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# ASSESSMENT OF WOMEN'S PARTICIPATION IN THE ENERGY SECTOR IN SOUTHEAST ASIA – INDONESIA COUNTRY CHAPTER

## USAID/RDMA Enhancing Equality in Energy for Southeast Asia (E4SEA) Activity

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## ACRONYMS AND ABBREVIATIONS

Activity	Enhancing Equality in Energy for Southeast Asia Activity
ACE	ASEAN Centre for Energy
ACCEPT	ASEAN Climate and Clean Energy Project
ACW	ASEAN Committee on Women
ADB	Asian Development Bank
ADS	Automated Directives System
AGEP	ASEAN-German Energy Programme
APAEC	ASEAN Plan of Actions for Energy Cooperation
ASEAN	Association of Southeast Asian Nations
Asia EDGE	Asia Enhancing Development and Growth through Energy
BoD	Board of Directors
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CSR	Corporate Social Responsibility
DJSI	Dow Jones Sustainability Indices
DV	Domestic Violence
E4SEA	Enhancing Equality in Energy for Southeast Asia
ERC	Energy Regulatory Commission
FGDs	Focus Group Discussions
GAD	Gender and Development
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GESI	Gender Equality and Social Inclusion
GIDAP	Gender and Inclusive Development Action Plan
GIZ	Gesellschaft für Internationale Zusammenarbeit
GWNET	Global Women's Network for the Energy Transition

IDIs	In-Depth Interviews
ILO	International Labour Organization
IRENA	International Renewable Energy Agency
LGBTQI+	Lesbian, Gay, Bi-sexual, Transgender, Queer, Inter-sex, and Others
MCW	Magna Carta of Women
OSYC	Out of school youth/child
PCW	Philippine Commission on Women
PII	Institution of Engineers Indonesia
RDMA	Regional Development Mission for Asia
SDGs	Sustainable Development Goals
SEA	Southeast Asia
SEAMEO	Southeast Asian Ministers of Education Organization
SOE	State-owned Enterprises
SOGIE	Sexual Orientation, Gender Identity and Expression
SRE	Society of Renewable Energy
STEM	Science, Technology, Engineering and Mathematics
SWE	Society of Women Engineers
TAAP	Transforming Agency, Access, and Power
TWEA	Thai Women Engineers Alliance
VAWC	Violence Against Women and Children
WEAFEO	Women Engineers of the ASEAN Federation of Engineering Organizations
WEN	Women Engineers Network
WIEA	Women in Energy, Asia
WIME	Women in Mining and Energy
WING	Women in Geothermal
YSEALI	Young Southeast Asia Leader's Initiative

## NOTE

*It must be underscored that this report is based on a rather focused and limited effort to gain a deeper understanding of the overall GESI issues, challenges, and opportunities in Indonesia to the extent they were relevant to the primary focus of the Assessment Report as part of the E4SEA Activity. This Indonesia Country Chapter provides a foundation for the USAID Mission in Indonesia and the IPs engaged in various activities to further expand the research and conduct more detailed GESI analysis to further inform the gender equity and equality issues in the energy sector in the country.*

# EXECUTIVE SUMMARY

## GENDER AND ENERGY CONTEXT

Women are underrepresented in the formal workforce across Southeast Asia, particularly in male-dominated industries like the energy sector. This is more than an issue of equity; it is a missed economic opportunity for countries, companies, and communities. A growing body of evidence links increased gender equality with stronger business outcomes, as well as with more innovation and higher productivity. Tapping into women's unique contributions can strengthen energy sectors, accelerate inclusive economic and social development, and add trillions of dollars to global GDP. The reasons for a lack of women's participation in the energy sector are many and varied – cultural biases, lack of policies on gender equality, lack of focus on increasing STEM education and internship opportunities for women, and recruitment and promotion practices that typically favor males as energy sector jobs are considered too hard for women.

## THE E4SEA ACTIVITY

In order to better understand the gender gaps and design targeted interventions to address the gaps, the USAID Regional Development Mission for Asia (RDMA) designed the Enhancing Equality in Energy for Southeast Asia (E4SEA) Activity. The Activity is designed to address the challenges faced by women in the energy sector through developing and implementing collaborative interventions with 1) tertiary educational institutions to prepare women students to enter the energy field and 2) energy companies to create more employment opportunities for women at all levels in the Southeast Asia region.

The E4SEA Activity is part of the Asia Enhancing Development and Growth through Energy (EDGE) initiative overseen by USAID/RDMA. Asia EDGE is a key component of the U.S. Government's approach to grow sustainable and secure energy markets throughout the Indo-Pacific region. The Activity aims to contribute to that effort by improving gender equality and inclusion in Southeast Asia's energy sector the overall goal to strengthen the region's energy institutions and advance women's economic empowerment.

Specifically, the E4SEA Activity is working towards three primary outcomes.

1. Increased workplace diversity in Southeast Asia
2. Improved inclusive workplace environment
3. Expanded equitable promotion opportunities

The E4SEA Activity is being implemented through a number of targeted interventions under five (5) specific objectives:

1. **Objective 1:** Identify core challenges to gender equality in the energy sector in Southeast Asia
2. **Objective 2:** Increase the number of women and girls pursuing careers in the energy sector
3. **Objective 3:** Increase the recruitment, retention, and promotion of women in the energy sector workplace

4. **Objective 4:** Increase mentorship and leadership opportunities for women in the energy sector
5. **Objective 5:** Enhance communication, collaboration, and learning

While there are a number of regional gender-related activities being implemented by many regional organizations, E4SEA is the first regional Activity that specifically focuses on GESI in the full chain of energy sector and specifically focuses on enhancing opportunities for women in the energy sector.

## THE ASSESSMENT REPORT

As part of Objective 1, the Activity completed a comprehensive report entitled “Assessment of Women’s Participation in the Energy Sector in Southeast Asia”, also referred to as the “Assessment Report”. The report provides a summary overview of regional gender and social inclusion gaps, challenges, and opportunities within the energy sector regionally and across three countries – Indonesia, the Philippines, and Thailand. While E4SEA Activity covers seven (7) countries – Burma, Cambodia, Indonesia, Laos, the Philippines, Thailand, and Vietnam, the initial three countries were selected in consultation with RDMA and the bilateral missions on two main criteria: 1) the availability of bilateral energy programs and 2) the country and mission’s readiness for engagement at the time.

The Assessment Report also updates the findings from the GESI Analysis and GIDAP developed at the beginning of the Activity. Direct stakeholder engagement through In-depth Interview (IDIs), Focus Group Discussions (FGDs), and a Baseline Citizen Survey added crucial depth and detail to prior analyses, largely based on secondary data and information and extensive literature review.

## GUIDING PILLARS AND RESEARCH METHODOLOGY

The key context for the methodology deployed for preparing the Assessment Report is defined by the following guiding pillars:

1. The **USAID Gender Equality and Women’s Empowerment Policy (2020)**<sup>1</sup> is the overarching policy tool which outlines USAID’s vision and objectives for integrating gender equality and women’s empowerment throughout the program cycle.
2. **USAID ADS Chapter 205:** Integrating Gender Equality and Female Empowerment in USAID’s Program Cycle (revision 2021)<sup>2</sup> serves as an in-depth guide to the operationalization of the Gender Equality and Women’s Empowerment Policy. It provides a broad framework for gender analysis, which considers the following domains: 1) Law & Policy, 2) Access to Resources, 3) Power and Decision-Making, 4) Roles and Responsibilities, and 5) Knowledge and Beliefs. This report, as well as the E4SEA GESI Analysis and GIDAP, includes in its analysis framework an additional domain not required by USAID ADS 205 which considers human dignity and gender-based violence.
3. **USAID Delivering Gender Equality Best Practices Framework for Male-Dominated Industries:** This framework (2021) identifies eight phases of the employee life cycle as well as

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<sup>1</sup> <https://www.usaid.gov/GenderEqualityandWomensEmpowermentPolicy>

<sup>2</sup> <https://www.usaid.gov/sites/default/files/documents/205.pdf>



four organizational enablers as key entry points to effecting long-lasting and impactful gender equality interventions within partner electricity and water utilities.<sup>3</sup>

4. **Student Life Cycle:** There is a number of conventions that are used by different researchers. The Student Life Cycle offers three broad stages and eight steps. There are typically three (3) broad stages: 1) Attract, 2) Transform and Empower, and 3) Advance. In addition, there are eight (8) steps: 1) Engagement, 2) Recruitment, 3) Application/Admission, 4) Orientation/Enrollment, 5) Studentship, 6) Graduation, 7) Career Preparation, and 8) Alumni. The student life cycle stages provide key opportunities during a student's journey for affecting impactful gender equality interventions. Typically, the stages used by most analysts are: 1) enrollment, 2) curriculum, 3) internship and higher education, and 4) career opportunities and challenges.
5. **Employee Life Cycle:** The employee life cycle includes seven (7) stages: attraction, recruitment, onboarding, retention, development offboarding and happy leavers. In addition, there are nine (9) organizational enablers in organizational change.<sup>4</sup>

Based on the above guiding pillars, the methodology for both the regional Assessment Report and the individual Country Chapters for Indonesia, the Philippines, and Thailand included the following activities:

- **Additional Desk Research and Literature Review** – The Activity conducted additional research beyond what was done during the GESI Analysis and GIDAP preparation more than a year ago
- **In-Depth Interviews (IDIs)** – Including stakeholder identification and mapping
- **Focus Group Discussions (FGDs)** – For several stakeholder and participant groups and sub-groups
- **Baseline Citizen Survey** – A well-designed and comprehensive baseline citizen survey on gender biases, challenges, and lessons learned

All of these activities provided considerable primary data and information to inform the Activity's GESI Analysis and GIDAP that were initially prepared based on secondary information only. In addition, the data and information for Indonesia directly resulted in the development of this Indonesia Country Chapter.

## INTRODUCTION TO THE ASSESSMENT REPORT

The Assessment Report consists of five separate reports as follows:

1. **Executive Summary and Main Report:** This part of the Assessment Report provides an overall executive summary of the report and a main report summarizing key findings and recommendation at the regional level.
2. **Indonesia Country Chapter:** This is a separate stand-alone report on the gender gaps, challenges, opportunities in the energy sector in Indonesia.

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<sup>3</sup> <https://www.usaid.gov/sites/default/files/documents/Delivering-Gender-Equality-Best-Practices-Framework.pdf>

<sup>4</sup> It should be noted that the precise definitions and numbers of the terms for student life cycle and employee life cycle vary in the literature; different researchers and organizations use different conventions.

3. Philippines Country Chapter: This is a separate stand-alone report on the gender gaps, challenges, opportunities in the energy sector in the Philippines.
4. Thailand Country Chapter: This is a separate stand-alone report on the gender gaps, challenges, opportunities in the energy sector in Thailand.
5. Methodology and Tools: This report provides a summary of the research methodology and tools used in order to conduct the research and analysis that led to the development of the Assessment Report and the individual Country Chapters for the three countries. This report includes the following Annexes:
  - Annex 1: Targeted Stakeholders and Selection Criteria
  - Annex 2: List of Stakeholders
  - Annex 3: List of Questions for the In-depth Interviews (IDIs)
  - Annex 4: List of Questions for the Focus Group Discussions (FGDs)
  - Annex 5: Survey Instrument for the Baseline Citizen Survey

It should be noted that the Country Chapters for Indonesia, the Philippines, and Thailand are based on a rather focused and limited effort to gain a deeper understanding of the overall GESI issues, challenges, and opportunities in the three countries to the extent they were relevant to the primary focus of the Assessment Report as part of the E4SEA Activity. These Chapter Reports provide a foundation for the bilateral missions and the IPs engaged in various activities to further expand the research and conduct more detailed GESI analysis to inform the gender equity and equality issues in the energy sector in the countries.

This report “The Indonesia Chapter” provides a summary overview of gender and social inclusion gaps and challenges within the energy sector in Indonesia based on 1) literature review and desk research, 2) extensive discussions and in-depth interviews (IDIs) with key stakeholders, 3) focus group discussions (FGDs) with a wide array of participants, and 4) a baseline citizen survey. This report also updates the Indonesia-specific information in the Activity’s Gender Equality and Social Inclusion (GESI) Analysis and Gender and Inclusive Development Action Plan (GIDAP) previously completed more than a year ago based on secondary data and information gathered and analyzed from desk research and literature review.

The Activity acknowledges and appreciates the support provided by the USAID Mission in Indonesia without which neither the regional Assessment Report nor the Indonesia Chapter would have been possible.

## **HIGH-LEVEL SUMMARY OF GESI FINDINGS**

Table A6-1 provides a high-level summary of the GESI findings based on primary research and data collection in Indonesia.

**TABLE A6-1: KEY GESI FINDINGS**

Law and Policy	<ul style="list-style-type: none"> <li>• Labor rights and fundamental rights are addressed in the Constitutional Law and Labor Law. Yet specific laws and measures on GESI are insufficient. For instance, not all the legal provisions have any targets, and none have well-defined implementing regulations.</li> <li>• The Sexual Violence Eradication Bill was developed in 2019 but has not been enacted. However, legal proceedings can be implemented through the current system.</li> <li>• Same-sex relations are criminalized in some parts of Indonesia (e.g., in the Aceh Province under Islamic law). In other provinces, it is not considered a crime. (Amnesty International: 2019).<sup>5</sup></li> <li>• The National Energy Policy of the Ministry of Energy and Mineral Resources (MEMR) prioritizes Indonesia's energy transition from fossil fuel-based resources to renewable energy, which will impact women's employment.</li> <li>• The government focuses on gender equality and poverty alleviation in the national energy reform initiatives. By focusing on renewable energy development, new opportunities are increasing for women.</li> <li>• National policies are in place to promote equal opportunities for men and women. Although there is no discriminatory law or policy against women's participation, the number of women in the workforce is still low in various sectors as socio-cultural norms in some regions designate women to serve as primary caretakers of the family.</li> </ul>
Access to Resources	<ul style="list-style-type: none"> <li>• While there are no discriminatory laws, policies, and institutional frameworks against women's participation in employment, the female percentage of the workforce is low in non-STEM and especially in STEM-related careers.</li> <li>• There is a relative absence of initiatives for building confidence among women and girls to study in engineering and energy.</li> <li>• Indonesian women earn 23 percent less than men for similar jobs with similar responsibilities, including female graduates of tertiary educational institutions (ILO: 2020).<sup>6</sup></li> <li>• The prevention of wage gaps between genders has been regulated in Article I of Law no. 80 of 1957. Men's wages were 20.23 percent higher than women's wages in 2015. The wage gap has declined sharply by 13.83 percent. However, women's salaries are still lower than men's wages (Ministry of Women Empowerment in February 2018).</li> <li>• An interview with a lecturer at a leading engineering faculty indicates that their university's male to female student ratio is almost 50:50. The interviewee stated that the energy sector was male dominated in past decades but that this is changing.</li> <li>• As technology changes, many energy employers need more people to handle data analytics rather than just the physical work such as drilling and oil rig operation. This shift should be communicated to universities and vocational schools, so that female students can get academic training in appropriate fields that are expected to be in high demand.</li> </ul>
Power and Decision-Making	<ul style="list-style-type: none"> <li>• Traditional culture and norms dictate that Indonesian women do not typically exercise their power in making decisions in their families and workplaces.</li> <li>• The country has five (5) women serving in ministry-level positions. The Minister of State-Owned Enterprises (MSOE) took the initiative to implement gender equality in the 107 SOEs in April 2021 by setting a quota for women for positions at all levels. However, the number of women serving in political positions related to the energy sector continues to be low at all levels.</li> <li>• Findings suggest that, on average, men have higher levels of education than women. Women with lower levels of education typically face difficulty exercising power or making decisions in their public and private lives.</li> </ul>
Roles and Responsibilities	<ul style="list-style-type: none"> <li>• Indonesian culture and social norms expect that the breadwinner role is reserved for men and the caregiver role for women. As indicated by data across almost all groups surveyed, most respondents agreed with these traditional gender roles. However, target groups such as students report holding fewer rigid beliefs about gender norms, indicating that it is acceptable for a man to do traditional household work while his wife earns the family income (54 percent of this target group believe that gender roles are interchangeable).</li> </ul>

<sup>5</sup> Amnesty International - Indonesia 2019. <https://www.amnesty.org/en/countries/asia-and-the-pacific/indonesia/report-indonesia/>

<sup>6</sup> [https://www.ilo.org/jakarta/info/public/pr/WCMS\\_755550/lang--en/index.htm](https://www.ilo.org/jakarta/info/public/pr/WCMS_755550/lang--en/index.htm)

**TABLE A6-1: KEY GESI FINDINGS**

	<ul style="list-style-type: none"><li>• The Baseline Citizen Survey found that 96 percent of respondents agree (some agree strongly) that a woman with a full-time job should also be the primary caretaker of the family.</li><li>• When women must choose between their personal and professional life, they often decide to leave their jobs to take care of the family.</li><li>• Many female graduates decide not to enter engineering and energy-related professions due to the demanding requirements of operational work. Without family support, it is challenging for married women or single women with family responsibilities to pursue demanding energy sector careers.</li></ul>
Knowledge and Beliefs	<ul style="list-style-type: none"><li>• The Baseline Citizenship Survey results reveal that female students are not as confident as male students to pursue STEM studies. IDI findings reveal that a crucial factor is the lack of role models for career prospects in the energy sector.</li><li>• Findings from IDIs and FGDs suggest that culture affects gender equality in hiring and employee treatment, resulting in women having fewer employment opportunities. Unconscious bias in the recruitment process continues to exist in energy workplaces. HR personnel usually prefer to select male applicants over female applicants for engineering and technical positions in offshore or outdoor operations, regardless of the qualifications and suitability of the female applicants.</li><li>• There is a perception that men are better in hands-on skills and at using equipment than women. In energy entities, particularly offshore operations such as oil rigs, working conditions are dangerous. Conventional energy employers often prefer highly experienced and well-trained professional men rather than newly graduated female engineers or young professionals without field experience.</li><li>• According to the IDIs, in some companies, over 50 percent of applicants were female but only male candidates were selected. It was unclear whether it was due to bias of the selection panel members or because of a lack of qualified female applicants. Some international companies purposely recruit female candidates for engineering and offshore operations due to strong initiatives in promoting gender equality, which is increasingly required by international donors such as the World Bank, ADB, and other bilateral and multi-lateral donors and investors.</li></ul>

## HUMAN DIGNITY AND GBV ASSESSMENT FINDINGS

In addition, in the area of human dignity and GBV, the following are the highlights of the research findings:

- The Sexual Violence Eradication Bill remains to be enacted and communicated to the public country-wide to strengthen the sense of safety and security for women and girls.
- The societal concerns of unsafe conditions for girls and women sometimes lead to female applicants being denied internship opportunities or job placement in male-dominated sectors, especially in the energy sector that is often assumed to be unsafe for women as it may require physical strength for heavy operations.
- According to the IDIs and FGDs, men and women have equal access to grievance mechanisms. However, the practice of reporting and addressing GBV varies widely across SEA.

