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# GENDER AND INCLUSIVE DEVELOPMENT ACTION PLAN (GIDAP)

USAID/RDMA Enhancing Equality in Energy for Southeast  
Asia (EEE for SEA)

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## ACRONYMS

Activity	Enhancing Equality in Energy for Southeast Asia Activity
Asia EDGE	Asia Enhancing Development and Growth through Energy
EEE	Enhancing Equality in Energy
EEE for SEA	Enhancing Equality in Energy for Southeast Asia
FGDs	Focus Group Discussions
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GESI	Gender Equality and Social Inclusion
GIDAP	Gender and Inclusive Development Action Plan
HR	Human Resource
HRM	Human Resources Management
IDIs	In-depth Interviews
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
NGO	Non-Governmental Organization
PLWD	People Living with Disabilities
PWS	Performance Work Statement
RDMA	Regional Development Mission for Asia
SDGs	Sustainable Development Goals
SEA	Southeast Asia
STEM	Science Technology Engineering & Mathematics
TO	Task Order

ToT

Training of the Trainer

USAID

United States Agency for International Development



## I. INTRODUCTION

The CORE International Enhancing Equality in Energy for Southeast Asia (EEE for SEA) Activity, supported by the USAID Regional Development Mission for Asia (RDMA), aims to improve gender equality and inclusion in the energy sector by providing support to the energy sector across the focus countries. This Activity is a part of Asia Enhancing Development and Growth through Energy (Asia EDGE), a U.S. government-wide initiative launched in July 2018 as a key component of the Administration's Indo-Pacific Strategy. The EEE for SEA Activity will be implemented across 5 countries in the SEA region: Cambodia, Indonesia, the Philippines, Thailand and Vietnam, with implementation potential in 2 additional countries (Burma and Lao PDR). The overall goal of the Activity is to improve gender equality in the energy sector and achieve a sustainable and secure industry that contributes to women's empowerment. To achieve this goal, the EEE for SEA Activity is focusing on the following objectives:

1. Increase diversity of the energy sector workforce
2. Support inclusive workplace environments
3. Increase promotion and leadership opportunities for women.

This Gender and Inclusive Development Action Plan (GIDAP) outlines the gender and social inclusion approach to be taken by the CORE Team. The GIDAP provides an overview of the actions to be implemented to ensure that the EEE for SEA Activity aligns with USAID's Gender Equality and Female Empowerment Policy (2012) and follows guidance on Integrating Gender Equality and Female Empowerment in USAID's program cycle (ADS 205). Furthermore, the GIDAP outlines the specific steps to be taken by the CORE Team, together with the USAID RDMA, to successfully achieve its joint objective to contribute towards gender equality and social inclusion within the energy sector, with a focus on equalizing opportunities for women and people from diverse backgrounds.

The GIDAP is guided by the findings of the EEE for SEA Activity Gender Equality and Social Inclusion (GESI) Analysis, and the recommendations emerging from a review of publicly available literature on gender equality and social inclusion within the SEA energy sector, and specific to each of the Activity focus countries. CORE's GESI Analysis was developed in parallel with the GIDAP and is submitted as a separate report concurrently. This GIDAP will be subsequently updated after additional data is collected in the focus countries and analyzed as part of Objective I. In order to ensure consistency with USAID policy and to promote an inclusive and collaborative approach to gender mainstreaming specific to the energy sector, the CORE Team aims to implement the GIDAP with consideration to the needs of, and coordination with key partners, including energy sector employers and education/training providers, in addition to other stakeholders such as government ministries, regulators and civil society organizations engaged in gender activities in each of the Activity focus countries. Efforts will be made to ensure that all GIDAP activities are tailored to each focus country's local cultural context and are designed to directly address the gender gaps and challenges found in each country.

The EEE for SEA Activity's Gender Specialist, with support from the CORE Team Senior Gender Specialist (and with advisory support from the USAID RDMA Senior Gender Specialist) shall lead all GIDAP activities, with implementation support from the technical component team leads and other Activity personnel. The GIDAP is a living document, and considering the COVID-19 context, it may be adjusted, and activities complemented or removed during Activity implementation in order to ensure

that the interventions maximize impact. In particular, the findings derived from first-hand data collection and assessments to be conducted in each focus country as part of Objective 1 may inform necessary changes to Activity implementation plans. This is in order to respond to the Activity partners' and RDMA needs, as they emerge and develop. GIDAP implementation progress and updates will be reported to USAID via CORE Team reporting mechanisms. The Activity team aims to track its own GESI capacity and identify opportunities to strengthen knowledge and skills within its own team in order to be best placed to respond to the needs of its partners, and to be able to promote gender equality and social inclusion within the partner organizations, on behalf of USAID.

The GIDAP aligns with the EEE for SEA Activity's Performance Work Statement (PWS) which has the following five specific objectives:

**Objective 1:** Identify core challenges to gender equality in the energy sector in Southeast Asia

**Objective 2:** Increase the number of women and girls pursuing careers in the energy sector

**Objective 3:** Increase the recruitment, retention, and promotion of women in the energy sector workplace

**Objective 4:** Increase mentorship and leadership opportunities for women in the energy sector

**Objective 5:** Enhance communication, collaboration, and learning

The GIDAP's Section 2, as a complement to the Performance Work Statement (PWS), provides an outline of the Activity's GESI integration approach, identifying specific actions which will be undertaken to fill data gaps as part of Objective 1, and to address challenges and leverage opportunities to contribute towards gender equality and inclusion across Objectives 2-5. Section 3 provides a guide to the CORE Team's capacity development plan, together with a training and potential conference participation schedule, to ensure GESI skills development and sharing across all Activity-related personnel.

**1.1 COVID-19 AND IMPLEMENTATION PLANNING**

The CORE Team plan for the implementation of the EEE for SEA Activity responds to the pressing need to adapt to the COVID-19 pandemic. The Activity team remains flexible to ensure that as more data is discovered regarding the impact of COVID-19 on its work with partners and community members with whom partners interact (notably vulnerable groups including women, girls, the elderly and youth, and socially excluded persons), support will be tailored accordingly.

The gendered impacts of COVID-19 will be taken into consideration by USAID and the CORE Team at both the national and community level within each focus country in order to understand how COVID-19 has impacted the energy sector and, in particular, how it impacts employment and the workplace. Additionally, the pandemic has significantly hampered progress made by women entrepreneurs who have played a serious role in providing clean energy to local communities and created income-generating

activities for themselves, other excluded persons, and their families.<sup>1</sup> In designing and providing support to its energy sector partners, this will be considered where applicable.

Distinct challenges being experienced by women in the energy sector globally include the impacts of loss of employment (both in informal and formal employment within the industry) for women who were employed in the energy sector prior to the pandemic outbreak. In addition, there is a reported increase in the incidence rate of GBV, mental health issues under lock-down, and the impact of school-closures or added caregiving duties on women's business management capacities<sup>2</sup> and availability of time to participate in paid employment.<sup>3</sup> Revitalizing employment opportunities as well as local energy businesses, taking into consideration the specific needs of the COVID-19 context, is a key focus for the CORE Team and USAID in the implementation of the EEE for SEA Activity. Working together with focus country partners to identify opportunities to mitigate these challenges will be critical to the success of this Activity.

