GENDER AND ENERGY ROLE PLAYING

ESMAP
Energy Sector Management Assistance Program

THE WORLD BANK
IBRD • IDA | WORLD BANK GROUP

Agenda

Time	Activity
5 min	**Welcome** Objective and format of the session.
10 min	**Presentation** Gender Tag rationale and gender gaps.
10 min	**Case study selection and team formation** Each participant selects a project and teams are formed (3-6 people).
60 min	**Teamwork in groups** Teams discuss how to integrate gender into the project. Teams prepare for the role play (simulation of a meeting between a World Bank team and the client).
60 min	**Skits** Each group presents a 5- to 10-minute skit.
10 min	**Wrap-up** Award and evaluation forms.

What is a gender-tagged project?

A PAD must provide:

What gender gap(s) relevant to the PDO, are to be addressed?
Identify gender gaps in development outcomes between males and females in a given sector or project context

Analysis

Actions

What interventions will help address the gap(s)?
Specific actions to respond to the constraints/ barriers that lead to the identified gender gap between males and females

What indicators will measure progress?
M&E indicator that can track/ monitor progress of the proposed project interventions

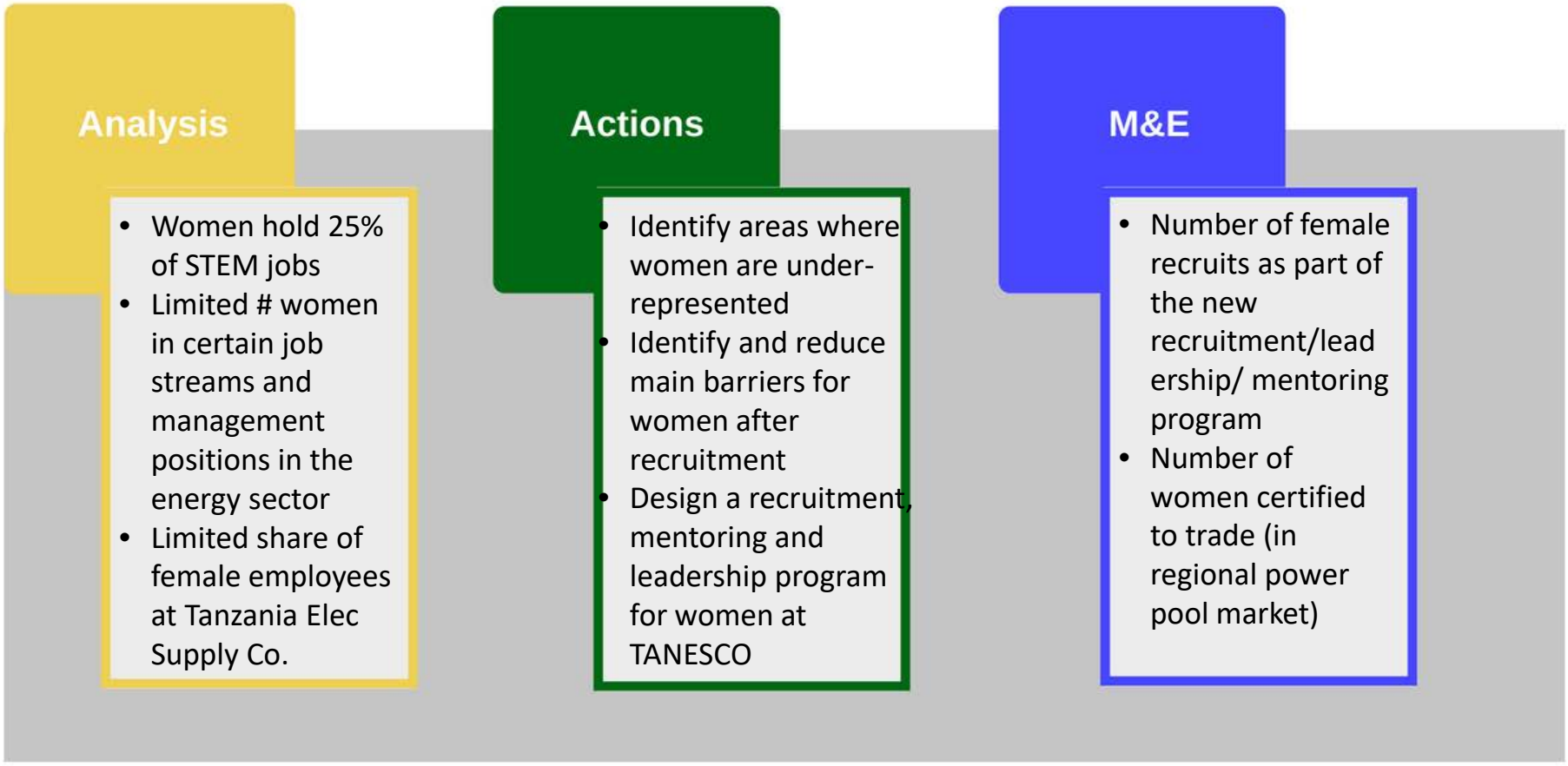
M&E

What is different between gender-informed and tagged?

	Reach	Benefit	Empower
Objective	Include women in program activities	Increase women's well-being (e.g. food security, income, health)	**Strengthen ability of women to make strategic life choices and to put those choices into action**
Actions	Invite women as participants; reduce barriers to participation; implement a quota system for participation in training events	Design project to consider gendered needs, preferences, and constraints to ensure that women benefit from project activities	**Enhance women's decision making power** in households and communities; addressing key areas of disempowerment
Indicators	Number or proportion of women participating in a project activity (e.g. attending training, joining a group, receiving extension advice, etc.)	Sex-disaggregated data for positive and negative outcome indicators such as income, assets, nutrition, time use, etc.	Women's decision making power e.g. over agricultural production, income, or household food consumption; reduction of outcomes associated with disempowerment, e.g. gender-based violence, time burden

Good Practice Example:
Tanzania-Zambia Transmission Interconnector Project (P163752)

PDO: increase power transmission capacity and strengthen institutional capacity for regional power trade



Enter the Hall of Fame with a creative training

- Learn about the WB gender-tag,