## FINDINGS RELATED TO STUDENT LIFE CYCLE AND EMPLOYEE LIFE CYCLE

The research conducted under the E4SEA Activity also included an analysis of gender-related issues in the student life cycle and the employee life cycle. Overall, key findings from this analysis reveal the following:

- In Indonesia, students attend either a natural science or social science high school. Their choice of school at this age can preclude them from specific career paths later. Many high school students work and attend school simultaneously, and close to half of the students who do this are female.
- There is no specific school policy on gender equality. High schools have policies regarding child protection, anti-bullying, and sexual harassment. However, FGD participants reported that they had not come across situations involving harassment and bullying.
- Fewer female students choose to study STEM compared to social sciences, but the share of female students in STEM is growing. Some of the reasons that have been cited for the lower participation of female students in STEM academic and internship programs are fear of injury and safety concerns.
- Gender equality challenges are also present in the Indonesian workplace, despite legal protections offered by the Ministry of Manpower. The regulations require that job vacancy advertisements contain no element of gender inequality and that performance reviews be based solely on work performance rather than on gender. Despite the government policies requiring gender equity, only ten (10) percent of female workers have technical and engineering jobs, and less than one (1) percent of the female workers are leaders, CEOs, or managers in the companies where they work.
- Female employees receive three months of maternity leave, yet fathers only receive two days of paternity leave. This indicates a cultural perception of women as the family's primary caretaker.
- Given the relatively low level of participation by women in STEM education, FGD participants noted a strong need to develop the STEM pipeline to increase the number of female job applicants in the energy sector.

## **COVID-19 IMPACT**

The President of the Islamic University Jakarta, in November 2020, said that based on the webinar conducted by the Association of Indonesia Universities (APTISI), it was concluded that due to the pandemic in almost half of Indonesian universities, the student decline rate was around 50 percent, resulting in a decrease in universities income and a corresponding reduction in the services offered. Furthermore, the alarming drop-out rate among student enrollment is a serious cause for concern regarding education and employment. The Government hopes this is a temporary phenomenon, and the enrollment rate will return to normal once the pandemic is gone.

## **KEY RECOMMENDATIONS**

Based on the findings in this preliminary and limited assessment of the gender gaps and challenges in Indonesia as part of the broader regional E4SEA Activity, this section provides a few key recommendations. With respect to the USAID Mission in Indonesia, it should be underscored that a broader more extensive effort is needed for the Mission to develop its country-specific gender streamline strategy framing the findings in this report. In this sense, this report provides a foundation for the Mission and other partners to build a more robust GESI for Indonesia with sector-specific interventions for advancing opportunities for women.

Following are few of the key recommendations for future activities directly derived from the research findings:

## LAW AND POLICY

- Strengthen both the scope and the implementation of applicable labor laws and other laws related to gender equality in all sectors of the economy and ensure enforcement of the policies and regulations.
- Strengthen the implementation of the Sexual Violence Eradication Bill to ensure compliance by all public and private sector employers.
- Donors and the government should consider designing new programs and initiatives by identifying potential energy sector partners who demonstrate a strong commitment to comply with national policy or international bindings (e.g., OECD, SDGs) on gender equality and seek collaboration to achieve key GESI objectives.
- Build upon the awareness and policy among the educational institutions to enhance gender equity and gender equality.
- Develop outreach interventions to attract and prepare more female students to enter STEM studies.
- Develop new programs that should involve awareness-raising among girls, boys, parents, and teachers of the energy sector and STEM career prospects. These programs should focus on building both capability and confidence among female students for STEM studies.
- The government should design a program to engage with renewable energy companies and climate change organizations to enhance opportunities for women's entry in the growing renewable energy and climate change sector.
- While most schools and universities apply gender equality principles in their curricula, further emphasis should be placed on developing programs at the schools and universities to provide management and leadership training for women to advance to higher level positions including political leadership and corporate management.

## ACCESS TO RESOURCES

- Donors and governments should consider designing programs to adapt renewable energy at all levels and especially at the village level. These programs should focus on renewable energy technologies and their use to enhance opportunities for women to participate in the growing renewable energy development market.
- For women to enter into the renewable energy technology area as well as engineering studies, new initiatives are needed that will create female role models. In addition, at the university level, targeted programs should be developed to encourage women to pursue STEM studies that would enable them to participate in technical jobs in the energy industry and put them on the path to develop into managerial and leadership roles.

- Consider creating targeted scholarship programs for female students from rural communities or communities surrounding renewable energy sources/facilities to encourage women to participate in the energy sector.
- Donors and the government should explicitly require GESI in all programs as through successful gender inclusion and gender equality, and the country can narrow the income gap between men and women and harness the untapped potential of women in the energy sector for overall improved economic growth.
- Initiate a country-wide outreach program to emphasize gender equality and gender equity in all economy segments. The outreach program's design should consider the impact of the prolonged COVID-19 pandemic. The outreach program should adopt gender-sensitive and socially inclusive approaches.
- Based on the findings from stakeholder consultations, there is a need for improving human resources (HR) policies, both in the public and private sectors. The HR policies should be refined to explicitly incorporate gender-equitable approaches to recruitment, retention, mentoring, and promotion of women in the energy sector. The government can play an important role by engaging private sector employers and collaborating in this proposed reform process.

## POWER AND DECISION-MAKING

- There is a strong need for designing communications and outreach programs to address the cultural bias that either implicitly or explicitly assumes that men are the key bread winners and a woman's role is of that of a homemaker. These programs should target businesses, community organizations, rural entities, NGOs, and all departments of the government in order to remove biases that unduly deny women the opportunity to enter and prosper in fields that are dominated by males.
- There continues to be a gap between men and women with respect to higher education. This often results in men being the dominant decision maker in all aspects of a family, leaving women out of key family decisions. Concerted programs and communications are needed to enhance educational opportunities for women in all fields in order to reduce the education gap between men and women.
- The Ministry of State-Owned Enterprises (SOE) should initiate programs to ensure compliance from the private sector energy employers to the targets set by the Ministry for women employees and leaders. In addition, the government may consider initiating an industry gender scorecard and highlighting industry entities that meet or exceed the SOE's recommended targets.
- With respect to the election law requiring at least 30 percent of the Members of Parliament to be women, there is currently no enforcement and several political parties do not reach the quota. The government needs to devise mechanisms to ensure that voters and the general population are aware of this policy as the target provides an influence incentive for women to pursue their own choices of study, work, and family life.



- The Ministry of SOE has initiated a capacity building platform for helping female employees of SOEs to achieve a work life balance that maximizes benefits to the employer as well as to the family. The modality of this capacity building platform could serve as an example for future mentoring or capacity building programs. Therefore, the Ministry of SOE should encourage wide-spread use of this platform.

## ROLES AND RESPONSIBILITIES

- Social programs and communications and outreach activities should be designed to address the belief that men are the breadwinners and women are the caretakers. This bias prevents women from pursuing higher education and employment opportunities, thereby denying women equal roles.
- When faced with the choice to either focus on their jobs or on their families, often women choose the family over the jobs because they are perceived as the primary caretaker of the family. GESI programs designed by donors and the government should include direct interventions that would reduce circumstances whereby and leave their jobs in the interest of caretaking of the family. For example, employers could be encouraged to provide additional benefits such as on-site childcare, breast feeding rooms, flexible working hours, work from home options, etc. These initiatives would require both widespread communication and outreach and reform of the current employment laws and policies.
- While there is some increase in female engineers being recruited and promoted to managerial positions in the energy sector, many female engineering graduates decide not to pursue engineering jobs due to the demanding nature of such jobs. This provides public and private sector energy employers the opportunity to institute targeted HR policies to encourage women to pursue engineering jobs. Employers should also be encouraged to provide coaching and to mentor to meet the special needs of female employees in the energy field.
- Build on existing opportunities (e.g., changes in social norms about gender roles especially among the younger generations, more enrollment of female students in STEM fields, increasing need for women engineers in the energy sector, etc.) to design and implement interventions similar to those under E4SEA PWS Objectives 2 and 3. For example, provide coaching to energy sector partners/organizations on how to improve talent attraction and outreach, and provide Training of Trainer (ToT) on conscious and unconscious gender bias in the family, schools/universities, and energy workplace.

## KNOWLEDGE AND BELIEF

- Strengthen gender-responsive career advisory, gender-responsive internship programs, and ToT on conscious and unconscious gender bias in schools and higher education institutions.
- Identify companies that have obligations to report against international sustainability metrics (e.g., OECD's good governance, DJSI, etc.) and support them in strengthening their existing policies and practices to promote GESI in their workplace through interventions similar to those under E4SEA Outcomes 1, 2 and 3.



- Given the significant barrier that conscious and unconscious gender bias can pose to the entry of women into the energy sector workplace, the government, in consultation with donors, should consider initiating widespread communication and outreach program aimed at reversing beliefs that hinder women's progress. Specifically, since such biases are prevalent in most segments of the society, particularly the rural segment, the government should focus its program priority on the rural sector. Female role models and key employers could be a great source for the government to partner within its programming.

## HUMAN DIGNITY AND GBV

- The government should engage stakeholders and communicate widely all information related to the law on GBV and the government's requirement that this law and all of its provisions must be complied with by all parties.
- According to the FGDs conducted under E4SEA, in most workplaces, there are very few reported cases of gender-based violence against women. Companies have internal regulations against GBV in the workplace. Not many universities and schools have an explicit policy on GBV, but some of them do have an anti-bullying policy and complaint mechanism. Despite the recognition of GBV by most parties as well as the existence of policies against GBV, instances of GBV continue to persist. Therefore, both public and private sector employers should reform their HR policies to make it easier, and safe, for women to report instances of GBV. Specifically, targeted capacity building and training may be required to adopt best practices against GBV.
- Include issues of GBV and women's human rights in the training for employers and employees in the energy sector to promote inclusive workplace environment.

## COUNTRY OVERVIEW

In the previous Indonesian generation, as influenced by culture and religion that are passed down from generation to generation, men were required to be the head of the family and fulfill the needs of their family. The women, on the other hand, were expected to take care of their children, husbands, and household. Also, culturally, women had the added responsibility for caring for the elderly living with them and their family. This was the reason why decades ago it was said that women did not need to pursue higher education since they would simply remain at home and take care of the family and the household.

Over the decades, successive governments have been very aware of the prescribed gender roles and the inequality and inequity that they propagate. A host of policies and regulations have been implemented to enhance gender equality including improving community welfare and the quality of life for women. Yet, much work remains to be done as there continue to be challenges and gaps that prevent women from choosing STEM education and STEM-related fields, such as can be found in the energy sector professional workplace.

During the past few years, Indonesia has made progress and significant changes in various areas related to women in the workplace. Improvements have been recorded in health, education, labor force engagement, and political participation. Women are now found in many of these areas that men traditionally dominated. The Government of Indonesia has demonstrated its commitment to enhancing gender equality as evidenced by the fact that there are five (5) female ministers in the current government, of which four (4) became ministers based on their professional careers. In addition, in some of the largest energy companies in the country, women have held positions as President Director, President Commissioner, and at the BoD levels – BOD-1 and BOD-2.

One of the leading technical universities in Indonesia is currently led by a female president. Female principals also lead all of three (3) high schools whose students participated in the E4SEA FGDs.

Women's representation in the Indonesian Parliament (DPR) increased from 11 percent (2004-2009) to 18 percent (2009-2014) and at present it is 21 percent (2021). While this trend of increasing representation of women in the Indonesian Parliament is encouraging, it is still lower than the national target of 30 percent. Also, the current Indonesian Parliament is chaired by a woman.

Although there have been many improvements in gender equality and gender equity, the impact of culture and religion on gender equality is still visible to this day. In all economic sectors, the percentage of female workers is far below that of male workers. In the energy sector, especially in the engineering division, female workers are even less. Therefore, there are many actions that the government, companies, educational institutions, and formal and informal leaders still need to take to allow gender equality to be truly implemented in all aspects of life to achieve greater economic and social benefits in Indonesian society.

# METHODOLOGY

## OVERVIEW

The methodology deployed for the development of this report included a combination of 1) initial desk research and literature review during the preparation of the GESI Analysis and GIDAP; 2) additional desk research (secondary data collection and literature review); 3) stakeholder identification and mapping; and 4) field research in the SEA countries (primary data and information collection through IDIs, FGDs, and the Baseline Citizen Survey). The outputs of desk research were 1) the GESI Analysis and 2) the GIDAP that were completed and submitted at the beginning of the Activity. This report represents the output of the field work that updates and validates the E4SEA Activity's GESI Analysis and GIDAP based on primary in-country data collection and analysis in Indonesia.

## INITIAL DESK RESEARCH AND LITERATURE REVIEW DURING GESI ANALYSIS AND GIDAP FOR THE E4SEA ACTIVITY

At the start of the Activity, initial desk research included a literature review and data collection from over 200 available sources on gender and energy activities. Specifically, research papers and reports of projects funded by various donors were reviewed to identify gender challenges and gaps. The analysis and findings of the extensive review were documented in the GESI Analysis and GIDAP submitted at the start of the Activity. Based on the identified gaps, standardized semi-structured interview questions and guidelines for IDIs and FGDs, as well as research protocol documents and survey instruments were developed and tested for research and analysis in this report.

Later during the first year of the Activity, additional desk research and a literature review was conducted to update the GESI Analysis and GIDAP. Additional research included an extensive review of government laws, policies, regulations, and practices related to gender inclusion, research conducted by various donors and private entities on the status of gender in the three countries, and discussions with various USAID Missions and implementing partners. The body of knowledge related to gender analyses is expanding very rapidly worldwide which mandated updating the previously conducted desk research.

## STAKEHOLDER IDENTIFICATION AND MAPPING

Identification and mapping of target stakeholders was a key component of the methodology deployed for this gender assessment report. Stakeholders were selected from among many public and private sector organizations based on a set of clearly defined criteria to maximize both the quality of information and the quality of data needed to inform the GESI Analysis and GIDAP.

## FIELD RESEARCH/PRIMARY DATA COLLECTION

Field research (primary data collection) included three distinct activities: 1) IDIs with selected stakeholders, 2) FGDs with various groups, and 3) a Baseline Citizen Survey in Indonesia and other countries. Key elements of the methodology deployed for conducting these activities are discussed below.