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<sup>1</sup> Solar Sister. 2020. The Voices of Solar Sister Entrepreneurs: Understanding the challenges of women entrepreneurs in the world of COVID-19. <https://solarsister.org/learn/the-voices-of-solar-sister-entrepreneurs-understanding-the-challenges-of-women-entrepreneurs-in-the-world-of-covid-19/>

<sup>2</sup> UN Women. 2020. COVID-19 and its economic toll on women: The story behind the numbers. <https://www.unwomen.org/en/news/stories/2020/9/feature-covid-19-economic-impacts-on-women>

<sup>3</sup> UNESCAP, 2020. <https://www.unescap.org/sites/default/d8files/2020-07/SG-Policy-brief-COVID-19-and-South-East-Asia-30-July-2020.pdf>

## 2. OVERARCHING GENDER INTEGRATION APPROACH

The EEE for SEA Activity GESI Analysis utilized a literature review process to discover the relevant gaps, challenges, and opportunities which may either contribute to or exacerbate gender equality and social inclusion in the EEE for SEA focus countries. The GESI Analysis was the main data source for the development of this GIDAP approach. The GESI Analysis analyzed available data from across the SEA region as a whole and for each of the Activity’s focus countries. Literature was analyzed in accordance with the following gender and inclusion domains:

1. Law and Policy
2. Access to Resources
3. Power and Decision-Making
4. Roles and Responsibilities
5. Knowledge and Beliefs
6. Human Dignity, Including Gender-Based Violence (GBV)

Each of the Activity’s Objectives has been assessed according to the GESI Analysis results, and specific GIDAP actions have been developed by the CORE Team in response to the findings. The Activity’s GIDAP, accompanying the GESI Analysis, identifies actions which the CORE Team will implement to achieve the Activity objectives to enhance equality within the energy sector in the SEA Region. The GESI Analysis highlighted missing data and scarcity of sources regarding social inclusion and marginalization issues directly linked to the energy sector within the focus countries. As outlined within the GIDAP, these factors will be taken into consideration and where possible, incorporated into Activity implementation planning. This is to ensure that any complementary information can be attained to inform Activity implementation, which is aimed to be tailored to the local context of each of the focus countries.

### 2.1 GENDER AND INCLUSIVITY DEVELOPMENT PLAN

The Gender Analysis and Inclusivity Development Plan presented in Table I outlines the EEE for SEA Activity findings, discovered through the GESI Analysis process, and the actions which will be taken in response, in order to ensure that a gender-responsive and socially-inclusive approach will be utilized by the CORE Team during Activity implementation. Specifically, Table I provides a logical description of the GESI findings, actions needed to address the findings, and the method for verification for each of the Activity’s five objectives.

**TABLE I: GENDER ANALYSIS AND INCLUSIVITY DEVELOPMENT PLAN**

FINDING	ACTION	METHOD FOR VERIFICATION
<b>Objective 1: Identify core challenges to gender equality in the energy sector in Southeast Asia</b>		
There are current data gaps across SEA on the number of women and socially excluded persons studying STEM subjects within the energy sector, opportunities and challenges to	Primary research via interviews, focus group discussions, and citizen surveys, and further gender analysis of this data, including the attitudes, the fear, and the actual prevalence of harassment, bullying,	Updated GESI analysis synthesizing the findings of primary research (quantitative and qualitative findings) on women’s and socially excluded persons’ entry into STEM and energy

study energy-industry related courses and attitudes, and beliefs held by tertiary and vocational school administrators and teachers that influence teaching and career counseling, and socio-cultural norm factors affecting their professional and educational choices.	and GBV among women, girls, LGBTQI+, and other socially excluded persons and its impact on women and socially-excluded persons decisions in entering the male-dominated STEM education and energy-industry courses is to be undertaken in the EEE for SEA Activity focus countries.	sector fields of study, and sub-Activity plans responsive to findings at country-levels.
There are current data gaps on gender bias issues concerning GESI and employment opportunities in the energy sector and within specific partners, specific to gendered norms, employment patterns, and the workplace enabling environment.	Primary research via interviews, focus group discussions, and partner analysis is to be undertaken in the EEE for SEA Activity focus countries.	Updated GESI analysis synthesizing the findings of primary research (quantitative and qualitative findings) on women's and socially excluded persons' involvement in energy sector workplaces, barriers to them entering and advancing in the workplace, and sub-Activity plans responsive to findings at country-levels.
There are current data gaps on specific gender biases and beliefs regarding women in leadership positions, women working in traditionally male-dominated sectors such as the energy sector, and women's decision-making power and influence, in addition to GBV. Shedding light on these issues will help tackle the in country- and context-specific challenges within the EEE for SEA Activity.	Primary research via focus group discussions, interviews, and citizen surveys is to be undertaken in the EEE for SEA Activity focus countries on the following topics related to the biases that exist and developing effective messaging to combat these biases: 1) gendered division in unpaid care-work; 2) men's biases in supporting women, wives, daughters in studying STEM and entering an energy sector career, and 3) GBV including domestic violence, etc.	Updated GESI analysis synthesizing the findings of primary research on social norms, attitudes, and knowledge to ensure they are integrated into support to energy sector partners and academic institutions.
<b>Objective 2: Increase the number of women and girls pursuing careers in the energy sector</b>		
Social and cultural norms, attitudes and knowledge in the region are dependent on men and women's binary gendered roles with the man as the breadwinner and the woman as the homemaker/care-provider.	Unconscious bias trainings will be convened at partner organizations' workplace locations and educational institutions, to challenge gendered norms and raise awareness on the possibilities for professional and technical careers within the energy sector for women and socially excluded persons.	Training reports, attendance lists, post-training bias assessment survey results.
Subconscious biases, harmful gendered norms, and negative stereotyping remain prevalent in several of the Activity focus countries and may affect women and girl's education and career choices within STEM and energy-specific fields.	Behavior change communication campaigns (conducted via social media or on premises of the energy sector and academic institution partners) will be developed as part of the standard outreach toolkit in order to reverse negative perceptions and stereotyping regarding women and girls in energy sector jobs and promote women and girl's education choices.	Behavior change communication campaign reports and outreach toolkit training materials.
There are far fewer women in managerial or leadership positions than there are men within the SEA region. There is a need for more women, or persons from socially excluded backgrounds, to be role models for the next generation, to inspire professional careers within energy and related fields, and to contribute to the pipeline of workers needed for the growing industry.	Identification of role models (e.g., women, men, and persons from socially excluded groups) within partner organizations. In collaboration with tertiary and vocational training providers/institutions, support them, in partnership with energy sector employers, to establish rigorous mentorship programs whereby women and men employed by energy sector partners are trained on gender equality, unconscious bias, etc. These women and men could serve as guest speakers and role models in academic institution	List of role models and potential speakers for Activity-related events.

	outreach events and inspire more women to enter careers within the sector.	
It is unknown how effective university and vocational training institutes' outreach initiatives are in encouraging more girls, young women and persons from socially excluded backgrounds into careers within the energy and related sectors.	Support university and vocational training institute partners to participate in job and career fair events, and to develop equitable promotional materials (such as an outreach toolkit), to be used in outreach activities to encourage more girls and young women to join their courses.	Job and career fair participation reports; copies of outreach materials.
Given the male-dominated nature of the energy sector, there may exist biased or exclusive curriculum or career development services that may be discouraging for women and girls within courses.	Support academic institution partners to review their curriculum and career advisory services to identify potential bias and recommend corrective action to ensure that the curriculum and career services provide equitable opportunities to learn and pursue gainful employment within the energy sector.	Copies of revised curriculum and career advisory services reports and materials.
It is unknown as to what extent partner academic institutions have supportive enabling environments that directly address sexual harassment and GBV on their premises, in their classrooms, and among teachers and students.	Support academic institution partners to review their sexual harassment and GBV policies and grievance mechanisms to ensure that they are aligned with international standards to cultivate a safe and respectful learning environment for all students and teachers	Copies of revised sexual harassment and GBV policies.
<b>Objective 3: Increase the recruitment, retention, and promotion of women in the energy sector workplace</b>		
Not all the Activity focus countries have national legal frameworks which prohibit discrimination based on gender, prohibit sexual harassment, and other policies to assure equal rights for all persons.	Support energy sector partners to review their internal workplace policies on discrimination and GBV, including sexual harassment, to be aligned with international best practice, and explore opportunities to apply this experience to influence national legal and policy frameworks.	Before and after copies of new or revised policies (workplace or national).
The energy sector is male-dominated, fueled by persisting social norms and biases that influence decisions on hiring women into traditionally male-dominated jobs.	Support partner energy sector organizations to deliver GESI trainings for managers and HR personnel to build practical capacity on outreach, recruitment, retention, and professional development for women and socially excluded persons. Training will include how to review their recruitment processes and gender equality policies to ensure that job advertisements are gender inclusive, how to conduct outreach activities that target women and socially excluded persons and implementing communication campaigns or recruitment-drive activities which are gender-inclusive. Workplace best practices related to corporate culture and promotion committees should be adopted to improve retention and promotion of women.	Sex-disaggregated HR statistical-data reports (before and after).
In many focus countries, harmful norms and beliefs about women and men's caregiving roles may negatively influence hiring and promotion of women.	Support partner energy sector organizations to identify and upskill male GESI champions to be role models and to encourage other senior male leaders in the energy sector to speak out on the need for gender equality, to challenge stereotypes and harmful gender norms, and make the case for a diverse	Reports from partner energy organizations on activities undertaken and best practices implemented to change norms and practices within the workplace.

workforce. Support partners to review policies and practices that promote work-life balance, such as flexible leave policies, childcare, and equitable maternity/paternity leave.