- Discuss with your team what gender gaps can the project help to reduce;
- What gender activities can the project implement, and how the project can measure gender results. We will be using real case studies.

Moderators:
Erla Hlin Hjalmarsdottir (Iceland Ministry of Foreign Affairs) – **St. Lucia** case study
Thrainn Fridriksson (World Bank); - **Dominica** case study
Amanda Beaujon (World Bank) – **Dominican Republic**
Alejandro Neira (World Bank) - **Mexico**
Elisabeth Maier (World Bank) - **Haiti**

Role Play Characters

World Bank TTL, Mr. Esteban Juan Carlos Maria da Silva Menezez Fuerteventura

Haiti Minister of Women's Affairs, Mrs. Riboul Labelle

Haiti Minister of Finance, Mr. His Excellency

Training material

Training material

GENDER GAPS > ACCESS TO ELECTRICITY

ACCESS TO ELECTRICITY

GENDER TAG RATIONALE

We know that female-headed households (
less likely to have access to electricity, and evi
are on average poorer than men. Focusing
electricity in female-headed HHs and bus
project's results.

OBJECTIVE: To increase electricity access for female-headed H

ACTIONS

1. Conduct a qualitative study to identify men's and women's needs and priorities; their differences in energy access and use (for example, affordability, coping mechanisms, and interaction with service providers); their preferred usage of energy sources (for example, location of light, height of stove placement); and possible ways to overcome barriers to energy access, such as access to credit or technology. Actions may include interest-free credit for the purchase of energy equipment, credit schemes allowing payment of connection fee in affordable installments, subsidized connection costs, and lifeline tariffs.
2. Pro-poor targeting actions may include poverty mapping and self-selection of HHs located within a certain distance from an existing distribution line or transformer, which has been installed for over 12 months. HHs headed by women may be automatically eligible.
3. Carry out
and male
use of prep
safety, as
4. Provide tra
to raise aw
women's s
execution.

EXAMPLES

In Lao People
the Poor" pro
female-heade
to interest-fre
same level as
electrification

INDICATORS

Share of male- and female-headed HHs and businesses with grid connection/off-g
Share of interest-free credit lines given to male- and female-headed HHs and busi
Share of male- and female-headed HHs and businesses receiving subsidized conn or equipment

GENDER GAPS > ACCESS TO ELECTRICITY

TALKING POINTS

TTL / Social Specialist

Female-headed HHs and businesses tend to be poorer, with lower access to finance. Women thus need targeted financing support.