## IN-DEPTH INTERVIEWS (IDIS)

The principal objective of the IDIs was to gather information on gender and energy gaps and challenges and interventions already implemented by the stakeholders selected for the IDIs. The IDI interviewees were from four specific groups of stakeholders: 1) Private sector (energy companies), 2) Public sector (government ministries and regulators), 3) SOEs, 4) School and Tertiary institutions (high schools, universities, and vocational institutions), and 5) non-profit organizations, foundations, associations, and related networks (gender, energy, and engineering). A detailed questionnaire was developed and tested before conducting the IDIs.

Table A6-2 provides a list of 13 organizations that were selected for IDIs as part of the field research in the country.

**TABLE A6-2: LIST OF KEY STAKEHOLDERS FOR IN-DEPTH INTERVIEWS**

1. Ministry of Energy's Agency of Human Resources Development
2. Pertamina
3. Supreme Energy
4. ITMG
5. Geo Dipa
6. Pertamina University
7. Sripeni Inten Cahyani, former CEO of PT Indonesia Power subsidiary of PLN
8. Indika Foundation
9. Institution of Engineers Indonesia (PII)
10. WING (Women in Geothermal)
11. Society of Renewable Energy (SRE)
12. Women in Mining and Energy (WIME)
13. New Energy Nexus Indonesia

## FOCUS GROUP DISCUSSIONS (FGDS)

In addition to the IDIs, ten (10) FGDs were conducted in Indonesia with a variety of pre-selected respondents. The FGD participants included 1) engineers and geologists from energy companies, 2) high school students, 3) vocational school students, and 4) university students. Table A6-3 provides a list of FGD participants groups.

**TABLE A6-3: LIST OF KEY STAKEHOLDERS FOR FOCUS GROUP DISCUSSIONS**

STAKEHOLDER CATEGORY	STAKEHOLDERS SELECTED FOR FGD
Energy Sector Engineers	<ol style="list-style-type: none"><li>1. Pertamina</li><li>2. Supreme Energy</li><li>3. ITMG</li><li>4. Geo Dipa</li><li>5. PLN</li></ol>
University Students	<ol style="list-style-type: none"><li>1. University of Indonesia</li><li>2. Institut Teknologi Bandung</li><li>3. Universitas Gadjah Mada</li><li>4. Pertamina University</li></ol>

**TABLE A6-3: LIST OF KEY STAKEHOLDERS FOR FOCUS GROUP DISCUSSIONS**

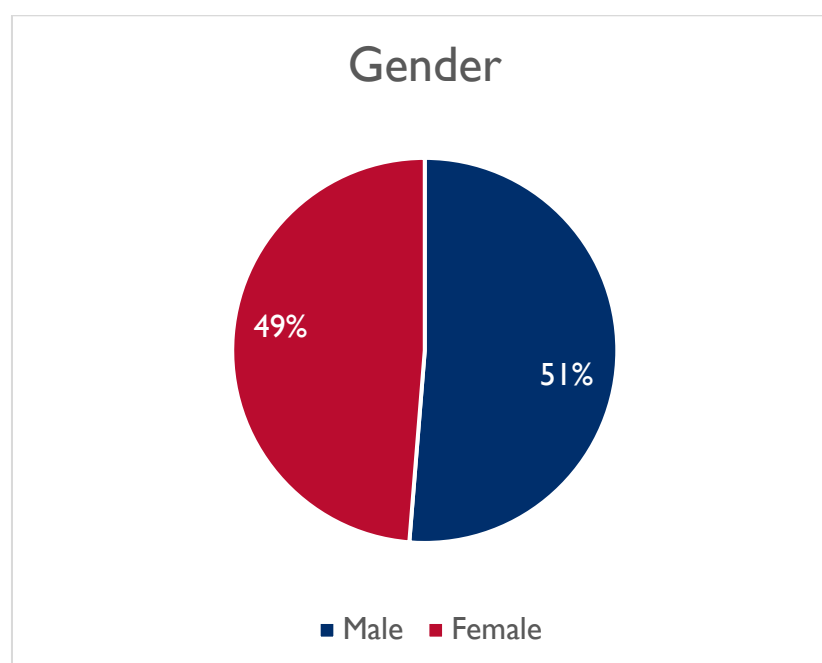
Vocational School Students	1. Politeknik Negeri Jakarta
	2. Politeknik Negeri Bengkalis
	3. Internasional Politeknik Negeri Tanah Laut
	4. Universitas Gadjah Mada Vocational College
High School Students	1. School SMUN 3, Jakarta
	2. SMUN 70 High School
	3. SMUN 8 High School, Jakarta

A detailed questionnaire was developed and tested to guide the FGDs.

### **BASELINE CITIZEN SURVEY**

The third component of the methodology to collect primary data and information on gender equality gaps and challenges was a detailed Baseline Citizen Survey in Indonesia. The survey deployed the Computer-Assisted Telephone Interview (CATI) technique and was carried out by GeoPoll, an international survey firm with prior survey experience with USAID. Different stages of this intervention included 1) a survey design, 2) a call center set up and operator/enumerator training, 3) tool testing, 4) survey implementation and 5) data entry and data transmission and delivery.

The sampling for CATI respondents included 1) male and female students aged 18 and above 2) recent university graduates, 3) parents of children aged 20 and below, 4) working professionals, and 5) other. Figure A6-1 provides the gender distribution of the respondents.



*Figure A6-1: Gender composition of the FGD Respondents in Indonesia*

A total of 546 respondents participated in the survey. A detailed survey instrument (questionnaire) was prepared and tested prior to conducting the survey. The survey permitted follow-up questions. The insights gained from the survey were triangulated with the research findings from the IDIs and FGDs.

Figure A6-2 provides breakdown of the various target groups.

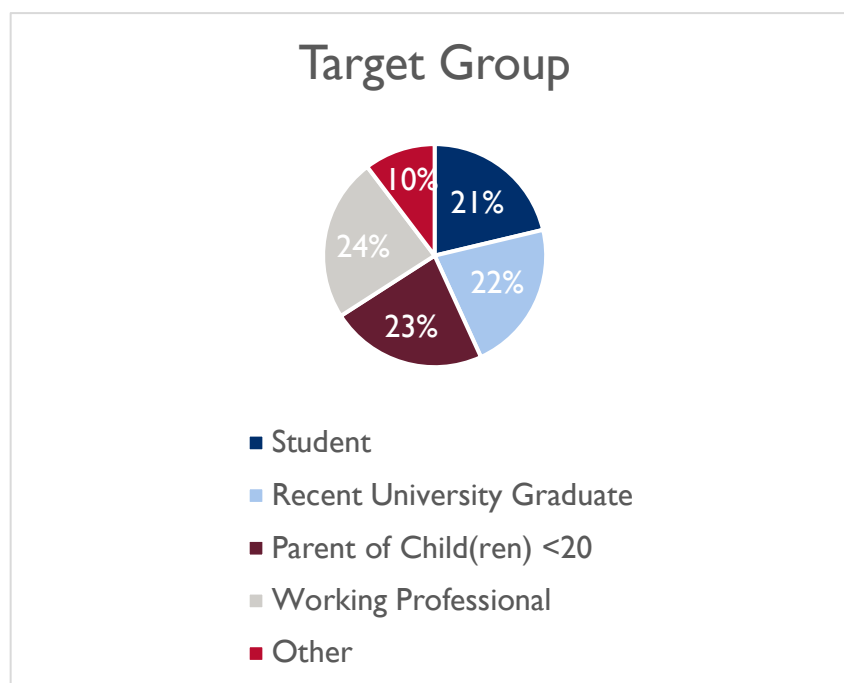


Figure A6-2: Composition of the Target Groups for FGDs in Indonesia

## COVID-19-RELATED CHALLENGES

The COVID-19 pandemic created challenges for primary data collection as travel restrictions did not permit face-to-face interviews and focus group discussions with key stakeholders. Therefore, virtual IDIs and FGDs were conducted via online applications such as Zoom, Microsoft Teams and Google Meet. Although this posed some coordination challenges, the quality of interviews and surveys was not compromised. In some cases, repeat interviews were conducted to clarify and/or confirm the veracity of information gathered during initial interviews. Appropriate rehearsals and trials were conducted in advance to maximize the value of the interviews.

## DETAILED GESI FINDINGS

### KEY HIGHLIGHTS

Key highlights of the findings include the following:

1. **Overall, Role of Men and Women:** When asked about the role of women and men at home and workplace, a majority of the respondents stated that men's primary role is that of breadwinners whereas the women's primary role is that of caretakers. When followed up with the question for the reason for this attitude, 78 percent of respondents said because these are traditional roles we should conform to, and 22 percent said that on the average men have higher educational level than women.

Figure A6-3 shows the degree of belief from "strongly agree" to "strongly disagree" as expressed by various target groups.

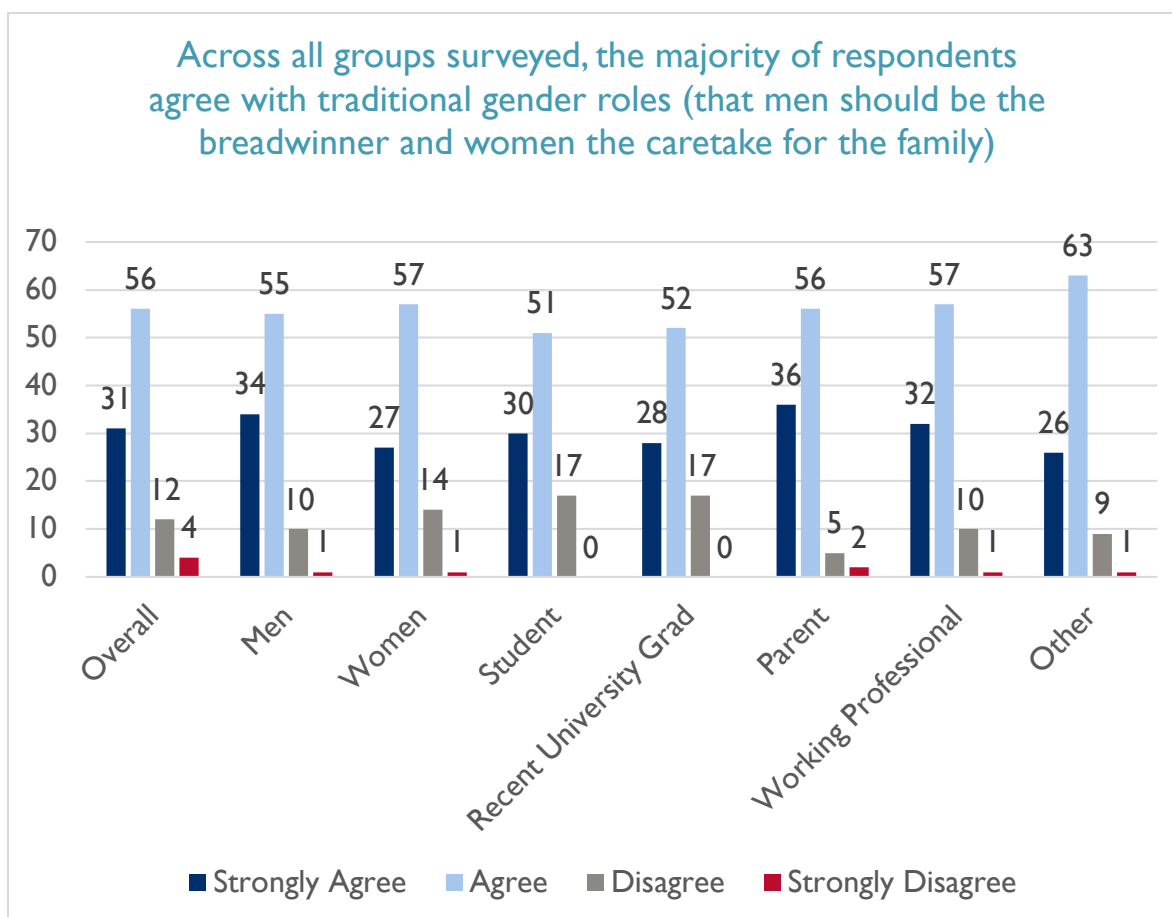


Figure A6-3: Attitude of Different Target Groups on Male Breadwinners and Female Caretakers in Indonesia

Of respondents that disagreed, 56 percent believed that men and women could have interchangeable roles depending on family needs, and 70 percent believed that men and women should share equal responsibility in all roles both at home and at the workplace.

When asked if a woman with a full-time job can be a primary caretaker of the family, 96 percent of the respondents strongly agreed or agreed. Of these, 63 percent said that their response was because it is the primary role of women and it that cannot be denied. Thirty-seven percent of the respondents said that by nature women can take better care of children than men. These attitudes were reflected throughout the population and target groups.

When asked about men doing household work, 54 percent of the respondents said that it was acceptable because gender roles should be interchangeable. Thirteen percent of the respondents said that it was shameful for the man to do household work. In the student target group, eight (8) percent of the female students felt that it was shameful for the man to do household work while 19 percent of male students felt this way.

**2. Decision-Making in the Family:** When asked about who the primary decision maker in the family should be, the responses were as follows:

- Seventy-eight percent of the students and recent university graduates stated that men are naturally the leaders of their family.
- Of those who said it should be both men and women, 71 percent of respondents said men and women have different ways of looking at things and 65 percent said it was best to have a joint decision acceptable by everyone.
- Of those who chose the breadwinner as the primary decision maker, 68 percent said the breadwinner had an important role in the family and 29 percent said that the main breadwinner should be the primary decision makers because the decisions must be financially viable.

Figure A6-4 illustrates the responses from the various target groups regarding the decision-making in the family.

**2. Gender Roles and Impact on Career Choices:** During the survey, a series of questions including follow-up questions were asked regarding the gender roles and how they affect career choices for males and females. The following are some of the most informative responses from various target groups:

- Sixty-six percent of the parents either strongly agreed or agreed that parents should have the final word in decisions regarding their children's choice of study/jobs. Most commonly they responded that it was because parents know what is best for their kids (60 percent of the parents).
- Of the 33 percent of parents who disagreed, 64 percent said that it was because children know best what they want to study, and 47 percent said it should be a joint decision between parents and kids.
- When asked whether gender roles influence on the persons' choice of profession, 18 percent of working professionals said that gender roles had a very high influence on career choices, 50 percent rated the influence as high, 17 percent rated at "to some extent" and seven (7) percent felt that gender roles had little impact on career choices.



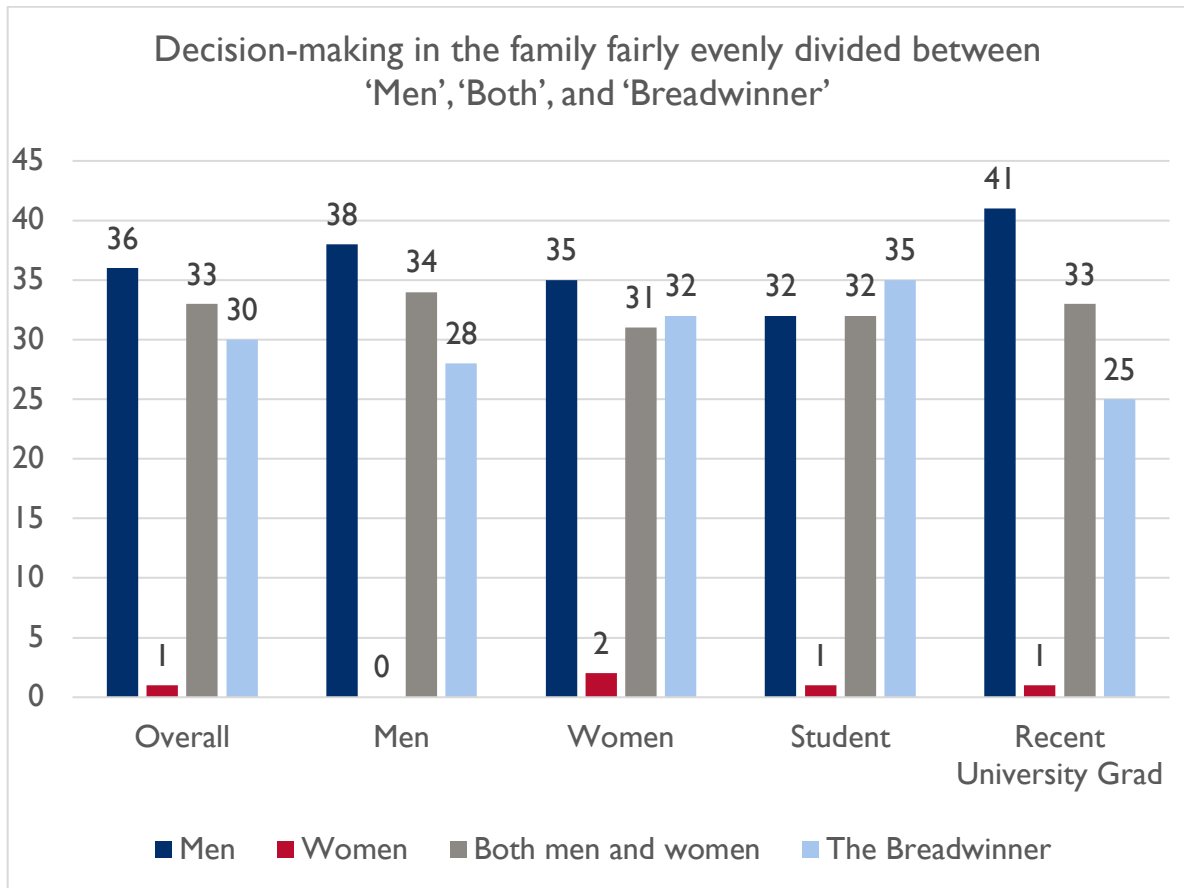


Figure A6-4: Responses by Various target Groups Regarding Decision-Making in the Family in Indonesia

- Of those who said that the influence of gender roles on career choices was high, 54 percent said that consciously or subconsciously social norms have a strong influence on career choices for males and females.

