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Working paper

GESI for County Energy Planning: Practical approaches

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1 Introduction

This report summarises, first, in Sections two to four, the recommendations made by an external consultant with expertise in gender transformative approaches, and to a lesser extent in approaches to address other forms of social marginalization, regarding approaches and tools to mainstream GESI in county energy planning, namely through the EDM approach.

While this analysis is useful, from the perspective of the EDM team at Loughborough University and IIED, including our national lead in Kenya, the recommendations and approaches remain quite general and would require further development and context-specific application to CEP processes in Kenya.

For this reason, a small number of activities based on the recommended approach were integrated into EDM Step 3 (**Build Understanding**) of the CEP process in Kakamega County, one of the SETA mirroring counties, (community and sectoral needs assessment). It should be noted that Kakamega County is using a truncated, adapted version of the full EDM process.

These "demonstration" or piloting activities involved, first, in two locations in the county, expanding the planned needs assessment of one day to three days, replicating the full EDM three-day process (two days of community workshop, plus one day of a sector-focused workshop with participation of some community members). Second, enhancing the EDM community and sectoral workshop discussion around GESI issues through further, explicit discussion of GESI concepts, and expanded discussion around GESI in needs identification, prioritization, gaps/barriers to meeting needs and initial solutions development. Third, specific FGDs targeting marginalized groups (in that county's context) aimed at further disaggregation of priority needs and of solution ideas.

These activities and reflections on them are summarised in Section 5.

2 Approaches for mainstreaming GESI in county energy planning

2.1 Participatory Behavioural Change Methodologies

Beyond working with inclusive planning approaches, one of the best ways of supporting transformation of the wider norms in households and communities that lead to gender inequalities and social marginalisation is to work with behavioural change methodologies that can be adopted and used independently by community members, and which they can pass on to other community members without external facilitation. Several of these methodologies involve the design of user-led indicators which can help with the review process in EDM Step 5 and be rolled into implementation at Step 6.

A good behavioural methodological package is the Gender Action Learning System (GALS).[1] GALs is part of a suite of household methodologies (HHM) which have been developed by various development partners. Some are called Couple Methodologies, for example an excellent methodology developed by the Hanns R. Neumann Stiftung which trains couples to become behavioural change agents in the community and organisations.[2]

GALS is built around a vision for the household's future, a gendered strengths, weaknesses, opportunities, and threats (SWOT) analysis, and an action plan with milestones on the way to help monitor progress and allow recalibration as necessary. Tools are frequently updated and new ones added though the core tools remain broadly unchanged: PELUM Uganda (2016)[3] Reemer and Makanza (2015)[4] , Mayoux and OxfamNovib (2014).[5] GALS relies entirely on drawings created by participants themselves following initial guidance by a facilitator since the drawing process is easy to learn and to teach - contribute to peer sharing among non-literate and literate people.

GALS can be used by individuals, households, women-headed households, farmer organisations, schools, religious bodies, value chain partners - and so on. It can also be used by any kind of marginalized group. The most important point about the GALS and similar methodologies is that they focus on changing harmful gender and social norms from within.

GALS is a change process that is integrated into projects at the design stage of projects. It can also be integrated into country strategies. It is based on a set of principles that cover gender justice and inclusion, leadership, action for change and sustainability. GALS facilitators and community members use visual diagrams to work through the process, which is conducted in three phases that are led by the community:

- **Phase 1** starts with a change catalyst workshop.
- In **Phase 2**, the desired changes are implemented and scaled up into community action learning when a community champion shares the tools with five other people in the area.
- In **Phase 3**, achievements and changes in gender relations are reviewed.

After this, the focus switches to developing value chains to increase incomes, production, access to markets; and to mainstreaming gender equality. The process also links into local or national institutions and other organizations to support the sustainability of the changes.

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[1] See: https://empoweratscale.org/

[2] See: https://www.fao.org/3/cb1331en/cb1331en-02.pdf

[3] PELUM, Uganda. (2016). *Adapting the Gender Action Learning System (GALS) in Development Programmes*.

[4] Reemer, T., & Makanza, M. (2015). *Gender Action Learning System: Practical guide for transforming gender and unequal power relations in value chains*.

[5] Mayoux, L., & Oxfam Novib. (2014). *Rocky Road to diamond dreams. GALS Phase 1 Visioning and Catalysing a Gender Justice Movement Implementation Manual*. Vol. 1.0. Oxfam Novib.

Box 1: IFAD's use of GALs

Source: IFAD (2022). *How to do Note: How to integrate the Gender Action Learning System (GALS) in IFAD operations.*[6]

2.2 GESI training organisations and resources

Organisations working on masculinities in the African and Kenyan contexts include MenEngage[7], Equimundo[8] and Advocates for Social Change Kenya (ADSOCK)[9]. These offer valuable training resources and they potentially offer training, for example. It would be worth contacting them all. ADSOCK, which grew out of Men for Gender Equality Now (MEGEN) has a strong focus on advocacy.