Women are known to be better payers!

Capital subsidies have been applied in output-based aid projects in Uganda, several pro-poor financing schemes have been adopted in Kenya to facilitate access uptake, and in Ethiopia, the Global Partnership on Output-Based Aid grant allowed the national utility to provide interest-rate-free credit schemes to make the connection charge affordable to poor households in rural areas.

Minister of Finance or Energy

We do not understand why we should favor women over men.

We cannot take high risks to finance women.

We do not have resources to spend on women.

Minister of Women's Affairs / Civil Society

Women are physically in the home more than men are, and therefore they benefit more from electricity. Women are particularly "time poor," and the associated drudgery of their tasks (particularly collecting firewood, fetching water, and processing food) is mainly fulfilled through their own physical labor, which has implications for their health and the well-being of their children and families.

Electricity access is particularly beneficial to women and girls: for example, it enables girls to study at night and do better at school. Also, access to electric labor-saving appliances, such as food processors or washing machines, improves women's quality of life and may even create income-generating opportunities. It may also increase their time spent in entertainment and leisure.

We need to support poor young women and single mothers, to ensure that they also get access to electricity.

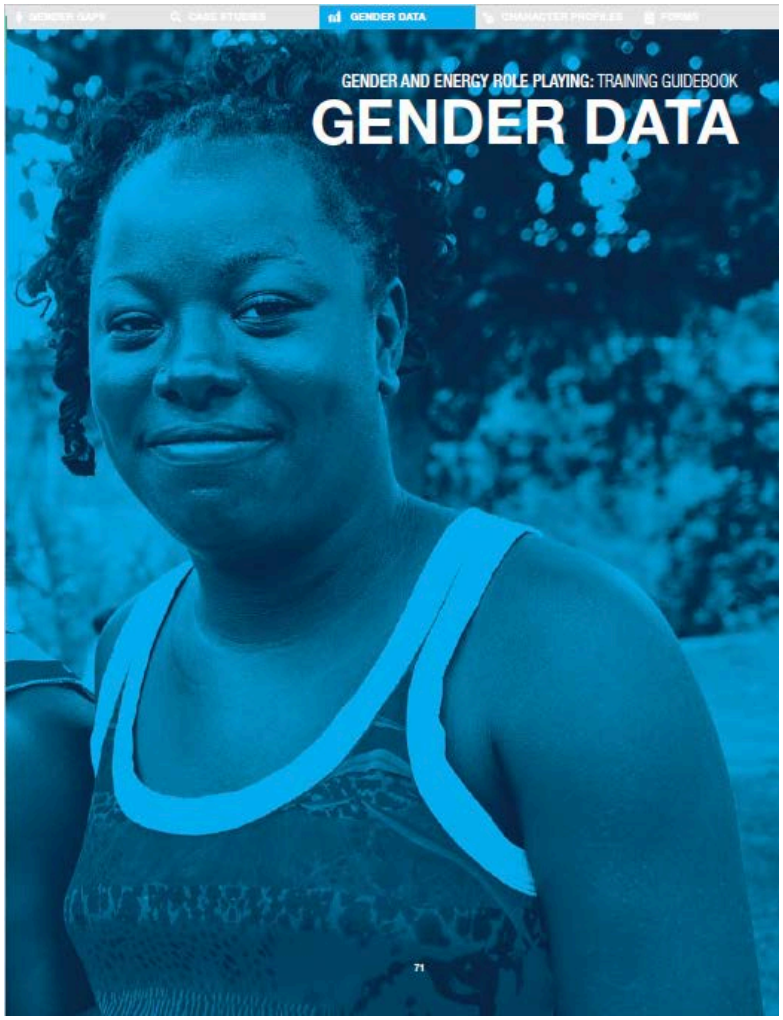
Private Sector

We could have special conditions for women to access electricity, but we need financial support.

We also do not know who is poor! There is no such database.