**3. STEM Education:** The key highlights regarding the attitudes of different target groups about men and women pursuing STEM education for potential careers in industry including the energy industry are summarized below.

- Eighty-six percent of the parents stated that they would support a daughter's decision to study engineering if she was academically qualified. Of these, 72 percent of the parents said that it was because girls should study what they like while 34 percent said that engineering is a good profession.
- Of those parents who said they were not sure or would not want their daughters to pursue STEM, 71 percent said that engineering is a male-dominated area and limits career paths and opportunities for women.
- Students and recent university graduates were asked if more females should be enrolled in STEM-related studies. Both groups answered similarly, even between males and females. Overall, 56 percent of the respondents said yes, 15 percent said they were not

sure, and 23 percent said no. Of those who said yes, 50 percent said that, intellectually, females can be as good as males in STEM fields.

- When students were asked about the most influential factors for females to join a STEM field, 74 percent said it would be their own career interest, 32 percent gave a promising career opportunity as the reason, and 29 percent said that parental influence was the most important factors.
- When students were asked if they plan to pursue a STEM-related education, 33 percent of the females said yes and 59 percent said no. In contrast, 50 percent of the males said yes, and 48 percent said no.
- When parents were asked if women can perform as well as men in STEM fields, 49 percent agreed or strongly agreed, and 49 percent strongly disagreed or disagreed. Of those who agreed/strongly agreed, 57 percent said women can be as good as men in technologies and sciences if they are trained in the same way, and 53 percent said that Intellectually women and men are not different.

Figure A6-5 summarizes the highlights of the reasons for the relatively low percentage of women entering and pursuing STEM education. As can be seen, parental attitude and lack of self-confidence stand out as the two most dominant reasons for the lack of women in STEM education.

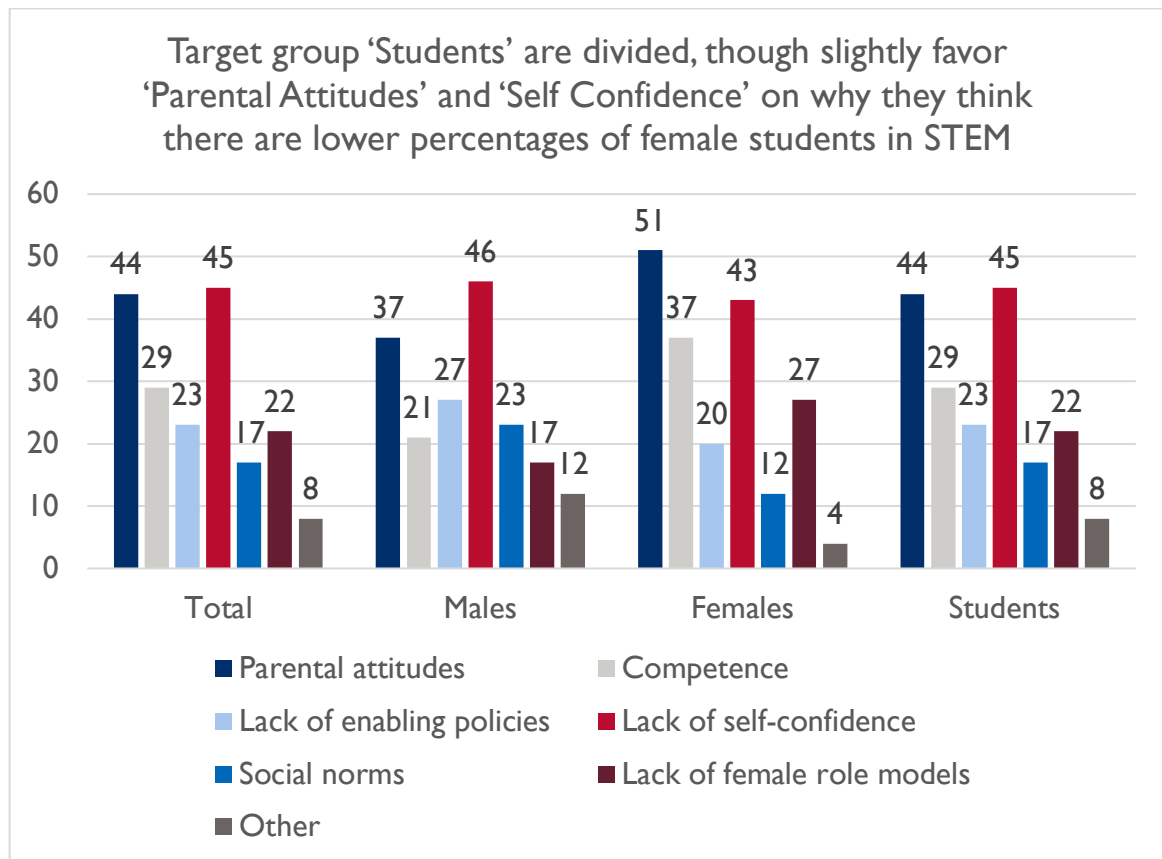


Figure A6-5: Highlights of Key Findings on the Reasons for Relatively Low Percentage of Women in STEM

**4. Women Managers/Supervisors and the Importance of Women in Leadership:** The baseline citizen survey also included questions regarding the importance of women in leadership roles. The following are the key highlights based on the responses of various target groups.

- When asked if the respondents preferred male or female supervisors, 79 percent of “other category”, recent university graduates, and working professionals said it did not matter whether their supervisor/manager was a male or a female. Of these, 61 percent said that both women and men can be good managers/supervisors if they operate on the basis of the same management principles.
- Of the 15 percent of the respondents who said they preferred a male supervisor, 55 percent said that a male manager is more decisive in critical situations and forty-one 41 percent said a male manager is more interested in the big picture rather than on small details.
- Of the six (6) percent of the respondents who preferred a female supervisor, 63 percent of the males said a female manager is interested in detail, and can be more prudent.
- When asked about the importance of women in leadership roles, of those who feel it is important, 44 percent said that women leaders can bring new outlooks and perspectives to the organization and 42 percent said that business-wide communication can be enhanced because women are effective communicators.
- Of those respondents that did not agree, 65 percent of the males and 45 percent of the females said that most organizations still generally prefer male leadership and 55 percent of the females said that women may not be able to fully contribute to the demands of leadership due to their responsibilities at home.

Figure A6-6 illustrates this key finding. As can be seen, both male and female respondents thought that it was important for women to be in leadership positions.

Additional findings from the baseline citizen survey are provided later in the report. Furthermore, findings from IDIs and FGDs are also discussed many of which confirm the findings from the survey.

## **SUMMARY OF FINDINGS**

The GESI Analysis Report, prepared at the beginning of the E4SEA Activity, highlights key enabling factors and barriers to promote greater participation of women in the energy sector in Indonesia. Findings from additional desk research and literature review and primary data collection through the stakeholder consultations (IDI and FGDs) and Baseline Citizen Survey reinforce some of these comments, but new findings also emerge as summarized below in Table A6-4.

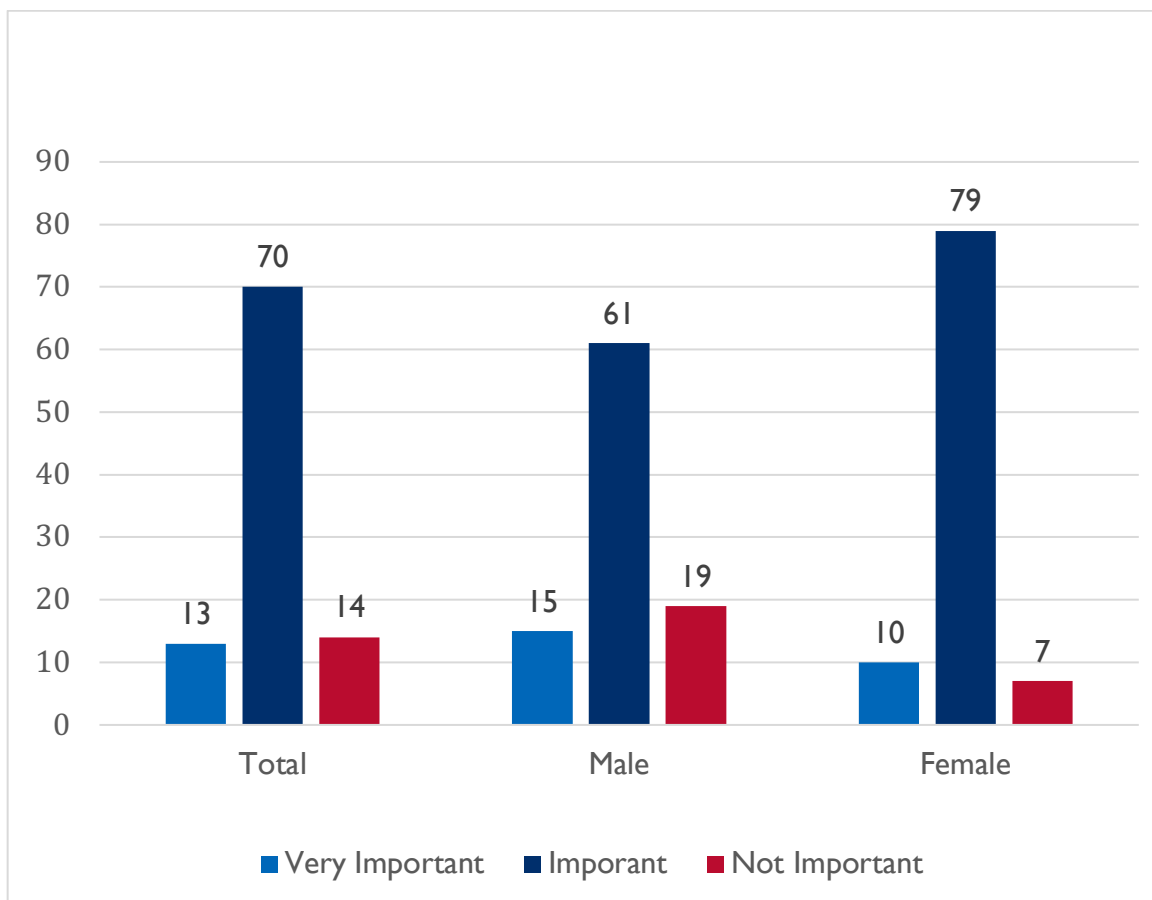


Figure A6-6: Attitudes about the Importance of Women in Leadership Roles

#### TABLE A6-4: KEY FINDINGS

##### Law and Policy

- Labor rights and basic rights are addressed in the Constitutional Law and Labor Law. Yet specific laws and measures on GESI are insufficient. For instance, not all the legal provisions have any targets, and none of them have well-defined implementing regulations.
- The Sexual Violence Eradication Bill was developed in 2019 but has not been enacted into law. However, legal proceedings can be implemented through the current system.
- Same-sex relations are criminalized in some parts of Indonesia (e.g., in the Aceh Province under Islamic law). In other provinces, it is not considered a crime. (Amnesty International: 2019).<sup>7</sup>
- The National Energy Policy of the Ministry of Energy and Mineral Resources (MEMR) prioritizes Indonesia's energy transition from fossil fuel-based resources to renewable energy which will have an impact on women's employment.
- The government is focusing on gender equality and poverty alleviation in the national energy reform initiatives. Through the focus on renewable energy development, new opportunities are increasing for women.
- National policies are in place to promote equal opportunities for men and women. Although there is no discriminatory law or policy against women's participation, the number of women in the workforce is still low in various sectors as socio-cultural norms in some regions designate women to serve as primary care takers of the family.

<sup>7</sup> Amnesty International - Indonesia 2019. <https://www.amnesty.org/en/countries/asia-and-the-pacific/indonesia/report-indonesia/>

**TABLE A6-4: KEY FINDINGS**

Access to Resources	<ul style="list-style-type: none"> <li>• While there are no discriminatory laws, policies, and institutional frameworks against women's participation in employment, the female percentage of the workforce is low in non-STEM and especially in STEM related careers.</li> <li>• There is a relative absence of initiatives for building confidence among women and girls to study in engineering and energy.</li> <li>• Indonesian women earn 23 percent less than men for similar jobs with similar responsibilities, including female graduates of tertiary educational institutions (ILO: 2020).<sup>8</sup></li> <li>• The prevention of wage gaps between genders has been regulated in Article I of Law No. 80 of 1957. Men's wages were 20.23 percent higher than women's wages in 2015. The wage gap has since declined sharply by 13.83 percent. However, women's wages are still lower than men's wages (Ministry of Women Empowerment in February 2018).</li> <li>• An interview with a lecturer at a leading engineering faculty indicates that the male to female student ratio in their university is almost 50:50. The interviewee indicated that the energy sector was male dominated in past decades but that this is changing.</li> <li>• As technology is changing, many energy employers need more people to handle data analytics rather than just the physical work such as drilling and oil rig operation. This shift should be communicated to universities and vocational schools so that female students are able to get academic training in appropriate fields that are expected to be in high demand.</li> </ul>
Power and Decision-Making	<ul style="list-style-type: none"> <li>• Traditional culture and norms dictate that Indonesian women do not typically exercise their power in making decisions in their families and workplaces.</li> <li>• The country has five (5) women serving in ministry-level positions and the current chairperson of the Indonesia Parliament is woman. The Minister of State-Owned Enterprises (MSOE) also took initiative to implement gender equality in the 107 SOEs in April 2021 by setting a quota for women for positions at all levels. However, the number of women serving in political positions related to the energy sector continues to be low at all levels.</li> <li>• Findings suggest that, on average, men have higher levels of education than women. Women with lower levels of education typically face difficulty in exercising power or making decisions in their public and private lives.</li> </ul>
Roles and Responsibilities	<ul style="list-style-type: none"> <li>• Indonesian culture and social norms expect that the breadwinner role is reserved for men and the caregiver role for women. As indicated by data across almost all groups surveyed, most respondents agreed with these traditional gender roles. However, target groups such as students report holding fewer rigid beliefs about gender norms, indicating that it is acceptable for a man to do traditional household work while his wife earns the family income. Fifty-four percent of this target group believe that gender roles are interchangeable).</li> <li>• The Baseline Citizen Survey found that 96 percent of respondents agree (some agree strongly) that a woman with a full-time job should also be the primary caretaker of the family.</li> <li>• When women must choose between their personal and professional life, they often decide to leave their jobs to take care of the family.</li> <li>• Many female graduates decide not to enter engineering and energy-related professions due to the demanding requirements of operational work. Without family support, it is challenging for married women or single women with family responsibilities to pursue demanding energy sector careers.</li> </ul>
Knowledge and Beliefs	<ul style="list-style-type: none"> <li>• The Baseline Citizenship Survey results reveal that female students are not as confident as male students to pursue STEM studies. IDI findings reveal that a crucial factor is the lack of role models for career prospects in the energy sector.</li> <li>• Findings from IDIs and FGDs suggest that culture affects gender equality in hiring and employee treatment, resulting in women having fewer employment opportunities. Unconscious bias in the recruitment process continues to exist in energy workplaces. HR personnel usually prefer to select male applicants over female applicants for engineering and</li> </ul>

<sup>8</sup> [https://www.ilo.org/jakarta/info/public/pr/WCMS\\_755550/lang--en/index.htm](https://www.ilo.org/jakarta/info/public/pr/WCMS_755550/lang--en/index.htm)

**TABLE A6-4: KEY FINDINGS**

technical positions in offshore or outdoor operations, regardless of the qualifications and suitability of the female applicants.

- There is a perception that men are better in hands-on skills and at using equipment than women. In energy entities, particularly offshore operations such as oil rigs, working conditions are dangerous. Conventional energy employers often prefer highly experienced and well-trained professional men rather than newly graduated female engineers or young professionals without field experience.
- According to the IDIs, in some companies, over 50 percent of applicants were female but only male candidates were selected. It was unclear whether it was due to bias of the selection panel members or because of a lack of qualified female applicants. Some international companies purposely recruit female candidates for engineering and offshore operations due to strong initiatives in promoting gender equality, which is increasingly required by international donors such as the World Bank, ADB, and other bilateral and multi-lateral donors and investors.