**Objective 4: Increase mentorship and leadership opportunities for women in the energy sector**

Women are lacking in confidence in their skills and abilities (an average of 50% of women in countries with gender bias data responded that men have more right to a job and make better business executives than women)<sup>4</sup>.

Support to energy sector partner organizations and education providers through the Training of the Trainer (ToT) approach and the development of a mentoring toolkit will be critical to strengthen skills in building the confidence and leadership abilities of women employees in the energy sector. Support should include sessions or learning materials on developing skills in public speaking, negotiating and potentially even self-defense to build their personal confidence, as well as professional skill set.

Partner provision of workshop reports, attendance lists, and photographs.

It is unknown as to what extent formalized internship and mentorship programs exist. Furthermore, it is unclear how strongly energy sector organizations and academic institutions are coordinated and effective in promoting equitable career development opportunities for women in the energy sector.

Ensure both women and men mentors are trained on gender equality, with standards in place for high quality and equitable internship and mentorship guidelines and what it means to be a mentor/supervisor.

Partner report of internship program, including successful completion of internships by women and men, and percentage of women and men hired.

There are high levels of GBV, acceptance of GBV, and fear of safety.

In the planned internship toolkit, it is suggested to include a stipend for the placement (inclusive of accommodation and transportation fees if placement includes travel away from home) and a clear set of minimum learning requirements to ensure focused learning outcomes for interns. At least two students should be placed in one internship placement posting at the same time, for safety and security, to promote peer-to-peer learning, and for accommodation sharing needs (as required).

Partner provision of survey of interns with questions about experience and learning outcomes.

**Objective 5: Enhance communication, collaboration, and learning**

While there are existing women in energy networks in the region, there is no data at present on regional or country-level professional networks or partnerships to leverage on existing trainings, workshops, speaking opportunities to make high-potential women leaders visible and effective in the industry.

Support our partner organizations and networks personnel and build their capacity through the ToT sessions on how to incorporate international best practices in professional networks in order to be able to raise the visibility of high-potential women and socially excluded persons in the energy sector, and to grow a culture of GESI in the industry.

Participant lists from partner organization training and capacity building events and the training materials used by the partners.

There is no data at present on continuing education opportunities within partner organizations in order to strengthen women's and socially

Support partner organizations to conduct a survey to understand women's and socially excluded persons' needs specific to continuing education and build the

Workforce development program plans, training materials, reports and participant lists.

<sup>4</sup> UNDP. 2020. [Human Development Perspectives](#).

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excluded persons' access to trainings and capacity building that can lead to advancements to senior professional roles.

organizations' skills and practical abilities to conduct trainings and capacity building activities in a time, place and manner that is inclusive and tailored to stakeholder needs.

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## 2.2 BUDGET FOR INCLUSIVE DEVELOPMENT

It shall be noted that all proposed GIDAP activities are embedded within the existing budget plans for the EEE for SEA Activity implementation. Therefore, no additional budget requirements are necessary to facilitate implementation of the GIDAP. For full financial details related to the EEE for SEA Activity, please refer to the Activity budget. A key component of the GIDAP is internal capacity building and training for the CORE Team staff and external capacity building of stakeholders and partners through targeted Training-of-Trainer (ToT) activities. We have estimated that the budget for the implementation of the proposed GIDAP training and capacity building activities for the three-year term of the Activity will be approximately 4% of the total Activity budget in Year 1, 2% in Year 2, and 2% in Year 3. The costs associated with these budget estimates are mostly staff time developing and receiving internal capacity building and training. There are no other costs associated with these budget estimates.

## 2.3 MEASURING PROGRESS

Throughout the EEE for SEA Activity implementation, regular data collection processes will be implemented in order to keep track of progress towards the Activity Objectives. All data collected throughout the Activity will be disaggregated by gender, age, and where appropriate, by identification with socially excluded backgrounds (i.e., PLWD, age, ethnicity, sexuality). It should be noted that the indicators and targets listed in Table 2 have been updated in accordance with the latest revision of EEE for SEA Indicators at the Outcome, Objective, and Intermediate Result (IR) Levels of the MEL Plan<sup>5</sup>.

The EEE for SEA Activity has one (1) Goal, three (3) Outcomes, and five (5) Objectives. As part of our response to the USAID Solicitation, the CORE Team developed a PWS which presents the plan for implementation of the five Activity Objectives through a series of Interventions to achieve the Activity Outcomes and the overall Goal. Table 2 outlines both the qualitative and the quantitative indicators for the EEE for SEA Activity.

**TABLE 2: EEE FOR SEA INDICATORS AT THE OUTCOME, OBJECTIVE, AND INTERMEDIATE RESULT LEVELS<sup>6</sup>**

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**Activity Goal: Increased gender equality in the energy sector**

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**Outcome I: Increased workplace diversity in SEA**

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**Outcome Indicator I:** Employees, students, and graduates perceive that the energy sector welcomes all and promotes energy sector careers through communication campaigns, that there are as many opportunities for qualified women (and/or LGTBI) as cisgender men in the energy workplace.

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<sup>5</sup> These indicators are under final review by Khun Ke at the RDMA and are not expected to change much. We did not want to delay the submission of this deliverable. Once the indicators are finalized, we will update this table, as necessary.

<sup>6</sup> The interventions listed in Table 2 in the last column are derived from the Results Framework and the PWS of the Activity. Each of the interventions under the five Activity objectives will be implemented through a series of tasks as described in our Year 1 Annual Work Plan.

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## Outcome 2: Improved inclusive workplace environment

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**Outcome Indicator 2:** Employees recognize attractive career development paths for women and LGBTBI, where the energy workplace promotes a sense of belonging, open and honest communication, culture of compassion, safety and security and peace of mind for all genders, collaboration, and male allies for women empowerment and gender equality.

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## Outcome 3: Expanded equitable promotion opportunities

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**Outcome Indicator 3:** Evidence of increasing or equal proportion and promotion of qualified women in the BoD and senior management roles.

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PERFORMANCE INDICATOR	BRIEF DESCRIPTION	INTERVENTIONS
AS PER THE PWS UNDER EACH OBJECTIVE		
<b>Objective 1: Identify Core Challenges to gender equality in the energy sector in Southeast Asia</b>		
<b>IR 1.1: Status of gender equality in the energy sector in SEA analyzed</b>		
<b>Indicator 1:</b> Number of documents collected and analyzed that identify the status and core challenges to gender equality in the energy sector in SEA	The EEE for SEA team will develop a robust evidence base specific such as GESI analysis, GIDAP, Stakeholder Mapping and Baseline Report to address the core challenges of the gender equality in the energy sector in SEA.	<p><b>Intervention 1.1:</b> Collect country-specific data.</p> <p><b>Intervention 1.2:</b> Map existing programs and document key challenges and lessons learned in bilateral and regional USAID programs.</p> <p><b>Intervention 1.3:</b> Engage energy stakeholders to document core challenges in advancing women’s engagement and leadership in SEA’s energy sector.</p>
<b>Objective 2: Increase the number of women and girls pursuing careers in the energy sector</b>		
<b>Indicator 2:</b> Percentage of women and girls pursuing careers in the energy sector workplaces of EEE for SEA partner organizations	To increase the number of qualified women and girls in the energy sector, the EEE for SEA team will equip counterparts with the tools and training materials and address gender-based constraints to establish outreach opportunities and recruitment that lead to increased interest and opportunities for girls and women to pursue careers in the sector.	
<b>IR 2.1: Increased awareness of girls, boys, parents and teachers of energy sector and STEM career options for girls</b>		
<b>Indicator 2.1:</b> Number of persons who responded to social media engagement about energy sector and STEM career options for girls.	The EEE for SEA will develop a standard outreach toolkit for tertiary-level education partners and energy sector employer partners and support them to develop social media campaigns targeting girls, boys, parents associated with specific schools who might have negative perceptions that prevent girls from entering energy sector education programs and careers.	<b>Intervention 2.1:</b> Reverse negative perceptions about women and girls in energy sector jobs via training and education programs.
<b>IR 2.2: Increased proportion of women and girls enrolled in energy sector vocational training and education programs</b>		
<b>Indicator 2.2:</b> Percentage increase in female enrollment in vocational training and education programs related to the energy sector.	The EEE for SEA will develop and deploy a Training of Trainers (ToT) on unconscious bias that facilitates an equitable, safe, and non-discriminatory	<b>Intervention 2.2:</b> Support an enabling environment in vocational schools and academic institutions to increase number of women and girls in the sector.