Training material

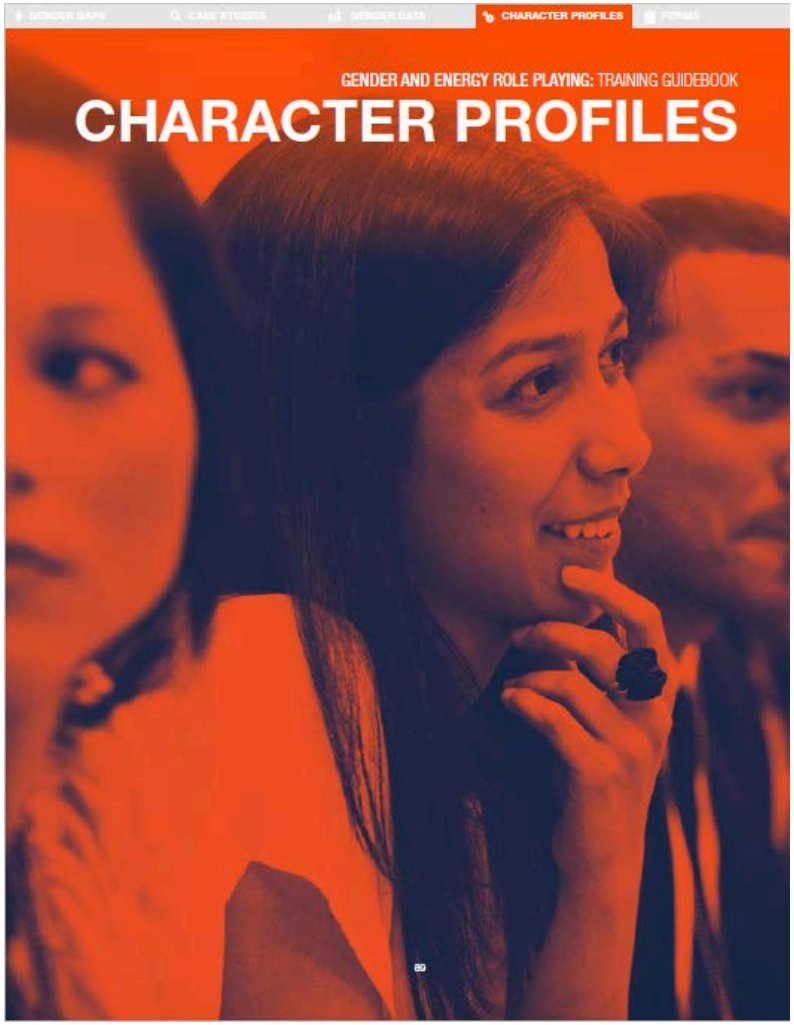
Training material



BRAZIL

	Indicator	Value	Year	Source
General	Gender inequality index	0.407 (94th)	2017	UN Development Programme (UNDP)
	Share of female-headed households	39.0	2017	UN Economic and Social Affairs
Education	School enrollment, primary[a]	F: 98.1 M: 96.4	2016	UNESCO
	Literacy	F: 92.3 M: 91.7	2015	UNESCO
	Population (age 25+) with at least some secondary education (%)	F: 61.0 M: 57.7	2017	UNDP
	Population that completed bachelor's or equivalent (% age 25+)	N.A.	-	UNESCO
Agency	Underage marriage[b]	35.6	2006	Demographic and Health Surveys (DHS)
	Gender-based violence[c]	N.A.	-	UN Statistics Division (UNSD)
	Women declared to have suffered some type of harassment (%)	40[d]	2017	Brazilian Forum of Public Security
	Share of adolescent women ages 15–19 who are mothers	11.8	2010	Comisión Económica para América Latina y el Caribe (CEPAL)
Health	Maternal mortality ratio	44	2015	World Health Organization (WHO)
	Births attended by skilled health staff (% of total)	99.1	2015	UNICEF
	Prevalence of anemia among women of reproductive age (% of women ages 15–49)	27.2	2016	WHO
	Women's share of total population age 15+ who are living with HIV (%)	35.2	2017	UNAIDS
Employment	Labor force participation (% of population age 15+)	F: 53.2 M: 74.7	2017	International Labour Organization (ILO)
	Unemployment (% of labor force)	F: 15.3 M: 11.8	2017	ILO
	Vulnerable employment (% of employment)	F: 22.4 M: 31.1	2017	ILO
	Share of informal employment in total employment (%)	F: 21.5 M: 36.9	2016	ILO
	Wage and salaried workers (% of employment)	F: 74.5 M: 63.5	2017	ILO
	Employers (% of employment)	F: 3.1 M: 5.4	2017	ILO
	Average time spent on unpaid work of population age 15+ (hours per week)	F: 23.6 M: 19.9	2012	CEPAL
	Female professional and technical workers (% of total)	N.A.	-	Organisation for Economic Co-operation and Development
	Firms with female participation in ownership (% of firms)	50.2	2009	World Bank (WB) Enterprise Survey

