

Gender Tip Sheets – Energy and Environment Sector

The gender tip-sheet is a summary of possible recommendations, organized by each area of Programme Management Cycle in Energy and Environment (EE) programming. It can be used as practical guidance on how to implement gender-responsive programmes. Hereafter Energy and Environment will be considered as EE.

Energy and Environment	
Needs assessment and analysis	<p>1. Conduct a participatory gender analysis, using sex-, age- and disability-disaggregated data (SADDD), to understand different EE needs, capacities, barriers and aspirations and identify relevant populations with EE needs.</p> <ul style="list-style-type: none"> ↳ Gender roles and power dynamics: For example, role and time spent of women, girls, men and boys, people with disability and other diverse group in energy generation and environment related work and household work, procurement, preparation, and storage; decision-making over household energy management. ↳ Cultural norms and practices: For example .g. mobility and freedom of women and girls to engage in self-reliance activities; what kind of energy do women and men prefer; type of cooking fuel used, solar light used, time spent on cooking, pattern of energy and environment saving behaviour etc, ↳ Knowledge and skills: For example, any indigenous knowledge of women and men of energy production and environment protection. ↳ Intersectional issues: For example, how people with disability or other diverse group , younger or older generations interacts with EE conservation, access, usage, storage production etc. ↳ Gender-balanced staff. For example, number of male and female staff working in EE sector, knowledge of gender issues; Gender training for male and female staff, existence of code of conduct for EE staff and volunteers on PSEA; training and support for female staff and volunteers on EE issues and Gender mainstreaming. ↳ EE policy/plan. E.g. specific gender considerations in the EE policy/plan. <p>2. Conduct a participatory gender analysis to identify the challenges and opportunities in the EE sectors.</p> <ul style="list-style-type: none"> ↳ Challenges: <ul style="list-style-type: none"> - For example, what challenges do women, girls, men and boys, people with disability and people from diverse groups face in accessing energy, making decisions regarding energy management at household and public places, - what stereotypes exist in rural and urban, as well as camp settings for women’s leadership in the sector. - what support exist for women and girls including people with diversity to take part in EE related interventions (child care, assistive devices, soft loan or grants, etc.)? - Who make decisions for women and girls to take part in such activities? - What is the nature of work condition? ↳ Opportunities: <ul style="list-style-type: none"> - What supports (policy framework, non-governmental support) exist for women and girls, men and boys and people with diversity to take part in the EE activities? - What solutions are dedicated to women and men and people with diversity? - What are existing training and supportive schemes for men and women, scope of women’s entrepreneurship etc.

	<ul style="list-style-type: none"> - What are the positive and negative impacts of fuel and energy distribution (LPG) on gender transformative budgeting as well as women, men, girls' and boys' lives? <p>3. Ensure gender analysis is done by analyzing SADDD, and by consulting with women, girls, men and boys in an inclusive and participatory way.</p>
Strategic Planning	<ol style="list-style-type: none"> 1. Reflect gender analysis in any planning or policy documents and situation reports, using SADDD. 2. Consult with women, girls, men, and boys, including from at-risk groups (LGBTQI*, older people, elderly, persons with disabilities, female-headed households, etc.) to design these activities to ensure they meet their needs and aspiration related to Energy and Environment. 3. Ensure equal and inclusive access to EE related interventions by addressing historical inequalities (affirmative assistance) in the given context that addresses the specific needs of women, girls, men, boys and other at-risk populations (LGBTQI*, persons with disabilities, etc) as well as the socio-cultural context by applying (Do No Harm) policy. <ul style="list-style-type: none"> ↳ Facilitate affordable and reliable and accessible social support systems for women and girls and other people at-risk to participate. ↳ Community awareness and social norm changes. E.g. community awareness raising on women's mobility, develop community-based protection, encouraging women's leadership in EE interventions, recognizing the burden of household chores on women and girls and engage men to redistribute it, awareness raising initiatives on the importance of women's economic empowerment. 4. Work with other sectors and actors through holistic plans that address the barriers for women and girls to participate in EE interventions. E.g. education, PSEA, GBV SS, GiHA WG, private sector and other specialized organizations in this sectors. 5. Develop indicators to measure change for women, girls, men and boys through the interventions. <ul style="list-style-type: none"> ↳ Use SADDD indicators so gaps between groups can be identified and assessed. 6. Use Gender with Age Marker (GAM) to assess programme planning. <p><i>*The context and legal framework must be taken into account. Do No Harm and protection principles must be applied to not identify/expose LGBTQI persons to risks.</i></p>
Resource mobilization	<ol style="list-style-type: none"> 1. Provide SADDD, information and key messages on the specific needs of women, girls, men and boys and other diversity in EE-related proposals so that priority areas are funded. 2. Advocate to donors, private sector, and government to fund the gender resource gaps in the sector. 3. Apply the GAM (Gender with age marker) to EE program design to assess and highlight its contribution to GEEWG.
Implementation and monitoring	<ol style="list-style-type: none"> 1. Involve women and men equally and meaningfully in decision-making, implementation, and monitoring of the EE programmes/projects. <ul style="list-style-type: none"> ↳ Ensure greater gender-balance in the implementation and monitoring of the project E.g. involve community groups such as women's rights, youth, and LGBTQI organizations in program implementation and monitoring; ensure equal participation of women and girl-mothers by providing childcare services.