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learning environment for female and male students in tertiary-level educational institutions such as vocational schools and universities.

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**IR 2.3: Increased internship opportunities for women and girls pursuing entry-level energy sector careers**

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**Indicator 2.3:** Number of equitable formalized internship programs developed between energy sector employers and tertiary educational institutions.

The EEE for SEA will develop an internship toolkit to strengthen existing internship programs and/or establish new programs that promote a pathway for employment and support engagement between energy sector employers and tertiary educational institutions, including creation of formalized programs, and training of partners on the toolkit.

**Intervention 2.3:** Strengthen equitable formalized internship programs that help young girls to familiarize themselves with energy sector and potential careers.

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**Objective 3: Increased recruitment, retention and promotion of women in the energy sector workplace**

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**Indicator 3:** Percentage increase in female recruitment, retention and promotion in the energy sector workplace of the partner organizations of EEE for SEA

In order to achieve Objective 3, EEE for SEA will work with energy sector employers to adapt tools, policies, and best practices developed and implemented by USAID's Engendering Utilities program that help to hire, promote, retain women, and strengthen gender equality.

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**IR 3.1: Improved data driven decision-making tools to track gender data and outcomes**

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**Indicator 3.1:** Engendering Utilities Scorecard adapted and deployed to track gender data and progress

Scorecard framework and tools will be adapted and deployed for energy sector employer/partners to identify gender gaps and monitor progress.

**Intervention 3.1:** Adapt and localize Engendering Utilities scorecard framework and tools for energy sector employers/partners.

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**IR 3.2: Created tangible opportunities for women in the workplace**

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**Indicator 3.2:** Number of institutional coaching plans developed with energy sector employer partners

The institutional Coaching Plan will be developed with energy sector partners to address the gaps identified by the scorecard framework, utilizing tools, policies and practices from USAID's *Delivering Gender Equality: A Best Practices Framework for Utilities*.

**Intervention 3.2:** Coach energy sector partners/organizations on how to improve talent attraction and outreach.

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**IR 3.3: Engendered recruitment, hiring and retention policies and practices enhanced**

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**Indicator 3.3:** Number of policies addressing gender equality enhanced through coaching plans

Recruitment, hiring and retention policies of energy sector partners will be reviewed and revised to address gender equality.

**Intervention 3.3:** Strengthen policies and practices related to recruitment, hiring, and retention of women in the energy sector.

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**IR 3.4: Conscious and unconscious bias that negatively impact women and girls in recruitment, hiring, promotion and retention addressed**

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**Indicator 3.4:** Number of unconscious bias ToT delivered for energy sector employer partners

ToT on conscious and unconscious bias will be delivered to potential trainers within energy employer organizations in order to enable change that improves the workplace for women and men.

**Intervention 3.4:** Develop ToT on conscious and unconscious bias in the energy sector.

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**Objective 4: Increase Mentorship and Leadership opportunities for women in the energy sector**

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**Indicator 4:** Number of mentorship and leadership programs enhanced for women in the energy sector

To increase mentoring and leadership opportunities for women in the energy sector, EEE for SEA will support energy sector partners to launch mentorship programs and provide continuing education (CE) opportunities for women in the organizations.

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**IR 4.1: Strengthened opportunities for mentorship of women to facilitate advancement into senior roles**

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**Indicator 4.1:** Mentorship toolkit developed to enhance mentoring program that prepare female employees to pursue senior roles within their organizations

Mentorship toolkit will be developed to support the establishment of the programs using the best practices mentoring program under Engendering Utilities.

**Intervention 4.1:** Support establishment of mentorship programs within energy employer organizations.

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**IR 4.2: Strengthened women and men’s skills to advance into senior roles**

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**Indicator 4.2:** Number of persons with improved skills following completion of USG-assisted workforce development programs

ToTs of the Engendering Utilities-supported Empowered Employee Training and the Workforce Gender Equality Accelerated Course will be delivered to EEE for SEA partners with guidance on delivering the training to employees within their own organizations.

**Intervention 4.2:** Build personal agency and leadership skills and provide the Engendering Utilities accelerated course as a continuing education.

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**Objective 5: Enhance communication, collaboration, and learning**

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**IR 5.1 Strengthened the capacity of organizations to replicate successful gender equality interventions and best practices**

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**Indicator 5:** Number of documents of successful interventions, best practices and learning plans for USAID Program on gender equality in the energy sector in SEA developed

A report documenting all research on evidence base outcomes, outreach conducted to existing programs, online tools, webinar and virtual meetings and trainings will be developed and shared

**Intervention 5.1:** Develop an evidence base for linking gender and business outcomes.

**Intervention 5.2:** Increase collaboration and coordination on gender equality topics.

**Intervention 5.3:** Increase capacity of USAID and implementing partners to incorporate gender equality considerations into energy programs.

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**2.4 GENDER AND SOCIAL INCLUSION STAKEHOLDERS**

Table 3 provides a list of potential GESI partners and stakeholders, that could support the EEE for SEA Activity implementation across the focus countries. The list remains subject to review and regular updates, particularly following the implementation of Objective 1 at which point a full stakeholder mapping process will be undertaken, and a complete stakeholder list will be developed.<sup>7</sup>

**TABLE 3: GENDER AND SOCIAL INCLUSION STAKEHOLDERS**

<sup>7</sup> A key activity under Objective 1 will be to define and select key stakeholders to participate in the EEE for SEA Activity with the expectation that some of these partners will use the tools and knowledge gained under the Activity and become champions in their respective spheres of influence to affect gender equality and social inclusion on the energy sector.

ORGANIZATION	POINT OF CONTACT	LEVEL OF INTERACTION
Ministries of Women’s Affairs, Gender Equality, Human Rights, Energy or other relevant government agencies or offices in the focus countries	TBC in each of the EEE for SEA focus countries	As the bodies which protect equal rights and labor rights, there may be prospects to be included in committees or advisory boards relevant to topics concerned with GESI in the energy sector.
USAID RDMA and Engendering Utilities Partners	GID Team Members (Natt Kraipet, Gender & Inclusive Development Advisor; Charles W. Lewis II, Activity Development Officer) and Engendering Utilities Regional Representatives	As RDMA/Engendering Utilities representatives and with extensive knowledge on GESI issues from across the SEA region, these persons will be well informed to provide technical guidance and advice on sub-Activity implementation issues.
Energy industry stakeholders (including Women’s Business Associations and Professional Networks); Energy sector employers	TBC in each of the EEE for SEA focus countries	Collaboration on any similar GESI or Women in Energy initiatives being coordinated by industry stakeholders; Collaboration on development of gender equitable workplace policies and practices; Collaboration on women’s networking events.
Schools, Universities, and Vocational Training Institutions	TBC in each of the EEE for SEA focus countries	Collaboration and facilitation support to the EEE for SEA Activity’s plans to grow the pipeline of women students in STEM and Energy-specific education.

## 2.5 GENDER INTEGRATION TOOLS AND TEMPLATES

Table 4 provides a preliminary list of tools and templates which shall be utilized by the CORE Team’s Senior Gender Advisor, Senior Gender Specialist and Country Gender Specialists, for the relevant gender equality and social inclusion activities being undertaken by the EEE for SEA Activity team. This list is non-exhaustive and shall be updated as and when new tools and templates are developed and selected.

**TABLE 4: GENDER INTEGRATION TOOLS AND TEMPLATES**

TOOL NAME	VERSION AND DATE DEVELOPED	PURPOSE	LIMITATIONS
USAID Engendering Utilities. Delivering Gender Equality: A Best Practices Framework for Utilities <sup>8</sup>	May 2019	The framework provides the utilities sector with global best practices and practical resources and tools to develop a road map for sustained progress in integrating gender equality throughout the corporate initiatives to strengthen gender equality in the industry and across the employee lifecycle.	The framework presents global best practices, and although many cases are from the SEA region, examples and tools will require assessment and adaptation to ensure they are appropriately tailored to the EEE for SEA focus countries and stakeholders.