## DETAILED DISCUSSION OF THE FINDINGS

The following provides a more detailed discussion of the GESI findings:

### LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES

Gender equality mainstreaming in Indonesia has been formulated as a strategy to integrate gender perspectives in developing all sectors in Indonesia. The integration of the gender perspective starts from the process of planning, budgeting, implementing, and monitoring and evaluating all development policies, programs, and activities. Gender equality mainstreaming is aimed to achieve gender equality in development that is more just and equitable for all Indonesians, including both men and women. Women's empowerment programs are also essential. Pro-gender equality mainstreaming programs should be adequately planned and implemented to allow better opportunities for women to access the labor market and have relative career advancement to hold management and executive positions.

Policies Related to Gender Equality and Women's empowerment in the country are as follows:

1. To reach the goal to have gender equality be applied in every economic activity, gender integration is included in many organizations' internal policies. The government has issued laws, policies, and presidential, ministerial, and local government decrees. In many cases, even village-level heads have issued regulations regarding gender equality.
2. Policies regarding gender equity include quotas for the number of women in parliament and rules for women to be given the same opportunities as male workers, both in terms of the number of broad categories of employees and advancement opportunities so that women can occupy management and executive positions.

In practice, however, while on the books, gender equity policies and regulations have not been fully implemented. For example, the quota for the representation of women in Parliament is 30 percent, but currently only 21 percent of the Parliamentarians are women. And the number of female workers is far less than the number of male workers across most sectors of the economy. There are far fewer women in managerial positions than male managers in almost all sectors. Even though there is already a quota, sanctions have not been applied if it is not reached. Various parties suggested that sanctions be imposed

on those who do not meet the quota to enhance compliance with gender-inclusive management and governance.

The government has issued the following laws and policies to date that directly addresses Indonesia's efforts aimed at achieving gender equality:

**1. The 1945 Constitution of the Republic of Indonesia**

- a. Article 27 paragraph (1) of the 1945 Constitution, states that: the existence of recognition of the principle of equality for all citizens without exception.
- b. This principle of equality eliminates discrimination. Therefore, every citizen has equal rights before the law and the government does not depend on religion, ethnicity, gender, position, or class as the basis to discriminate against various groups of citizens.

**2. National Medium-Term Development Plan 2020-2024**

Gender Equality and Women's empowerment is part of the National Long-Term Development Plan (RPJP) of Indonesia for the period beginning in 2000 to the year 2025. Every five (5) years, the national government of Indonesia prepares the National Medium-Term Development Plan (RPJMN). Gender Equality and Women's empowerment is also clearly stated in the RPJMN. Currently, Indonesia is implementing RPJMN 2020 – 2024.

**3. Law No. 23 of 2014 on Regional Government.**

This law states that regional governments may revoke regulations that conflict with gender equality.

**4. Law No. Seven (7) of 1984 on Ratification of the Convention Concerning the Elimination of All Forms of Discrimination Against Women (CEDAW)**

Through the ratification of the UN Convention on the Elimination of All Forms of Discrimination against Women with Law No. Seven (7) of 1984, the Government is aggressively pursuing the gender equality agenda in its governance.

**5. Law No. Ten (10) of 2008 on Political Parties' Participation in Elections**

Law No. Ten (10) states that political parties can only participate in elections after fulfilling the following requirements:

- Have at least 30 percent women in the management of political parties at the central level
- Implement a zipper system that stipulates that for every three (3) prospective members in the political parties and various government institutions, there is at least one woman.

**6. Presidential Instruction No. Nine (9) of 2000 on Gender integration in National Development**

The mandate to implement gender integration by all ministries/institutions and local governments in the country has begun since the issuance of this Presidential Instruction of the Republic of Indonesia No. 9/2000 on Gender integration in National Development. This mandate is strengthened through Law No.17/2007 on the 2005 – 2025 National Long Term Development Plan (RPJPN) which is outlined in the 2004 – 2009 National Medium Term Development Plan (RPJMN), and the 2010 – 2014, 2015 – 2019 & 2020 – 2024 RPJMN.

**7. Joint Circular Letter of the Four Ministers on the National Strategy for Accelerating the Implementation of Gender Integration and Gender Responsive Budgeting.**

In 2012, a National Strategy for the Acceleration of Gender Integration was launched by the Government through planning gender-responsive budgeting, and through Circular letter of the Minister of National Development Planning (Bappenas), Minister of Finance, Minister of Home Affairs, and the Minister of Women's empowerment & Child Protection (PP/PA).

**8. Minister of Home Affairs Decree No. 67 of 2011**

This Decree on general guidelines for the implementation of gender integration in the regions requires the regional governments to implement gender-inclusive policies and programs.

**9. Minister of Finance Decree No. 807 of 2018**

This Decree is related to guidelines for the implementation of gender integration in the financial institutions including all planning and budgeting.

In the energy sector, specifically as related to fossil-based power generation, as Indonesia must achieve the target of reducing carbon emissions in accordance with the Paris Agreement, and the national energy mix target of 23 percent from renewable energy sources by 2025, the government should prioritize the development of renewable energy in the coming years. While the target for net zero carbon emissions is expected to be achieved by 2060 or earlier, phase-out of coal plants will be carried out in stages which will be replaced by renewable energy-based power plants.

During FGDs on gender equality policies in schools (high schools, vocational schools, and universities), participating students stated that gender equality has been implemented in their schools, but it is not obvious. For example, student enrollment and internship programs as well as scholarships, are decided based on academic record and attitude of the students and not at all based on gender. However, all high school, vocational school, and university students do not know and have never seen a written policy document regarding gender that is issued by their schools.

FGD participants from one high school stated that the school has a written anti-bullying policy, even posting banners in several places in the school yard to reduce bullying based on gender, religion, and other social and cultural preferences.



The Minister of State-Owned Enterprises (BUMN) has recently inaugurated 3 CEOs and one Deputy Director of BUMN Companies who were all women. The Minister stated that he is eager for five (5) percent of BUMN Executive positions to be filled by millennials under 40 years of age. To provide opportunities for the public to become leaders of BUMN companies, the Minister has promised to provide scholarships to BUMN employees. Furthermore, the target of the Ministry of BUMN is that by 2023, 25 percent of the leadership of state-owned companies would be held by women, and the number of women working in state-owned companies will be at least 15 percent.

According to the Chairwoman of the Srikandi BUMN, Tina T, the Srikandi BUMN community was established to provide a platform for women working in BUMN companies to support each other, build personal and professional capability, and learn new traits, be able to adapt to various changes, and maintain a balance between their home and work lives. This community also wishes to inspire and educate the public, especially young women, to pursue their dreams of becoming leaders, not just working as a regular staff in the industry.

Indonesia generally does not recognize or support the rights of LGBTQI+ persons, even though homosexuality is not criminalized. In Indonesia, neither marriage nor adoption by LGBTQI+ people is permitted. There are no specific anti-discrimination laws that pertain to SOGIE.<sup>9</sup>

## ACCESS TO RESOURCES

### a. Access to Energy

The President Director of PLN, at a hearing in Indonesia Parliament (DPR RI) in May 2021, stated that the household sector's access to electricity in the country is increasing, and has reached 99.3 percent as of March 2021. Out of 34 provinces in Indonesia, 30 provinces already have an electricity access rate of more than 95 percent, 3 provinces are still below 95 percent (Papua at 94.55 percent, Maluku at 92.03 percent, and East Nusa Tenggara at 88.19 percent), and one province (Bali) has 100 percent electricity access. Meanwhile, the ratio of electrified villages continued to grow and reached 99.59 percent or reached 82,630 villages spread throughout Indonesia. The number of villages that have electricity access has increased compared to the position at the end of 2020 which was 82,569 villages.<sup>10</sup>

Due to the pandemic, many hotels, industries, offices, etc. are not operating normally resulting in a surplus of capacity. Unless demand comes back, it is expected that no new generation plants will be constructed in the country in the near term.

As noted in the GESI Analysis report completed under E4SEA, according to the World Bank, indoor pollution causes around 165,000 premature deaths annually in Indonesia. One of the most significant contributors to this type of pollution is fuelwood for cooking. The use of fuelwood in a closed room is

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<sup>9</sup> UNDP. 2014. Being LGBT in Asia: Indonesia Country Report. 2014.

<sup>10</sup> Electrified villages are villages that are electrified by PLN and non-PLN, such as local governments and the private sector. Of the total 34 provinces, there are 32 provinces whose entire villages have been connected to electricity up to 100 percent. Meanwhile, electrified villages in Papua only reached 95 percent and in West Papua, it reached 96.19 percent. In fact, majority of villages that have been electrified leaned on Diesel generators. Sometimes diesel oil is not available at the nearest gas station, meanwhile the price of diesel oil at the supplier can be 5 times more expensive than the price at the gas station. As a result, electricity is only available at night, sometimes only for 4-6 hours, even taking turns -- one day on, and the next day off. In addition, villages that are said to have been electrified, generally, do not have 100 percent household coverage.

very vulnerable to women's health. And ironically, the use of fuelwood for cooking is standard practice in rural areas where the tree population has significantly decreased, and groundwater availability has become vulnerable. Floods and landslides also often occur in many locations in Indonesia.

Several community-based programs have succeeded in implementing pilot projects for energy-efficient biomass/biogas cook-stoves, and solar cooking stoves. However, such projects to replace fuelwood use need to be supported and encouraged by the central government and local governments for replication throughout the country.

## **b. Labor and Digitation**

The number of internet users in Indonesia over the last five (5) years has increased significantly. Based on a report by the Indonesian Internet Service Providers Association (APJII), it was recorded that more than 196.7 million people (73 percent) of the Indonesian population is connected to the internet network as of the second quarter of 2020. In addition, the number of smartphone users has reached more than 70 percent of the country's population.

Based on the August 2020 Sakernas data, the number of workers who use the internet in their main job is 39,720,399 workers (30.92 percent) of the total connection of 128,454,184 workers as of August 2020. This number increased by 16.44 percent compared to August 2019 when it was 34,113,645 workers. Those who use the internet in their main job are mostly male workers estimated at 24,462,806 (61.59 percent), while the total number of female workers stood at 15,257,593 (38.41 percent) of the total.

The Ministry of Finance is preparing a program to support women-owned SMEs. In addition to providing access to funding in case they could not meet certain requirements of financial institutions, the Ministry is also assisting women-owned SMEs in digital marketing. This is because some women entrepreneurs lack the skills and confidence to use digital marketing tools, and some women-owned SMEs do not have the necessary equipment, technology, and access to the internet. To address this issue, the government plans to improve the internet infrastructure, particularly in remote areas.

## **c. Impact of the Pandemic**

The impact of COVID-19-related school closures varies, as not all students have the opportunity, tools, and internet access they need to continue studying during the pandemic. In the event of "Work from Home (WFH COVID-19), a webinar entitled "The Impact of COVID-19 on the World of Education in Indonesia" organized by University of Padjadjaran (Unpad), education practitioner Yusra Tebe, stated that the pandemic affected at least 68.7 million students in many ways including missing school, after-school activities, and social engagement. Almost all schools were adversely affected. Parents were (are) finally overwhelmed and Yusra suggested the implementation of home-based learning methods beset by several challenges.

Furthermore, Yusra explained that as many as 46,000 or 18 percent of Indonesia's total primary and secondary education units do not have internet access facilities. 8,000 schools do not have electricity. Students are not used to online learning or self-study. Limited network and internet quota, lack of device facilities, and a less conducive learning environment, all continue to pose challenges in implementing "learning from home."

This is also in line with the results of a survey conducted by the Ministry of Women's Empowerment and Child Protection of Indonesia which concluded that 49 percent of children thought that learning from home programs burdened them. The survey also concluded that 49 percent of children carried out social media activities while studying from home, 22 percent of the respondents did assignments, 13 percent engaged in various hobbies, and nine (9) percent engaged in sports activities.

The webinar concluded that for millions of students, school closures would not be just a temporary disruption to their education but a sudden end. Education should be at the heart of any post-pandemic recovery plan drawn up by any government to make education free and affordable for every child worldwide.

#### **d. Covid-19 and Workers**

The COVID-19 spread in Indonesia caused a very heavy impact on people's lives, including affecting the economic sectors. The effect it has on companies, as well as on Micro, Small and Medium Enterprises (UMKM) in Indonesia created an alarming level of unemployment resulting from many businesses simply shutting down. In March 2021, the Ministry of Manpower (Kemnaker) stated that there were 29.4 million workers affected by the COVID-19 pandemic. That number included those affected by the termination of employment and lay-offs without pay. Reduced working hours together with layoffs resulted in wage losses and revenue reductions. The Ministry of Manpower reported that 623,407 female workers had been affected by the COVID-19 pandemic. Despite this number being lower than the male workers that lost their jobs, the impact on women was disproportionately high.

#### **e. Loss in Wages**

Based on the Employment Data and Information Center data, wages for workers are based on level of education and experience. By gender and level of education, the monthly wages for women at nearly all levels were lower than those for men as of March 2021.

FGDs conducted as part of the assessment and interviews with energy employers in the region also confirmed that while the wages for male and female workers are not based on gender, there continues to be a variance in that for similar jobs, female wages are less than male wages.

### **POWER AND DECISION-MAKING**

The Baseline Citizen Survey conducted as part of this assessment confirmed that the position of women in society is considered lower than that of men, and that typically men have a higher level of education than women. This is in line with the existence of strong socio-cultural traditions and norms where Indonesian women had less power in making decisions in their families and workplaces. Men must play a better role in households, organizations, and others in making decisions. As a result, leadership and decision-making is dominated by men.

The issue of gender inequality is clearly reflected in the representation of women in the Indonesian parliamentary structure. Based on data from the 2010-2035 Indonesian Population Projection, of the total 261.9 million Indonesians in 2017, the female population is 130.3 million or around 49.75 percent of the total population. Unfortunately, the parliament is not representative of the fact that women comprise almost half of the country's population.

Law No. 10 of 2008 stated that political parties could only participate in elections after fulfilling specific requirements including 1) having at least 30 percent women in the management of political parties at the central level and 2) implementing a zipper system which stipulates that for every three (3) prospective members in the party there is at least one woman. This provision is contained in Article 55 paragraph 2 of Law No. 10 of 2008. These two policies aim to avoid the domination of one gender in political institutions that formulate public policies. The figure is obtained based on research conducted by the United Nations (UN) which states that a minimum of 30 percent women participation allows a change to occur and has an impact on the quality of decisions taken in public institutions. During the last four election periods, the representation of women has not shown a major change. The representation of women in the Indonesian Parliament was at 17.86 percent in the 2009 election. In the 2019-2024 election it rose to 20.8 percent; however, during the 2014 -2019 period, it declined to 17.32 percent.

When examined more deeply, each party with more votes has more women members than other parties. However, some political parties do not comply with this law. Some parties suggest that sanctions should be immediately applied to political parties that do not meet the quota for the number of women in the Parliament.

## ROLES AND RESPONSIBILITIES

As part of strong tradition and culture, men in Indonesia generally serve as heads of family and make most decisions. While the primary role for men was and continues to be to provide for the family, women's role is that of being the caretaker of the household and family. This finding is reinforced by the results of the baseline citizen survey which stated that 96 percent of respondents strongly agreed that women with permanent jobs could also be the main caregivers of the family. In comparison, 63 percent of the respondent stated that the main role of the women is still believed to be that of caregivers. *This was the reason why decades ago it was said that women did not need to pursue higher education, since in any case, they would simply remain in the kitchen.*

The government has been highly aware of this cultural bias and unwise practice. The government has issued several policies related to gender equality, aiming to improve the community's welfare and women's quality of life.

Data published by Pusat Data dan Informasi Ketenagakerjaan (the Center for Employment Data and Information), March 2021 concludes that the working-age population in the country are those individuals who can engage in work to produce goods and services for their own or community needs, typically, those aged 15 years and over. Based on labor statistics for the August 2020 period, the country's working age population is 203.97 million people or 75.49 percent of the total population of Indonesia (Population Census, Center of Statistic Bureau/BPS). This number has increased by 1.39 percent compared to August 2019. As of August 2019, the male and female working age population are around 50 percent each with the number for women employees being slightly higher.

