

# ECOWAS – CTCN Project on Mainstreaming Gender for a Climate Resilient Energy System in ECOWAS Countries

Capacity building Component:  
Evidence of gender mainstreaming at all levels of energy projects

**FINAL REPORT**



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## Introduction

On 25<sup>th</sup> September 2015, the United Nations adopted a set of goals to **end poverty, protect the planet and ensure prosperity for all** as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next fifteen years. Accordingly, countries are required to draw national frameworks that constitute an implementation plan for achieving the Sustainable Development Goals (SDGs).

Goal 5 of the SDGs is “to achieve gender equality” and goal 7 is “to ensure access to affordable, reliable, sustainable and modern energy for all”. During its 51st ordinary session on 4<sup>th</sup> June 2017, the ECOWAS regional block adopted the ECOWAS Policy for Gender Mainstreaming in Energy Access as a framework towards achieving goal 5 and 7. In order to support the implementation and operationalisation of the policy, the ECOWAS Centre for Renewable Energy and Energy Efficiency (ECREEE) and the Climate Technology Centre and Network (CTCN) have joined forces. CTCN is a project development and investment initiative and a regional capacity-building programme. Both ECREEE and CTCN have started a project called *Mainstreaming Gender for a Climate Resilient Energy System in ECOWAS Countries*.

In order to support the fifteen country members of ECOWAS with the realisation of their ambitions regarding universal energy access through the integration of gender-inclusive characteristics in energy policies and climate change resilience, the ECOWAS Centre for Renewable Energy and Energy Efficiency (ECREEE), the ECOWAS department of social and gender affairs and the Climate Technology Centre & Network (CTCN) appointed the consortium Partners for Innovation and MDF West Africa Ltd to organise and deliver a capacity-building initiative.

This final report describes all capacity-building activities, including the actions taken before the training, such as policy reviews, the selection of the participants and an assessment of their needs. Moreover, a coherence analysis was conducted regarding the ECOWAS Policy for Gender Mainstreaming in Energy Access in relation to the individual country policies, a zero measurement was conducted and training evaluations were carried out.

The following persons have been actively involved in this capacity-building initiative:

- Ms. Monica MADUEKWE, ECOW-GEN Coordinator, ECOWAS Centre for Renewable Energy and Energy Efficiency (ECREEE);
- Ms. Laia BARBARÀ, Climate Policy Division, Climate Technology Centre & Network (CTCN);
- Mr Federico VILLATICO CAMPBELL, Climate Technology Manager, Climate Technology Centre & Network (CTCN);
- Ms Francisca van DUSSELDORP, Coach/Trainer/Consultant, MDF West Africa;
- Mr Michael OSEI NKRUMAH, Trainer/Consultant, MDF West Africa;
- Mrs Rakiatou GAZIBO, Trainer/Consultant, Partners for Innovation Niger;
- Ms Sabine A.M. Akofa ASARE-KOKOU, Associated Trainer/Consultant, Partners for Innovation Niger;
- Mr Stan van den Broek, Consultant, Partners for Innovation Netherlands;
- Mr Emiel Hanekamp, Project Coordinator, Partners for Innovation Netherlands.

## 1. Overview of the capacity-building project

### 1.1 Overall project objectives

The specific objective for this assignment is:

*To strengthen the local capacity to operationalise the 2017 ECOWAS Policy for Gender Mainstreaming in Energy Access.*

The focus of the technical assistance is on two target groups:

1. Gender focal units (GFUs) within the relevant ministries in the ECOWAS countries; and
2. Selected 'replicator' organisations that have links to energy, gender and climate change in ECOWAS countries.

The technical assistance of this capacity-building project will:

- (1) Train the GFUs in ECOWAS countries to increase their capacity to implement the ECOWAS Policy for Gender Mainstreaming in Energy Access.
- (2) Train replicator organisations (NGOs) to support the implementation of the ECOWAS Policy for Gender Mainstreaming in Energy Access by:
  - Encouraging, supporting and training the public sector in implementing the ECOWAS policy and directive;
  - Monitoring the progress of the policy implementation;
  - Training the private sector in implementing the ECOWAS policy and directive; and
  - Training civil society and grass root organisations to understand the ECOWAS policy and its implications.

### 1.2 Overall approach, activities and outputs

The following diagram shows the overall approach of the project, including activities and expected outputs/deliverables. More detailed information is provided in Annex A.

Activity 1.1 PREPARATIONS	Activity 1.2 TRAINING WORKSHOPS		Activity 1.3 EVALUATION
<ul style="list-style-type: none"> <li>✓ Map stakeholders that have a link with energy, gender and climate change</li> <li>✓ Review existing capacity building programmes</li> <li>✓ Quick scan of key stakeholders/ institutions (and assess their capacity need)</li> <li>✓ Selection of participants</li> <li>✓ Replication strategy</li> </ul>	<p>DEVELOPMENT</p> <ul style="list-style-type: none"> <li>✓ Develop a gender mainstreaming course</li> <li>✓ Develop a train-the-trainers course on gender mainstreaming in all phases of energy projects</li> <li>✓ Develop a standard training manual for both trainings (trainers' note and trainees' handbook)</li> </ul>	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> <li>✓ Implementation of a gender mainstreaming course for staff of the GFUs of the ministries</li> <li>✓ Implementation of the train-the-trainers course in gender mainstreaming in all phases of energy projects</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evaluation of training workshops</li> <li>✓ Recommendations for replication and roll-out of the programme</li> </ul>

<b>OUTPUTS</b>
Deliverable 0: Stakeholder mapping, existing initiatives mapping, needs assessment, draft participant selection, draft trainings agenda and draft replication strategy
Deliverable 1A: Training for the GFUs of the ministries
Deliverable 1B: Train-the-trainers training for selected replicator organisations
Deliverable 1C: Standardised workshop manuals (trainers' notes, trainees handbook) (EN + FR, pdf + print)
Deliverable 1D: Evaluation framework for trainings
Deliverable 2: Training delivered to 30 participants of GFUs of the ministries
Deliverable 3: Train-the-trainers training delivered to 15 participants of selected replicator organisations
Deliverable 4: Evaluation of trainings using the developed evaluation framework

*Figure 1: Overall project approach, with activities and expected outputs*

In the following chapters, the most important activities are highlighted:

- Capacity needs assessment and selection of training participants (chapter 2)
- Training (chapter 3)
- Training evaluation (chapter 4)

## 2. Identification and selection of participants and capacity needs assessment

The objective of the project is to train 30 Gender Focal Units (GFU) persons (two from each ECOWAS country) and organise fifteen train-the-trainer trainings for selected replicator organisations (one from each country). The following paragraphs describe activities that have been carried out for these two groups to identify and select the training participants and assess their capacities in relation to the topics of the training. A detailed description of the outcome of the selection and assessment process has been provided in the interim report.

An important aspect of the assessment process was to ascertain the capacities (related to gender and energy) of the training participants. Therefore, four questionnaires were developed:

- (1) Assessment of knowledge on gender and training needs;
- (2) Gender quality test in relation to renewable energy;
- (3) Identification of stakeholders in renewable energy and gender; and
- (4) Identification of replicator organisations in renewable energy and gender.

Questionnaire 1 needed to be completed by both the GFUs and the replicator organisations. Questionnaires 2 and 3 needed to be completed by the GFUs, while questionnaire 4 was meant for the selected replicator organisations (usually NGOs).

The analysis of the questionnaires showed that both GFUs and NGOs knew about energy access and gender, whereby they demonstrated a substantial knowledge level on the subject matter. However, it was less clear for them how to transfer this into their programming and in their activities, both at the ministries and at the community level.

Approximately 70% of the replicators had deep knowledge and understanding of the issue of gender and its implications for energy access. They were conversant with policies even though they did not know them off the top of head, but they know how to search for them and have heard high-level conversations around gender and energy. The difficulty is that close to 90% of the replicators did not know how to reflect the policies in their daily activities: in other words, the implementation in specific programming.

About 50% of the GFUs and replicator organisations had already followed at least one gender training course and close to 20% had followed a gender and energy training prior to this workshop.

The above notions were taken as a starting point for developing the training content and program.

### 2.1 Gender focal unit identification

A selection criterion for the GFUs was that the participant should come from the GFU within the ministry dealing with energy. He/she should also be the focal person on issues related to gender and energy.

The identification of the GFUs and the assessment of their capacity needs started with ECREEE providing the list of the Energy Ministry's gender focal points, who also serve as ECREEE's Gender and Energy Technical Advisory Group. As per the regional policy adopted in June 2017 by the heads of state of ECOWAS, the ministries were supposed to expand from gender focal points to GFUs. However, at the time of selecting GFU representatives

for the training, some of the countries had not formed GFUs. This led to the delay and postponement of the training.

With support from Monica Maduekwe of ECREEE, the team was able to identify and enter into contact with 28 GFUs. Nineteen GFUs participated in the French training and eight in the English training. The group of GFUs comprised sixteen women and eleven men.

<b>First Name</b>	<b>Last Name</b>	<b>Sex</b>	<b>Organisation</b>	<b>Country</b>
1. Angele Y.	ALAPINI AYI	F	Ministry of Energy	Bénin
2. Todeman F.	ASSAN	M	Ministry of Energy	
3. Désirée	BERE YAMBA	F	Ministry of Energy	Burkina Faso
4. Sima Germaine	LINGANI - KI	F	Ministry of Energy	
5. Jaqueline Marizia	AMADO DE PINA	F	Ministry of Tourism, Industry and Energy	Cape Verde
6. Samira Helena	FORTES DOS SANTOS ANDRADE	F	Ministry of Tourism, Industry and Energy	
7. Essimma S. Sandrine	OUFFOUE EPSE YAPO	F	Ministry of Women, Protection of Children and Solidarity	Côte d'Ivoire
8. Edwige Davy Wohary	COULIBALY	M	Actions en faveur de l'homme et de la nature	
9. Hawa	DIOUBATE	F	Ministry of Energy and Hydraulics	Guinée Conakry
10. Nene Oumou	BAH	F	Ministry of Energy and Hydraulics	
11. Biabe	SIAGA	M	State Secretariat of Energy	Guinée-Bissau
12. Lamberto	SOARES	M	State Secretariat of Energy	
13. Kaltoumi Aly Beidary	TRAORE	F	Agency for Energy Development and Electrification	Mali
14. Mahamoud	TRAORE	M	Ministry of Energy	
15. Mariama	KOULOUKOYE HAMIDOU	F	Ministry of Energy and Petrol	Niger
16. Abdoulaye Adam	HASSANE	M	Ministry of Energy and Petrol	
17. Mor	NDIAYE	M	Ministry of Petrol and Energy	Senegal
18. Awa Thiaka	DIENG	M	Ministry of Petrol and Energy	
19. Peace Akpéné	ADIHO	F	Electricity Company of Togo	Togo
20. Abbas *	ABOULAYE	M	Ministry of Mines and Energy	Togo
21. Edward M.	KONNEH	M	Bureau of Alternative Energy	Liberia
22. Victoria	WEEDOR SARNOR	F	Bureau of Alternative Energy	
23. Catherine	OKPOKO	F	Federal Ministry of Power, Works and Housing	Nigeria
24. Rachel	OBINIRAN	F	Ministry of Power	
25. Ethel	MENSAH	F	Ghana Energy Commission	Ghana
26. Joyce	O CANSEY	F	Ghana Energy Commission	
27. Jarju	LAMIN	M	Ministry of Energy	Gambia
28. Samba	SOWE	M	Ministry of Energy	

Figure 2: Identified and confirmed GFUs for the training.

\* Despite having confirmed, the GFU from Togo (Abbas Aboulaye) did not attend the training.

## 2.2 GFUs capacity needs assessment

In parallel with the invitation to participate in the training, the GFUs were asked to complete two questionnaires, which were used to fine-tune the training to the capacities and needs of the GFUs.

- (1) The first questionnaire was used to determine their knowledge and experiences in the gender domain, as well as their expectations regarding the training itself.
- (2) The second questionnaire was used to research the GFUs' opinions on the performance of their organisation. Moreover, questions were asked in relation to their own performance and their knowledge and implementation of gender equality.

These questions were related to:

- Professional expertise;
- Accessibility and availability of systems and tools;
- Staff capacity;
- Organisational culture;
- Decision-making process; and
- Partnerships.

A brief description of the meaning of the aforementioned topics is provided in Annex B.

The questionnaire included both qualitative (situational descriptions) and quantitative (self-assessed scores) questions.

Overall, the project team received twenty completed responses for questionnaire 1 and sixteen completed responses for questionnaire 2. Figure 3 presents the overall results for questionnaire 2.

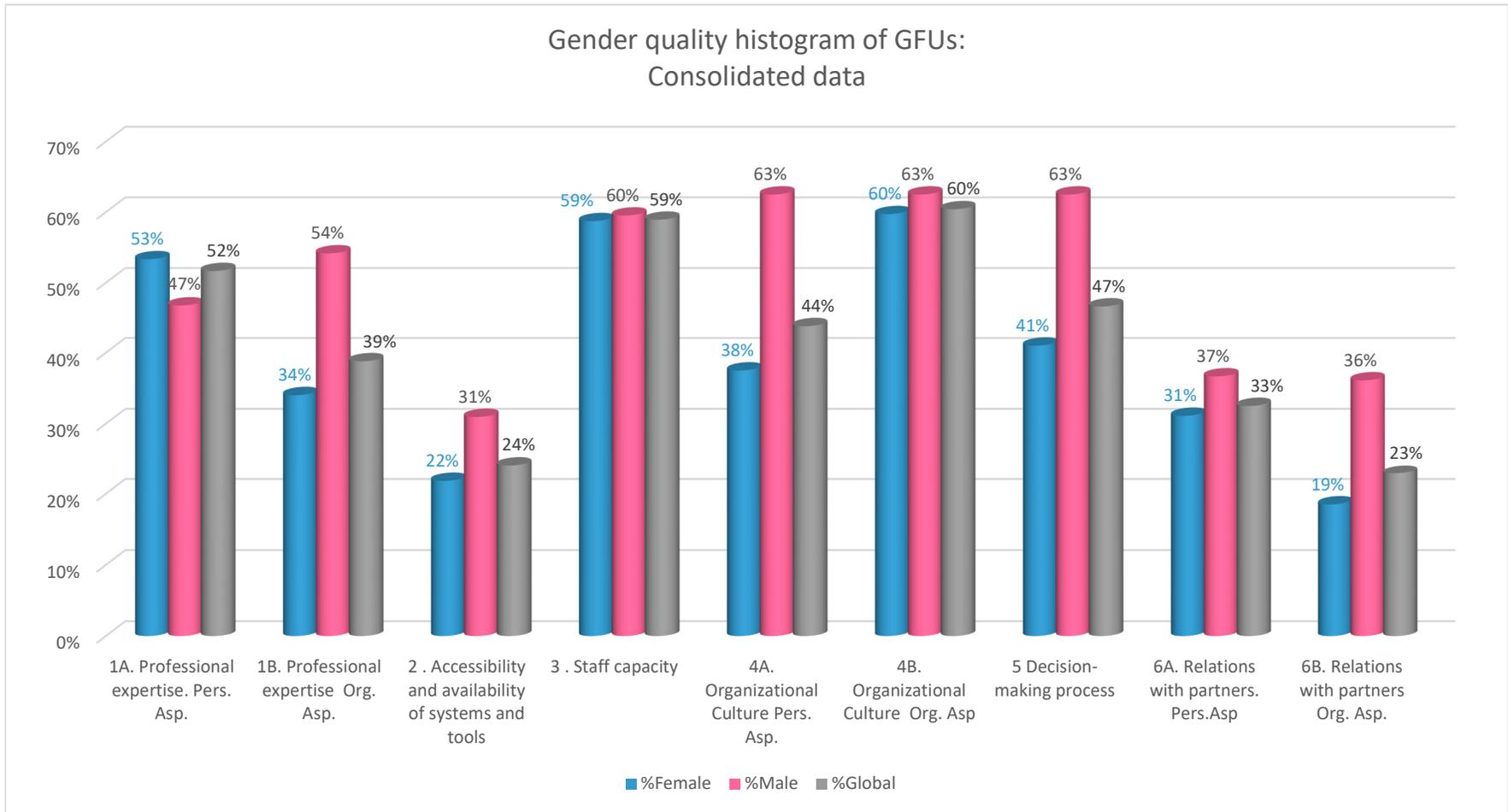


Figure 3: Average scores of gender quality among GFU members (an explanation of the categories can be found in Annex B)

## 2.3 Identification and selection of ‘replicator organisations’

For the training of replicator organisations, the project identified organisations active in ECOWAS countries that could fulfil the foreseen role. This chapter describes the methodological steps undertaken for this purpose, as well as the general outcomes of this process.

### 2.3.1 Identification of ‘replicator organisations’

From the beginning of this assignment, the project team started the initial online identification of key stakeholders and initiatives in gender and renewable energy in the fifteen ECOWAS countries. Two members of the project team participated at the ESEF 2017 Forum in Dakar and one member assisted at the ACCESS (Alliance of Civil Society Organisations for Clean Energy Access) workshop in Accra.

A call for the ‘train-the-trainer’ programme was sent by mail, via networking and the ECREEE monthly newsletter. **By the final deadline on 10<sup>th</sup> December 2017, 38 organisations had applied for participation in the ‘train-the-trainer’ programme** by sending the requested information. Out of the 38 organisations, four are active in multiple ECOWAS countries. Guinée-Bissau is the only country from which no single organisation responded at all, even after contacting multiple different organisations directly by email and phone.

### 2.3.2 Selection criteria

For the selection of the replicator organisations, a set of seventeen assessment criteria was developed. These criteria were used to assess the replicating capabilities of the organisations. Interested organisations were asked to fill in a questionnaire. Based on this questionnaire and complementary desk research, the different organisations were rated in line with the criteria below.