<sup>8</sup> [https://www.usaid.gov/sites/default/files/documents/1865/Delivering-Gender-Equality\\_A-Best-Practices-Framework-for-Utilities.pdf](https://www.usaid.gov/sites/default/files/documents/1865/Delivering-Gender-Equality_A-Best-Practices-Framework-for-Utilities.pdf)

USAID Toolkit for Integrating GBV Prevention and Response into USAID Energy and Infrastructure Activities <sup>9</sup>	August 2015	The toolkit supports the U.S. Strategy to prevent and respond to gender-based violence globally. It provides guidance for USAID technical and program officers to integrate GBV prevention and response into energy and infrastructure activities (as required by ADS 205.3.4).	As a general guide to GBV prevention in energy and infrastructure activities, more detailed knowledge may be required by EEE for SEA Activity staff in order to apply the lessons into practical implementation sub-activities in order to support the achievement of the objectives.
USAID Making the Case for Women in the Energy Sector <sup>10</sup>	2018	The document provides an overview of the role of women in the energy sector and presents evidence for making the case that women's equal participation in the energy industry will result in benefits, including profitability and stronger development outcomes.	A brief guide to making the case for greater participation by women in the energy sector. More detailed knowledge will be necessary to engage in focus country-specific discussions on the benefits of women's employment in the industry.
USAID Practical Guide to Women in Energy Regulation <sup>11</sup>	June 2018	The guide outlines several strategies for energy regulators in order to strengthen efforts to better integrate women in energy regulation, including employment opportunities, energy regulatory policy development, and energy activities.	As a general guide to engaging women in energy regulation, more detailed knowledge will be required at the focus country levels to tailor approaches in a manner that is culturally and socially acceptable.

Under the EEE for SEA Activity, our research and knowledge gathering will continue throughout Activity implementation and, therefore, this list of tools will likely be amended as we take a deeper dive as part of Activity implementation.

## 2.6 POTENTIAL GESI EVALUATION QUESTIONS

Table 5 provides a list of potential GESI questions and sub-questions to test the hypothesis that diversity in the energy sector workplace directly improves gender equality and results in significant benefits.<sup>12</sup>

**TABLE 5: POTENTIAL GESI EVALUATION QUESTIONS**

DEVELOPMENT HYPOTHESIS	If diversity of the energy sector workplace is increased; and if energy sector workplace environments are inclusive; and, if women have equitable promotion and leadership opportunities, then gender equality in the energy sector will be improved.
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<sup>9</sup> USAID. 2015. Building a Safer World: Toolkit for Integrating GBV Prevention and Response into USAID Energy and Infrastructure Activities. [https://pdf.usaid.gov/pdf\\_docs/PBAAD997.pdf](https://pdf.usaid.gov/pdf_docs/PBAAD997.pdf)

<sup>10</sup> USAID. 2018. Advancing Gender in the Environment: Making the Case for Women in the Energy Sector. [https://www.usaid.gov/sites/default/files/documents/1865/IUCN-USAID-Making\\_case\\_women\\_energy\\_sector.pdf](https://www.usaid.gov/sites/default/files/documents/1865/IUCN-USAID-Making_case_women_energy_sector.pdf)

<sup>11</sup> USAID. 2018. Practical Guide to Women in Energy Regulation. [https://www.usaid.gov/sites/default/files/documents/1865/2018-Cadmus-NARUC\\_Practical-Guide-Women-Energy-Regulation.pdf](https://www.usaid.gov/sites/default/files/documents/1865/2018-Cadmus-NARUC_Practical-Guide-Women-Energy-Regulation.pdf)

<sup>12</sup> The CORE Team will design a set of targeted questions to test the development hypothesis. Before a large-scale survey utilizing the questions, the CORE Team will conduct a pilot test of the questions with limited groups. Based on the pilot test, the questionnaire may be revised including adding or subtracting questions and tweaking the questions for clarity and maximum responsiveness.

TYPE OF EVALUATION	QUESTIONS AND SUB-QUESTIONS	MEASURE OR INDICATOR
Qualitative FGDs and quantitative review of academic admissions and graduation data	What are the most effective and ineffective strategies to increase women's participation in STEM programs at academic institutions?	FGD findings; admission records
Qualitative FGDs and/or interviews and quantitative review of HR recruitment data and findings on energy sector workplaces as enabling environments	What are the most effective and ineffective strategies to increase women's recruitment, retention, and employment satisfaction in energy sector workplaces?	FGD or interview findings; HR records
Qualitative FGDs and/or surveys and quantitative review of mentorship and internship programs and findings on facilitation of career advancement and professional development opportunities	What are the most effective and ineffective strategies to increase women's career advancement and professional development opportunities within energy sector workplaces?	FGD or survey findings
Qualitative FGDs and/or surveys with community members (particularly men) to understand gendered biases and cultural norms regarding women's employment in the energy industry and how to build greater support for women's and girls' education and employment opportunities within the sector	What are the most effective and ineffective strategies to engage with male community members to build support for women's education and employment within the energy field in a manner that fits in the local cultural context and does no harm?	FGD or survey findings

## 2.7 DO NO HARM PRINCIPLES

In alignment with the USAID-advocated program management principle to “Do No Harm”, the CORE Team and all EEE for SEA Activity staff agree to follow the actions listed in Table 6 below. This is to ensure that their stakeholders’ and beneficiaries’ lives shall not be put into greater risk than would have occurred without the EEE for SEA Activity intervention.<sup>13</sup>

**TABLE 6: IMPLEMENTATION OF DO NO HARM FRAMEWORK**

ACTION	VERIFICATION
Develop an EEE for SEA Activity Do No Harm Framework (the policy shall explicitly state that the Activity shall use whatever means, as appropriate, in order to ensure that it shall have no harmful impact on local financial markets, production, or employment opportunities, environmental impact; human psychological or physical health (including prevention of sexual harassment and exploitation, and anti-bullying); disenfranchisement of socio-economic, religious, political, ethnic, dependency upon continued program support; nor negative reputational impact on the CORE Team, or USAID and the RDMA).	The EEE for SEA Activity Do No Harm Framework shall document the procedure for how it monitors, identifies and resolves any potential Do No Harm concerns through the appropriate controls and management paths to ensure no harm will be caused by the Activity or partners within the focus countries. The Do No Harm Framework shall document how the process will be followed, including due dates for reporting on Do No Harm processes. The Do No Harm Framework will outline how to evaluate compliance, how to deal with non-compliance issues, and how to ensure compliance with all USAID and RDMA issued guidance relevant to the principle of Do No Harm.

<sup>13</sup> USAID. 2011. People-to-People Peacebuilding: A Program Guide. <https://www.usaid.gov/sites/default/files/documents/1866/CMMP2PGuidelines2010-01-19.pdf>

## 3. STAFF INCLUSIVITY AND CAPACITY BUILDING PLAN

### 3.1 INTERNAL GESI TRAINING AND CAPACITY BUILDING OF THE CORE TEAM

The development and implementation of a GESI training plan for the CORE Team and EEE for SEA Activity personnel are necessary to ensure all staff attend basic to intermediate learning sessions on gender equality, social inclusion, diversity, and intersectionality in respect of the energy sector and the Activity's objectives.

At the initial stage, the GESI Capacity Assessment Survey will be developed and launched online for assessing institution and individual capacity building needs and identifying GESI learning issues and training topics. In-house online and offline interactive learning and training exercises on GESI issues will be tailored for the CORE Team and the EEE for SEA Activity personnel, according to identified needs. Different learning methods and techniques, including online presentations and use of case studies will be used to describe gender equality concepts and challenges, and examples of programs and policies in various countries used to provide important insights for implementing the EEE for SEA Activity.

Advanced level learning sessions will be convened by hosts with specialized knowledge on GESI and energy within the region for the Activities Gender Advisor and other senior personnel (such as Country Gender Specialists to be recruited in each of the focus countries). All new personnel will be required to attend a series of basic training sessions within the first 6 months of joining the CORE Team implementing the EEE for SEA Activity. In response to the COVID-19 context, a series of online learning sessions will be convened to allow Activity personnel to attend from their current work-locations, and to mitigate the spread of the virus at this point. Ensuring that all personnel have knowledge on GESI fundamentals, in addition to the practicalities of gender mainstreaming and social inclusive Activity management practices, is critical to the CORE Team to ensure it has the skills and tool-sets available to achieve the EEE for SEA Activity Objectives.