The data published by the Center for Employment Data and Information covered 17 business sectors. A large part of the working population is in the agriculture, forestry, and fishery sectors (38.22 million or 29.76 percent). This is followed by employment in wholesale and retail trade sectors, repair and maintenance of cars and motorcycles (24.70 million people or 19.23 percent), and then the manufacturing sector (17.48 million people or 3.61 percent). As for the energy sector, data available from this survey covers only the electricity and gas sectors where the numbers of male and female

workers are 263.950 (86 percent) and 39.601 (14 percent) respectively. In terms of gender, male workers dominate almost all business sectors except for 5 sectors, namely, wholesale and retail trade, repair and maintenance of cars and bicycles, provision of accommodation and food and drink, education services, health services, and social activities that are dominated by women workers.

FGD finding indicates that the number of female workers in the energy sector, especially in technical jobs, is still far less than male workers. There is often an understanding that jobs that require physical, technical, or field visits must be handled by men. Many female graduates decide not to join the engineering and energy professions due to the nature of these jobs requiring strong mobilization skills and field work at energy facilities. Once they sign their employment contract, they must be ready to be deployed into any energy operation. In recent years, there have been several female engineers in the energy sector who handled technical jobs that required them to spend long periods in the field. Both the FGDs and IDIs confirm that women can handle rather demanding technical jobs in the energy sector if they have support from the family. Despite this finding, the progress is rather slow and the participation level of women in technical jobs in the energy sector continues to be rather low. During the last few years, women in Indonesia have made significant changes in various areas. Improvements have been recorded in health, education, labor force engagement, and political sectors.

Additional findings from the FGDs in high schools indicated that there were more female students than male students who selected natural science major (a field that previously had more male students as later they could continue to the engineering or STEM major at the university). At the high school and university levels, gender equality has also seen many positive changes. For example, the ratio of enrollments is almost even between males and females. FGDs with university students indicated that the number of female students pursuing STEM studies has increased significantly over the last decade.

Although career women work full time, they are expected to remain responsible for taking care of their households and families. FGD findings indicate that an increasing number of female engineers work to manage geothermal reservoirs in the field and an increasing number of male and female environmental managers ensure that the safeguard policies and procedures for large-scale power plants are implemented properly. Previously, these types of jobs were given only to male engineers. IDIs also found an increasing number of female site engineers spending long periods at the project and plant sites without undue challenges.

Given automation, internet, and technological advances, the energy sector today has many more job functions than the traditional heavy engineering tasks requiring machine operations, heavy equipment handling, etc. There are many more energy sector jobs that require both STEM and non-STEM educational background and expertise. Some of the fields with impressive employment opportunities for women include data processing, IT systems operations and management, accounting, financial planning and budgeting, HR, and so on. Thus, with proper interventions in both the public and private sector governance, the participation of women in the energy sector can be significantly enhanced in the country.

The IDIs confirmed that women generally perform two (2) roles at once, namely at home as mothers/wives and at work as employees. When women face a difficult balance between their personal and professional lives, they often decide to leave their jobs to take care of the family. It is a challenge for many energy companies to support women to stay in their positions in the company. In some cases,

there may be an implicit bias in hiring practices in some of the companies even though the general recruitment approach is gender neutral. As women have a heavy burden in fulfilling their roles as employees and mothers.

## KNOWLEDGE AND BELIEFS

In terms of knowledge and belief, the status of women has traditionally been lower than that of men and, therefore, women, traditionally, were neither encouraged nor required to pursue higher education. Over time, however, there have been many positive changes related to the women's needs and rights. This is evidenced by the results of a survey that found that women have a strong interest in learning. Other findings of the survey included the following:

- Women wanted to engage in activities and attend schools to increase their knowledge.
- Many women were interested in pursuing gainful employment in sectors traditionally dominated by men such as the energy and industry sectors.
- Women felt comfortable studying and working with men, and they never felt insulted.

Some women believed that gender equality can only be achieved when women can have independence, can study and work, and be responsible for decision-making both at home and workplaces.

FGDs with students in high schools, vocational school, and universities indicated that there was no difference in academic achievement between male and female students. In some faculties, such as in the economics, female students performed better than male students. Some respondents felt that this was because women students worked harder. Also, another observation was that at the graduation ceremony, the number of outstanding female students was usually higher than the male students. However, FGD respondents felt that in rural communities, there is still a stigma that the daughters' place is their homes, and their priority is their husbands and children. This is certainly a challenge for Indonesia as it requires a change in the culture and norms of the society.

Findings from IDIs and FGDs show that cultural norms and general institutional practices still influence gender equality in the treatment of employees. Men and women both have access to education, there is no proportion or quota in this regard. However, in terms of employment, women's participation is still rather low, especially in the hard sectors such as energy and industry. Field practice, for example, in the operation of energy entities, especially offshore operations such as oil rigs, has dangerous working conditions. Field workers often face other challenges and complications. For example, during large engineering and technical operations, companies often choose highly experienced and trained professionals including engineers, geologists, and other technical staff over newly graduated engineers or young professionals with little or no field experience. Therefore, for technical positions for offshore or outdoor operations, the HR departments in many companies prefer males over females, regardless of the qualifications and suitability of female applicants.

In some companies, more than 50 percent of applicants are female yet only a few are selected for the jobs that they apply for, especially, if those jobs have been traditionally held by men. This trend is changing as many international companies operating in the country are actively recruiting female

candidates for engineering and offshore operations as they have a corporate culture and strong policy to promote gender equality in the workplace in the energy sector.

## HUMAN DIGNITY, INCLUDING GENDER-BASED VIOLENCE

In facing the challenges of GBV in Indonesia, the survey results show that the level of awareness of the importance of the prohibition of GBV is increasing. In the work environment, for example, there are still very few findings related to cases of GBV experienced by women, and many companies have strict policies and procedures to address GBV. At the university level, there are clearly stated policies and mechanisms to address GBV among students. Almost all universities promote inclusiveness and equal rights for women. In the high schools, school administrators also try to promote gender equality. Students are taught to respect, appreciate, and love one another.

Currently, there is no government policy related to GBV, sexual harassment, and violence in Indonesia. As a result, there is no legal protection for women if they experience GBV. This requires the women to take care of themselves, whether at school, work, household, or in public places.

The Sexual Violence Eradication Bill remains to be enacted and communicated to the public country-wide in order to strengthen the sense of safety and security for women and girls.

The societal concerns of unsafe conditions for girls and women sometimes lead to female applicants being denied internship opportunities or job placement in male-dominated sectors, especially the energy sector that is often assumed to be unsafe for women as it may require physical strength for heavy operations.

According to the IDIs and FGDs, men and women have equal access to grievance mechanisms. However, this equal access is often not practiced.

## ADDITIONAL FINDINGS AND LESSONS LEARNED

### I. Gender Challenges in Student Life Cycle

**High School Level:** The provisions of the Ministry of Education and Culture (Kemdikbud) state student's rights to acquire knowledge, obtain and use educational facilities and services to develop themselves, seek, discover, and develop their talents, make friends in the school environment without discrimination, receive protection in the school area, and receive fair treatment and attention from teachers and teaching staffs.

In the high schools in Indonesia, students can choose one of two programs, namely, 1) the Natural Science Program and 2) Social Science Program. The choice depends on the student's desire and grades in certain subjects. To be enrolled in the Natural Science Program, the students must have good grades in mathematics, physics, and chemistry. This choice will determine which university and program/major they will pursue when continuing their studies.

High school graduates from Natural Science Program have more flexibility, as they can enroll in all programs at the University, such as STEM, social science, economics, or cultural programs. Social Science graduates may only enroll in social programs, such as economics, languages, political science, etc.



In October 2000, the Ministry of Education and Culture (Kemendikbud) stated that there were 12,000 schools that still did not have internet access in the outermost, underdeveloped, and frontier (Papua, West Papua, and East Nusa Tenggara Provinces) areas. There were also 48,000 schools with poor internet connection.

Many high school students must work to stay in school and meet their daily needs, and some even become the breadwinner of the family. This usually happens to students who come from low-income households. Data from the Central Statistics Agency (BPS) show that one of the problems in the education sector in Indonesia is that students are already employed. Some 8.43 percent of high school students have some form of employment while pursuing their studies and close to half of them are female students.

The following are the key highlights of the FGDs conducted with high school students as part of this assessment:

- The principals of the three (3) high schools whose students participated in the FGD are all females.
- The percentage of female students in two (2) of the schools exceeds the number of male students (60 percent),
- The students' enrollment is based on the entrance test scores, not on gender. There is no discrimination against female and male students in schools, and they are equally treated.
- There is no specific school policy on gender equality. The schools have child protection, anti-bullying, and anti-sexual harassment policies, yet no cases have been reported as per the FGD respondents.
- Almost all students participating in the FGDs stated that they did not receive guidance from anyone in choosing their fields of study. Although the program of their choice was not in accordance with their parents' wishes, their parents eventually supported their choices. The reasons for the students to choose the natural science program vary (e.g., wanting to become a doctor, liking math and sciences, or that natural sciences program provides wider choices when applying for the university, etc.). However, none of the students chose the program to work in the energy sector.
- Some students stated that they liked female teachers better than male teachers as they have better understanding of the students' needs.

The mindset on women and men's traditional roles must change. Engaging students in FGDs such as the those conducted as part of E4SEA and must be repeated often.

**Vocational School Level:** According to the Director General of Higher Education at Kemendikbud, as of June 2020, there were 42 state vocational schools in Indonesia and the number of vocational schools' students in Indonesia is only eight (8) percent of the total number of higher education students in the country.



The vocational schools arrange internships for the students, and all students must participate in the internship program, in which the placement is determined by the school management. For STEM and engineering majors, students are sent to employers in various industries for internships including the energy sector. In addition, the schools also help the students find scholarships to study at universities in the country or abroad. The opportunity to take part in the internship program and pursue scholarships are determined based on the performance of the student's academic record, not by gender.

One of the most striking issues is that although vocational school graduates receive a D4 diploma as applied graduates, the salary of vocational school graduates is far less than the salary of university graduates. This may be one of the key reasons for the relatively low enrollment in the vocational schools. In addition, this is very likely the reason for relatively low interest in vocational schools.

The following are some of the key highlights of the FGDs conducted with vocational school students:

- There is no gender discrimination in vocational schools, including in the selection of internship programs and gaining access to scholarships. It's solely based on academic performance and student attitudes rather than gender.
- The study program consists of 30 percent theory, and 70 percent practice. Throughout the program, students have their own advisors (one of the lecturers) to guide them.
- In the STEM and engineering program, the female students make up ten (10) to 30 percent of the total student population. In the social programs, on the other hand, women's share is 60 percent, which is 70 percent of the total enrollment.
- The school facilities are generally well equipped with learning facilities, computer-based ICT, and internet connections and the faculty are very competent.
- Some of the vocational schools already have a gender equality policy but the students are not aware of such policies. In one of the schools, a special division was set up to conduct studies and policies to promote gender equality.
- Typically, there are two types of internship programs, namely the internship conducted in companies or schools already equipped with all the necessary tools, and the internship conducted within the school campus itself.
- In the case of internship in heavy industry, some female students expressed concerns regarding potential accidents and injury while using machines during the internship.
- There was a case where a company did not accept female interns to engage in tasks with high-level technologies. Also, this was the case for internships opportunities located in a remote location, citing safety reasons.
- Most FGD participants expressed the opinion that female students should be trained to have more self-confidence.

Following are the key highlights of the IDIs:

- In general, the percentage of female students in STEM and engineering programs is less than the male students. Yet, the number of female students is growing larger. In non-engineering and non-STEM majors, the number of female students far exceeds the number of male students.
- Vocational schools are being promoted and supported by the Indonesian government. The government has appointed a Director General for Vocational Education, whose main job is to connect vocational schools with industries for job placement for graduates from these schools.
- On one hand, the government want to support females to play an increasing role in the industries. On the other hand, however, the idea of “women needing to be protected” still exists and concerns many employers. This poses a conflict that is typically resolved at the individual level. There is not yet a good procedure to facilitate harmony (e.g., the law on women’s participation contradicts the law of women’s protection).
- In opening opportunities for internship and scholarship, there are many collaborations between schools with almost all the ministries in the form of internships and research collaboration. They also hold many public-private events to strengthen collaboration.
- The recruitment for internships is merit-based, depending on the individual’s academic performance. On the other hand, scholarships are need-based, depending on the individual’s financial needs.
- Many participants stressed the importance of role models in enhancing gender-inclusive governance within the schools and internship workplaces. For example, if a female CEO or Director of a big energy company visits the school and gives a speech regarding her career, this would be a motivation for the female students that women can reach high career levels in the energy or engineering field, which was believed to be an only male territory. Thus, there is a need for role models to engage female students.

**University Level:** Two (2) conditions determine the acceptance of high school graduates in the desired majors at State universities: 1) the academic performance in the last two years in high school and 2) the results of the entrance test which is designed and administered by the government – Directorate of Higher Education. The acceptance test is designed and organized by the respective universities in private universities.

Each student is assigned an academic supervisor, one of the lectures, to consult and receive advice as needed. In addition, the Student Association provides mentoring programs carried out by senior students with a minimum GPA of 3.25. For junior students, this mentoring program is found quite useful. In certain universities, after undergoing 3 semesters of study with an average GPA of 3.75, students may receive scholarships or free tuition. During their last year, before graduation, students are required to dedicate their knowledge and participate in an internship program at a company or dedicate their knowledge to helping communities in the villages. Students must complete at least one internship during their studies before graduation.

The Director General of Higher Education (Dirjen Dikti) of the Ministry of Education and Culture (Kemendikbud) at a virtual talk show arranged by the For Mind Institute, on August 15, 2020, stated that gender equality in Indonesia has succeeded. It was supported by proper policies and regulations, allowing many Indonesian women to become well educated in the last few years of education. Furthermore, he stated that several university rectors' positions are held by women, such as ITB, Unhas, Unpad, ITB Asia Malang, etc. He also stated that the positive impact of women's literacy and education in the country is reducing the under-five year mortality and maternal mortality, increasing economic and social welfare, reducing number of early marriages, reducing population growth, reducing malnutrition, increasing participation of women in political spheres, and reducing domestic violence and sexual harassment.

As a result of aggressive programs implemented by the government, women's participation in the education sector continues to increase (High Schools: male: 44.50 percent, female: 55.50 percent; Vocational Schools: male: 57.13 percent, female: 42.87 percent; and University: male: 40 percent, female: 60 percent. However, the number of students disaggregated by gender in the STEM and Engineering majors at the university level is not available but is rather low.

In March 2020, the Ministry of Education and Culture launched an internship program for university and vocational school students, with the following requirements:

- Male/female students must have a minimum GPA of 2.75, be physically and mentally healthy, not be demanding to become a permanent employee, and be willing to carry out internship activities at the company for a minimum of six (6) months.

An interview with the Dean of one (1) of the universities found that in the last 5 years, the number of female students in STEM majors has increased each year. This is also the case with all other universities. However, the number of male students is still much higher than female students.

The following are the key highlights from the FGDs with students at the university level:

- Most students stated that they chose a program at the university based on their own wishes and did not receive guidance or counseling, and that they did not have any role models to follow. There were two (2) students who said that they chose to major in engineering as they were interested in the energy field.
- Most participants indicated no specific gender equality policies at universities, as gender equality is proven in everyday life. It has been adopted in everyday life. The students believe that universities have implemented gender equality, where male and female students receive the same treatment, and students are respecting gender equality.
- Most universities have many female professors and administrators. In general, women are well represented in the university administration and governance.
- In one of the universities, the President of the Student Association is a female. In certain universities, students are highly active in initiating movements to raise awareness on gender equality. There is a women center in another university to provide training on gender equality.

- The ratio of the number of male and female students is highly dependent on their majors. In certain STEM majors, for example, the number of male students exceeds the female students. However, there are more and more female students in engineering major in the last few years. Yet, the assumption that men are stronger still exists. While in non-STEM majors, females dominate the classes with an average number of 80 percent. Furthermore, academically, female students are doing just as well as male students even in the STEM subjects.

The following are the key highlights from the IDIs with energy sector employers and universities:

- In an internship program in an energy company, a student noticed that the work culture is predominantly patriarchal. Women are given secretarial tasks although they are smart and qualified.
- Some parents have, over time even changed their opinion and thought that women can undertake engineering jobs, requiring handling machinery, just as well as men.
- As more and more women are getting involved in all the remote sensing data/fieldwork, they do not have to do all the hard work in the field. They can be engaged in engineering functions such as data processing from behind the desk or in an office environment rather than in the field or at plant sites.
- The participants felt that the companies must “change their mindset” and provide more support and resources for female employee to enter the energy sector workforce and advance their careers. They also felt that energy companies should institute clear policies regarding gender equality in their governance.
- Most energy companies offer annual internships and scholarships to students. The requirement to receive internships and scholarships is that the students must have prior project experience or commit to conducting active projects or join competition or upskilling courses. The participants felt that there should be more such opportunities for female students in STEM & Engineering.
- The factors that cause less participation of women in the labor force are poverty, general culture (patriarchy), and the masculine mindset. This needs to change. The conditions in the last few years at universities have somewhat changed; more change is needed. In the mid-1990s, the number of female students in STEM majors was only 15 percent, the percentage of male and female students now is almost fifty-fifty. This is a good sign in the shift towards a more gender equitable practice in the engineering field.