	<ul style="list-style-type: none"> ↳ Design activities that can enable women to participate in areas of EE related activities which are mainly dominated by men, e.g, planting, distribution, watch group etc. ↳ Ensure gender balance in the implementing and monitoring staff of the project. ↳ Ensure the safety of staff and volunteers, especially female staff/volunteers. E.g. put measures in place to respond to potential threat, intimidation and harassment of female staff within the office and in the site. ↳ Develop and maintain feedback and complaint mechanisms that are child- and adolescent- friendly, gender-responsive, inclusive and confidential (including for SEA reporting). E.g provide feedback and complaint boxes, provide hotline services, do gender and age segregated FGD. <ol style="list-style-type: none"> 2. Regularly monitor for any changes, including in risks, access or social norms and roles, that may limit the participation of women, girls, men and boys in the program. 3. Monitor levels of satisfaction of women, girls, men and boys and people with diversity about the assistance provided by the EETWG partners. E.g. lead satisfaction surveys by age and gender to assess whether women, men, girls and boys are satisfied with the services provided, their quality and the way they are distributed. 4. Contribute to the Joint Response Plan's gender-specific outcomes. 5. Apply the GAM to assess and improve gender equality programming.
Operational peer review and evaluation	<ol style="list-style-type: none"> 1. Share information, SADD and key messages to others on the specific needs, capacities and aspirations of women, girls, men and boys in EE sector. <ul style="list-style-type: none"> ↳ The GiHA WG can support in reviewing and disseminating information, reports, case studies, studies, and strengthen capacity of staff on gender. ↳ Information should also be disseminated back to beneficiaries. 2. Share good practices and lessons learned on using gender-responsive approaches in EE interventions. 3. Review project in the EE sector and assess if all women and girls, men and boys from affected populations were reached and identify possible gaps to participate in EE interventions. 4. Use the GAM to assess the program's contribution to GEEWG. 5. Promote EE understanding <ul style="list-style-type: none"> ↳ In house capacity building on EE is required respective to each agencies/ actors so that EE needs/ challenges can be streamlined in both decision making and implementation phase to ensure all women and girls, men and boys from affected populations are reached with EE interventions. ↳ To enable evidence-based planning and to ensure cross sectoral inclusivity, regular M&E and FGD is required to share the thought and lesson learned.
<p>More information can be found here:</p> <ul style="list-style-type: none"> - Climate change, gender equality and human rights in Asia - Regional review and promising practices (https://asiapacific.unwomen.org/en/digital-library/publications/2021/01/climate-change-gender-equality-and-human-rights-in-asia) - Sustainable Energy for All: the Gender Dimensions, UN Women & UNIDO <p>Key resource persons:</p> <p>Energy and Environment Technical Working Group (eetwgcoord.cxb@gmail.com)</p> <p>GiHW WG – Tahmina Rahman (tahmina.rahman@unwomen.org)</p>	

ACRONYMS			
FGD	Focus group discussions	JRP	Joint response plan
GAM	Gender with Age Marker	LPG	Liquefied petroleum gas
GBV	Gender-based violence	PSEA	Prevention of sexual exploitation and abuse
GiHA WG	Gender in Humanitarian Action Working Group	SADDD	Sex, age and disability disaggregated data
GEEWG	Gender equality and the empowerment of women and girls	EE	Energy and Environment