A tailored training program on the Introduction of GESI Analysis and Gender and GIDAP was already launched virtually by the Senior Gender Specialist for the CORE Team and EEE for SEA Activity personnel during the first month of the onboarding of the Senior Gender Specialist (December 2020). This work will continue, led by the Senior Gender Specialist and supported by Country Gender Specialists, to develop and deliver a tailored training series on gender integration and analysis. The proposed modules on internal training and capacity building will include the following activities:

1. An introduction to USAID "Gender Equality and Women's Empowerment Policy 2020" & USAID Guide to Gender Integration & Analysis: Additional Help for ADS Chapter 201 & 203
2. An introduction to USAID ADS Chapter 205: Integrating Gender Equality and Female Empowerment in USAID's Program Cycle (Domains for Gender Analysis)
3. Training to all staff on GESI with the main emphasis on understanding the findings of the GESI analysis already conducted and orientation to the GIDAP and gender in energy in general. Most importantly, the staff training will focus on uncovering their own unconscious biases, how to effectively implement the Activity interventions equitably without bias, orientation to the "Best Practices Framework" and approach to apply it, etc.

In summary, this tailored training will develop appreciation of the GESI analysis process and the findings from the EEE for SEA GESI analysis. This training will contain six training modules aligned with USAID's domains for gender analysis, focusing on orienting staff to the findings of the EEE for SEA GESI analysis and how to apply these findings to their work. These areas are described below:

- (1) Law, Policy, Regulations, and Institutional Practices:** Laws, policies, and regulations include formal and informal rules and procedures adopted by public and private institutions, relevant to the energy sector workplaces, schools, and academic institutions and to be considered from a gender equality perspective. These may include institutional practices (formal or informal), and behaviors or norms related to human resources (employment patterns and regulations and practices on recruitment and promotion), workplace security and safety policy, professional conduct, including workplace harassment, bullying, and GBV prevention (sexual harassment and assault and other criminal acts).
- (2) Cultural Norms and Beliefs:** How cultural norms and beliefs influence how females, males, and socially excluded persons behave, or how they impact the ways which they have been treated in society, particularly in relation to their entry in STEM study or energy-industry related courses. This includes issues concerning gender bias, attitudes, beliefs, subconscious biases, and negative stereotyping held by tertiary and vocational school administrators and teachers that influence teaching and career counseling, and socio-cultural norm factors affecting professional and educational choices of women, girls, and socially excluded persons. Also, in the energy sector workplaces, these barriers, especially harmful gender norms, subconscious biases, and stereotyping will be included, given their potential to act as crucial challenges for women and socially excluded persons in gaining employment opportunities, career advancement, and leadership positions, especially in male-dominated sectors such as the energy sector.
- (3) Gender Roles, Responsibilities & Time Use:** Gendered differences in the target countries' context, including roles, responsibilities, and time use during paid work, unpaid work (including care and other work in the home), and social and welfare services, how traditional gender roles and responsibilities influencing the decisions of women and men in entering STEM study energy-industry education as well as employment and career advancement opportunities in the energy sector.
- (4) Access to & Control over Assets & Resources:** How a society's acceptance (or lack thereof) of individuals' gender identity and/or expression may influence their ability to access and control resources. In the context of the EEE for SEA Activity, it is especially important to analyze whether women, LGBTI, and other socially excluded persons have equal access to educational opportunities such as scholarships, internship, and career coaching in STEM study energy-industry education as well as training, mentorship employment and career advancement opportunities in energy sector workplaces.
- (5) Patterns of Power & Decision-Making:** An examination of the ability of women, men, and socially excluded persons to decide, influence, and exercise control over material, human, intellectual, and financial resources, in the family, community, and target countries. In the energy sector workplaces, it also includes the capacity and power in making-decision. Training shall also address how to examine to what extent males, females, and other socially excluded persons are

represented in senior-level decision-making positions and exercise voice in decisions made by the public, private, and civil society organizations.

**(6) Human Dignity, including Gender-based Violence (GBV):** Topics on analyzing and understanding the ability for women, men, and socially excluded persons to be respected, be honored, and be valued members of society, able to pursue their goal and experience well-being. Topics such as bullying, physical and verbal harassment, and how they may affect individual’s ability to attend school, gain employment, and live a life in safety without fear of poverty, discrimination, or abuse will also be included. In this context, it is particularly important to include to what extend the risk of human dignity violation and GBV could be significant barriers towards women, girls, and particularly LGBTI people and other socially excluded persons.

Furthermore, the number of E-Learning courses on general gender issues, including Gender 101; Gender Equality at USAID; Gender M&E; Gender and Energy Equality E-Learning Course; I Know Gender 7; Gender Equality in the World of Work and How-to Series; and Mainstreaming Gender Equality in Infrastructure will provide basic gender knowledge for all new staff of the EEE-SEA Activity.

### 3.2 GENDER EQUALITY AND SOCIAL INCLUSION TRAINING PLAN

Table 7 lists the proposed training, via in-person and e-learning platforms, for the CORE and EEE for SEA Activity Team members, including any sub-recipients, in order to ensure that all Activity personnel understands GESI, and its relevance to the energy sector and to inclusive development generally. Additional training topics will be added based on GESI capacity assessment to respond to gaps in knowledge and beliefs that staff hold.

While Table 7 includes training activities to be delivered to the Activity staff in Year I only, there will be refresher training as well as additional training on key topics to address knowledge gaps, country gender specialist knowledge exchange/lessons learned, and needs identified during the second and third years of Activity implementation.

**TABLE 7: PROPOSED INTERNAL GESI TRAINING SESSIONS AND TIMELINE**

SESSION NAME/TYPE	TRAINER	TARGET AUDIENCE	ACTIVITY YEAR
<b>PRE-TRAINING ASSESSMENT</b>			
GESI Capacity Assessment: Institutional & Individual Capacity Building Needs Assessment <sup>14</sup>	Sr. Gender Specialist	All CORE and EEE for SEA Activity Staff	Y1 (All new staff to complete within their first 3 months)
<b>ONLINE INTERACTIVE LEARNING (IN-HOUSE)</b>			

<sup>14</sup> Tailored Tool for All CORE and EEE for SEA Activity Staff on GESI Capacity Assessment: Institutional & Individual Capacity Building Needs Assessment to be developed.

Introduction: Gender Equality & Social Inclusion (GESI) Analysis & Gender and Inclusive Development Action Plan (GIDAP)	Sr. Gender Specialist	All CORE and EEE for SEA Activity Staff	Y1 (All new staff to complete within their first 3-6 months)
Tailored Training on Introduction to USAID Gender Equality Female Empowerment Policy 2012 <sup>15</sup> & USAID Guide to Gender Integration & Analysis: Additional Help for ADS Chapter 201 & 203	Sr. Gender Specialist	All CORE and EEE for SEA Activity Staff	Y1 (All new staff to complete within their first 3-6 months)
Tailored Training Series on GESI Analysis findings for EEE for SEA Activity: Utilization of USAID ADS Chapter 205: Integrating Gender Equality and Female Empowerment in USAID's Program Cycle (Domains for Gender Analysis), including the following topics:	Sr. Gender Specialist	All CORE and EEE for SEA Activity Staff	Y1 (All new staff to complete within their first 3- 6 month)
<ol style="list-style-type: none"> <li>1) Law, Policy, Regulations &amp; Institutional Practices</li> <li>2) Cultural Norms &amp; Beliefs</li> <li>3) Gender Roles, Responsibilities &amp; Time Use</li> <li>4) Access to &amp; Control over Assets &amp; Resources</li> <li>5) Patterns of Power &amp; Decision-Making</li> <li>6) Human Dignity &amp; Gender-based Violence (GBV)<sup>16</sup></li> </ol>			