Training material



CHARACTER PROFILES

CHARACTER PROFILES

TASK TEAM LEADER

Mr/Mrs._____

Personality/mood: Professional, confident, enthusiastic, but also stressed
Personal interest: Project's success, disbursements made as planned
Project objective: PDO
Views on women: Supports gender-equal opportunities
Gender knowledge: Has basic knowledge, has attended gender training

ROLE IN MEETING
Starts the meeting: Introductions
Sets the meeting objective: advance project preparation and discuss social inclusion and gender equality (according to the World Bank mandate to reduce poverty and promote shared prosperity)

SOCIAL SPECIALIST

Mr/Mrs._____

Personality/mood: Professional, empathetic, enthusiastic, more decisive
Personal interest: Project's success, avoid/mitigate social impacts
Project objective: PDO, optimize gender integration into the project, and maximize project impact
Views on women: Supports gender-equal opportunities
Gender knowledge: Strong gender knowledge

MINISTER OF FINANCE OR ENERGY

Mr/Mrs._____

Personality/mood: Impatient, annoyed/frustrated, loud, angry, but also intrigued
Personal interest: Get reelected/reappointed, please his/her stakeholders and voters, needs to show improving living standards for voters
Project objective: Needs to see results at the earliest possible time
Views on women: Traditional views regarding gender norms
Gender knowledge: Not much, has heard anecdotes about women's challenges

Training material

FORMS > GENDER GAP TEMPLATE

GENDER GAP TEMPLATE

Project name: _____

PDO: _____

ANALYSIS (WHAT GENDER GAP(S)?) _____

ACTIONS (WHAT ACTIVITIES?) _____

M&E (WHAT INDICATORS?) _____

GENDER AND ENERGY ROLE PLAYING: TRAINING MATERIAL

FORMS > EVALUATION FORM

EVALUATION FORM

Session: _____ **Date:** _____

Please take a few minutes to fill in this evaluation form regarding the training, based on your experience. Your feedback is very valuable to us. Thank you for your participation.

A. TRAINING CONTENT

A1. How strong was your knowledge of the training topics *before* the training?

Topics	Very high	High	Fair	Low	Very low
Understanding WB Gender Tag					
Identifying project-relevant gender gaps					
Devising gender actions					
Developing realistic M&E indicators					

A2. How strong was your knowledge of the training topics *after* the training?

Topics	Very high	High	Fair	Low	Very low
Understanding the WB Gender Tag					
Identifying project-relevant gender gaps					
Devising gender actions					
Developing realistic M&E indicators					

B. TRAINING OBJECTIVES

B1. How well were the training objectives met?
(Please indicate your level of agreement in the achievement of each of the following objectives)

Objectives	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Understanding WB Gender Tag					
Identifying project-relevant gender gaps					
Devising gender actions					
Developing realistic M&E indicators					

C. TRAINING EXECUTION

C1. Please rate the role of the moderator in presenting the different aspects of the methodology.

Topics	Excellent	Good	Fair	Poor	Very poor
Instructions					
Training material					
Teamwork					
Skit					

GENDER AND ENERGY ROLE PLAYING: TRAINING MATERIAL

Breakout session

CHOOSE A CASE STUDY

Brazil: Financial Instruments for Brazil Energy Efficient Cities (FinBRAZEEC)

Colombia: Clean Energy Development Project

Dominican Republic: Distribution Grid Modernization and Loss Reduction Project

Haiti: Renewable Energy for All

Iraq: Electricity Services Reconstruction and Enhancement Project

Mexico: Additional Financing for Energy Efficiency in Public Facilities Project (PRESEMEH)

West Bank and Gaza: Electricity Sector Performance Improvement Project

Yemen: Emergency Electricity Project

BE CREATIVE AND HAVE FUN !!!