*Figure 4: Selection criteria for replicator organisations (the rating system is described in the following paragraph)*

Overall indicator	Assessment criteria
1. Capability to commit and act	1.1 Mission in line with gender-inclusive (renewable) energy access
	1.2 Objectives in terms of gender and energy, specific and aimed at women empowerment and energy access
	1.3 Training unit in organisation
	1.4 Gender capacity (gender focal point, past gender training)
	1.5 Gender mainstreaming initiatives undertaken
	1.6 Resource materials on gender available for staff
2. Capability to deliver results	2.1 Best practices/achievements/trainings achieved thus far in energy and gender
	2.2 Staff gender training capacity and experience
	2.3 Developed strategy for replicating gender/energy training
	2.4 Available resources for replicating gender training
	2.5 Perspective of the organisation on gender and energy

<b>Overall indicator</b>	<b>Assessment criteria</b>
3. Capability to relate	3.1 Multiple donors for programmes and projects (sustainability) or otherwise
	3.2 Established working relations with governments of ECOWAS countries and others
	3.3 Association with CSOs and/or NGOs networks in energy and/or gender mainstreaming
4. Capability to adapt and self-renew	4.1 Lessons learned explained
	4.2 Stimulates and facilitates learning and exchange with educational institutes or networks and other organisations
	4.3 Up to date with shifting context and trends with respect to international discourse on gender and energy access

### 2.3.3 Capacity performance framework

The capacity assessment results were rated using a traffic light rating system indicating the status/performance of a variable using the red, amber or green traffic light. Performance interpretation is assigned a rating following the traffic light system below:

<b>Rating symbol</b>	<b>Rating description (as per UK Independent Commission on Aid Impact)</b>
	<ul style="list-style-type: none"> <li><b>Green:</b> There is strong evidence demonstrated that the capacity of the organisation rates well against the criteria. <b>Limited improvements</b> could be made to strengthen the gap.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Green-Amber:</b> There is evidence demonstrating that capacity rates relatively well against the criteria. <b>Some improvements</b> could be made to strengthen the gap and/or evidencing.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Amber-Red:</b> There is limited evidence that the capacity meets the criteria. <b>Significant improvements</b> could be made to strengthen the gap and/or evidencing.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Red:</b> There is no/extremely weak evidence that the capacity meets the criteria. <b>Immediate and major changes</b> needed to be made to strengthen partners' capacity and/or evidencing.</li> </ul>

Figure 5: Rating system for capacities of 'replicator organisations'

### 2.3.4 Selected replicator organisations

The project team aimed to identify two possible replicator organisations per country. Based on the assessment of the organisations, two options were selected for each country. All first options were invited for the training, and all of them replied and accepted this invitation.

<b>Country</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Remarks option 1</b>
<b>Bénin</b>	WILDAF	Fondation Joseph Worker	Focus on women empowerment. Starting in energy access. Large international network.
<b>Burkina Faso</b>	PracticalAction	Université de Koudougou	Very experienced. Works with different actors in the energy value chain.

Country	Option 1	Option 2	Remarks option 1
<b>Cabo Verde</b>	SYAH CV	ACLVBG	NGO for integral sustainable dev. Gender-responsive approach.
<b>Côte d'Ivoire</b>	AFHON	MALEBI	Youth organisation active in networks on sustainable development and energy access. Less gender experience, will need support.
<b>Gambia</b>	ADWAC	REA	Experienced in gender training.
<b>Ghana</b>	GrassRootsAfrica	Anomena	Participates in the Women2030 project. Replicating the training fits in this project.
<b>Guinée Conakry</b>	Jeunesse Active de Guinée (Energy4impact*)	-	Member of ACCESS network. Is interested but needs strengthening. <i>Energy4impact also present and can support Jeunesse Active.</i>
<b>Guinée-Bissau</b>	Energy4impact	-	Can team up with organisations present in GB.
<b>Liberia</b>	Green Advocates Int	ARD	Gender experienced, Interested in energy sector for women empowerment.
<b>Mali</b>	AMEDD	IMAF	Large NGO, 20 years' experience, with presence at village level.
<b>Niger</b>	CNES	-	Strong focus on use of energy technologies. Gender mainstreaming very welcome.
<b>Nigeria</b>	WCE	ENERGY MAX	NGO active on biofuels and solar. Is gender aware and sensitive but could improve on this.
<b>Senegal</b>	Action Solidaire (Energy4impact*) (PracticalAction*)	-	Experienced, practical in energy access for women with successful projects that are receiving funding to grow. <i>Energy4impact and PracticalAction can also replicate in Senegal.</i>
<b>Sierra Leone</b>	Salone Business Women Hub	REC	Business oriented. Experience in RE tech with women. Gender mainstreaming capacities not necessarily present yet but can adapt. Ready to replicate. Active network.
<b>Togo</b>	Entrepreneurs du monde	-	Very experienced NGO. Ready to replicate and support others.

Figure 6: Selected replicator organisations

\* Some organisations are active in multiple countries. They can also replicate the training in those countries, in agreement with the selected replicator.

While reviewing the questionnaires and filling in the assessment criteria, it became clear that the organisations strongly vary in experience and capabilities, from beginners (in gender or energy) to being very experienced in both gender and energy. This means that a basic understanding of gender mainstreaming in energy projects was necessary for the training. Concepts needed to be discussed and experiences shared. Having a variety of different replicators was anticipated to bring different knowledge and experiences to the training table. Learning from and inspiring each other was part of the training methods.

### 2.3.5 Role of non-selected organisations

Most of the organisations that applied to participate in the ‘train-the-trainer’ course on gender and energy access are genuinely interested in participating and also fit the profile of a replicator or could become one after having followed the training. The review of organisations showed 3 out of 38 scored very low in terms of ability to provide the training themselves and they would need serious strengthening on gender and energy.

In order to strengthen the gender mainstreaming in energy projects as much as possible, we proposed the non-selected organisations to be invited by the selected replicating organisations for them to participate in trainings in their own countries. They can receive the training by the replicator and team up with them to spread and apply gender mainstreaming in their own work and networks. During the training of the replicators, this point was discussed as part of the replicating strategy.

### 2.3.6 Coherence analysis

In the preparation towards the three-day training course, participants were asked to conduct a comparative analysis of their country policy compared to the regional ECOWAS policy. This analysis highlighted convergence and divergence points and possible actions that can be undertaken to bridge the gap between the two policies. In many of the responses, there was a lack of coherence between individual national policies in relation to the ECOWAS Policy for Gender Mainstreaming in Energy Access. This means that GFUs most likely have a lot of work to do after the training; for example, aligning their individual country policies with that of the regional body while aligning with all relevant stakeholders.

### 2.3.7 Training design

In response to the gap identified through the needs assessment and the analysis of the national policies in relation to the ECOWAS Policy for Gender Mainstreaming in Energy Access, the consultants designed a three-day training package to equip selected participants with skills, knowledge and encourage them to adopt the right attitude to mainstream gender in their programmes, activities, policies and action plans.

### 2.3.8 Training delivery

Given the heterogeneous nature of the target group, the consultants divided the group into an English- and French-speaking class. Overall, there were 15 participants for the English class and 27 participants for the French class. Each class had two trainers, who were suitable for the group in terms of language and knowledgeable in the thematic area. The training packs were designed in both languages, including slides, work cases, games and exercises. The course was delivered between 28<sup>th</sup> February and 2<sup>nd</sup> March 2018.

### 2.3.9 Methodology

All participants were provided with a training manual, containing documentation on all thematic areas in gender and energy, PowerPoint slides (also on USB), the training programme, handouts, pens, a notepad and contact details of all participants (see Annex D, participant list).

A variety of learning deliveries were employed to ensure that the course was participatory, interactive and allowed participants to effectively adapt the new ideas and

learnings. Emphasis was placed on adult learning methodologies. Over the duration of the course, participants received a combination of lectures, case studies analysis and round-table discussions of critical topics in gender mainstreaming in the energy sector. Some obligatory exercises were intended to help them to take ownership of the concept of gender mainstreaming and gender planning in energy projects.

#### 2.3.10 Expected direct results from the training

The training course aimed to achieve the following direct results:

- (1) Training material known to all participants to replicate the training in their country and organisation;
- (2) (Start of) Gender action plan;
- (3) Increased knowledge of ECOWAS countries on gender mainstreaming;
- (4) General satisfaction of participants on the training, methodology and tools; and
- (5) Creation of a WhatsApp group to exchange information and experiences between the participants of the gender in energy training.

### 3. Training

#### 3.1 Training objectives and expected results

The training was designed to train GFUs within relevant ministries in the ECOWAS framework and selected organisations with links to energy, gender and climate change (hereafter called 'replicator organisations'). The goal is to ensure that the GFUs will be in the position to implement the ECOWAS Policy for Gender Mainstreaming in Energy Access while the replicator organisations will be able to give the training once they are back home to push the frontiers of the energy/gender framework. The replication should include encouraging, supporting and training of public sector actors in the implementation of the policy, monitoring the progress of the policy implementation and the training of civil society and grassroot organisations to understand the ECOWAS policy and its implications.

Based on the assessment of the current capacities, capacity needs and training expectations of the participants, the project team has formulated a number of specific objectives and intended training outcomes for both the GFUs and replicator organisations.

<i>Specific objectives for GFUs</i>	<i>Expected results of the training for GFUs</i>
<ul style="list-style-type: none"> <li>✓ Increased awareness on potential gender issues in general, and especially in climate resilient energy policies and practices;</li> <li>✓ Increased understanding of the interrelations between gender and energy;</li> <li>✓ Being informed on the objectives of the Policy for Gender Integration in Access to Energy in ECOWAS countries, as well as the ECOWAS guidelines on evaluation of gender mainstreaming in energy projects;</li> <li>✓ Obtaining the necessary knowledge and skills to implement the ECOWAS Policy for Gender Mainstreaming in Energy Access at institutional level and mainstream it in the ministry's policies, programmes and initiatives;</li> <li>✓ Being able to establish fully-functional GFUs and equip them with the skills to implement the ECOWAS Policy for Gender Mainstreaming in Energy Access in their respective countries;</li> <li>✓ Having learned how to evaluate project documents, programmes, strategies and activities related to the energy sector from a gender perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Having mastered the key concepts in gender and energy;</li> <li>• Being familiar with gender tools and able to apply them in the field of energy;</li> <li>• Being able to address gender related issues, and to better integrate them in planning and programme activities;</li> <li>• Being able to integrate women and gender issues within all structures, institutions, policies, procedures, practice, programmes and projects of the government and other stakeholders in the energy sector;</li> <li>• Being equipped with the skills to implement the ECOWAS Policy for Gender Mainstreaming in Energy Access in their respective countries;</li> <li>• Being able to design and implement effectively gender action plans;</li> <li>• Being able to ensure that all energy policies, programmes and initiatives – including large energy infrastructure and investments – are non-discriminatory, gender-inclusive, gender-balanced and directed towards addressing inequalities, particularly in relation to energy poverty, which affects men and women differently in their countries;</li> <li>• Being able to evaluate the gender quality of documents that they develop or that are submitted to them.</li> </ul>

Figure 7: Specific objectives and intended training outcomes for GFUs

<i>Specific objectives for replicator organisations</i>	<i>Expected results of the training for replicators</i>
<ul style="list-style-type: none"> <li>✓ Being capable of encouraging, supporting and training the public sector in implementing the ECOWAS policy;</li> <li>✓ Being capable of monitoring the progress of the policy implementation;</li> <li>✓ Training the private sector in implementing the ECOWAS Policy and Directive;</li> <li>✓ Training civil society/ grassroots organisations to understand the ECOWAS Policy and its implications.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Key principles and concepts of gender and gender mainstreaming;</li> <li>• Key concepts used in renewable energy policy/programmes;</li> <li>• ECOWAS Policy and Directive on Gender Mainstreaming in Energy Access;</li> <li>• Situation in their country regarding energy policy and projects, energy access, key stakeholders and organisations active in gender/renewable energy;</li> <li>• GFU members of their country;</li> <li>• Good examples and success stories in gender and energy access in ECOWAS countries;</li> <li>• Their replicating strategy and who to collaborate with.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Able to describe their own role/tasks and required skills in mainstreaming gender in energy projects;</li> <li>• Able to apply gender mainstreaming and conduct a basic gender assessment of energy project documents;</li> <li>• Able to perform practical training and replicate the training in their country;</li> <li>• Able to formulate recommendations on gender mainstreaming in energy to NGOs, SCOs, private sector and government institutes;</li> <li>• Able to plan activities and choose a replicating strategy.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Eager to start replicating the received training;</li> <li>• Willing and eager to collaborate with the GFU of their country;</li> <li>• Motivated to collaborate with other organisations (that also applied as replicators);</li> <li>• Realising that gender mainstreaming and change require continuous effort;</li> <li>• Advocating for gender awareness in the energy sector.</li> </ul>

Figure 8: Specific objectives and intended training outcomes for replicator organisations

### 3.2 Training content and programme

With the training objectives and expected results in mind, the project team drafted the content and programme of both trainings. During the training, some fine-tuning of the concepts and methods was necessary, depending on the progress of the training, the pace and group dynamics. The following tables provide a general overview of the training programme, in which both groups were trained partly separately and partly as one group.

The training course was given between Wednesday 28<sup>th</sup> February and Friday 2<sup>nd</sup> March 2018.

<b>28<sup>th</sup> February</b>	<b>Understanding gender mainstreaming in energy, key concepts and the ECOWAS Policy for Gender Mainstreaming in Energy Access</b>
08.00 -11.00	<i>Opening all countries together: Introduction, objectives, methodology, programme</i>
11.00-11.15	<i>Coffee break</i>
11.15-13.00	<i>Gender history, gender game, group work on 20 gender-energy key concepts</i>
13.00-14.00	<i>Lunch</i>
14.00-15.00	<i>Presentation group work on key gender concepts</i>
15.00-16.30	<i>Raison d'être of gender in development, specifically in the energy sector Group work on development strategies, national policy and project intervention</i>
16.45-18.15	<i>ECOWAS Policy and Directives for Gender mainstreaming in Energy Access</i>
18.15-19.15	<i>Dinner</i>
19.15-20.30	<i>Analysis coherence national energy policy with ECOWAS policy</i>

<b>1<sup>st</sup> March</b>	<b>Use of gender tools</b>
08.00-11.00	<i>Recap: Gender mainstreaming approach, use of gender analysis tools</i>
11.00-11.15	<i>Coffee break</i>
11.15-13.00	<i>Gender-sensitive planning process</i>
13.00-14.00	<i>Lunch</i>
14.00-15.00	<i>Gender planning continued plus gender-sensitive indicators</i>
15.00-16.30	<i>Gender-sensitive budget and resource mobilisation</i>
16.30-16.45	<i>Break</i>
16.45-18.15	<i>Presentations of participants on gender/energy experience</i>
18.15-19.15	<i>Dinner</i>
19.15-20.45	<i>Role play on gender mainstreaming</i>

<b>2<sup>nd</sup> March</b>	<b>Policies, actors and strategies</b>
08.00-09.00	<i>Recap/presentation skills for training</i>
09.00-10.00	<i>Gender analysis of policy and project documents/reports</i>
10.00-11.00	<i>Characterisation of actors in the energy sector</i>
11.00-11.15	<i>Coffee break</i>
11.15-11.45	<i>Replicating strategy and network building per country</i>
11.45-13.00	<i>Elaborating action plan per GFU and replicator</i>
13.00-14.00	<i>Lunch</i>
14.00-15.00	<i>Preparing for replicating the training</i>
15.00-15.45	<i>Evaluation, all countries together</i>
15.45-16.00	<i>Closing ceremony</i>

A more detailed training program is included in Annex D.

### 3.3 Training participants

Overall, 42 participants successfully completed the training is 42, including 26 GFUs and 16 replicators. Fifteen countries attended the training. The full lists of participants including their contact details is provided in Annex C. The following table provides an overview of the training participants.

	GFUs			Replicator organisations			
Language	Male	Female	Subtotal	Male	Female	Subtotal	Total
English	3	5	8	3	4	7	15
French	7	11	18	7	2	9	27
<b>Total</b>	<b>10</b>	<b>16</b>	<b>26</b>	<b>10</b>	<b>6</b>	<b>16</b>	<b>42</b>

Figure 9: Characterisation of training participants

### 3.4 Francophone training

The French training was attended by 27 persons, 18 GFUs and 9 replicators, 13 female and 14 male.



Figure 10: Group picture of participants of the Francophone training

#### 3.4.1 Pre-evaluation

A pre-evaluation form was completed by all participants. The pre-assessment on key gender concepts and the knowledge on gender policy integration in access to energy showed that efforts needed to be made to improve the knowledge of the participants and that the training is thus relevant. See chapter 4 for more details.

The participants validated the synthesis of the above conclusions presented by the facilitation team and agreed with the conclusions. They also agreed with the results as presented in the gender quality histogram (Figure 3).

The analysis of the formulated objectives and results proved that the expectations of the participants were also taken into account. Furthermore, the agenda of the workshop took the concerns of the participants into account. The main concerns formulated during the workshop were focused on the density of the agenda of the work in the afternoon and the insufficient time to perform the exercises. However, after the explanation by the

facilitators on the relevance of all of the topics on the agenda, the participants willingly agreed to follow the agenda. Thus, the agenda was validated and adopted.

### 3.4.2 Sociogram and national gender policy

The sociogram exercise helped to break the ice in the room and enable the participants to get to know a little more about each other. This is also allowed the participants to reflect on their experiences. Participants were asked to give their opinion on gender equality by responding to two assertions:

- A) It is a utopia to think that women and men can have the same access to and control over resources (energy, land, finances, property, etc.).
- B) It is possible and realistic that men and women have the same access to and control over resources.

The assignment revealed (see figure 11) that out of all the 24 responses, 21 (11 men and 10 women) think that men and women could have the same access to and control over resources, whereas 3 participants (1 woman and 2 men) considered that this line of thinking is a utopia. It was concluded that gender is a challenge that needs to be and can indeed be overcome, while at the same time facing socio-economic, cultural and political factors.

Twelve responses came from organisations that have a policy, strategy or action plan on gender (7 men and 5 women). Desk research showed all countries have a national gender policy, but that not all participants were familiar with this. As a result, 12 participants knew the national gender policy of their respective country, while 8 participants (2 men and 6 women) did not know the existence of the national policy. Moreover, 12 participants (7 men and 5 women) have implemented or are currently implementing the national gender policy of their country, which means that 11 (6 men and 5 women) are not involved.

In terms of the knowledge of the objectives of Sustainable Development Goal<sup>1</sup> number 5 (Gender equality), 13 participants (6 men and 7 women) know it while 12 participants (7 men and 5 women) do not know it. Very few ministries of energy have gender-sensitive energy policy.

In conclusion, it emerges that grasping the gender concept and the awareness of the regional gender and energy policy strong varies from one individual to another. Gender policies exist in each country, but they are not well-known, not well aligned with the regional policy, not implemented and/or not sufficiently monitored. This is partly due to a lack of competences among policy-makers. Another challenge is to make gender a development factor.