## E-LEARNING

Gender 101: Gender Equality at USAID <sup>17</sup>	USAID University	All CORE and EEE for SEA Activity Staff	Y1 (All new staff to complete within their first 3-6 months)
Gender M&E <sup>18</sup>	Global Health eLearning Centre	All EEE for SEA Activity Staff	Y1 (All new staff to complete within first 3-6 months)
Gender and Energy Equality e-Learning Course <sup>19</sup>	Energy Sector Management Assistance Program	EEE for SEA Activity Senior Gender Specialist and Country Gender Specialist	Y1 ( <b>All new staff to complete</b> within their first 3-6 months)
I Know Gender 7: Gender Equality in the World of Work <sup>20</sup>	UN Women Training Centre	EEE for SEA Activity Senior Gender Specialist and Country Gender Specialist	Y1 (All new staff to complete within their first 3-6 months)

<sup>15</sup> USAID.2012. USAID Policy: Gender Equality and Female Empowerment Policy. <https://www.energy.gov/sites/prod/files/USAID%20GenderEqualityPolicy%20March%202012.pdf>

<sup>16</sup> USAID.2017. ADS Chapter 205 Integrating Gender Equality and Female Empowerment in USAID's Program Cycle. <https://www.usaid.gov/sites/default/files/documents/1870/205.pdf>

<sup>17</sup> USAID. 2013. Gender 101: Gender Equality at USAID. <https://usaideallearninglab.org/library/gender-101-gender-equality-usaid>

<sup>18</sup> Global Health Learning Center. 2014. Gender M&E. <https://www.globalhealthlearning.org/course/gender-m-e>

How to Series: Mainstreaming Gender Equality in Infrastructure <sup>21</sup>	UN Women Training Centre	EEE for SEA Activity Senior Gender Specialist and Country Gender Specialist	Y1 (All new staff to complete within their first 3-6 months)
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**IN-PERSON LEARNING**

GESI and Energy 3-Day Workshop (a tailored training event for all EEE for SEA Activity staff with sessions on GESI specific to the energy sector and the focus countries, with an aim to enhance specific sub-activities and work-plans for each focus country, specific to their needs)	EEE for SEA Activity Senior Gender Specialist & Country Gender Specialist	EEE for SEA Activity staff	Y1 (Dates TBC)
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**3.3 GENDER TRAINING AND CAPACITY BUILDING OF EDUCATIONAL PARTNERS AND ENERGY SECTOR EMPLOYERS**

Capacity building and training of external entities and activity partners in the GESI areas is not a focus of the EEE for SEA Activity. However, the implementation of the Activity will achieve considerable capacity building of activity engagement partners – university and vocational schools and energy employers. As discussed in our PWS, and in our Year I Work Plan submitted separately, our team will engage with a number of universities and vocational institutions and energy employers in the Activity focus countries through a series of engagement tools. These include in-depth interviews (IDIs), sharing of GESI best practices, focus group discussions (FGDs), and the training-of-trainer (ToT) activities throughout the Activity implementation. Through this process of implementing the Activity, an added value of the EEE for SEA Activity will be enhanced capacity of partner entities in understanding GESI and deploying interventions leading to enhanced gender equality and social inclusion in their respective educational programs and employment (recruitment, retention, and promotion) policies and approaches.

**3.4 MENTORING PROGRAM**

An internal mentoring program, open to the CORE Team and Activity implementation personnel will be established with the aim to provide technical, GESI-related guidance, advice and coaching, as well as to promote professional development amongst Activity personnel through peer-leadership and knowledge-sharing activities. The mentoring program shall be led and implemented as follows:

- I). Led by the Senior Gender Specialist and the Country Gender Specialists (one in each of the focus countries), a call for applicants to the mentoring program will be made, seeking participants at different professional levels both as mentors and as mentees, ensuring that all the focus country office locations are represented. Each Country Gender Specialist will create the Mentoring Program participant list, to be approved by the CORE Team’s Senior Gender Specialist. All participants will be notified in writing of their admission to the Mentoring Program and provided with their mentor/mentee contact details.
- II). The Country Gender Specialists, with support as required from the Senior Gender Specialist, will convene a series of introductory mentoring sessions, to introduce all participants, review the key objectives of the program, and to revise key GESI basics related to the EEE for SEA Activity. Time will

be allocated for all participants to set individual goals and ambitions for the Mentoring Program, and to schedule private sessions with their mentor/mentee to review these details and begin to prepare a GESI and Professional Development Plan for themselves. Mentor-mentees will be required to meet face-to-face (if possible) or online at least once every 2 months, with mentees to keep a journal to track their conversations, advice received and recommendations on strengthening professional development and Activity related skills-sets related to their gender equality knowledge, skills, and practice.

III). The Senior Gender Specialist will host a series of e-learning sessions for all mentors and mentees on topics including gender equality, discrimination, preventing sexual exploitation and abuse, and intersectionality.

IV). Bi-annual check-ins will be convened by the Senior Gender Specialist to assess the progress of the Mentoring Program participants. An annual online survey will be created and shared among participants to gain feedback on their level of satisfaction with the Mentoring Program and to ascertain ideas for future program development planning.

### **3.5 DEDICATED STAFF MEMBERS WORKING ON GESI**

The following are the dedicated CORE Team members who will be specifically supporting the EEE for SEA Activity's work on gender equality and social inclusion:

- **Senior Gender Advisor**

The Senior Gender Advisor will be providing as-needed high-level advisory services to the EEE for SEA management and leadership team on key matters concerning GESI topics. She will be expected to support training on GESI topics, and where necessary, provide support and quality control of GESI-related learning materials. The Senior Gender Advisor will be expected to provide guidance, technical support and mentoring to the Senior Gender Specialist who, as discussed below, will lead all GESI work.

- **Senior Gender Specialist:**

The Senior Gender Specialist will be the CORE Team's lead for the implementation of all GESI and GIDAP activities in the focus countries. The Senior Gender Specialist will provide EEE for SEA Activity-specific GESI-related guidance and implementation support services, including the development of specific initiatives under the Activity Objectives, tailored to the focus country needs. Her role will be to promote GESI, and to work together with the Activity implementation teams (regional and country-level), including the MEL Team, to support the development of GESI-responsive indicators to track and measure the Activity's implementation progress in the focus countries. The Senior Gender Specialist will be responsible for general oversight and coordination of the Mentoring Program and be the primary point of communication for Country Gender Specialists appointed throughout the Activity lifespan within the focus countries. The Senior Gender Specialist will be expected to attend GESI and Energy related events, conferences and workshops, and will host training and e-learning sessions for the CORE Team and Activity implementation support personnel.

- **Country Gender Specialists:**

The Country Gender Specialists (one to be appointed in each of the EEE for SEA Activity focus countries) will be part-time team members working in the field with expertise respective to their appointed focus country. They will be responsible for the provision of support to the team in all

country-level interventions, opportunities, and program roll-out. They will be required to partake in regular coordination meetings with their fellow Country Gender Specialists in the other focus countries through scheduled online and face-to-face meetings during the Activity lifespan. The Country Gender Specialists will report to the Activity Implementation Office in Bangkok, Thailand.

In addition to the dedicated staff working on GESI, the CORE Team's Advisory Members and CORE's Senior Program Advisor (CORE's most senior energy reform and change management expert advising on the entire EEE for SEA Activity design and implementation process) will provide guidance, direction, and quality control, as required throughout Activity implementation.

### **3.6 GESI AND ENERGY RELATED CONFERENCES AND WORKSHOPS**

Where possible, given the COVID-19 context and subject to conference/workshop planning processes, CORE's EEE for SEA Activity team representatives aim to attend conferences and workshops within the SEA region and the USA in consultation with and approval by CORE, in order to learn and share knowledge specific to GESI and energy in development. Examples of such conferences and workshops include:

- Conference on Inclusive Community Energy Resilience<sup>22</sup>
- Women in Energy Conference<sup>23</sup>
- Women in Energy Asia<sup>24</sup>
- Women in Renewables Asia<sup>25</sup>
- Virtual Power Conference to Advance Women in Utilities<sup>26</sup>
- Women's Energy Network 2021 Conference, Fort Worth, Texas<sup>27</sup>

The CORE Team shall assess the possibilities to convene an annual GESI in Energy Workshop across its focus countries, in order to bring together policymakers, influencers, energy sector and community representatives and leaders. The annual workshop would be an opportunity to discuss key GESI-issues, specific to the energy sector in SEA, and to share best-practices, lessons learned and to leverage support in favor of the USAID RDMA efforts in the region, in particular, the EEE for SEA Activity.