The following are some of the most notable findings and insights from the baseline citizen survey in Indonesia:

- From the respondents that agreed with the traditional roles: 78 percent of the respondents said these are traditional roles and the Indonesians should conform to them. 22 percent said that, on the average, men have higher educational level than women.

- From the respondents that disagreed with the traditional roles: 56 percent believed that men and women could have interchangeable roles depending on the family needs. And Seventy percent believed that men and women should share equal responsibility in all matters both at home and at work.
- When asked if a woman with a full-time job can also be the primary caretaker of the family, 96 percent of the respondents strongly agreed. Sixty-three percent of the respondents said that it was because of their primary role that cannot be denied, and 37 percent said that, by nature, women can take better care of children than men. These attitudes were reflected throughout the population and target groups in the survey.
- When asked about men doing household work, 54 percent of the respondents said it is acceptable as gender roles should be interchangeable, and thirty-three percent said that it is shameful for the man. Eight (8) percent of the female students and 19 percent of the male students felt that it was shameful for the man to do household work.

Students and recent university graduates were asked about who the primary decision-maker in the family should be and the following are some of the interesting findings:

- From among those participants who felt that the primary decision makers in the family should be men, 78 percent of the respondents stated that men are naturally the leaders of the family.
- From among those who felt it should be both men and women, 71 percent of the respondents said that men and women have different ways of looking at things, and 65 percent said that it was best to have a joint decision acceptable to both parties.
- From among those who chose the breadwinner as the primary decision makers, 68 percent of the respondents said that the breadwinner had an important role in the family, and 29 percent said it was because the decisions must be financially viable.

With respect to decisions on the choice of profession and the influence of traditional gender roles on the choices, the key findings are as follows:

- Eighteen percent of working professionals believed the influence of traditional values and cultural norms on the choice of profession to be extremely high; 50 percent believed it to be high; 17 percent believed it was high to some extent; and seven (7) percent believed it to be extremely low. Based on this finding, two (2) out of three (3) respondents felt that traditional values still have a strong influence on people's choice of profession.
- From those who believed that the influence was high, 54 percent said that consciously or unconsciously, social norms have an influence on a person's decisions in almost everything in life.

The survey revealed some interesting findings on ways in which men and women chose their areas of study and professions. For example, the top areas of study for females are teaching, medicine, and nursing, while males prefer computer technology, engineering, and other technical areas. Specifically, with respect to STEM education, the following is a summary of the main findings from the survey:

- Eighty-six percent of the parents reported that they would support a daughter's decision to study engineering if she academically qualified to pursue such studies. Some 72 percent of the parents said it was because the daughters should study what they like, while 34 percent said that engineering is a good career, and the daughters can choose to study engineering if they are qualified and interested.
- Among those who said that they were not sure, some 71 percent said that engineering is a male-dominated career, and their daughters would not have a promising career path if they pursued engineering studies.
- Students and recent university graduates were asked if more females should be enrolled in STEM-related studies. Both groups answered similarly, even between males and females. Overall, 56 percent said yes; 15 percent said that they were not sure; and 23 percent said no. From among those who said yes, 50 percent said that, intellectually, females can be as good as males in the STEM field (52 percent female, 48 percent male).
- When students were asked about the most influential factors for females to join the STEM field, 74 percent said that it would be "their own career interest"; 32 percent said, "a promising career opportunity"; 29 percent said, "parental influence"; and 26 percent said, "peer influence".
- When asked about the most influential factors for males to join a STEM field, 74 percent of the respondents said it would be "their own interest"; 49 percent said, "a promising career opportunity"; and 34 percent said, "parental influence".
- When students were asked if they planned to pursue a STEM-related education, 33 percent of the females said yes and 59 percent said no. In contrast, 50 percent of males said yes, and 48 percent said no.
- From among the male students, 46 said they planned to pursue STEM fields as STEM-related studies promise higher potential for employment than non-STEM related studies. Thirty-one percent of the respondents said that it aligned well with their interests and that their parents encouraged them to pursue this field.
- From among the males who did not wish to pursue STEM, 80 percent said it was due to STEM not aligning with their interests.
- From among the female students, 35 percent said they would pursue the STEM field as STEM-related studies promise higher potential for employment than non-STEM related studies, and 29 percent said STEM-related jobs promise higher compensation than non-STEM related jobs.
- From among females who did not wish to pursue STEM, 70 percent said it was due to STEM not aligning with their interests, and 27 percent said it was due to the lack of women in STEM.
- When parents were asked if women can perform as well as men in the STEM field, 49 percent of the parents agreed or strongly agreed, and 49 percent strongly disagreed or disagreed. From those who agreed/strongly agreed, 57 percent said women can be as good as men in technologies and sciences if they were trained in the same way, and 53 percent said that

intellectually, women and men are not different. From those who disagreed/strongly disagreed, 60) percent said by nature, women can do better in other subject areas, such as social science.

- When parents were asked why there was a lower enrollment of females in the STEM field, 43 percent said it was because they believed girls are not interested in STEM studies, and 35 percent said it was due to unsupportive parents. Some 16 percent said that girls are not capable of STEM studies.

## **2. Gender Challenges in the Employee Life Cycle**

If a company places job vacancy advertisements through either mass media or the company website, there should be no element of gender inequality in the advertisement, as stipulated by the Ministry of Manpower in Indonesia.

Many companies need to recruit new employees from vocational schools and universities to fill the staff or non-staff positions. The non-staff positions are usually filled by vocational school graduates, while the staff positions are usually filled by university graduates. Hiring process is usually preceded by sorting CVs from the pool of applicants. The selection process includes interviews, reference checks, medical evaluation, and performance on any tests that the applicants may be required to take as part of the recruitment process. If accepted, the selected applicants are given a 3-month trial contract, and then their performance is evaluated for long-term employment.

Based on data from the Central Statistics Bureau (BPS), in 2020, there were 50.70 million female workers in Indonesia. This number represents an increase of 2.63 percent over the previous year. The women worked in several sectors: 27.55 percent were in trading/salespeople; 26.65 percent were in farming, gardening, livestock, fish, and forest; 19.65 percent were in transportation, equipment operators and unskilled workers; 9.22 percent were in service businesses; and 0.11 percent were in other types of business sectors. Less than ten (10) percent of female workers are professionals, technicians, and other personnel and less than one (1) percent of female workers are leaders/CEOs/managers in the companies that they work for.

To determine employee remuneration and benefits, the companies usually consider market rates for remuneration and benefits, which are issued periodically by certain survey agencies and by the Ministry of Manpower.

The typical benefits provided to the employees include the following:

- Employees receive 14 working day annual leave (provision of the Ministry of Manpower). Many established companies provide annual leave for managers' level for up to 17 working days. If the employee does not take their leave by a certain month of the following year, their leave is forfeited.
- In addition, employees receive religious holidays depending on their respective religion.
- Maternity leave for employees is set to three (3) months (1.5 months before giving birth and 1.5 months after giving birth). Some companies allow two-day paternity leave to husbands.



- Muslim employees may also take 45 days of hajj leave.
- If the employee gives good performance and the company is in a sound financial condition, a well-established company would, typically, give its employees a bonus of two (2) times their salary. If the employee's performance is considered an extraordinary performance, they can get a bonus of up to 5 times their salary.
- Companies, that are well established, provide training to their employees regularly. The training is given according to the field that the employee is engaged in. Certain companies offer opportunities for their employees to continue their education both at home and abroad (unpaid leave). And scholarships from the company may be given based on performance and test results.
- All employees, both male and female, are entitled to health insurance. 5 years ago, only male employees were provided with health insurance for their wives and children (maximum of two children). And for the past five (5) years, female employees have also started receiving life insurance for their husbands and two (2) children. The cost of insurance premiums is covered under employee benefits provided by the employers.

In recent years, all companies and everyone are required to get health insurance from BPJS Kesehatan (Health Social Security Agency). This authorized government body was established to provide health insurance programs for Indonesian people, where the premiums are partially paid by the company and partly by the employees themselves.

Stellar Workplace Awards (SWP) are provided to employers that are highly committed to increasing employee engagement and supporting the goals and strategies of their employers. Government, and SOEs also provide pensions for employees who have served more than a certain number of years.

Several companies in the energy sector would like to recruit more female engineers. But it is difficult to find female engineers for certain jobs, as there are few or no female applicants. To promote gender equity and an inclusive governance in the SOEs (107 companies), the Minister of State-Owned Enterprises (BUMN), in April 2021, launched the Srikandi BUMN Society. In a national event, the Minister inaugurated three (3) CEOs and one Deputy Director of BUMN Companies who were all women. The Minister stated that he is eager for five (5) percent of BUMN Executive positions to be filled by female millennials under the age of 40 years. To provide opportunities for the public to become leaders of BUMN companies, the Minister has promised to offer scholarships to BUMN employees. Furthermore, the Minister has set a target that 25 percent of the leadership positions at the SOEs to be occupied by women by 2023. While the target for the total female workforce in the SOEs by 2023 is set at 15 percent of the entire workforce.

The following are some of the noteworthy findings from the FGDs

- There are fewer females than males studying and working in the STEM fields. To attract more female students into the STEM field, one must visit schools, motivate female students, and present role models of female engineers or women in non-traditional careers.
- Females who have achieved a certain high-performance level must also be appreciated/praised to build their self-confidence/self-esteem.



- If universities provide scholarships, there might be higher percentage of female students in STEM, as many senior high school female students are interested in the STEM field yet have no financial resources to pursue university-level studies.
- Female empowerment training/content in schools and universities should be promoted through social media (e.g., TikTok, Instagram, etc.).
- Male counterparts must be taught to be more open-minded and respectful to their female colleagues.
- There should be no discrimination between men and women regarding salaries, promotions, work shifts, and the workplace environment.

When the discussion focused on the need for employers' and Spouses' support to women in their dual roles, the following interesting insights were observed during the FGDs:

- A company must have a good policy to support married women with children. Apart from maternity leave, the company must also have policies to support women's reproductive role. For example, pregnant women or women with a child younger than two (2) years old should be able to work from home. In addition, the employers should consider other support mechanisms for male employees to support their spouses during maternity leave.
- Employers should provide a good working environment with a policy against sexual harassment, where women can easily and freely engage in tasks and be fully productive in their jobs.
- Junior female engineers face challenges such as being underestimated as young women (e.g., not assigned to the night shifts). Mid-level female engineers also face challenges such as being concerned about being outposted due to family-related responsibilities, as they juggle between professional and domestic roles. Female employees need skills that will help them perform their multiple roles better. It would be beneficial for the female workers if the employers would provide for counseling /training/coaching programs on these crucial needs.
- To engage more women in the energy sector (in the university and workplace), employers may consider many strategies including: 1) provision of scholarships to female students and building their confidence in that women too could be sound engineers, 2) provision of internship and mentorship opportunities to existing and future employees respectively, and 3) visits to schools and universities by successful female engineers and managers to motivating upcoming young female students to pursue STEM education and careers in the energy industry.

The following are some of the key findings related to the employee life cycle from the perspective of senior executives with whom the Activity conducted IDIs:

- Female makes up 17 percent of the employees in one of the largest energy companies in Indonesia. The main reasons behind the low percentage of female workers in this company are a combination of workplace environment, company policies, and a lack of governance and operations based on gender equality and inclusion.

- Many energy companies are still married to a fossil fuel driven energy future. They have not paid much attention to the talents and capacity that would be needed in Indonesia as the country transitions to more and more renewable energy and decarbonization.
- Many energy employers have not embedded gender equality in their corporate culture and in the Key Performance Indicators (KPIs).
- Some energy employers have introduced gender-inclusive governance and operations culture at most levels of their organization. They have noted that this has provided for a better and more attractive workplace for both existing employees and new employees. These examples should be widely shared across the energy industry.
- One of the largest energy companies in the country has a basic policy not to discriminate based on gender. However, the female employee composition is low, and there are only 11 percent females in leadership roles in the company. The HR department in the company is conducting a comprehensive assessment of reforms that it needs to make to attract more female employees at all levels. Some of the issues being addressed by the company include pay gaps, recruitment programs, benefits packages, internship and mentoring programs, training, and scholarship opportunities as ways to create a more gender-equitable workplace.
- Another energy company executive is implementing innovative approaches to instill gender awareness and equality in his company operations. The company has several programs to promote women-owned SMEs and establish business activities to benefit low-income communities to demonstrate corporate social responsibility.
- Many energy employers are recognizing the need for the dual roles of women at home and in their jobs. Based on lessons learned and best practices, several IDI interviewees confirmed that they are exploring specialized benefits such as standardized nurseries for young mothers with demanding jobs and childrearing responsibilities. Childcare facilities are available only at few of the companies.
- Many employers indicated that they have asked their HR departments to conduct a comprehensive review of the compensation and promotion policies to enhance opportunities for women.
- Many IDI participants recognized the need for addressing issues specific to enhancing the workplace environment and improving productivity in their companies. One of the key challenges identified was the ability for male and female engineers to effectively communicate with each other at the workplace. Another major area identified as requiring reform and change was the overall staff development and skills upgrading strategy within the energy companies.
- Several IDI participants pointed out that many qualified women employees end up leaving their jobs when they are pregnant or when the burden of caring for children and households becomes too heavy and starts conflicting with their job responsibilities. This makes some employers reluctant to place women employees in mission-critical jobs.

The following is a summary of what the energy employers can do to address challenges typically faced by women employees during the employee life cycle:

- If women are given the flexibility to choose office work over operational field work, it could make it easier for women to keep working once they start a family. This would reduce the incidence of women leaving their jobs to care for children and the family.
- Energy employers could institute flexible working hours and work from home options (e.g., for a few days a week).
- Companies could consider providing nursing rooms and private feeding rooms for working mothers with young children, a practice very common in many European countries. Female employees may be less likely to quit their jobs if they can be allowed to bring their children to work.
- Facilities at plant sites and field office could be designed to have separate rooms for men and women for women to feel more comfortable and secure.
- Employers should consider instituting a “role model” approach to motivate women employees to undertake jobs traditionally performed by or reserved on to men.

## GENDER CHALLENGES AND OPPORTUNITIES IN INDONESIA

This section summarizes gender challenges in and opportunities for Indonesia. Table A6-5 summarizes the gender-specific challenges and opportunities for Indonesia to address them. These opportunities provide a basis for specific recommendations that are summarized at the end of the Executive Summary.

Different analysts and researchers use different conventions with respect to GESI domains. While ADS-205 lists five (5) GESI domains and does not include GBV as a domain, more recently, it is a generally accepted best practice to include GBV as the sixth domain in GESI analysis. However, in conformance with the ADS-2-5 framework and because of the high significance of GBV in the region and in Indonesia, the GBV challenge and opportunities are discussed separately outside of the five (5) GESI domains typically used as the framework by many analysts.