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<sup>1</sup> On 25<sup>th</sup> September 2015, countries adopted a set of goals to end poverty, protect the planet and ensure prosperity for all as part of a [new sustainable development agenda](#). Each goal has specific targets to be achieved over the next fifteen years.

A) It is a utopia to think that women and men have the same access to and control over resources (energy, lands, finances, goods, etc.).		B) It is possible and realistic that men and women have the same access to and control over resources (energy, lands, finances, goods, etc.).	
<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
11	10	2	1
<b>Total: 21</b>		<b>Total: 3</b>	
The participants whose organisations have a gender policy, strategy or action plan.		The participants whose organisations do not have a gender policy, strategy or action plan.	
<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
7	5	7	8
<b>Total: 12</b>		<b>Total: 15</b>	
2 organisations (Practical Action and National Programme of Biogas of Senegal)			
The participants whose countries have a national gender promotion policy.		The participants whose countries do not have a national gender promotion policy.	
<b>All</b>		<b>0</b>	
The participants who have a good knowledge of the national gender promotion policy of their country.		The participants who do not have a good knowledge of the national gender promotion policy of their country.	
<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
7	5	2	6
<b>Total: 12</b>		<b>Total: 8</b>	
The participants who have implemented or are currently implementing the gender policy of their countries.		The participants who have not implemented the gender policy of their countries.	
<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
7	5	6	5
<b>Total: 12</b>		<b>Total: 11</b>	
The participants who have a good knowledge of the Sustainable Development Goal number 5.		The participants who do not have a good knowledge of the Sustainable Development Goal number 5.	
<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
7	5	6	7
<b>Total: 12</b>		<b>Total: 13</b>	

Figure 11: Results of sociogram exercise

### 3.4.3 Code of conduct, time keeping, logistics and daily reports

#### Code of conduct

The rules of conduct agreed by the participants focused on the following points:

- Active participation;
- Telephones on silent mode;
- Ask before speaking;
- Listen to others;
- Avoid repetitions;
- Be clear and concise;
- Mutual respect;
- Avoid long comments;
- Avoid private conversations;
- Respect the timing;

- Answer calls outside the meeting room;
- Be punctual;
- Do not interrupt a person who is speaking;
- Reduce untimely entering and leaving.

### Daily rapporteurs, time keepers, logistics and chief of village

The following participants volunteered for the daily reporting and time keeping, as well as acting the role of village chief<sup>2</sup>.

Dates	Rapporteurs	Time keepers	Village chief
28/02/18	Peace Akpéné ADIHO (Togo) Billy YARRO (Burkina Faso)	Mamadou BARRY (Senegal)	Biabe SIGA (Guinea-Bissau)
01/03/18	Mariama HAMIDOU KOULOUKOYE (Niger) Khady LO (Senegal)	Sandrine OUFFOUE (Côte d'Ivoire)	
02/03/18	AngèleY. ALAPINI (Bénin) Michel HOUDEGADJI (Togo)	Désirée YAMBA (Burkina Faso)	

Figure 12: Rapporteurs and time keepers

### 3.4.4 Gender history

The presentation of the gender history clarified many questions raised during the sociogram. It showed that everything started from the favours being given to men and the disadvantages encountered by women concerning their rights as well as customs. Some voices were raised to denounce the inequality of the laws as well as cultural inequality and questioned the role of women in society. These voices claim for the improvement of women's conditions, as well as the right to education of women and girls. This gave birth to feminism under various forms and the emergence of the "Integration of Women to Development" (IWD) approach around the end of the 1960s, followed by the "Woman and Development" approach (around the end of the 1970s).

A decisive study by Esther Boseup in 1970 demonstrated that if women are not fully integrated in the development process, economic progress tends to take place at the price of their marginalisation.

In order to overcome the insufficiencies of the IWD approach and Woman and Development, DAWN elaborated the "Gender and Development" (GeD) approach, whose centre of interest is the male-female relation. The objective of this approach is sustainable and equitable development, in which men and women participate together in decision-making. The gender approach aims at contributing to balance the power relations between the two sexes, but not only to solve "the problems of women." Women are already considered – just like men – as actors and partners of development processes, rather than only as beneficiaries of projects.

Among the many actors that have been important in promoting the gender approach, we would like to highlight the Fourth International Conference on Women held in Beijing in 1995, which was the trigger for the awareness of taking into account gender in

<sup>2</sup> The village leader is a wise person identified among the participants who serves as a link between them and the training team. His/her role is to bring to the attention of the training team the concerns, conflicts and other elements that concern all participants. At the end of the training, the village chief coordinated the delivery of the certificates of participation to the participants.

development issues. During the training, an action plan was discussed, with the following in mind: the Millennium Development Goal number 3 “Promoting sex equality and women empowerment”, the Additional Protocol to the African Charter on Human and People’s Rights related to the rights of Women, the agreement that intervened in the framework of the Chiefs of States Conference of the African Union (Maputo, 11<sup>th</sup> July 2003), the Solemn Declaration of the Chiefs of States related to the human rights of women in Africa (2004), and the Sustainable Development Goal number 5 “Achieve gender equality and empower all women and girls” (2016).

### 3.4.5 The Gender Game

The gender game enabled the participants to understand the differences between sex and gender. The rationale behind the gender game and the expected outcome was explained in terms of the participants replicating it in their home countries.

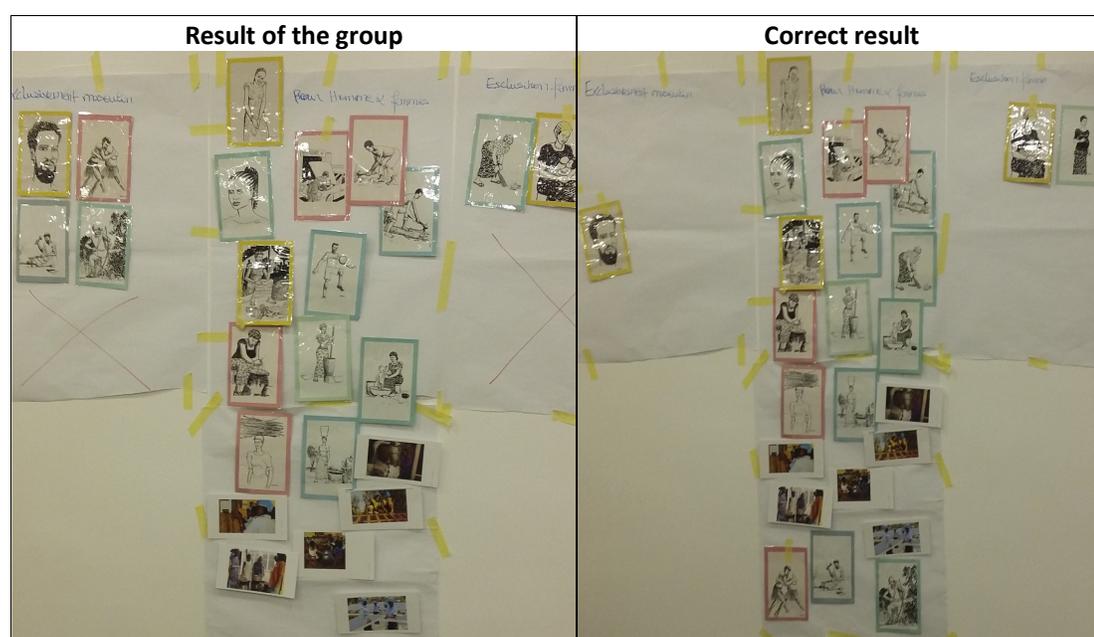


Figure 13: Results of the ‘gender game’

#### **Gender Game**

Developed to easily introduce the gender concept in an illiterate environment but has also proven useful with other groups. The game uses figurines to discuss and classify female and male characteristics. What is exclusively about men is put in the first column. What is exclusively about women is put in the third column

Participants conclude by distinguishing between sex (biological) related aspects and gender (social) aspects from the three columns. What is referred to in Columns 1 and 3 (natural, biological, fixed characteristics) and Column 2 is what society has shaped, the attributes of society. So, they are subject to change and can therefore change if society wants or desires.

### 3.4.6 Group work on 45 gender-energy key concepts

The results of the group work showed that the concepts that were less familiar were equality between the sexes, condition/situation, sexual division of work/triple role, private /professional life. By contrast, those that were better known were the image of oneself/women and men in society, feminism, poverty/energy poverty, parity, women and development approach, gender and development approach, gender audit and productive use of electricity.

Concepts	Scores			
	0	1	2	3
Image of oneself/ women and men in society				x
Discriminations and discriminations/positive actions			x	
Participation			x	
Equality between the sexes	1			
Decision-making		x		
Empowerment		x		
Patriarchy			x	
Access to resources/benefits			x	
Access to modern energy			x	
Practical gender needs		x		
Equity			x	
Household		x		
Data disaggregated by sex			x	
Control of resources/benefit			x	
Feminism				x
Power (basis and types of power in gender)		x		
Religion and tradition			x	
Poverty/energy poverty				x
Condition/situation	x			
Physical empowerment				x
Parity				x
Women and development approach				x
Gender and development approach				x
Stereotype			x	
Sexual division of work/triple role	x			
Private/professional life	x			
Sexual harassment			x	
Budgeting according to gender			x	
Perspective of blind and neutral development in relation to gender			x	
Gender gap			x	
Gender audit				x
Productive use of electricity				x

Figure 14: Results of the group work on gender and energy key concepts

### 3.4.7 Evaluation of day 1

The participants expressed their satisfaction on a daily basis. During the first day, the feedback was positive and the emphasis was placed on a common understanding of the gender problem. Positive feedback was given on the pedagogic approach, the gender game and the group work. In other respects, the participation, the dynamism and the interactions were praised, as was the time management. The participants appreciated the clarity of the training, the concepts they learned and they expressed to have a better understanding of the gender and energy concept after the training. The assignment on the key concepts enriched the debate and improved the understanding of gender issues.

### 3.4.8 The importance of addressing gender/raison d'être of gender

#### **The importance of gender in policies, strategies, programmes, projects and activities in general and the sector of energy in particular**

The analysis of the pre-assessment and the group assignment on the *raison d'être* of gender explained the necessity to discuss gender on five levels: notably in development, at the level of ECOWAS and that of ECRREE, in politics, in national strategies and orientations, in projects and programmes in general and the energy sector in particular. The arguments developed by the participants were enriched thanks to the contributions of the facilitators.

The assignment showed that none of the participants was fully aware of the ECOWAS Policy for Gender Mainstreaming in Energy Access or the ECOWAS Guideline on gender evaluations in energy projects. However, the presentations made by each country and the additional information given by the facilitators enabled the participants to understand the essence of these documents. The focus was placed on the vision, the objectives, the results and the indicators of the core principles and the institutional framework.

### 3.4.9 Analysis of the coherence of national energy policy with ECOWAS policy

The individual country presentations showed elements of convergence and divergence between the gender integration policy of ECOWAS and those of the countries in the energy sector. Overall, all national energy policies focus on access to energy for all as well as technical aspects, although they are not explicit in terms of gender, such as that of ECRREE. Most of them are out of date and are being updated.

This assignment enabled participants to determine the actions needed to improve their national energy policies, integrating the ECOWAS Policy for Gender Mainstreaming in Energy Access and the ECOWAS guidelines on gender evaluations in energy projects. The result of this assignment served as an input for elaborating their gender action plans.

After recalling the definition of gender mainstreaming (gender institutionalisation), the participants separated into three groups to work on the operationalisation of gender mainstreaming at three different levels: organisational, programmatic and partnerships. The assignment enabled them to create ownership of the gender mainstreaming concept and know how to apply it in line with their intended interventions. Furthermore, they received some extra materials enabling them to systematically integrate gender at these levels.

### 3.4.10 Stakeholder analysis

This session enabled the participants to understand the concept of stakeholders and how to classify them based on their interests, potential conflicts, implementation risks and possibilities and/or opportunities of cooperation. This helped them to decide on the level of participation and implementation of these stakeholders. An analysis tool of the stakeholders was introduced: the “Matrix Importance Influence Tool”.

### 3.4.11 Gender-sensitive planning

In order to prompt the participants to develop the common habit of gender integration throughout the cycle of the project, know the characteristics of equality on which they should focus their attention, be well equipped and practice the use of the tools, the facilitators recalled the definition of gender-sensitive planning, its characteristics, the reason for gender-sensitive planning, its target group, the conditions to fulfil to carry it out, the process to follow during this planning and the elements to take into account to claim that a project/program contributes to gender equality.

The working of a logical framework including chains of results and the respective components were explained using the ‘horse parable’ exercise (see also page 44). Emphasis was placed on the diagram of problems and the diagram of objectives. The participants worked in groups on the problem of low presence and representation of women in the energy sector compared with men, formulating objectives, results, indicators and gender-sensitive activities.

The presentation of the results showed that few participants are accustomed to gender-inclusive planning. Therefore, there is a necessity for capacity building of the GFU in terms of planning, to efficiently make them capable of having a voice and contribute to planning activities in their respective ministries.

### 3.4.12 Gender-sensitive budgeting

This session helped the participant (s) to understand the connection between gender-sensitive planning and gender-sensitive budgeting. The aspects addressed at this level are related to:

- The definition of gender-sensitive budgeting (GSB).
- In fact GSB is part of gender mainstreaming in public funds budgeting. This means a sex specific evaluation of budgets, integrating a gender perspective at all levels in the budgeting process.

#### **The purpose of Gender Budgeting is threefold:**

1. To promote accountability and transparency in (fiscal) planning;
2. To increase gender responsive participation in the budget process, for example by undertaking steps to involve women and men equally in budget preparation;
3. To advance gender equality and women’s rights.

#### **Gender budgeting at a programme level requires:**

- Profile of the target group to be known;
- Participation of target population (men/women) in budgeting;
- Knowing the needs of the target population and those being prioritised and translated in the budget;
- Sex disaggregated data to be used;

- Gender equality objectives to be formulated;
- Budgetary allocation in relation to the objectives monitored and evaluated.

**Prerequisites for gender budgeting:**

- Understanding of gender;
- Political commitment;
- Bureaucratic commitment;
- Operational translation of gender equality policy;
- Gender mainstreaming in the organisation;
- Establishing data requirements and systems.

The OECD standard is a requirement of 75% of spending ODA (Official Development Assistance) sensitive to gender equality, i.e.: three-fourths of the spending contribute to at least one or more gender-sensitive results.

### 3.4.13 Resource mobilization

During this session, the participants were asked to analyse the issues of mobilisation of resources and share their related experiences for interventions of gender integration in the energy sector.

The group identified five categories of possible financial resources, notably the state, financial and technical partners (FTP), the private sector, public/private partnerships and grants. They also discussed the factors that facilitate the mobilisation of resources and the obstacles and solutions to improve their mobilisation.

Among the factors that facilitate the mobilisation of resources, participants discussed issues including political will, the existence of a high energy potential, the support of donors, the existence of a legal and institutional framework, the elaboration of viable programmes and projects, the existence of business opportunities, etc.

The obstacles to the mobilisation of resources were deemed as a lack of innovative projects, insufficient national budget, insufficiency of funds allocated to the energy sector of and the difficulty in mobilising the contribution from the state. Other obstacles include socio-political crises, limited resources, the lack of synergy between the FTP, insufficiency of human resources, administrative burden, the low quality of project documentation, insufficient information on the FTP, demands of the studies and their cost, the low access to information, the lack of knowledge on gender and energy, difficulties related to preparations of funded projects, the weakness of the GFU cells, etc.

As solutions, participants mentioned:

- Improving information facilities on energy;
- Improving mobilisation of state contributions;
- Setting up of a common gender fund;
- Research on funding at regional and international levels;
- Training staff, elaborating on projects that can be funded;
- Creating information platforms on the FTP in the sector and their conditions for funding;
- Improved advocacy to prioritise gender-sensitive projects;
- Capacity building of the ministry of energy;
- Improving prioritisation of the energy sector in state strategies and an increase in funds allocated to the sector;
- Alleviation of the administrative process of awarding contracts;

- Improving the allocation of funds to carry out the studies;
- Planning and budgeting the needs of the sector; and
- Improving monitoring of the energy projects.

#### 3.4.14 Sharing of experiences among the participants

Three participants shared their experiences on gender integration in their interventions and received feedback from the audience. The themes that were discussed are presented below.

##### **1 ENERGY FOR THE REDUCTION OF GENDER INEQUALITIES IN MALI**

Access to energy is a challenge in Mali, as well as the improvement of the quality of women's and men's lives in general. The Malian Agency for Domestic Energy Development and Rural Electrification (AMADER) is willing to make energy a factor for the reduction of gender inequality and has undertaken a certain number of actions. One such action was to evaluate the population's energy needs in nineteen electrified localities with the help of the World Bank in 2011. This evaluation was followed by an action plan for two pilot projects, systematically taking gender in energy projects into account. With the help of UNO Women and FAO, in 2012 a diagnostic study on the energy needs of women and young people in ten rural localities was undertaken. The evaluation of energy needs continued in 2015 on the two pilot sites with the help of AFREA/World Bank. Additionally, in 2015 an AFREA/World Bank sponsored study was performed on the economic and social profit of transformation and commercialisation of local products meeting local energy needs at the pilot sites. All of these studies were used in 2017 gender and energy study in five localities of the Hybrid Systems for Rural Electrification (SHER) project.

These evaluations enabled the implementation of projects aiming to improve the access to energy services for women. A programme called Support to the Economic Empowerment of Rural Women in the Context of Food Insecurity and Climate Change contributed through i) a better access to energy technologies and the units of transformation and commercialisation of local products (UTC), as well as ii) professionalisation and improved networks for women to sell their products.

The results of these projects and programmes include:

- The training of 40 women in making improved stoves and the dissemination of 950 improved stoves at a reasonable price. Moreover, the projects helped in setting up two equipped and modern UTCs. Additionally, 40 women were trained in transformation techniques of local products, which thereby created 20 jobs per locality (Gender Energy pilot project);
- The popularisation of 5,000 improved stoves that were sold at a reasonable price;
- The training of 300 women in the transformation technique of local products;
- The setting up of ten UTCs and three hybrid units for drying fruits, vegetables and cereals;
- The setting up of one UTC for the transformation of fish in Bamako;
- The setting up of a support fund for the reduction of sex inequality (FARIS) and the equipment of the UTC in delivering means (tricycle motorcycle) for the Support to the Economic Empowerment of Rural Women in the Context of Food Insecurity and Climate Change project.