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<sup>22</sup> ADB. 2019. Conference on Inclusive Community Energy Resilience in Bangladesh. <https://events.development.asia/learning-events/conference-inclusive-community-energy-resilience-bangladesh>

<sup>23</sup> Women in Energy. 2020. Women in Energy Conference. <https://www.womeninenergyconference.org/>

<sup>24</sup> Women in Energy Asia. 2020. Events. <https://www.womeninenergyasia.com/events>

<sup>25</sup> Women in Renewables Asia. 2020. Empowering Women Change the World. <https://www.womeninrenewables.org/>

<sup>26</sup> Utility Events. 2020. The Virtual Power Conference to Advance Women in Utilities <https://utilityevents.com/event/7393/>

<sup>27</sup> Women Energy Network. 2020. Power On [https://www.womensenergynetwork.org/WENmember/Events/2021\\_National\\_Conference/WENmember/Events/2021\\_National\\_Conference.aspx?hkey=461aab00-4657-44f1-a915-6c3519db8854](https://www.womensenergynetwork.org/WENmember/Events/2021_National_Conference/WENmember/Events/2021_National_Conference.aspx?hkey=461aab00-4657-44f1-a915-6c3519db8854)

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In-depth Interviews (IDIs)	Vocational Institutes and Universities Representatives	<p>What outreach activities do you currently use to attract high potential girl students to your university or school? How could this be strengthened to attract more girls?</p> <p>What support services or gender-responsive facilities does your university or school provide to help nurture girl students or students who identify as socially excluded persons, including career services?</p> <p>How do STEM courses and programs you have promote women's entry into the program and encourage careers in STEM and energy-related careers after program completion? What could be improved?</p>	<p>There is a need for more in-depth information on the outreach activities employed by universities and schools to attract girl students to male dominated courses, and what specific support services they currently provide to help students in minority groups to foster their education and be at their best potential. This then needs to be compared with similar information obtained from the students to understand the existing needs and gaps.</p>
In-depth Interviews (IDIs) and Surveys	HR Personnel at Energy Employers – Private Energy Companies and Energy NGOs	<p>What outreach activities do you currently use to attract qualified female candidates to your company? How could this be improved?</p> <p>How has your company/organization utilized blind recruitment strategies in the past to test subconscious biases?</p> <p>What outreach activities have the highest success rate in attracting applications from women or socially excluded persons for your company/organization? What has the lowest success?</p> <p>What data analysis processes do you currently use to track recruitment, retention and professional development of women and socially excluded persons as employees in your company?</p>	<p>There are knowledge gaps at present at to what forms of outreach activities are currently being used by HR teams within the energy industry, and whether tailored outreach activities are being implemented in order to attract female candidates to the sector. By having more detailed information as to current HR practices and tools used to analyze employee statistics from a GESI perspective, the EEE for SEA team will be able to identify gaps, support development of tailored outreach approaches, and help employers to implement data assessment practices to track employment trends towards a gender equal workplace.</p>
Focus Group Discussions (FGDs)	Women/Girl Students	<p>What are the major challenges you perceive or experience as a girl student seeking an education in an energy related study field?</p> <p>How do you think your university or education provider can better support your needs as a student in a typically male-dominated sector/field of study?</p> <p>Do you believe you have equal opportunity to graduate and career development opportunities as your peers? If not, why not and how can this be overcome?</p> <p>Do you believe you have the support and backing of your family and local community to foster your professional development within the energy sector?</p> <p>What do you perceive as the biggest community challenges you experience at present, or that you expect to encounter in the future, as a woman working in the energy industry?</p>	<p>Understanding the existing challenges and experiences of women/girl students pursuing education in the energy or related fields within each of the EEE for SEA focus countries is critical in order to be able to design and implement strategies in response. At present, there is little first-hand knowledge on the actual challenges of women/girl students both during their education and in seeking employment opportunities post-graduation/certification. By having first-hand knowledge and qualitative data on women/girl student experiences, this can then inform tailored sub-activities that respond to the socio-cultural norms.</p>
Focus Group Discussions (FGDs)	Women employed within the energy sector	<p>Do you believe that there is sufficient support for girl students to gain access to the energy sector workforce at present (i.e., through internships,</p>	<p>At present there are some case studies and stories on women's success in the energy sector, but insufficient knowledge on the</p>

		<p>graduate placements, mentoring programs, etc.)? If not, why not?</p> <p>What are the major challenges that you experience being a woman employed within the energy sector, and as a woman who wishes to advance her professional career in the industry? What needs to be done to address these challenges?</p> <p>Do you feel there are sufficient continued learning opportunities for women employed within the energy sector? Why or why not? What can be done to improve this?</p>	<p>challenges and circumstances in the respective focus countries which may be prohibiting women and socially excluded persons from developing professional within the energy sector. More detailed information from first-hand sources is required to understand the challenges for women in the industry, where they want to have increased support, and what socio-cultural factors may be inhibiting their career progression.</p>
Focus Group Discussions (FGDs)	Men employed within the energy sector	<p>How do you balance your professional and family life successfully? What do you wish was different to better balance this?</p> <p>What challenges do women have to enter technical and leadership roles in the energy sector? Why? How do you think men can be champions for change and advocate for gender equality and social inclusion within the energy sector for the benefit of both women and men?</p> <p>What actions can you take as an individual to support change and promote the equal rights of women and men to thrive working in the energy industry?</p>	<p>Engaging with men as champions for change is a critical component for the success of the EEE for SEA Activity given that across the SEA region, available data shows that it is a male-dominated industry. Finding productive ways to empower men to be champions for change and to leverage their support will be possible by having more knowledge on their beliefs, and by empowering them through the realization of the role they can play in the Activity outcome.</p>
Survey	Citizens (related to the energy sector via status as students, graduates, employees, leaders, network members, family-members of employees or students)	<p>Do you believe that women and men are equally capable to undertake work at all levels, including leadership and managerial positions, within the energy sector?</p> <p>Do you believe that a woman is equally suited to a job in the energy sector as a man?</p> <p>Why do you think the energy sector is male dominated? (Select from: Women not interested in energy sector careers; women not as skilled in technical disciplines as men; women not able to meet workplace demands; women not given sufficient opportunities to enter the energy industry; women are subjected to negative stereotypes and barriers that prohibit their equal access to education and careers in the energy sector)</p> <p>Do you believe that girls are equally capable of undertaking tertiary studies in energy or related fields as boys?</p> <p>Do you believe that women are equally capable to advance in professional leadership roles and take on managerial responsibilities as men?</p> <p>Do you believe that women and men should be entitled to equal pay for equal work?</p> <p>Do you fear GBV in your school or workplace? Do you think your school or</p>	<p>There is a need for more in-depth and country-specific data on gendered biases and socio-cultural norms regarding women, men, girl, boy attitudes and beliefs about gender equality in their country, and on women and socially excluded persons participation in the energy sector.</p>

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employer is providing sufficient support  
and mechanisms to protect you from  
GBV or the threat of GBV?

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## **ANNEX B. PRELIMINARY STAKEHOLDER ANALYSIS FOR PRIMARY DATA COLLECTION**

As part of the EEE for SEA stakeholder mapping process in Objective I, the CORE Team will gather information from relevant USAID programs and develop a database of relevant contacts from bilateral and regional programs, such as Southeast Asia EDGE Hub. The CORE Team will collaborate with the Hub to engage USAID gender and energy specialists in relevant missions to map gender equality stakeholders based on current USAID energy programs and through the identification of key contacts in ministries, public institutions, donors, non-governmental organizations (NGOs), tertiary educational institutions, and other public and private organizations who could provide relevant information during data collection processes. In consultation with regional and national counterparts, the CORE Team will also engage energy sector employers and leverage relationships with existing Engendering Utilities partners. The EEE for SEA Activity will incorporate the best partner outreach and development techniques from Engendering Utilities, which focuses on establishing and building a relationship of mutual trust with partners.

Key stakeholders may include:

- Engendering Utilities Partner Utilities in SEA
- Energy Ministries
- Energy Regulators
- Tertiary Educational Institutions
- Energy Industry Stakeholders and Employers
- Relevant NGOs in the Energy Sector and Gender
- Women’s Business Associations
- USAID Bilateral Missions
- Other Donor Programs