Training events on gender equality and intersectionality could be inspired by online courses focused on Gender-Based Analysis Plus (GBA+) courses. A great example is *Intersectional Gender-Based Analysis Plus: A step-by-step process to facilitating social justice, gender transformation and institutional social change* by Njeri Kimotho.[10] This course could provide excellent input into the proposed GESI course and could be offered to key facilitators and decision-makers.

2.2.1 Template GESI training course

A potential outline for an empowering GESI training course is provided in Annex 1. This should be further developed and improved with human rights, gender equality, and social inclusion specialists in Kenya. It is important that gender lies at the heart of such a course, because every individual is shaped by their gender identity whether marginalized or not. The potential course includes the following elements:

1. **Key GESI concepts:** including gender transformative, intersectionality, positive masculinities.
2. **How to.** This is a tool which the course participants themselves take part in, but which can then be used at this or another EDM step at community level. It is valuable for everyone to experience participatory tools for themselves. Please note that several tools proposed may need light adaptation as they were developed for different target groups.
3. **Link to.** This brings the key concepts and the tools together in relation to each EDM step to enhance learning and to see the relevance of the first two elements. Apart from Day 1, it is suggested that case studies are developed to focus on a specific GESI topic. Each of these case studies should be drawn from EDM's experience and present typical scenarios in which GESI is challenged. It will be important to include an energy scenario x livelihood goal in each case study. The

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[6] See: https://www.ifad.org/en/web/knowledge/-/how-to-do-note-integrating-the-gender-action-learning-system-in-ifad-operations. See also– Financial Action Learning System (https://gamechangenetwork.org/toolkit/fals-oikocredit-aski-and-nwtf-philippines/) and https://gamechangenetwork.org/gender-empowerment/galsatscale/)

[7] See: https://menengageafrica.org/.

[8] See: https://www.equimundo.org/; https://www.equimundo.org/programs/program-h/

[9] See: https://adsock.org/

[10] See: https://cynara.co/trainingstore/gbaplus.

participants need to discuss their case studies and come up with solutions to the GESI challenge which they then present in plenary for comment etc. The facilitator should draw out the main lessons learned.

It is important to note that the suggested key concepts (more could be added) are relevant to the each of the proposed course days. However, it is not advisable to use Day 1 to introduce all the key concepts all at once as this will result in conceptual overload. The suggestion is made that one or two key concepts are introduced each day. This means that the suggested exercises may incorporate concepts that have not yet been introduced. This should not be a problem – experientially working through some concepts can enrich a theoretical presentation which is held later. World Vision (2021) [11] have developed a superb GESI manual which can help provide course convenors with material on GESI concepts as well as case studies which can be modified to the Kenyan context and to the EDM planning process yet use the basic discussion format proposed in the World Vision manual.

Overall, it is very important to create the same positive, enabling and welcoming environment that you would like to create at community events. Course rules may need to be set, but beyond this, facilitating warmth is important. Seeds of Change provide a number of excellent energisers and warm up exercises which are simple to use, non-threatening and which aim to promote trust among group members. Participants are very likely to know of others, as well, and it could be a great idea to let them take the lead on this. Seeds of Change[12] has an excellent range of activities for wrapping up sessions in a positive and constructive way.

3   Recommendations in detail

Recommendation 1. Gender Equality and Social Inclusion Training Course
- Standardised six-day course for selected key experts on GESI (county government officials, national mentoring experts under INEP) which includes a simple users' manual. This could take place separately to the EDM process but given the EDM process' inclusive approach, it may be better woven into the EDM planning process – or a mix of the two, with a short introductory course then interspersed through the planning six steps.
- The aim of the training should be to:
  - promote genuine and effective stakeholder participation,
  - support GESI-transformative and inclusive decision-making processes between decision-makers and planners on the course, other stakeholders, end users etc.

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[11] World Vision (2021). *Manual for Trainers and Facilitators. How to Integrate Gender Equality and Social Inclusion in Design, Monitoring and Evaluation.*https://www.worldvision.org/wp-content/uploads/2021/10/GESI-DME-Training-Manual.pdf"

[12] See: https://www.seedsforchange.org.uk/tools#games.

- o Promote understanding of GESI in particular in relation to energy as an enabler of wider development impacts.
- Content:
  - o GESI definitions: gender, social Inclusion, intersectionality, masculinities.
  - o Approaches to GESI-transformative project planning, including M & E.
- Methodology.
  - o Mix of short presentations combined with hands-on participatory exercises including selected Gender Action Learning System (GALS) tools etc.
  - o Kenyan colleagues may have experience with GALS and other preferred tools. If so, these should be considered for inclusion in an EDM GESI course.