Other projects are now being carried out. Lessons learned are that it is convenient to put some UTCs in place in the villages by using renewal energies, taking into account the specificities of the localities, as well as implementing a monitoring framework of the beneficiaries for at least two years in the localities and the extension of the improved stove.

## **2 POOR PEOPLE ENERGY OUTLOOK (PPEO)**

Since 2010, Practical Action has published the Poor People Energy Outlook (PPEO)<sup>3</sup>. A large part of the research reflects the gender/energy issue. The PPEO presents a unique outlook of access to energy in rural communities, including the impact of social inequalities and gender in relation to economic growth and poverty reduction. The report also enables examining legislation, policies and the relevant planning documents to rightly promote availability and accessibility to energy solutions.

The 2016 edition of PPEO specifically deals with some differentiated needs of women and men and offers some recommendations on the best way to ensure an equal participation of women and men in the planning process of the access to energy. It also enables experimenting with separate data collection of the differentiated needs and energy priorities of men and women through gender-specific surveys within the communities.

As a key advocacy tool, the report strongly contributes to influence the national and international debates on the access of energy by focusing on energy needs of the poorest people and women.

## **3 FOOD SECURITY AND DEVELOPMENT OF IGA BY THE USE OF SOLAR TECHNOLOGY**

This pilot project by the National Centre of Solar Energy (CNES) EPA in Niger is related to the capacity building of women working with transformation and conservation techniques, drying and processing of agro food products.

There is a notifiable increase in market gardening production in Niger. As a result, this causes enormous problems of sales related to conservation and the transformation of products. Therefore, the CNES has initiated some high-impact projects on gender to contribute to food security and developing income-generating activities for the rural populations and youth.

Specifically, the project trains women in the technique of drying, conservation and transformation of products, enabling making the production profitable. This also helps in overcoming the post-harvest losses, ensuring the availability of products in all seasons and thus contributing to guaranteeing food security and increasing the monetary income of women.

### **3.4.15 Role play on gender institutionalisation in the ministries of energy**

The role game focused on gender mainstreaming in the ministries of the ECOWAS states. The objective of the assignment is to enable the participants to be aware of their strengths and weaknesses in the execution of their mission and to receive feedback to improve their role as focal points or members of GFU. In the role play, participants worked on three case examples:

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<sup>3</sup> The French, English and Spanish versions of the report can be downloaded via: <https://policy.practicalaction.org/policy-themes/energy/poor-peoples-energy-outlook/poor-people-s-energy-outlook-2016>

**For the GFU**

First case: The ministry designs a programme for the access to energy for all (Group 1).

Second case: The ministry designs a revision of its energy sector policy (Group 2).

**For the replicators**

Third case: the gender focal point asks you to obtain the information from a private enterprise involved in a large project of mini-grids. It seems that the project is not gender sensitive and you have the responsibility to improve this.

**3.4.16 Documentary analysis from a gender outlook**

The participants analysed the quality of gender integration in country policy documents and made some recommendations per country (see table below).

Country	Document studied	Strengths	Weaknesses	Recommendations
Bénin	Strategic plan for the energy sector		<ul style="list-style-type: none"> <li>• Gender is not taken into account in the regulatory framework and the problem statements on institutional organisation</li> <li>• Global approach</li> <li>• No specific gender target</li> </ul>	<ul style="list-style-type: none"> <li>• Take gender into account at the level of the impacts of energy crises</li> <li>• Take some measures to improve women's access to responsibilities Analyse stakeholders by dividing them in gender categories (women/men)</li> </ul>
Burkina-Faso Côte d'Ivoire	Policy letter for the energy sector (2016)		<ul style="list-style-type: none"> <li>• Neutral global vision</li> <li>• No specific gender targets</li> <li>• Neutral indicators related to gender</li> <li>• The document is technical and mostly related to the capacity building of the network</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake a second reading of the policy letters while taking into account the ECOWAS policy</li> </ul>
Cape Verde	National programme of energy sustainability (2017)	<ul style="list-style-type: none"> <li>• Gender is mentioned</li> </ul>	<ul style="list-style-type: none"> <li>• The general objective is not gender sensitive</li> <li>• No gender-sensitive indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the programme in line with the ECOWAS policy</li> <li>• Make the programme gender sensitive</li> </ul>
Guinea-Bissau	Sector policy letter (1996)	<ul style="list-style-type: none"> <li>• Promote the private gender-sensitive initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Not gender sensitive</li> </ul>	<ul style="list-style-type: none"> <li>• GFU insists on revising while taking gender into account</li> </ul>
Guinea Conakry	National support program saving wood (2001)		<ul style="list-style-type: none"> <li>• Not gender sensitive, though the project was executed by women</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the ECOWAS policy for all the projects</li> </ul>

Country	Document studied	Strengths	Weaknesses	Recommendations
Mali	National Domestic Energy Policy (2006)	<ul style="list-style-type: none"> <li>• Technical focus</li> <li>• Appreciation given to the Ministry of women as actor</li> <li>• Overall reference to the OSD</li> </ul>	<ul style="list-style-type: none"> <li>• No specification related to gender</li> <li>• GFU was not involved</li> </ul>	<ul style="list-style-type: none"> <li>• Put the document into a second reading process</li> <li>• Put gender into account in the exchange framework with the support of the focal points</li> <li>• Get in touch with the team in charge of the dossier</li> </ul>
	National Domestic Energy Policy (2014)		<ul style="list-style-type: none"> <li>• Document does not include a gender-sensitive reference point</li> <li>• No gender-sensitive objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Update by integrating gender</li> <li>• Improve legal and institutional framework</li> <li>• Audit the energy sector</li> <li>• Make an analysis of the plan by its gender sensitivity</li> </ul>
Senegal	Activity report (2017)	<ul style="list-style-type: none"> <li>• Gender is presented in some contexts</li> <li>• Equity between rural and urban area emphasised</li> <li>• Number of beneficiary women given</li> </ul>	<ul style="list-style-type: none"> <li>• The report is not gender sensitive</li> </ul>	<ul style="list-style-type: none"> <li>• Pay more attention to gender</li> <li>• Develop a gender-sensitive reporting template and promote its use</li> <li>• Provide feedback on gender mainstreaming in activity reports</li> </ul>
Togo	National Action Plan for Renewable Energies (2015)	<ul style="list-style-type: none"> <li>• Gender taken into account in the analysis of disaggregated data</li> </ul>	<ul style="list-style-type: none"> <li>• No gender-sensitive results were given</li> <li>• Analysis results adequateness unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Get the GFU to participate in the still-to-be-created framework</li> <li>• Pay attention to gender</li> </ul>

Figure 15: Summary of document analysis from a gender outlook

### 3.4.17 Characteristics of the actors in the energy sector

The training aimed to enable the participants to start an inventory of the (potential) intervention actors in relation to energy and gender in their respective country. This assignment focused on identifying and characterising those actors that could be their potential partners.

The canvas for the characterisation of actors was presented among the participants. It was agreed that this canvas completes the earlier stakeholder analysis canvas. The inputs of the two reports will be used in elaborating the action plan of the participants.

### 3.4.18 Replication and networking strategy

#### Replication strategy

Through a common agreement, the participants decided to elaborate on the strategies per country (GFU + replicators). After selecting the strategic objectives of the ECOWAS Policy for Gender Mainstreaming in Energy Access to which they will contribute, the participants identified the beneficiary organisations, their locations and targets, and

thought about the availability of budget. By getting inspiration from the stakeholder analysis, the characterisation of the actors and the knowledge and experience of their countries, the participants elaborated on their replication strategy. They identified the target groups and useful networking partners to replicate the gender/energy training. For this purpose, they used a tactic influence tool called a “spider web”.

In Bénin, WILDAF – a network of NGOs – considers training the other members of their network to improve their knowledge on gender in the field of energy.

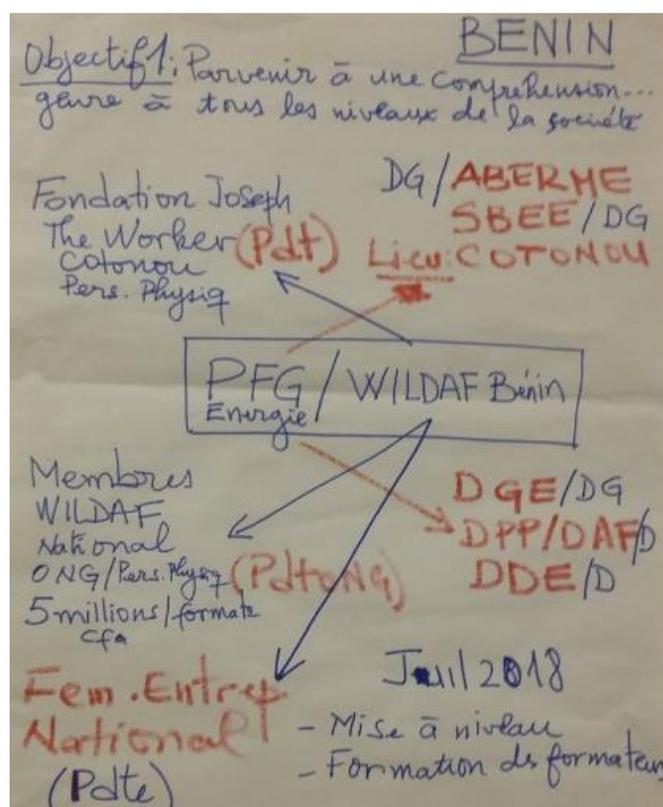


Figure 16: Replication strategy for Bénin

In Guinea-Bissau, there is no GFU. The participants who came from various ministerial departments have committed to contribute towards setting up a gender focal point and making some disseminate their knowledge in the Directorate of Studies and Programmes and to the General Manager of Renewable Energies.

#### Networking between participants

In order to improve networking possibilities between the participants after the training, it has been decided to create a WhatsApp group, which was undertaken during the training. The administrators of the group are:

- Michel Houdegadji, Entrepreneurs of the World (Togo)
- Sandrine Ouffoue, Ministry of Women, Protection of Children and Solidarity (Côte d'Ivoire)

It was also decided to organise a video conferences and use Skype for the communication between the participants. The exchanges will focus on sharing experiences in relation to

the implementation of the action plan, the funding opportunities and publishing opportunities.

#### 3.4.19 Action plan

After harmonising their perspectives on the action plan canvas, it was agreed that all of the participants would send their action plan by 6<sup>th</sup> March 2018 at the latest (this has been done and the actions plans have been shared with ECREEE and CTCN).

#### 3.4.20 Post-evaluation

All participants filled in the post-evaluation form, followed by the training evaluation form. More details of the results of these evaluations are explained in chapter 4.

At the end of the training, all participants received a certificate for taking part in the training.

### 3.5 Anglophone training

The English training was attended by fifteen participants from five English-speaking member states of ECOWAS plus one participant from Cape Verde (replicator organisation). One participant attended in personal capacity (replicator organisation from Sierra Leone). Unfortunately, there were no participants from the Ministry of Energy from Sierra Leone. The fifteen persons were divided between eight GFUs and seven replicators and nine females and six males.



Figure 17: Working session of participants in Anglophone training

#### 3.5.1 Pre-evaluation and expectations

A pre-evaluation form was completed by all participants (see chapter 4 for more details). Furthermore, the expectations of participants were discussed.

The expectations of the participants matched the objectives of the training. Expectations included acquiring knowledge and skills in gender mainstreaming in energy and becoming familiar with the methods and techniques required in replicating the training or facilitation in their respective member states. 'Fears' mentioned by the participants related to:

- GFU not sufficiently strong;
- No effect after the training;
- Security of people who engage in gender mainstreaming activism and empower communities in rights-based approach;
- Creating awareness can have repercussions;
- Silent gender units;
- People are not interested in gender but only in the energy component;
- Fear of conflict between gender desks and gender unit within and between ministries.

#### 3.5.2 Sociogram

The sociogram exercise helped to break the ice in the room and enabled the participants to get to know a little about each other. This exercise also allowed participants to reflect on their personal age experiences in relation to gender.

Participants were asked to stand in line, with the youngest in front and the oldest at the end of the line. After a while, they remarkably all stood in line of age without asking each other directly. Participants were asked what their age means to them and to share an experience or event that had an impact in relation to the male/female roles/relationships. At the end, the participants agreed that culturally age comes with respect, with an admission from one participant that women do not like to reveal their age because they do not want to be considered old and being addressed using titles that suggest that they are old, but they enjoy the respect that comes with age and size.

The participants were asked to give their opinion on male/female equality by responding to the following two assertions:

A) It is a utopia to think that women and men can have the same access to and control over resources (energy, land, finances, property, etc.).

B) It is possible and realistic that men and women have the same access to and control over resources.

#### **Presentation of results**

Assertion A		Assertion B	
Men 1	Women	Men 5	Women 9
Total A: 1		Total B: 14	

There was confusion in understanding the term 'utopia', although that was later clarified. The assignment had the full participation of the participants in the discussion.

#### **3.5.3 National gender policy**

The facilitators wanted to know from participants whether their countries have a national gender policy. Nobody remembered the precise content of the national gender policies of their countries.

Eight participants stated having a national gender policy in their countries, while five did not. Three people are involved and actively applying the gender policy of their countries in their field of work.

The group agreed that there remains a lot to do, since policies are not being properly implemented in their countries and there are gaps that need to be filled. Moreover, there are many disconnects between what the government is doing and what the masses are doing. Funding commitment from governments for gender mainstreaming in energy projects was another bottleneck raised by participants. They worry that not insufficient commitment will be given to push the agenda. One participant wondered whether all stakeholders have similar objectives. Other concerns were a lack of focus on gender mainstreaming in energy and a lack of data that people in the field can work with.

The participants agreed that although most of them have gender focal units/desks in their countries, the units are silent as there are not budgets allocated to fund their projects. When quizzed on the group's familiarity with the Sustainable Development Goal number five, only one person was familiar with it.

### Presentation of results

Good knowledge of SDG 5	Little informed on SDG 5
Total A: 1	Total B: 14

After the break, the facilitator gave the participants **the programme outline and the ground rules** were set for the training. These rules included:

- respect for varied views;
- maximum participation;
- phones to be turned off or put in silent mode;
- no interruption when a participant is making a statement or speaking;
- proper coordination;
- no repetition of the same point in different ways/forms.

The group chose a timekeeper and reporter for day 1, and a village chief for the duration of the training. It was decided to continue the training sessions until 7 or 8 pm and not to continue after dinner.

#### 3.5.4 Gender history

Participants were taken through the history of gender, gender approaches and policies. There was a long discussion on gender policies and approaches.

## THE FIVE GENDER APPROACHES/POLICIES

Approach	Social welfare	Anti-poverty	Efficiency	Equity	Empowerment
<b>Most marked period</b>	1950-70 (but still in force)	1970 and beyond Popularity still limited	>1980 most estimated approach	1975-85 decades of women	>1975 Popularity still limited
<b>aim / objective</b>	Women in development as their role as the most important mother	Increase the production capacity of poor women Poor = under development )	More effective and efficient development. Economic Participation	Obtain women's equity in the development process. Women as active participants	Empowering women for more autonomy (self-resilie).
<b>Needs/roles</b>	Practical needs in their reproductive role	Practical needs in their reproductive role	Practical needs in the 3 roles (productive, reproductive , community)	Strategic needs in all three roles and at the same time reduce inequality.	Strategic needs in all three roles through practical needs and confront oppression. Challenge/defeat abusive structures.
<b>Overview of women</b>	Women as passive and reproductive	Poor women as a specific category in their productive role	Women in their capacity to work	Women as subordinate beings	Women as independent human beings looking for empowerment
<b>WID /GED</b>	WID			GAD	

Figure 18: Overview of five gender approached / policies

#### 3.5.5 Gender Game

There were some surprises during the gender game, which intended to explore which roles were typically assigned to which sex and how those roles are changing. There was a misunderstanding based on the word “typical” in the instructions. The game exceeded the time allocated as the participants were enjoying learning from fellow participants’ cultures. The group agreed that this opened the doors for further discussions in the future. Most cards of men and women ended up in the middle, meaning they are defined by gender roles and not by sex.

After the game, the trainer explained the rationale behind the gender game and the expected outcomes when participants replicate it in their various home countries.



Figure: Gender game

### 3.5.6 Groupwork on 45 gender/energy key concepts

The participants were then taken through an introduction to the concept of gender. They were divided into five groups for a group assignment that required them to define nine key concepts in gender and energy.

**Group exercise:** Give your understanding of the following concept, and appreciate/indicate their value and importance in a gender approach.

After the group exercise, the participants reconvened to discuss definitions and scoring them plenary. Each concept was presented and discussed and notations were given. This resulted in a fun and active participation from the participants. It took quite some time, but was much appreciated afterwards.

#### Notation used

0 = The group in question did not define the concept, nor did the other participants

1 = The group and the participants identified the concept in an incomplete manner

2 = The group did not completely cover the concept, but the other participants made the necessary additions

3 = The group completely defined the concept

Group 1	Group 2	Group 3	Group 4	Group 5
Self-image/image of men and women in society 2	Patriarchy 3	Sex-disaggregated data 3	Poverty Energy poverty 2	Stereotype 2
Discrimination/positive discrimination 3	Access to resources and benefits 2 Access to modern energy 1	Control over resources and benefits	Condition/position 1	Sex based division of labour 3
Participation ?	Practical gender needs 3	Feminism 3	Physical autonomy 1	Private life/professional life 3
Equality 2	Equity 3	Power/different types of power 2	Parity 3	Sexual harassment 3
Decision-making 1	Household 2	Religion and tradition 2	Women in development approach 3	Gender budgeting 2
Female empowerment 3	Gender mainstreaming (perspective) 2	Gender-sensitive planning 2	Gender and development approach 2	Gender neutral policies and development 0
Strategic gender interests 3	Gender-based violence 3	Masculine perspective 0	Gender and organisational change 2	Gender gap 2.5
Energy security 3	Climate resilience 3	Renewable energy 1	Rural electrification 3	Gender audit 3
Multifunctional platform 0	Clean cooking 1	Energy efficiency	Energy services 2	Productive use of energy 2

Figure 19: Results of group discussion on 45 gender/energy key concepts

### 3.5.7 Raison d'être of gender

The participants were asked to explain the reason of using gender in development in general, in ECOWAS policies, programmes and activities and in the energy sector in particular. A discussion on why gender is important in the energy sector followed. There

were varied views on the need for gender to be factored in policy-making processes in the energy sector.

