an empty space to explain your answers.

Questions	Yes	No
1. Are you aware about the importance of creating "household vision"?		
2. Will you be able to introduce to your family the method to design a household vision?		
3. Are you self-confident to start a conversation or encourage your family to look for several opportunities which may improve family income?		
4. Will you be willing to talk to your family to plan activities in the form of steps to improve household income?		
5. Do you agree that women (rather than men) are responsible to perform household duties such as preparing food, showering the children, and cleaning up the kitchen?		
6. Do you agree that women face challenges in the form of limited amount of time which make them unable to participate in the community activities and training?		
7. Do you think men are able to absorb the knowledge more quickly than women when it comes to new biogas technology, bioslurry, and duckweed?		
8. Do you plan to hold a discussion with your family? Would it be possible or not to start selling or improve the benefits of bioslurry?		
9. Do you agree that there are challenges which make it hard for your household to improve the income?		
10. Based on your perception, will your family be willing to discuss ways to minimize challenges named on question no. 9?		

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