**TABLE A6-5: COUNTRY-SPECIFIC GENDER CHALLENGES, OPPORTUNITIES, AND RECOMMENDATIONS IN INDONESIA**

DOMAINS	CHALLENGES	OPPORTUNITIES & RECOMMENDATIONS
Law and Policy	<ul style="list-style-type: none"> <li>Although there is no discriminatory law or policy against women's participation in the workforce, the number of women in the workforce is still low in various sectors, including energy, due to socio-cultural norms that women's primary role is family caretaker.</li> <li>The Sexual Violence Eradication Bill was presented in 2019. It has not yet been enacted into a law although legal proceedings can be implemented. Same-sex relations are criminalized in some parts of the country.</li> <li>The National Energy Policy prioritizes Indonesia's transition from fossil-based resources to renewable energy. The national energy reform initiatives focus on increasing gender equality and poverty alleviation. Thus, women have more significant opportunities to enter the energy sector. However, the chance to have new RE power plants will rely on the government's policy to attract investors. Engage with RE companies to increase employment for women.</li> <li>Gender equality is constituted and incorporated into the legal framework and policies from the national to the village level. The national target is to have at least 30 percent women in Parliament. Political parties are required by law to have at least 30 percent women in its management body. Most educational institutes apply gender equality principles in student enrollment policy, and some schools have a written policy on anti-bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen both the scope and the implementation of applicable labor laws and other laws related to gender equality in all sectors of the economy and ensure enforcement of the policies and regulations.</li> <li>Strengthen the implementation of the Sexual Violence Eradication Bill to ensure compliance by all public and private sector employers.</li> <li>Donors and the government should consider designing new programs and initiatives by identifying potential energy sector partners who demonstrate a strong commitment to comply with national policy or international bindings (e.g., OECD, SDGs) on gender equality.</li> <li>Build upon the awareness and policy among the educational institutions to enhance gender equity and gender equality. Develop outreach interventions to attract and prepare more female students to enter STEM studies.</li> <li>Develop new programs that should involve awareness raising among girls, boys, parents, and teachers of the energy sector and STEM career prospects. These programs should build both capability and confidence among female students for STEM studies.</li> <li>The government should design a program to engage with renewable energy companies and climate change organizations to enhance opportunities for women's entry into the growing renewable energy and climate change sector.</li> <li>While most schools and universities apply gender equality principles in their curricula, further emphasis should be placed on developing programs at the schools and universities to provide management and leadership training for women to advance to higher level positions including political leadership and corporate management</li> </ul>

**TABLE A6-5: COUNTRY-SPECIFIC GENDER CHALLENGES, OPPORTUNITIES, AND RECOMMENDATIONS IN INDONESIA**

DOMAINS	CHALLENGES	OPPORTUNITIES & RECOMMENDATIONS
Access to Resources	<ul style="list-style-type: none"> <li>Despite constant increases in percentages of households which are electrified, household cooking especially in rural areas, still relies very much on firewood. The use of firewood in a closed room is very vulnerable to women's health. Women's engagement in the use of simple RE technologies to replace firewood is important. Many farmers in rural areas also have limited access to time and labor-saving technologies.</li> <li>Despite nondiscriminatory recruitment rules, female students are not as confident as males in entering the STEM fields. There is a lack of role models to show career prospects or to build confidence among women and girls to enter STEM education.</li> <li>On the average, men earn twenty-three (23) percent more than women for similar jobs.</li> <li>During the COVID-19 pandemic, more male workers were laid off than female workers, but women faced more challenges as they were over-burdened with household responsibilities, assisting their children in online studies, and looking for new employment at the same time.</li> <li>Attracting more women students in STEM studies is a challenging yet rewarding task. The FGDs with female engineering students found that most students from rural areas entered STEM studies because they wanted to bring back the knowledge about technologies to their hometown and teach poor farmers and women to improve production and household activities.</li> <li>During stakeholder consultations, most energy companies indicated that salaries of female and male staff are not based on gender but are based on their experience and technical capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Donors and governments should consider designing programs in the adaptation of renewable energy at all levels and especially at the village level. These programs should focus on the renewable energy technologies and their use in order to enhance opportunities for women to participate in the growing renewable energy development market.</li> <li>In order for women to enter into the renewable energy technology area as well as engineering studies, new initiatives are needed that will create female role models. In addition, at the university level, targeted programs should be developed to encourage women to pursue STEM studies that would enable them to participate in technical jobs in the energy industry and put them on the path to development into managerial and leadership roles.</li> <li>Donors and the government should consider creating targeted scholarship programs for female students from rural communities or communities surrounding renewable energy sources/facilities in order to encourage women to participate in the energy sector.</li> <li>Donors and the government should explicitly require GESI in all programs as through successful gender inclusion and gender equality, the country can narrow the income gap between men and women and harness the untapped potential of women in the energy sector for overall improved economic growth.</li> <li>The government should consider initiating a country-wide outreach program to emphasize gender equality and gender equity in all segments of the economy. The design of the outreach program should take into consideration the impact of the prolonged COVID-19 pandemic. The outreach program should adopt gender-sensitive and socially inclusive approaches.</li> <li>Based on the findings from stakeholder consultations, there is a need for improving human resources (HR) policies, both in the public and private sectors. The HR policies should be refined to explicitly incorporate gender equitable approaches to recruitment, retention, mentoring, and promotion of women in the energy sector. The government can play an important role by engaging private sector employers and collaborating in this proposed reform process.</li> </ul>
Power and Decision-Making	<ul style="list-style-type: none"> <li>With strong socio-cultural norms and traditions, Indonesian women have less power in making decisions in their families and workplaces. In rural areas, the influence of the Ibadism ideology persists. At the core of this ideology, women are regarded as appendages and companions to their husbands. They are</li> </ul>	<ul style="list-style-type: none"> <li>There is a strong need for designing communications and outreach programs to address the cultural bias that either implicitly or explicitly assumes that men are the key bread winners and a woman's role is of that of a homemaker. These programs should target businesses, community organizations, rural</li> </ul>

**TABLE A6-5: COUNTRY-SPECIFIC GENDER CHALLENGES, OPPORTUNITIES, AND RECOMMENDATIONS IN INDONESIA**

DOMAINS	CHALLENGES	OPPORTUNITIES & RECOMMENDATIONS
	<p>mothers and educators of children and housekeepers.</p> <ul style="list-style-type: none"> <li>On average, men have higher education than women. Hence, women face difficulty in exercising power or making decisions in their public or private lives.</li> <li>Although the Indonesian public sector, including state-owned energy companies, has clear targets of 15 percent female employees, 25 percent female leaders, and five (5) percent millennials in leadership positions, most private sector energy companies do not meet these targets for a variety of reasons.</li> <li>The election law requires that at least 30 percent of Members of the Parliament be women. Presently, women make up about 21 percent and are involved more in public policy. Therefore, there is increased public awareness about gender equality. Women of younger generation have stronger motivations to pursue their own choices of study, work, and family life.</li> <li>Among professional women with higher education, decision-making in the family is based on mutualism to decide what is best for all.</li> <li>A capacity building platform is initiated under the Ministry of State-Owned Enterprises for female employees to help them adapt to various changes while maintaining a balance between their work and family life. The platform also aims to prepare young women to pursue their dreams of becoming leaders in their organizations.</li> </ul>	<p>entities, NGOs, and all departments of the government in order to give a message that the government is taking a leadership role in helping remove biases that unduly deny women the opportunity to enter and prosper in fields that are dominated by males.</p> <ul style="list-style-type: none"> <li>There continues to be a gap between men and women with respect to higher education. This often results in men being the dominate decision maker in all aspects of a family, leaving women out of key family decisions. Concerted programs and communications are needed to enhance educational opportunities for women in all fields in order to reduce the education gap between men and women.</li> <li>The Ministry of State-Owned Enterprises (SOE) should initiate programs to ensure compliance from the private sector energy employers to the targets set by the Ministry for women employees and leaders. In addition, the industry may consider initiating an industry scorecard and highlighting industry entities that meet or exceed the SOE's recommended targets.</li> <li>With respect to the election law requiring at least 30 percent of Members of Parliament be women, there is currently no enforcement for political parties that do not reach the quota. The government needs to devise mechanisms to ensure that voters and the general population are aware of this policy as the target provides an influence incentive for women to pursue their own choices of study, work, and family life.</li> <li>The Ministry of SOE has initiated a capacity building platform for helping female employees of SOEs to achieve a work life balance that maximizes benefits to the employer as well as to the family. The modality of this capacity building platform could serve as an example for future mentoring or capacity building programs. Therefore, the Ministry of SOE should encourage wide-spread use of this platform.</li> </ul>
Roles and Responsibilities	<ul style="list-style-type: none"> <li>Indonesian socio-cultural norms generally expect men to serve as bread winners. Young women are expected to be married and take care of the family rather than focus on higher education and career advancement. Results of the Baseline Citizen Survey confirm that these norms still prevail today.</li> <li>When women must choose between their personal responsibilities or professional life, they often decide to leave their jobs to take care of the family.</li> <li>Many female engineering graduates decide not to take engineering jobs due to the demanding requirements of operational work. Without family support, it is challenging for married</li> </ul>	<ul style="list-style-type: none"> <li>Social programs and communications and outreach activities should be designed to address the belief that men are the bread winners and women are the caretakers. This bias prevents women from pursuing higher education and employment opportunities, thereby denying women equality of roles.</li> <li>When faced with the choice to either focus on their jobs or on their families, often women choose the family over the jobs because they are perceived as the primary caretaker of the family. GESI programs designed by donors and the government should include explicit interventions that would reduce circumstances whereby, in the interest of caretaking of the family, women must leave their jobs. For</li> </ul>



**TABLE A6-5: COUNTRY-SPECIFIC GENDER CHALLENGES, OPPORTUNITIES, AND RECOMMENDATIONS IN INDONESIA**

DOMAINS	CHALLENGES	OPPORTUNITIES & RECOMMENDATIONS
	<p>women or single women with family responsibilities to pursue energy sector careers.</p> <ul style="list-style-type: none"> <li>• Changes are taking place slowly but with a clear direction towards a more gender inclusive scenario. During the past few years, improvements have been recorded in health, education, labor force engagement, and political participation for women.</li> <li>• FGD findings with high school students show that there were more female students than male students who chose the natural sciences major. The ratio of female to male in STEM in many high schools and universities has reached 50:50.</li> <li>• It was found that more female engineers were assigned to highly technical or managerial tasks in the field compared to 10 years ago, receiving full support from their husbands or parents when the field work ran for many days.</li> <li>• Today, engineering work in the energy sector does not necessarily require as much physical strength as in the past. There is increasing need in system design, monitoring, and data processing to identify the right locations for drilling. Thus, there are more opportunities for female engineers to work in the sector.</li> </ul>	<p>example, employers could be encouraged to provide additional benefits such as on-site childcare, breast feeding rooms, flexible working hours, work from home options, etc. These initiatives would require both widespread communication and outreach as well as reform of the current employment laws and policies.</p> <ul style="list-style-type: none"> <li>• While there is some increase in female engineers being recruited and promoted to managerial positions in the energy sector, many female engineering graduates decide not to pursue engineering jobs due to the demanding nature of such jobs, and especially those that require work in the field. This provides the opportunity for both public and private sector energy employers to institute targeted HR policies to encourage women to pursue engineering jobs. The employers should also be encouraged to provide coaching and mentoring to meet the special needs of female employees in the energy field.</li> <li>• Build on existing opportunities (e.g., changes in social norms about gender roles especially among the younger generations, more enrollment of female students in STEM fields, increasing need for women engineers in energy sector, etc.) to design and implement interventions similar to those under E4SEA PWS Objectives 2 and 3. For example, provide coaching to energy sector partners/organizations on how to improve talent attraction and outreach, and provide Training of Trainer (ToT) on conscious and unconscious gender bias in the family, schools/universities and energy workplace.</li> </ul>
Knowledge and Beliefs	<ul style="list-style-type: none"> <li>• In rural communities, there is still a stigma that the daughter's place is their home, and their priority is their husband and children. Women's role in national development is to support their husband at home so he could serve the public, and to take care of their children well so they could become good members of the society. Thus, many women are not supported for pursuing higher education.</li> <li>• Findings from the FGDs show that women's interest in higher education and learning is significantly increasing, especially in urban areas. In some high schools, there are more female students than male in both STEM and non-STEM fields.</li> <li>• Women feel comfortable studying with men. There is no difference in academic achievement between male and female students. In some faculties, such as economics, female students generally perform better than male students because they work harder. At the graduation ceremony, the number of</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen gender-responsive career advisory, gender-responsive internship programs, and ToT on conscious and unconscious gender bias in schools and higher education institutions.</li> <li>• Identify companies which have obligations to report against international sustainability metrics (e.g., OECD's good governance, DJSI, etc.) and support them in strengthening their existing policies and practices to promote GESI in their workplace through interventions similar to those under E4SEA Outcomes 1, 2 and 3.</li> <li>• Given the significant barrier that conscious and unconscious gender bias can pose to the entry of women into the energy sector workplace, the government, in consultation with donors, should consider initiating a widespread communications and outreach program aimed at reversing beliefs that hinder women's progress. Specifically, since such biases are prevalent in most segments of the society, particularly the rural segment, the government should focus its program priority in the rural</li> </ul>

**TABLE A6-5: COUNTRY-SPECIFIC GENDER CHALLENGES, OPPORTUNITIES, AND RECOMMENDATIONS IN INDONESIA**

DOMAINS	CHALLENGES	OPPORTUNITIES & RECOMMENDATIONS
	<p>outstanding female students is usually more than the male students in many universities.</p> <ul style="list-style-type: none"> <li>Some female students believe that gender equality can only be achieved when women themselves feel that they can live independently and have authority to make their own decisions.</li> <li>Some international companies purposely recruit female candidates for engineering and offshore operations due to their strong commitment in promoting gender equality, which is usually required by investors such as the World Bank, ADB, and sustainability ranking indices.</li> <li>Unconscious bias in the recruitment process exists in energy workplaces in Indonesia. HR personnel usually prefer to select male applicants over female for engineering and technical positions in offshore or outdoor operations, regardless of the qualifications and suitability of the female applicants. Conventional employers often prefer highly experienced males over newly graduated females for engineering jobs.</li> <li>In some cases, over fifty (50) percent of applicants were female but only male candidates were selected.</li> </ul>	<p>sector. Female role models and key employers could be a great source for the government to partner with in its programming.</p>

## HUMAN DIGNITY AND GBV CHALLENGES AND OPPORTUNITIES

### CHALLENGES

The following is a summary of the human dignity and GBV challenges in Indonesia:

- The specific law for GBV is still a draft and not yet enacted. However, following the report of rape, many rapists have been imprisoned. The persisting challenge in this matter also involves women's fear of shaming their families, reducing their chance for marriage, which results in women not reporting GBV and rapes.
- Findings suggest that Indonesian women and girls are highly concerned with harassment and gender-based violence issues and look for safety in their environments such as schools, workplaces, households, or public places.
- The societal concerns of unsafe conditions for girls and women often lead to female applicants being denied internship opportunities or job placement in male-dominated workplaces or unsafe working operations.



## OPPORTUNITIES AND RECOMMENDATIONS

The following recommendations are provided to address challenges in human dignity and GBV in the country:

- The government should engage stakeholders and communicate widely all information related to the law on GBV and the government's requirement that this law and all of its provisions must be complied with by all parties.
- According to the FGDs conducted under E4SEA, there are very few reported cases of gender-based violence against women in most workplaces. Companies have internal regulations against GBV in the workplace. Not many universities and schools have an explicit policy on GBV, but some do have an anti-bullying policy and complaint mechanism. Despite the recognition of GBV by most parties and the existence of policies against GBV, instances of GBV continue to persist. Therefore, both public and private sector employers should reform their HR policies to make it easier and safe for women to report instances of GBV. Specifically, targeted capacity building and training may be required to adopt best practices against GBV.
- Targeted programs should be initiated and implemented to include issues of GBV and women's human rights in training for employers and employees in the energy sector to promote an inclusive workplace environment.

## CONCLUSIONS

In the past, religious, and social norms clearly defined the roles of men and women in Indonesian society. Men were expected to be the head of the household and fulfill the needs of their family while women were expected to take care of their children, husband, and household. This was the reason why many women did not pursue higher education and professional jobs.

Over the decades, the government has committed to promoting gender equality across society. Several laws, policies, and mechanisms are in place to support gender and socially inclusive development, including the issuance of quotas for women as members of parliament and time bound targets for women in senior management roles in the public sector. During the past few years, there have been significant changes in various areas for women. Improvements have been recorded in health, education, political participation, and labor force engagement. Women are now in several sectors that men traditionally dominated, but the overall percentage of female workers is far below that of male workers. In the energy sector, especially in the engineering field, female workers are less than men. Without family support, it is challenging for married or single women with family responsibilities to pursue energy sector careers. The gender pay gap also exists. On average, men earn 23 percent more than women in Indonesia.

Although the public sector in Indonesia, including the SOEs, has precise time bound targets on percentages of female employees, female leaders, and millennials in leadership positions, most private sector energy companies do not have that obligation. Unconscious bias in the recruitment process continues to exist in energy workplaces. Although the Ministry of Manpower stipulates that job vacancy advertisements through mass media or the company website should not include any gender inequality elements and should be gender-neutral, HR personnel usually prefer to select male applicants over females for engineering and technical positions in offshore or outdoor operations.

The specific law for GBV in Indonesia is still in draft form and has not yet been enacted. However, following the report of rape, many rapists have been imprisoned. The persisting challenge in this matter also involves women's fear of shaming their families and reducing their chances for a marriage.

Most FGD student participants stated that they chose a STEM program at the university based on their wishes and did not receive guidance or counseling. The ratio of male and female students depends on the major subjects chosen by the students. In the past few years, the ratio of female to male students in the engineering major is almost 50:50. Yet the assumption that men are stronger still exists. To attract more female students into STEM fields and remove biases in gender roles, role models of female engineers and women in non-traditional careers, school visits, communication, and engagement are key enablers.

FGD findings on the employee life cycle indicate that many energy employers have not embedded gender equality in their corporate culture and in the Key Performance Indicators (KPIs). However, those who have introduced gender-inclusive governance in their organization have noted that this has provided a better and more attractive workplace for both existing employees and new employees.

Support partner companies to have an explicit policy and systematic procedures in promoting inclusive recruitment, hiring and retention policies, and practices and address the conscious and unconscious bias that negatively impact women in recruitment, hiring, promotion, and retention.

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