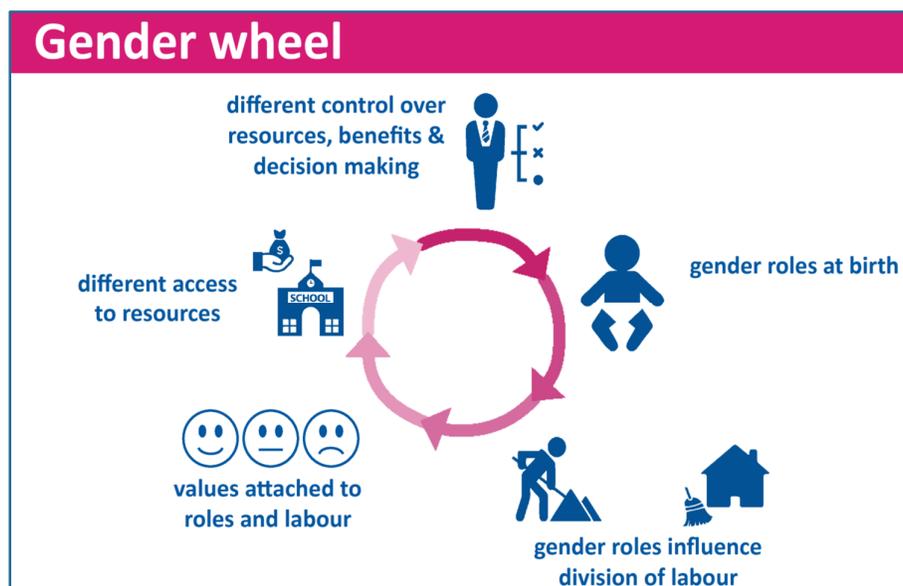


Figure 20: Gender wheel as a reminder of influence of gender roles

### 3.5.8 Evaluation of day 1

The session closed with an evaluation from the participants, who were asked to evaluate the day in one word. Some of the words mentioned included *great*, *amazed*, *fulfilled*, *rewarding*, *fruitful*, *enlightened*, *inspired* and *tired*. One facilitator felt challenged while the others felt happy about the massive participation of the participants.

### 3.5.9 Analysis of the coherence of national energy policy with ECOWAS policy

The session started with participants working in their country groups on an assignment explained during the previous day. There was a recap of the previous day's work. The assignment was an analysis of the coherence of national energy policy with the ECOWAS Policy for Gender Mainstreaming in Energy Access. The groups wrapped up about an hour and half later and gave their presentations.

**Nigeria:** The group had challenges in finding the right information. They found the draft energy policy for Nigeria online. Gender was not mentioned in the policy. Nigeria's targets on 2030 are similar to those the ECOWAS policies. The national energy policy will be renewed in 2018. This is an opportunity to apply gender mainstreaming and implement the ECOWAS Policy for Gender Mainstreaming in Energy Access.

**Sierra Leone:** The team of Sierra Leone (only replicator) found a national energy policy from 2006, which was not gender-specific. It would be interesting to ask the Ministry of Energy on the national policy once the participants are back in their country.

**Gambia:** There were points of convergence in Gambia's vision, goals and objectives in the energy policies and ECOWAS policies. The goal of national policy had no gender focus. At the level of the objectives, there is one sentence that states that a gender impact assessment should be conducted to prevent any negative effect on women. The targets in the policy are gender-blind, as is the energy roadmap.

**Ghana:** In the energy policy, there is one page on gender. The goal is to mainstream gender in the energy policy.

**Liberia:** The National Energy Policy was reviewed, which features one page on gender in the current policy.

Most countries fell short regarding the ECOWAS Policy for Gender Mainstreaming in Energy Access and the levels of integration. The participants agreed that the ECOWAS policies are more specific compared with those their countries and all agreed on the need for their policies to be more precise. Ultimately, it was evident that most of the countries are in the process of reviewing their energy policies. A participant recommended that at the end of the training a letter of authorisation to replicate the training in their respective countries should be given to them from ECREEE.

### 3.5.10 Gender mainstreaming

The return from the break was followed by a session on mainstreaming gender-inclusive features in climate resilient energy policies in ECOWAS countries and a stakeholder analysis. The session on gender mainstreaming had the following elements:

- definition of gender mainstreaming;
- basic principles;
- mainstreaming strategy;
- change required;
- gender analysis tools;
- content of a good analysis;
- group exercise.

#### DEFINITION USED IN ECOWAS POLICY

##### Gender mainstreaming

- A process of identifying, taking full account of and integrating the needs and interests of women and men into all policies, strategies, programmes and administrative and financial activities.
- It involves the recognition of and examining of the co-operative and conflictual relations which exists between women and men.
- It utilizes gender analysis as a tool to enhance and enable development practitioners to identify the opportunities and constraints that each gender faces and to determine whether the policies and programmes that they implement provide the same opportunities for women and men.
- Gender mainstreaming also seeks to involve women, to the greatest possible extent, in the development decision making process.

Figure 21: ECOWAS definitions of gender mainstreaming

### A UN definition

Mainstreaming a **gender perspective** is the **process** of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels.

It is a **strategy** for making the concerns and experiences of women as well as of men an **integral part** of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated.

The ultimate goal of mainstreaming is to achieve **gender equality**.”  
*United Nations Economic and Social Council (ECOSOC)*

Figure 22: UN definitions of gender mainstreaming

The session included a definition of gender and the basic principles of mainstreaming. When discussing the changes required to achieve greater equality between men and women, there was an interesting discussion among the participants, who shared similar sentiments about challenges regarding these changes.

After the discussion, there was an exercise on gender mainstreaming, which was intended to help the participants take ownership of the gender mainstreaming concept and apply it easily in their interventions. This exercise was conducted with the help of the integrated organisation model. There was a little difficulty in understanding the exercise and how to work with it. The facilitators explained again how the participants could complete the exercise and the participants were set to work.

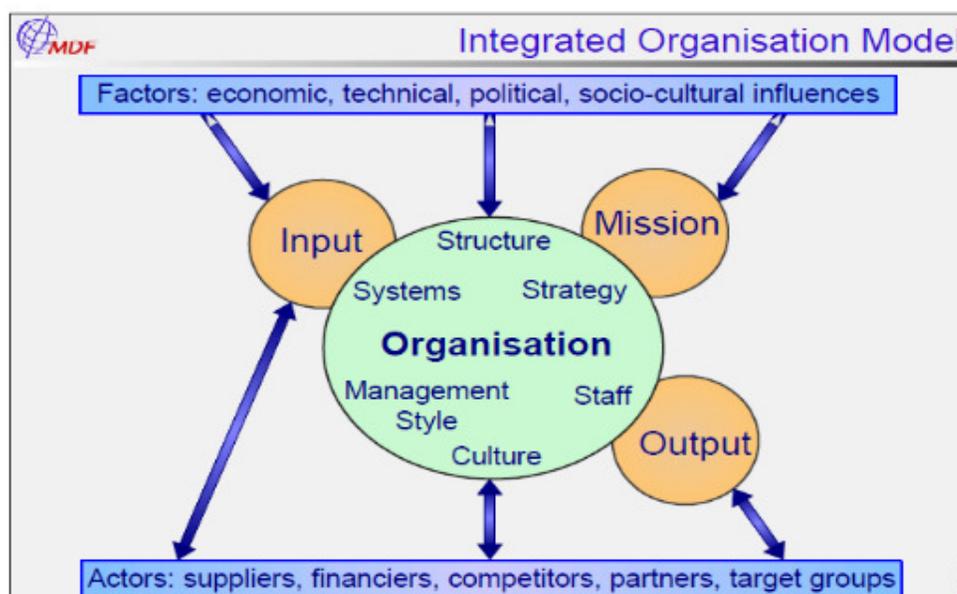


Figure 23: Integrated organisation model (MIO)

The participants formed three groups, each of which defined the requirements to mainstream gender at their assigned level:

- Group 1: Gender mainstreaming at the organisational level
- Group 2: Gender mainstreaming at the programme level
- Group 3: Gender mainstreaming at the partnership level

The groups were given a checklist to use.

The participants went on lunch break after completing the task given to them. There were presentations from the participants after the lunch break. A discussion was held on how women are not fully free to thrive in their work due to commitments such as family, societal commitments and pressures. The participants were encouraged to have an open and free discussion.

### 3.5.11 Stakeholder analysis

The following elements were treated during this session:

- Purpose/objectives;
- Who are the stakeholders?
- Why apply a stakeholder analysis?
- Stakeholder analysis preparation;
- Importance vs. influence matrix;
- Practice.

In a plenary meeting, a stakeholder analysis was explained and the group completed the stakeholder analysis matrix.

### 3.5.12 Gender-sensitive planning

Gender-sensitive planning was the next part of the session, whereby the participants were taken through the methods and tools to use in the planning.

Session content:

- What is it?
- Why is it needed?
- Characteristics;
- Target group;
- Requirements;
- How to do it?
- Ten key questions.

A presentation was provided on gender-sensitive planning. The **ten key questions** were highlighted that should guide such analyses:

1. Who does what (activities)?
2. How (means)?
3. Who owns and who controls what (resources)?
4. Who decides what (power)?
5. Who is responsible for what (obligations)?
6. Who earns what (income)?
7. Who spends what (expenditure)?
8. Who is entitled to what (rights, standards)?
9. Who benefits?
10. Who wins? Who loses (effects of the impacts)?

Focus was placed on **the four main elements of gender analysis**:

1. The contextual situation of the target group(s);
2. Aspects of inequality to be addressed in the project/programme proposal;
3. Gender capacity and the commitment of the actors involved in the implementation of the project/programme; and
4. The monitoring and evaluation system.

### How can it be concluded that a project contributes to gender equality/equity?

A project/programme contributes to gender equality if its expected outcomes aim to:

- Reduce power inequalities between women and men, girls and boys;
- Ensure that women benefit from the activity equally with men;
- Compensate for discrimination in the past;
- Develop or strengthen gender equality or anti-discrimination policies, legislation or institutions;
- In addition, it is important that a project/programme does not lead to negative outcomes.

The group was asked to find the right intervention logic, using the cards of the horse parable:

- impacts;
- effects/outcomes;
- products/outputs;
- activities;
- means/input.

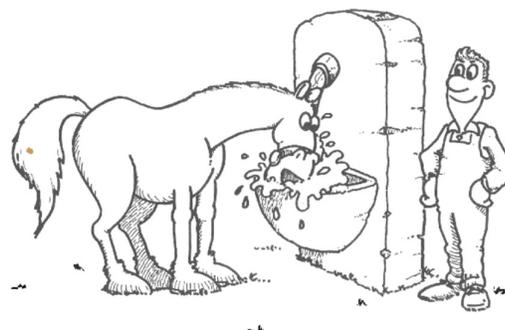


Figure 24: One card of the horse parable

This exercise helped to distinguish the different steps, from problem analysis to outcome and impact. There was a group exercise on gender-sensitive planning, which was followed by presentations from the groups.

#### Horse parable

There is a saying that you can bring a horse to the water but you can't make him drink.

With this exercise the different steps in an intervention logic or results chain are explained, from input to impact.

#### Group work

Participants were asked to develop a gender-sensitive intervention logic based on a problem to solve in the energy sector. The main problem identified was the low presence and representation of women in the energy sector compared to men.

The following tasks were given to the participants:

- Analyse the problem from a gender perspective to determine its direct and indirect causes, as well as its consequences;
- Establish cause-effect relationships between identified problems and draw the problem tree;
- Choose a branch of the tree and develop a gender-sensitive intervention logic based on the problems;
- Establish the relationship between means and ends from the tree of objectives;
- Define at least one specific goal, two outcomes, four indicators and eight sensitive gender activities.

The group conducted the analysis using the problem tree, defining cause and effect relationships while choosing one branch. They were also asked to define at least one specific objective, two results and four gender-sensitive indicators.

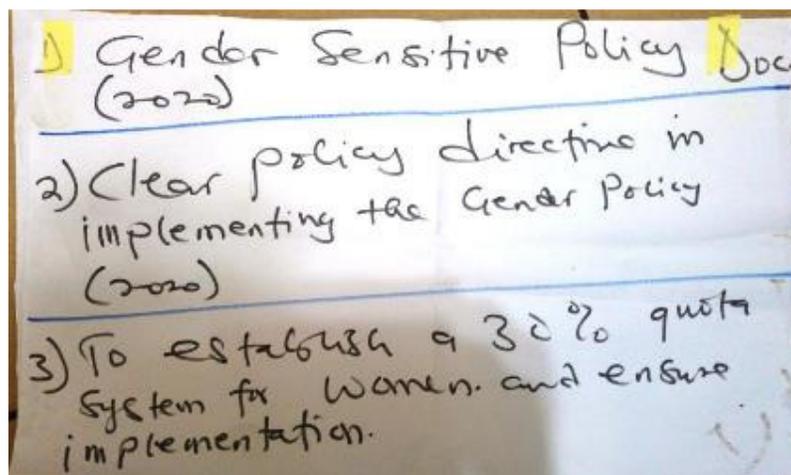


Figure 25: Part of result of gender-sensitive intervention logic group assignment

### 3.5.13 Evaluation of day 2

The session was wrapped up with an evaluation of the day, using the 'smiley evaluation'. This evaluation required the participants to express how they felt after the day's work using a smiley.

One participant shared a frustrating experience with the group that occurred between herself and her senior colleague. During the group work, they could not agree on the countries' gender and energy policies and the senior colleague came across as being prescriptive (not to say a dictatorship). The incident was immediately brought to the attention of the trainers whom cured it and the rest of the sessions were fine.

### 3.5.14 Gender-sensitive planning recap

- Planning that takes into account inequalities/inequities and observed disparities for change for greater equity in development;
- Gender refers to the socially-constructed attitudes, values, roles and responsibilities of women and men in a given culture and location;
- Sex refers to the biological differences between male and female.

This was followed by a plenary session on gender budgeting.

### 3.5.15 Gender budgeting

- What is it?
- Its purpose;
- Various levels;
- Programme level;
- Prerequisites?

Gender budgeting is a **strategy** to achieve equality between women and men by focusing on how (public) resources are collected and spent. In the case of financially-effective decisions of the public sector, gender budgeting is part of gender mainstreaming. At a budget level, gender mainstreaming means that one needs to make a gender-based

assessment of budgets, incorporate a gender perspective at all levels of the budgetary process and restructure revenues and expenditures to promote gender equality.

**The purpose of gender budgeting is threefold:**

1. Promote accountability and transparency in (fiscal) planning;
2. Increase gender-responsive participation in the budget process, for example by undertaking steps to involve women and men equally in budget preparation; and
3. Advance gender equality and women's rights.

**Gender budgeting at a programme level requires:**

- Profile of the target group to be known;
- Participation of target population (men/women) in budgeting;
- Knowing the needs of the target population and prioritising and translating them in the budget;
- Sex-disaggregated data to be used;
- Gender equality objectives to be formulated;
- Budgetary allocation in relation to the objectives monitored and evaluated.

**Prerequisites for gender budgeting:**

- Understanding of gender;
- Political commitment;
- Bureaucratic commitment;
- Operational translation of gender equality policy;
- Gender mainstreaming in the organisation;
- Establishing data requirements and systems.

### 3.5.16 Resource mobilisation

After the session on gender budgeting, the participants engaged in an exercise on resource mobilisation among the country groups, which lasted 45 minutes. The participants went on a coffee break after wrapping up their exercises. They used the following format:

Categories of resources	Factors facilitating mobilisation of resources	Obstacles to the mobilisation of resources	Possible solutions	Conditions to be met	Responsibilities in implementation
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A presentation of results from each country group followed after the return from the lunch break.

In order to keep the class active and alert, a minor dance session was held where the participants were asked to express how they felt in a dance to music being played by the facilitator. All participants agreed that they were happy with what they had done so far.

### 3.5.17 Gender review of documents

Participants were asked to use excerpts from their energy policies, diagnostics reports, activities or formulation documents of projects/programmes and analyse them based on the analysis grid offered to them.



Figure 26: Participants actively working on the gender review of documents

### 3.5.18 Replicating strategy

Later on, the participants had to conduct a stakeholder analysis while using the knowledge and experience from their own countries to develop their replication strategy. Each organisation was asked to elaborate their replicating strategy, but first they needed to decide on the objectives (the five objectives of the ECOWAS Policy for Gender Mainstreaming in Energy Access) that they positioned themselves.

Each GFU and replicator was asked to make a spider web based on the following tasks:

- Identify the organisation communities and target groups that could receive a training. Put their names and locations on paper. Is there a budget? Estimate the amount.
- Add the names of contacts within the recipient organisation at each location (for the training). Add the training period and dates.
- Add the other organisations that have shown interest in the replicator training for the ECOWAS Policy for Gender Mainstreaming in Energy Access (based on the information provided).
- Add network lines if GFU and replicator know these organisations: add contact names.
- Discuss and decide on the role you prefer for those other organisations. Write on the paper.
- Decide on actions to take. The three Ws: *Who* does *what* and *When* related to these organisations? What are the specific roles?

Below is an example spider web of the Sierra Leone replicator.

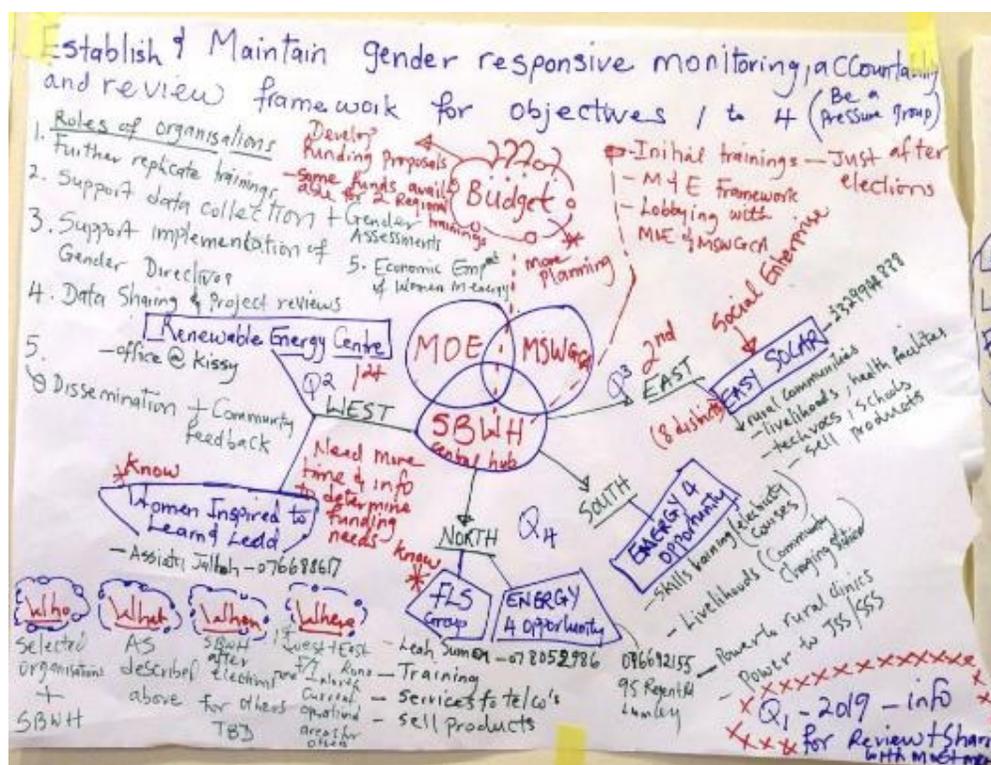


Figure 27: Example of replicating strategy from Sierra Leone replicator

### 3.5.19 Action plan

After lunch, the participants were asked to work on their action plans, which lasted one hour. The replicator and the GFU were asked to prepare their action plan. Their action plans are presented in the annexes of this report. They received a format that included the following elements:

Strategic objectives	Expected outcomes	Current constraints	Opportunities to seize	Manager / involving structures	Period
Indicator of outcome					
Activities					
1					
2..					
3....					

### 3.5.20 Post-evaluation

All participants completed the post-evaluation form, followed by the training evaluation form. Further details regarding the results of these evaluations can be found in chapter 4.

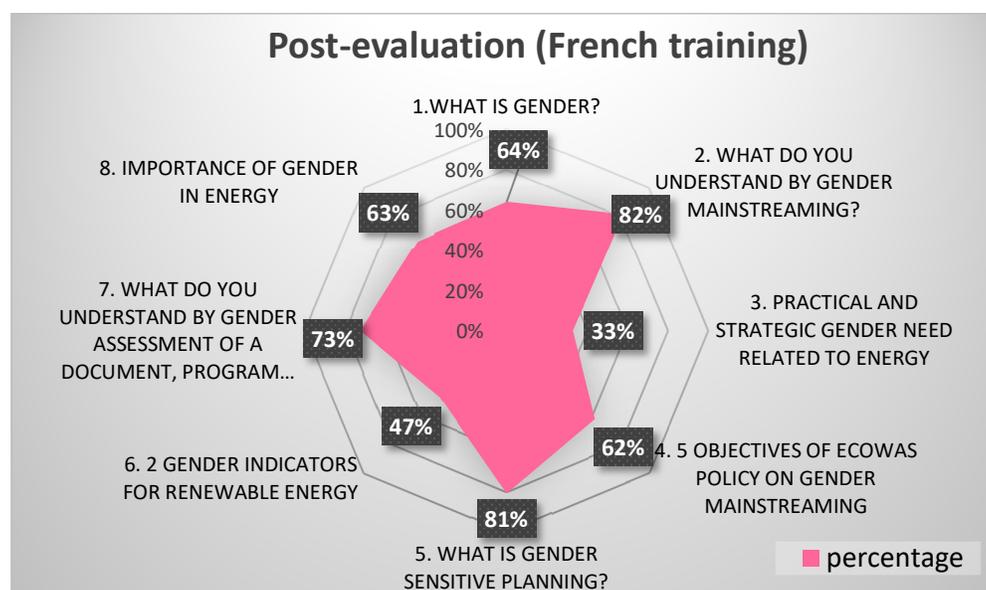
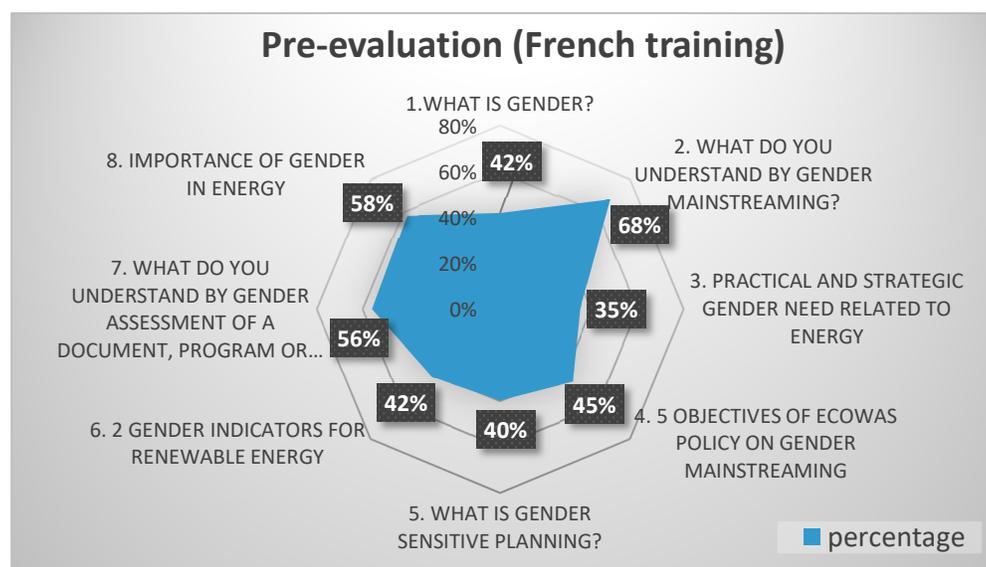
At the end of the training, all participants received a certificate for taking part in the training.

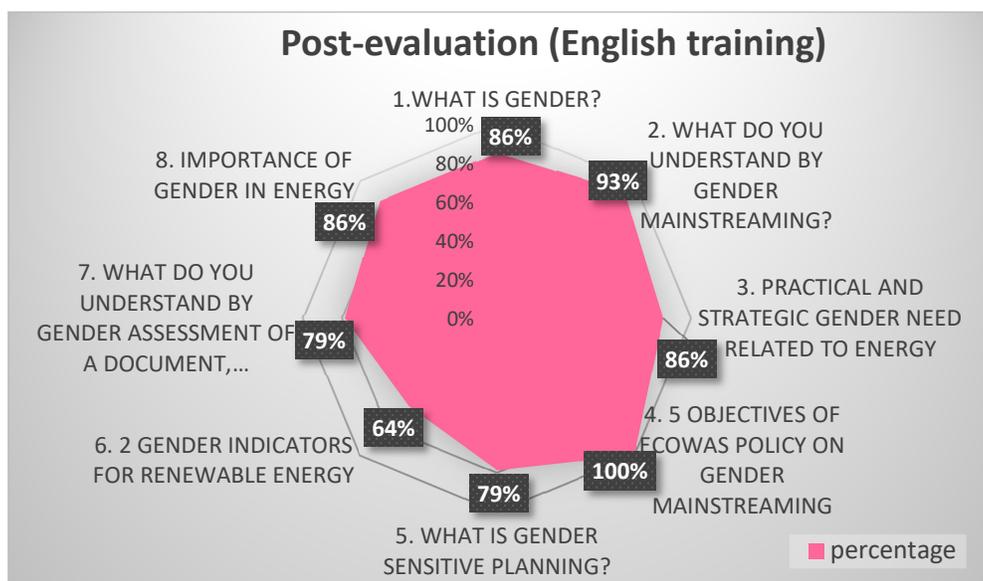
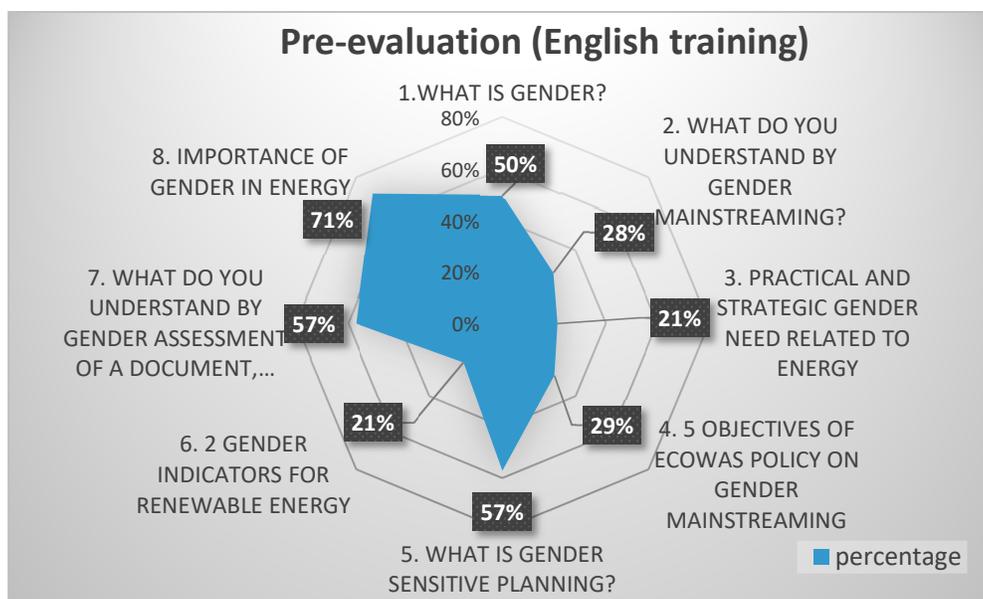
## 4. Evaluations, lessons learned and recommendations

### 4.1 Pre- and post-assessments of the training participants

At the beginning and the end of the training, the participants filled in an assessment form (Annexes E and F). The pre-assessment informed the trainers on the knowledge and understanding of the participants on gender mainstreaming in energy at the start of the training. The post-assessment shows the changes in knowledge and understanding of the participants.

During the pre-assessment, some participants made use of the internet/ manual to give their answers, even though the trainers stated not to do so. The results of the assessments are shown in the graphs below, split between the French and English training groups.





The above results from the pre- and post-evaluation show that the training was relevant and useful. The post-evaluation has revealed some significant changes in the understanding of the concepts and the knowledge of the political integration of gender in access to energy.

#### 4.2 Training evaluation by training participants

The overall evaluation of the training by the participants was very positive on the side of the GFU as well as the replicators. The level of satisfaction is estimated at 84.4% for the GFU and 86.8% for the replicators.

One participant – who was convinced at the start of the training that gender is a utopia – finally became convinced and accepted that he had changed and believed gender equality is feasible. He said that **“he felt as if scales were falling from his eyes while the training was going on.”**

### Quotations from participants

- "It was as if scales were falling from my eyes while the training was going on."
- "I am very happy and fortunate to participate in this training that will enable me to carry out well my mission of PFG Energy."
- "In the beginning, I needed some support for the implementation of the ECOWAS policy."
- "I congratulate the trainers who showed their professionalism. They have a very good pedagogic style."
- "The trainers are very professional people. Please repeat this training and plan on five days."
- "The team should be united, that is to continue to be in touch to share their experiences and get informed on the activities carried out."
- "The short duration of the training put the participants under high pressure. Two days should be added."
- "To reach the objectives, I need the support of my office, the State and the people to train."
- "I am able to identify a project/program that takes gender into account."
- "I will be able to set up a project or program by taking the gender analysis into account."
- "I have a little knowledge about planning; this can be a difficulty in the deep contribution to the assignment on strategic planning."
- "I congratulate the training team and am proud to be a PFG."
- "I was really reinforced on the slight difference on gender and energy, gender and social inclusion."
- "The training by its content and methodology facilitated the learning. The group work facilitated our understanding and the exchanges facilitated to fix the concepts in our minds."

### 4.3 Remarks from the trainers

The training had a real active and participative group of participants. The training programme was intense and due to the lack of time we had to skip some elements; for example, the role play was not carried out in the Anglophone group. As for shared experiences on gender-energy, Antonio from SYAH Cape Verde shared a movie they made for the Clean Cooking project. On day 3, we skipped the 'presentation skills for trainings' and 'actors in the energy sector'. The identification of actors can easily be done by participants themselves after the training.

The three-day programme only allowed us to focus on the main, necessary elements of gender mainstreaming in the energy access. It provides the basis but needs to be practised and strengthened by real practice and further training or capacity building.

The replicator organisations specifically asked for an official recognition letter from ECREEE so that they are able to replicate the gender mainstreaming in energy access training in their countries. All participants also highlighted the needs for funding to replicate and apply the gender work.

The participants have made a start with their local action plans, which need to be further improved.

#### 4.4 Conclusions

##### **The technical assistance project in general: approach, execution and result**

The team is pleased with the overall execution and result of this technical assistance capacity-building project. In general, the approach was effective and efficient. A major challenge appeared to be the identification and getting into contact with the GFUs. As most GFUs were not formally appointed by their ministries (some still are not), they could not properly respond to our emails and calls. As a result, we had to postpone the training by three months (end of November 2017 to 28<sup>th</sup> February-3<sup>rd</sup> March 2018).

After their identification and selection, getting in contact with the replicator organisations did not prove difficult. These organisations were very receptive and eager to join the training. Overall, sixteen replicators were trained, one from each ECOWAS country. One participant attended by their own personal capacity (replicator from Sierra Leone).

Given the complexity of getting in contact with GFUs, the team is very pleased with the 27 GFUs that attended the training. Unfortunately, there were no participants from the Ministry of Energy from Sierra Leone and only one from Côte d'Ivoire (since only one was identified) and one from Togo (despite having confirmed, one person did not attend).

##### **The training**

The adhesion to the gender approach requires relevant communication and a clear understanding. Some people who seem to resist the concept end up by giving up as soon as they understand the validity of the approach.

In order to better assimilate all of the concepts and match with the expectations of the participants, this training should be organised for at least five days in the future. Preferably, the duration of the training should be performed in a period of 7-10 days, considering the complexity of planning and the relevance of the topics to assimilate them without any pressure.

Some significant changes have taken place among the participants. They adopted some resolutions and elaborated on their action plans to support the implementation of the gender integration policy in the access to energy and its guidelines.

The training came at the right time. Regarding the appreciations of the participants, the objectives have been reached. The overall evaluation was very positive on the side of the GFU (84% rate of satisfaction) as well as the replicators (86.8% rate of satisfaction). All of the modules were appreciated, whereby the most important assignments and learnings were:

- Clarification of the gender concept;
- Gender analysis in energy policy documents, reports and project documents;
- Gender-sensitive planning in the energy sector;
- Tree of problems/tree of objectives;
- Gender-sensitive budgeting;
- Elaboration on the action plan;
- Minor differences between gender and the representation of women;
- Practical group work and plenary feedback;
- Institutionalisation of gender mainstreaming;
- Replication of the methodology at the national level;
- Elaboration on the replication strategy.

Some other conclusions can be drawn as follows:

- On average, the English participants felt less capable but have gained more insights in comparison with the French group.
- The knowledge on the topics of 'gender indicators for renewable energy' (for both groups) and 'practical and strategic gender needs related to energy services' (especially for the French group) seems to be underdeveloped, even after the training.

It emerged that a few participants are accustomed to planning and the 'gender reflex' is not yet complete. Therefore, it seems necessary to further improve their capacities, in particular for the GFU in planning matters in general and gender-sensitive planning to make them capable of having their voice heard efficiently and offering some support to the respective ministries in the planning process.

The participants decided to organise video conferences and use Skype for the communication between themselves. The exchanges will focus – among others – on sharing experience on the action plan implementation, the funding opportunities and publishing. The creation of a WhatsApp group during the training is a sign of vitality that augurs well for the network of participants.

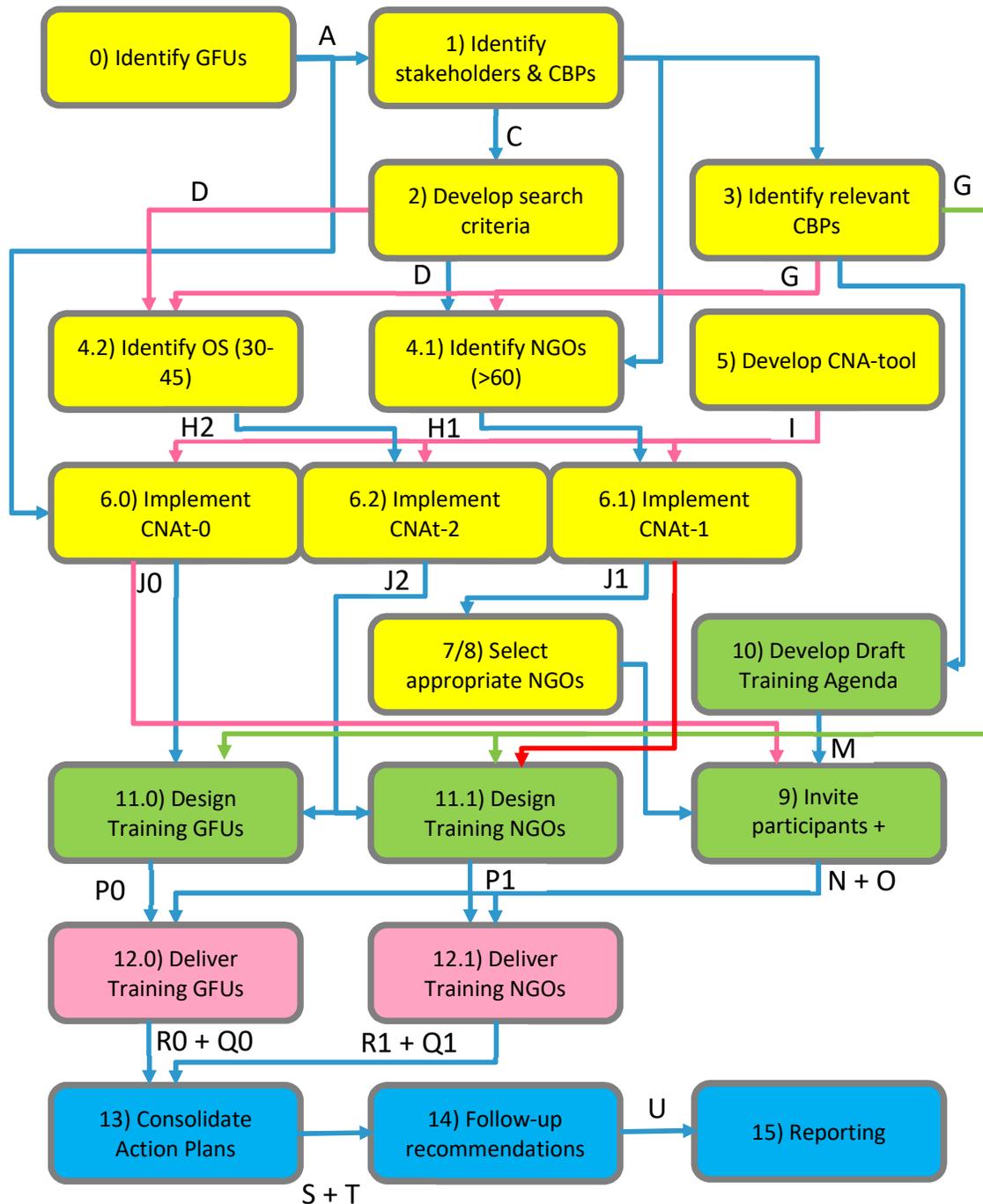
The group is currently managed by MDF West Africa but can be handed over to ECREEE or any other relevant actor. Becoming a member of the group also allows ECREEE to follow the evolution of the exchanges and play the role of catalyst.

#### 4.5 Recommendations

1. Further improvement of the knowledge and capacities of the participating GFUs is necessary, especially when applying their knowledge and skills in real situations.
2. In addition, other people from the GFUs and energy ministries should be trained.
3. For similar trainings, the duration should be increased and/or the daily agenda reduced to improve ownership.
4. Especially the planning capacities of the participants need to be strengthened to make them capable of having their voice heard efficiently and offering support to the respective ministries in the planning process.
5. Facilitate a follow-up gathering after 6 or 8 months with the GFUs and replicators, with a focus on the action plans.
6. Assist Sierra Leone in establishing a GFU and help the replicator (SLWBH) to contact them.
7. Assist the GFU participants from Liberia in replicating the training in their ministry (The participant from Replicator Green Advocates could be asked for assistance).
8. Provide the replicators with the recognition letter that they requested.
9. Assist GFUs and replicators in resource mobilisation, especially in relation to the implementation of the ECOWAS Policy for Gender Mainstreaming in Energy Access and pilot projects in the thematic area of gender and energy.
10. Assist and encourage individual countries to conduct a gender audit of their energy sector to update their policies in relation to the ECOWAS Policy for Gender Mainstreaming in Energy Access.

## Annex A Project methodology and approach

This annex outlines the approach for addressing the entire project, detailing tasks and activities, deliverables and expected results. The following diagram shows the relationships between the different Tasks. Letters relate to deliverables as indicated in the tables following the diagram.



Task 0. Identify GFUs	
<i>Objective:</i>	Collect a list with the names and contact details of the persons working at the GFUs in the 15 ECOWAS countries
<i>Approach:</i>	- Approach contact persons from the ECO-GEN, as received from ECREEE and ask them the contact details of their colleagues
<i>Deliverable (s):</i>	A) GFU list
<i>Input for:</i>	Task 1 and Task 6

Task 1. Initial identification & description of key stakeholders and initiatives per country	
<i>Objectives:</i>	Initial identification and brief description of the key stakeholders and relevant capacity building initiatives (local and regional) in the 15 ECOWAS countries. Key stakeholders are: - NGOs - the potential replicator organisations - Other stakeholders: those that potentially will be trained by the NGOs or have an interest in the training; e.g. Ministry of Energy, Ministry of Gender, Energy Commission, Energy Regulating organisations, Renewable Energy Agency and private renewable energy companies (project developers) Relevant capacity building initiatives are local and regional private and public initiatives aimed at mainstreaming gender inclusive features in climate and energy policies and practices.
<i>Approach:</i>	- Develop an Interview/Question list for GFUs - Contact GFUs by phone to interview them OR when meeting at the ECOWAS Sustainable Energy Forum 2017 - Identification of NGOs, OS and capacity building initiatives via direct contacts at the ECOWAS Sustainable Energy Forum 2017
<i>Deliverable (s):</i>	B) Interview / Question list for GFUs (see below) C) Interview notes with a DRAFT list of potential stakeholders and initiatives / summary report of the meetings and info gathered at the ECOWAS Sustainable Energy Forum 2017
<i>Input for:</i>	Task 2, Task 3 and Task 4

Task 2. Develop search criteria for NGOs and other stakeholders (OS)	
<i>Objectives:</i>	Develop search criteria for efficient and effective identification of relevant NGOs and other stakeholders (OS).
<i>Approach:</i>	- Develop a list with search criteria for key stakeholders, among which the following organisational criteria: <ul style="list-style-type: none"> <li>○ <b>Contribution:</b> <i>does the replicator have a program, information, counsel and or expertise on gender that could be helpful in implementing ECO-GEN?</i></li> <li>○ <b>Legitimacy:</b> <i>how legitimate (government and or donor supported) is the replicator's claim for engagement in gender?</i></li> <li>○ <b>Willingness to engage:</b> <i>preparedness and orientation for training</i></li> <li>○ <b>Influence:</b> <i>gender advocacy strategy and results, credibility and respect commanded by the replicator in the gender discourse space (policy and implementation levels)</i></li> </ul>

<b>Task 2. Develop search criteria for NGOs and other stakeholders (OS)</b>	
	<ul style="list-style-type: none"> <li>○ <b>Necessity of involvement:</b> can this replicator derail or delegitimize the gender mainstreaming enterprise if they were excluded?</li> </ul>
<i>Deliverable (s):</i>	D) List with search criteria
<i>Input for:</i>	Task 4

<b>Task 3. Identify relevant capacity building programmes (CBPs)</b>	
<i>Objectives:</i>	Identify relevant capacity building programmes (CBPs) for identification of key stakeholders (NGOs and other stakeholders) and aligning our training programme
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Develop a list with search criteria for CBPs</li> <li>- Identify CBPs using:               <ul style="list-style-type: none"> <li>○ General web search</li> <li>○ Via already identified NGOs and other stakeholders (OS)</li> <li>○ Information and contacts of ECOWAS Sustainable Energy Forum 2017</li> </ul> </li> </ul>
<i>Deliverable (s):</i>	F) List with search criteria for CBPs G) List with identified CBPs and brief description of: topic, objective, target group, trainer organisation, country/region
<i>Input for:</i>	Task 4, Task 10 and Task 11

<b>Task 4. Identify relevant NGOs and Other Stakeholders (OS)</b>	
<i>Objectives:</i>	<ul style="list-style-type: none"> <li>- Identify relevant NGOs</li> <li>- Identify relevant Other Stakeholders</li> </ul>
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Use input / contacts from Task 2 (D) and Task 3 (G)</li> <li>- Desk research; general internet search, LinkedIn groups, ...</li> <li>- Direct contacts from the ECOWAS Sustainable Energy Forum 2017</li> </ul> <p>Draw up a list with the contact details of NGOs (&gt;60, at least 4 per country) and a list with OS (30-45, at least 2 per country), including a brief description of the organisation. NGOs are profiled more extensively, including: their strategic intent, program of engagement, experience and challenges, donors support, etc.</p>
<i>Deliverable (s):</i>	H1) List with NGOs (>60) H2) List with OS (>30)
<i>Input for:</i>	Task 6 and Task 7/8

<b>Task 5. Develop Capacity Needs Assessment Tools (CNAT)</b>	
<i>Objectives:</i>	To develop CNATs, adjusted to the three different organisations GFUs, NGOs and Other Stakeholders
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Tools envisaged are SurveyMonkey<sup>4</sup> online questionnaire (NGOs and OS) and phone interviews (GFUs).</li> <li>- Guidelines on usage of SurveyMonkey developed and sent to NGOs and OS</li> <li>- Develop phone interview guidelines</li> <li>- Code broad but essential gender questions with SurveyMonkey</li> </ul>
<i>Deliverable(s):</i>	J0) CNAT for GFUs

<sup>4</sup> SurveyMonkey is a professional online system for developing, sending and analysing questionnaires

	J1) CNAT for NGOs J2) CNAT for OS
<i>Input for:</i>	Task 6

Task 6. Implement the Capacity Needs Assessment Tools (CNAT)	
<i>Objectives:</i>	The (self-assessment) CNATs have been filled in by the organisations
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Phone interviews with GFUs following interview guidelines</li> <li>- Survey monkey link sent to respondents (replicators)</li> <li>- Conduct analysis on feedback clearly delineating or mapping the needs according to either GFU or Replicator</li> </ul>
<i>Deliverable(s):</i>	J0) CNAT for GFUs J1) CNAT for NGOs J2) CNAT for OS
<i>Input for:</i>	Task 7/8, Task 10 and Task 11

Task 7/8. Select appropriate NGOs	
<i>Objectives:</i>	Select 30 (2 per country) appropriate NGOs, with 15 (1 per country) on a reserve list
<i>Approach:</i>	<p>Develop selection criteria for selecting the NGOs:</p> <p><i>We will elaborate the criteria based on the 5C model. The 5 Core Capabilities Model will be adapted to the requirements of the Replicator organisations to successfully execute the trainings/services. The 5CC assumes that any organisation to stay healthy and relevant must pay attention to 5 Core Capabilities. The five core capabilities combined determine its overall performance:</i></p> <ul style="list-style-type: none"> <li>○ <i>Capability 1: The organisation is <b>capable to Commit and Act</b> by putting its resources into action.</i></li> <li>○ <i>Capability 2: The organisation is <b>capable to Deliver Results</b> to convince others about its relevance.</i></li> <li>○ <i>Capability 3: The organisation is <b>capable to Relate</b> to its external environment and stakeholders.</i></li> <li>○ <i>Capability 4: The organisation is <b>capable to Adapt and Self-renew</b> so as to learn and change.</i></li> <li>○ <i>Capability 5: The organisation is <b>capable to achieve internal Coherence</b> as an organisation.</i></li> </ul> <p><i>Each capability will be specified (in easy understanding) to the objectives and requirements of the programme in order for the replicator organisation to successfully perform their role.</i></p> <p>Based on the CNAT and the selection criteria we will assess what is the 'best fit' replicator organisation.</p>
<i>Deliverable(s):</i>	K) List with selection criteria for NGOs L) Final list with NGOs
<i>Input for:</i>	Task 9

<b>Task 9. Develop Draft Training Programme and Agenda</b>	
<i>Objectives:</i>	To have a preliminary Draft Agenda and Programme for the training
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Quick review on existing useful gender/energy capacity building programs and training material</li> <li>- Translate the capacity needs of GFU in training objectives</li> <li>- Translate the capacity needs of the Replicator organisations in training objectives</li> </ul>
<i>Deliverable(s):</i>	M) Draft Training Programme and Agenda
<i>Input for:</i>	Task 10 and Task 11

<b>Task 10. Invite participants for the training and organise all logistics</b>	
<i>Objectives:</i>	<ul style="list-style-type: none"> <li>- To have 15 (GFUs) and 30 (NGOs) confirmed their participation in the trainings</li> <li>- All logistics for both the participants and the trainers have been arranged: travel, hotel, venue, food and drinks, training equipment, etc</li> </ul>
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Send invitations with Draft Agenda to selected GFUs and NGOs at least 3 weeks in advance</li> <li>- MDF West Africa office manager will arrange a training venue and arrange all logistics for participants and trainers:               <ul style="list-style-type: none"> <li>o Project will take care of the costs for flights, hotel, meals and beverages during the training and a per diem of 30 USD for the participants</li> </ul> </li> </ul>
<i>Deliverable(s):</i>	N) Written confirmation from participants O) Training venue, and hotel and travels are booked for 45 participants and 4 trainers
<i>Input for:</i>	Task 12

<b>Task 11. Design training, produce training materials and develop evaluation mechanisms</b>	
<i>Objectives:</i>	<ul style="list-style-type: none"> <li>- Translate the GFU training objectives into exercises and material</li> <li>- Translate Replicator organisations training objectives into exercises and material</li> </ul>
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Develop TdT manual material on ECOW-GEN policy (for Replicator organisations)</li> <li>- Design exercises that include real energy/gender cases, energizers and role play</li> <li>- Develop trainers notes</li> <li>- Develop mechanisms for training evaluation</li> </ul>
<i>Deliverable(s):</i>	P0) Training exercises & materials for GFU training (FR & EN) P1) Training exercises & materials for Replicator organisations training (FR & EN)
<i>Input for:</i>	Task 12

<b>Task 12. Deliver trainings</b>	
<i>Objectives:</i>	<ul style="list-style-type: none"> <li>- To deliver trainings to GFUs and interactively draft action plans for each GFU</li> <li>- To deliver trainings to Replicator organisations and interactively draft action plans for each Replicator organisation</li> </ul>
<i>Approach:</i>	This will be described in the training set-up and detailed programme. The MDF approach is experiential and structured learning, using input from participants and a balanced training programme.
<i>Deliverable(s):</i>	Q0) Training evaluations from GFU training Q1) Training evaluations from Replicator organisations training R0) Draft action plans from GFU training

<b>Task 12. Deliver trainings</b>			
	R1) Draft action plans from Replicator organisations training		
<i>Input for:</i>	Task 13 and Task 14		
<i>Responsible:</i>	Akofa Asare-Kokou (Q0 & R0) & Francis van Dusseldorp (Q1 & R1)	<i>Period:</i>	20 Nov 2017 – 3 Dec 2017
<i>Role ECREEE:</i>	-		

<b>Task 13. Consolidate evaluations and action plans</b>	
<i>Objectives:</i>	To have an integrated overview of training evaluations and action plan drafts and extract lessons learned
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Review and analysis of training evaluations</li> <li>- Review and analysis of action plan drafts</li> <li>- Compilation of lessons learned from process and knowledge perspectives</li> </ul>
<i>Deliverable(s):</i>	S) Integrated document consolidating action plans per country T) Integrated document describing lessons learned during this project, focused on replication
<i>Input for:</i>	Task 14

<b>Task 14. Recommend measures for follow-up of training programme in Final Report</b>	
<i>Objectives:</i>	To have a final project report that details measures for replication of the training programme and highlights opportunities for progress monitoring
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Propose a progress monitoring strategy using the consolidated action plan</li> <li>- Propose a replication strategy using the lessons learned-document</li> <li>- Discuss the proposed monitoring and replication strategy with ECREEE, Focal Points and Replicators</li> </ul>
<i>Deliverable(s):</i>	U) part of Final report (X)
<i>Input for:</i>	-

<b>Task 15. Coordination and reporting</b>	
<i>Objectives:</i>	<ul style="list-style-type: none"> <li>- Effective and efficient implementation of the project</li> <li>- Reports are approved by the client</li> </ul>
<i>Approach:</i>	<ul style="list-style-type: none"> <li>- Regular team meetings and communication via e.g. Skype, specific WhatsApp group, phone, and email</li> <li>- Clear workplan with activities and deliverables assigned to specific team members</li> <li>- Regular meetings and communication with ECREEE via e.g. Skype, phone, and email</li> <li>- At least monthly status updates to UNIDO by e-mail or phone</li> <li>- Reporting to the client: Inception report, Interim Progress Report, and Final Report</li> </ul>
<i>Deliverable(s):</i>	V) Inception report (6 Oct 2017) W) Interim Progress Report (end November 2017) X) Final Report (end January 2018)
<i>Input for:</i>	-

## Annex B Gender quality assessment

This annex explains the categories used for the gender quality assessment.

*1. Professional expertise on a personal and organisational level was assessed in terms of:*

knowledge and mastery of Sustainable Development Goal N°5, the ECOWAS Policy for the Integration of the Gender Dimension into access to energy, ECOWAS guidelines on gender assessments in energy projects, country policy guidelines on gender and women's and girls' empowerment including constitutions, gender policy and strategic guidelines etc.

*2. Accessibility and availability of systems and tools was assessed in terms of:*

information and experiences on gender analysis instruments and integration of the results of these analyses into the design of projects / programs, dissemination of information on issues by organisations, availability of budget and staff allocated to gender and capacity building, existence of practical tools and guidelines, etc.

*3. Staff capacity was assessed in terms of:*

- (i) their introduction of gender issues, empower women and girls in program design, implementation and monitoring / evaluation / projects and in their professional field,
- (ii) their knowledge of tools to inform and monitor partners,
- (iii) their ability to identify like-minded champions (gender-friendly) with whom to work indoors and abroad outside their country for gender mainstreaming in access to energy,
- (iv) their ability to build the capacity of their colleagues on mainstreaming gender equality and women's empowerment, and girls in their work,
- (v) their ability to evaluate the implementation of gender policies and whether ECOWAS gender mainstreaming in access to energy has been sufficiently translated into strategies, activities, budget, and implementation in programs / projects,
- (v) their ability to formulate selection criteria and well-directed questions to assess candidates' ability / competence on gender issues in recruitment or performance appraisal procedures, etc.,
- (vi) their ability to use external gender experts (consultants, gender specialists, committed organisations) in gender equality.

*4A. Organisational culture on a personal level was assessed in terms of:*

- (i) activities undertaken to identify bottlenecks and interests of program staff and employees in the area of gender and move to recovery action,
- (ii) level of attention to ensure respect for the working relationship between men and women,
- (iii) active avoidance of expressions of gender discrimination and other types of discrimination (ethnic origin, HIV, religion,) through disrespectful screen savers, jokes, etc.).

*4B. Organisational culture on an organisational level was assessed in terms of:*

- (i) active policy to promote gender equality and respect for diversity in decision-making, behaviour, work ethic, information,
- (ii) ensure that women and men have access to all functions and positions,
- (iii) remove barriers so that all functions can be equally occupied by men and women,
- (iv) take into account gender skills in the evaluation of staff performance.

*5. Participation in decision-making was assessed in terms of:*

Involvement in developing the documents / processes for planning, implementation and monitoring evaluation, as well as the involvement in decision-making processes and influence on the decisions made.

*6. Partnership on a personal and organisational level was assessed in terms of:*

- (i) Existence of a directory of organisations active in the field of gender mainstreaming in the energy sector,
- (ii) Collaboration with active organisations in the field of energy and gender,
- (iii) identification of the levers on which to build the institutionalization of gender in the energy sector in countries,
- (iv) Realization of activities to identify existing interests and / or bottlenecks of partner organisations to work towards gender equality,
- (v) ongoing dialogue / exchange with partner organisations on gender issues and empowerment of women and girls,
- (vi) support from the Directorate and / or the Board of Directors on the choice of partners based on the government's policy directions on gender, women's and girls' empowerment,
- (vii) efforts to build the capacity of partners so that they are able to tackle gender inequalities at both personal and organisational levels.

## Annex C Participant list

### Training Gender mainstreaming in energy projects, products and services; 28 Feb – 2 Mar 2018 A.H. Hotel – Accra, Ghana

#### Anglophone training

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### Francophone training

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## Annex D Detailed training program

Day 1 Understanding gender mainstreaming in energy, key concepts and ECOWAS policy					
Time	Activity	Methodology	Material	Objective	Prepared by
	<b>Pre evaluation</b>	<b>Fiche</b>			
8.00 – 9.00	Welcome to all Opening by ECREEE (mention objectives) Presentation trainers  Opening  Logistics Official names for certificates Forming 2 groups	Plenary, all participants  Rapid presentation of participants per country (name, organisation)		Good start, knowing the importance of the training	Rakia Welcome  Michael  Michael and Sheila
Separation in 2 groups: English speaking and French speaking group					
9.00 – 10.00	Sociogram  Presentation in pairs (1 presents the other)	Sociogram Name Structure/organisation Function/responsibility Nbr of years' experience as GFU/NGO Hobby	questions relating to gender realities	Know each other Create awareness on own beliefs about gender	Sabine Francis
10.00 – 10.30	Expectations and fears	Presentation of the synthesis on gender competencies of GFU members. Resume of gender experience of Replicators  Additional expectations from the group Additional fears from the group	Ppt  Ppt Flip over Metacards Markers	Know Gender knowledge/experience starting point of the group	Sabine Francis
10.30 – 10.45	Presentation Objectives of the training	Presentation including comparative analysis of expectations with the objectives	Ppt Flip over Metacards	Participants know training objectives and have realistic expectations	Sabine

Day 1 Understanding gender mainstreaming in energy, key concepts and ECOWAS policy					
Time	Activity	Methodology	Material	Objective	Prepared by
		End with realistic expectations	Markers		
10.15 – 10.30	Presentation and adoption of program	Presentation program Course hours Breaks Lunch/Dinner Any questions / feedback?	Ppt Program is in manual Program per day on FO as reminder	Participants know the program for the 3 days	Francis
10.30 – 10.45	Explain Methodologies used in training	Explain Methodology used in Training  Adult learning cycle Stretch zone of learning. Use of participatory techniques (discussions in small groups) costs time, therefore, time keeping	Ppt continued Kolb learning cycle Feedback rules on FO  Logbook file, to reflect on the learnings of the day	Participants aware of training methodologies	Francis
10.45 – 11.00	Code of conduct during the training.  From the group: 1 time keeper 2 rapporteurs 1 Village Chief	Explain importance of code of conduct  Elaborate in plenary with participants	Write the CC on Flip over	Participants are co-responsible for timing, logistics and conduct	
11.00 – 11.15	BREAK				
11.15 – 11.45	Gender History	Presentation Discussion in plenary	Ppt Info in manual	Participants see changes on gender concept over time	Sabine
11.45 – 12.15	Gender game	Gender game, plenary	Game material : Figures, FO on wall, markers,	Participants understand easily difference between sex and gender roles	Sabine
12.15 – 13.00	Gender Concepts	Presentation basics gender concepts	Ppt (Akella Akello)  20 Concept cards	Participants reflect on gender concepts	Francis

Day 1 Understanding gender mainstreaming in energy, key concepts and ECOWAS policy					
Time	Activity	Methodology	Material	Objective	Prepared by
		<p>In 4 groups: each group receives 5 concepts on cards, they choose their facilitator and secretary</p> <p>Each group receives a case study plus instructions to use the concepts as their gender glasses</p> <p>They write their findings on FO</p>	<p>Metacards FO Handout on gender concepts</p> <p>2 Case studies</p>	<p>Especially: Practical gender needs Strategic gender interests</p>	
13.00 – 14.00	LUNCH				
14.00 – 15.00	Gender concept continued	<p>Plenary presentation/discussion of groupwork</p> <p>Which concepts you found difficult to use? Which were easy to understand and use?</p>			
15.00 – 16.30	Raison d'être of gender	<p>Plenary brainstorming 'Why talk about gender?'</p> <p>Groupwork on 'why gender' in 1. Development strategies ; 2, Country policy in energy ; 3. Energy projects</p> <p>Sharing and discussion</p>	<p>Power point</p> <p>Handout on raisons d'être gender</p>	<p>Participants realize the necessity of gender awareness</p>	Sabine
16.30 – 16.45	BREAK				
16.45 – 18.15	Highlight of ECOWAS Policy and Directives for gender mainstreaming in energy access	<p>Group per country. 15' to prepare</p> <p>Presentation per country of their prepared resume after reading.</p> <p>Groups complement/add, no repetition of what is already said.</p>	<p>4 copies of ECOWAS Policy and Directives</p>	<p>Participants know the ECOWAS policy and directives well</p>	Sabine
18.15 – 19.15	DINNER				

<b>Day 1 Understanding gender mainstreaming in energy, key concepts and ECOWAS policy</b>					
Time	Activity	Methodology	Material	Objective	Prepared by
19.15 – 20.30	Analysis coherence / consistency National Energy policy with ECOWAS policy	Groupwork : each country prepares presentation 15'  Plenary presentation: analysis of coherence of national energy policy with ECOWAS gender policy  Discussion	FO Analysis format	Participants know consistency/inconsistency of Energy policy of their country	Sabine
20.30 – 21.00	Evaluation of the day	Plenary, some impressions of the day Individual: logbook	Logbook	Reflexion on learnings	Francis

<b>Day 2 Gender mainstreaming in programs, gender analysis tools</b>					
Time	Activity	Methodology	Material	Objective	Prepared by
8.00-8.30	Recap Report of day 1	Plenary Participants add			
8.30 – 9.45	Gender mainstreaming	Introduction of concept  Groupwork Gender mainstreaming nv organisational Program  Partnerships	Ppt MIO Project: promotion of wind energy  Elements de TdR contract partnerships avec agence privé KIT solaire	Know gender mainstreaming concept	Francis
09.45 – 11.00	Stakeholder analysis	Presentation 15' Groupwork: do stakeholder analysis of own issue or the Solar KIT case study	Ppt Stakeholder analysis handout Flip over Markers	Participants know how to do a gender sensitive stakeholder analysis	
11.00 – 11.15	BREAK				

Day 2 Gender mainstreaming in programs, gender analysis tools					
Time	Activity	Methodology	Material	Objective	Prepared by
11.15 – 11.45	Gender Planning Recap	1. Discussion in plenary What is gender planning? Characteristics? Target group? Conditions?		Participants are familiar with integrating gender in project cycle, know equality characteristics to focus on, know tools to use.	Sabine
11.45 – 13.00	Gender Planning continued	2. Presentation on Gender planning	Ppt 10 key questions		Sabine
13.00 – 14.00	LUNCH				
14.00 – 15.00	Gender planning continued	Plenary on Intervention Logic (Logical Framework or Result Chain)  Groupwork on problem analysis (tree) and definition of at least 1 goal, 2 results and 4 indicators	Ppt on indicators	Participants have formulated gender indicators	Sabine
15.00 – 16.30	Gender Budgeting	Presentation in Gender Budgeting Plenary: Why is it important?	Ppt	Participants know the concept gender budgeting	Francis
	and Resource mobilisation	Group work on Resource Mobilisation (GFU and NGO separate)	Questions	Participants started with resource mobilisation plan	Sabine
16.30 – 16.45	BREAK				
16.45 – 18.15	Shared Experiences on Gender-Energy	2 presentations (15') of participants on their experiences + Questions/discussions	Presentations of participants	Shared experiences	Volunteer Participant
18.15 – 19.15	DINNER				
19.15 – 20.30	Role play on gender mainstreaming in Ministry of Energy	Groupwork and plenary	TDR/instructions		Sabine
20.30 – 21.00	Evaluation of the day	Plenary, impressions of the day Individual: logbook	Logbook	Reflexion on learnings	Francis

Day 3 From Accra to Action in Gender mainstreaming in energy access					
Time	Activity	Methodology	Material	Objective	Prepared by
8.00-8.30	Recap Report of day 2	Plenary Participants add			
8.30 – 9.00	Presentation skills for training	Presentation and short exercise in front of group (2 groups)	Handout	Strengthen training skills	Michael
9.00 – 10.00	Gender review of document	Groupwork (4) : gender review of energy document resume, or activity report, or one of their own documents Draw conclusions	Document Analysis list/format	Participants can review a document on gender sensitivity	Sabine
10.00 – 11.00	Actors in the energy sector	Group work	Fiche on actor characteristics	Stakeholder analysis for action plan purposes	Sabine
11.00 – 11.15	BREAK				
11.15 – 11.45	Replicating and Network strategy	Group work per country	Format Stakeholder overview List interested Replicator organisations	Actions planned to start replicating	Francis
11.45 – 13.00	Action Plans	Ministry (GFUs) and Replicators make their own Action Plan	Format	Action Plan	Sabine
13.00 – 14.00	LUNCH				
14.00 – 15.00	Prepare the training	Plenary Presentation and questions	Use of manual and trainer notes Exercise	Know how to use the manual	Michael
15.00 – 15.45	Evaluation	Plenary (whole group) Individually	Tips and Tops impressions Evaluation form Post evaluation	Evaluation	Francis Michael
15.45 – 16.00	Closing session	Plenary	Certificate ECREEE		ECREEE

## Annex E Training evaluation form for Replicator Organisations

This annex presents the training evaluation form that was filled in by the replicators.

### ECREEE/CTCN Regional Training on Gender mainstreaming in energy projects, products and services

#### Replicator Organisation Evaluation of the training (February 28<sup>th</sup> – March 2<sup>nd</sup> 2018)

##### 1.1: Have the training (specific) objectives been met:

	Not at all (1)	Fair (2)	Good (3)	Very well (4)
1. I am capable of encouraging, supporting and training others in implementing the ECOWAS Policy for Gender Mainstreaming in Energy Access			1	6
2. I am able to monitor progress of the ECOWAS policy implementation in my country			5	2
3. I am able to inform others on the Policy for Gender Mainstreaming in Energy Access in ECOWAS countries, as well as the ECOWAS Directive on Gender Assessment in Energy projects			3	4
4. I am able to adapt the training, method and tools to train private sector in gender mainstreaming and implementation of the ECOWAS gender and energy policy in their policies, programs and initiatives			5	2
5. I am able to adapt the training method and tools to train Civil Society and Grassroot organizations to understand the ECOWAS policy and its implications.			3	4
6. I am able to evaluate project documents, programs, strategies and activities related to the energy sector using a gender lens			3	4
7. I am able to replicate this training in my country and form a network of NGO's capable of using the gender mainstreaming tools and help implement ECOWAS policy			5	2

##### Please add your comments:

It was good in general although some more depending would be appreciated to provide us more tools

	Not at all (1)	Fair (2)	Good (3)	Very well (4)
<b>1.2: Have your personal learning objectives been met:</b>			1	5

##### Please add your comments:

1. Yes, I have more confidence now that I can replicate the training
2. Overall good for an introductory training

##### 2.1: What has been the most important learning(s) for you?

<ol style="list-style-type: none"> <li>1. The ECOWAS objectives/directives and gender mainstreaming in Energy</li> <li>2. use gender tools stakeholder analysis, key gender- energy concepts and gender indicators etc</li> <li>3.challenging gender stereotypes</li> <li>4. changing the mind of stereotype</li> <li>5. How to analyse policy document with a gender lens as well as gender mainstreaming</li> <li>6. i. Understanding ECOWAS policy ii. mainstreaming gender iii. Co-facilitating skills</li> <li>7. seriousness of the need for gender mainstreaming</li> </ol>
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**2.2: What is your appreciation of the following aspects?**

	Not so good (1)	Fair (2)	Good (3)	Very well (4)
The presentations (lectures)			2	5
The exercises / group work			2	5
The training materials			1	6
Time allocated for discussion		2	4	1
The balance theory / practice		1	2	4
In general the pace of the programs		1	4	2
The applicability of the contents to my work				7

**Please add your comments:**

1. Too tight schedule, not enough days/time for the training-8am-9pm

**2.3: What is your appreciation of the sessions?**

Session	No answer	Not so good (1)	Fair (2)	Good (3)	Very well (4)
1. Gender History			1	3	3
2. Key concepts in gender and energy				1	6
3. Why gender mainstreaming? Raison d'être				1	6
4. ECOWAS Gender policy and Directive	1			4	2
5. Assessment of Coherence of national energy policy with ECOWAS gender-energy policy			1	3	3
6. Gender Mainstreaming and Gender Analysis Tools				4	3
7. Gender sensitive planning				3	4
8. Gender Budgeting and Resource mobilization	1		2	2	2
9. Experience on Gender-Energy presented and shared by 2 participants					Cape Verde shared video on Clean Cooking stoves
10. Role play on gender mainstreaming in the Ministry					This session was not done for lack of time
11. Presentation skills for training	1			2	4
12. Report/Documents analysis on gender perspective				6	1
13. Characterize actors in the energy sector			1	3	3
14. Replicating and Networking strategy			1	5	1
15. Action plan per Country			2	2	3
16. Preparing the training	1		2	2	2

**2.4: Do you have suggestions for the improvement of the sessions?**

<ol style="list-style-type: none"> <li>1. less tight schedule to be able to digest properly all information</li> <li>2. increase number of days for training to allow participants gain adequate understanding</li> <li>3. more time needed to adequately cover the topic</li> <li>4. time allocation for session1</li> </ol>
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**3. what is your opinion about the trainers? (Francisca = FRA, Michael = MIC)**

	Not good (1)		Fair (2)		Good (3)		Very well (4)	
	Fra	Mic	Fra	Mic	Fra	Mic	Fra	Mic
How was the clarity of the lectures and exercise instructions?					2		5	7
How effective was the trainer in using practical examples?					3		4	7
To what extent did the trainer enable your learning process?					1		6	7
How was the interaction of the trainer with the participants?					1	1	6	6

**Please add your comments:**

1. Training was very participatory
2. Overall very available and supportive

**4. What is your opinion about the training facilities?**

	Not good (1)	Fair (2)	Good (3)	Very well (4)
Training room			2	5
Sanitation & Hygiene			1	6
Food			3	4
Other Services			3	4

**5. What is your overall assessment of this training, expressed in a number between 1 (very poor) to 10 (excellent)?**

- 9/10  
10  
7.5  
8  
9/10

**6. Do you have additional comments and or suggestions?**

## Annex F Training evaluation form for GFUs

This annex presents the training evaluation form that was filled in by the GFUs.

### ECREEE/CTCN Regional Training on Gender mainstreaming in energy projects, products and services

#### GFUs Evaluation of the training (February 28<sup>th</sup> – March 2<sup>nd</sup> 2018)

##### 1.1: Have the training (specific) objectives been met:

	Not at all (1)	Fair (2)	Good (3)	Very well (4)
1. I have become more aware on potential gender issues in general and specifically in energy policies and practice			5	3
2. I have understood better the inter relationship between gender and energy			3	5
3. I am well informed on the Policy for Gender Mainstreaming in Energy Access in ECOWAS countries, as well as the ECOWAS Directive on Gender Assessment in Energy projects		1	3	4
4. I am able to implement the ECOWAS gender and energy policy at my Ministry and mainstream it in the policies, programs and initiatives developed or implemented by ministries, departments and agencies responsible for energy		1	6	1
5. I am able to (help) establish a functional Gender Focal Unit equipped with the skills to implement the ECOWAS policy for gender mainstreaming in energy access		1	5	2
6. I am able to evaluate project documents, programs, strategies and activities related to the energy sector using a gender lens			6	2
7. I am able to replicate this training within the Ministry(ies)		2	3	3

##### Please add your comments:

	Not at all (1)	Fair (2)	Good (3)	Very well (4)
<b>1.2: Have your personal learning objectives been met:</b>		1	4	2

##### Please add your comments:

The training was good but the time was inadequate to really be able to comprehend. Maybe next time can be two places

##### 2.: What has been the most important learning(s) for you?

<ol style="list-style-type: none"> <li>1. group exercises really broaden my knowledge e.g horse parable</li> <li>2. during the group exercise and presentation has been eye opening for me</li> <li>3. the crucial role that gender plays in energy</li> <li>4. gender budgeting- the horse parable</li> <li>5. the gender assessment, monitoring and evaluation frameworks as well as the need for smart and simple indicators</li> <li>6. gender budgeting and planning was very rewarding. Though all other topics was also interesting</li> <li>6. the most important was gender mainstreaming</li> <li>8. what steps to take after such training. The replicator program been eye opening</li> <li>9. I also learned more about ECREEE</li> </ol>
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**3. What is your opinion about the training facilities?**

	Not good (1)	Fair (2)	Good (3)	Very well (4)
Training room		1	4	3
Sanitation & Hygiene			4	4
Food		2	3	3
Other Services	1	2	3	2

**4. What is your overall assessment of this training, expressed in a number between 1 (very poor) to 10 (excellent)?**

6/10  
8/10  
5/10  
8/10  
8/10  
10/10

**5. Do you have additional comments and or suggestions?**

It has been a great experience in many regards. However, that ECRREE chose to house all the participant in one house without room to choose one's preference or the refund of hotel cost to participants who chose not to be resident was a downside. It was not clear during the preparation stage that residence was compulsory

Secondly it seems the seriousness were overloaded. The organization should consider extending the duration of the workshop to one week

We are grateful for the opportunity

## Annex G Pre- and post-assessment forms for training participants

This annex outlines the form that was used for the pre and post evaluation of all training participants.

### Pre and post evaluation ECREEE/CTCN Regional Training Workshop On Gender mainstreaming in energy projects, products and services

**Gender Focal Unit and Replicator (February 28<sup>th</sup> – March 2<sup>nd</sup> 2018)**

This questionnaire is to inform us on your knowledge and understanding on ‘gender mainstreaming in energy’ at the start of the 3 days training and also at the end.

This questionnaire is to inform us on your knowledge and understanding on ‘Gender Mainstreaming in Energy’ at the end of the 3 days training.

#### **Please answer the following questions:**

1. What is gender?
2. What do you understand by gender mainstreaming?
3. Give 1 example of a practical and strategic gender need related to energy services
4.1 Do you know the 5 objectives of the ECOWAS policy for gender mainstreaming?
4.2 Describe 3 of the 5 strategic objectives of the ECOWAS policy for gender mainstreaming
5. What is gender sensitive planning?
6. Give 2 examples of possible gender indicators of a rural renewable energy project.
7. What do you understand by a gender assessment of a policy or program documents?
8. Why is gender important in energy policy and programs?