A potential outline for an empowering GESI training course is provided in Annex 1. This should be further developed and improved with human rights, gender equality, and social inclusion specialists in Kenya. One option is to base the training around the World Vision (2021) Manual and Toolkit[13] - which includes a schedule, timings and detailed handouts, instead of the proposed training course below. The World Vision material would need to be adapted to the Kenyan context and the needs of the EDM process.

Recommendation 2. Dedicated GESI Expert as member of core EDM team
- If resource is available, the EDM project could employ a GESI expert at 100% or 50% time, or on an ongoing consultancy basis. To support capacity building and institutionalisation of knowledge for CEPs, this person could spend part of their time seconding to County Gender Department to help build the capacity around GESI and its integration across planning.
- This expert would accompany EDM processes across the participating counties to enhance GESI mainstreaming from Step 1 to Step 6; lead GESI training courses in collaboration with other trainers; mentoring staff on GESI particularly for solutions development to implementation planning (Steps 4-6) including supporting demonstration and monitoring and evaluation, depending on resource and time availability.

Recommendation 3. Improve logistics to support women and marginalized people
Throughout the process, EDM makes serious efforts to facilitate both the presence of women and marginalised people in the EDM process, and also to ensure they are able to speak, be heard and their ideas acted upon. Additional suggestions to strengthen this process include:

- Create a supportive community atmosphere by further sensitizing community members prior to EDM events.
- Consider providing transport (including for physically disabled people) to ensure that marginalised people can access the venue.

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[13] See FN 19.

- Venues need to be made accessible to people living with disabilities, such as blind people and physically disabled people. They need access to washrooms, meeting rooms, and dining areas (and to the venue as a whole). It may be necessary to provide portable ramps and more broadly to research the most effective ways of securing physical access.
- If appropriate, make provision for signers for deaf people.

Recommendation 4. Further develop research instruments to support GESI objectives

The conduct of GESI research was not part of the ToRs for this study, although it appears that an effort is based in stakeholder mapping and in secondary and primary baseline research, including household surveys and FGDs, to disaggregate data by gender, age, and so on, and to also to disaggregate the needs of specific vulnerabilities and marginalised groups in the county's development context. In addition, the following steps could be taken:

- Review quantitative and qualitative GESI research instruments. Sift out queries that relate to data that can be accessed elsewhere, and rank and then select queries according to importance for women's equality and social inclusion.
- Develop as necessary new queries that focus on capturing local gender and social norms, as well as change in these norms.
- Check for hidden assumptions about gender and marginalized groups in your survey instruments. Special categories may need to be developed to obtain information on invisible conditions, such as people living with HIV/AIDS.
- Note that GALS tools, and other participatory tools, can be used to capture some forms of baseline data effectively. This data can be used by community members as part of their own GALS processes, and it can also be used to inform the EDM process. These and other participatory methods are good at capturing aspirations.

4   Further develop GESI Indicators for solution implementation

The recommendation is that the EDM project builds on its existing work to develop its specific GESI indicators for the implementation of each solution, as part of monitoring and evaluation and to inform further phases of implementation. Ideally, these indicators would be developed between EDM and selected partners, including gender and social inclusion experts.

The Rome-based agencies (Food and Agriculture Organisation, World Food Program, and the International Fund for Agricultural Development) are launching *Guidelines for measuring gender transformative change in the context of food security, nutrition and sustainable agriculture* (FAO, IFAD and WFP 2023) in late September 2023.[14] The *Guidelines* provide an excellent framework for understanding gender-transformative change processes and the document sets out a pathway for developing gender-

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[14] FAO, IFAD, WFP, and CGIAR GENDER Impact Platform. (2023). Guidelines for measuring gender transformative change in the context of food security, nutrition and sustainable agriculture. Rome.

transformative indicators. The *Guidelines* provide numerous examples and a wide range of source materials in the Annexes.

The *Guidelines* would be an excellent resource for the EDM process because, alongside demonstrating how to create gender-transformative indicators – which can also be used for social inclusion - it shows how to create an indicator framework which includes reach, benefit, and empower indicators alongside gender transformative change indicators. Table 2, taken from the *Guidelines*, sets out core areas of gender equality (developed by FAO) that the EDM process may wish to develop indicators for.

The "Reach-Benefit-Empower" framework (Johnson et al., 2018) [15] was developed to assist programmes to better design, monitor and evaluate their activities. Kleiber et al. (2019) added "Transform" (RBET). Table 3 shows how reach, benefit, empower and transform objectives, strategies and indicators complement each other. Gender transformative interventions requires complementary RBE processes to systemically support and underpin the building of agency, challenging unequal power relations, and making discriminatory social institutions which marginalize people in particular intersectionalities more socially and gender equitable. Annex C of the Guidelines provides examples of potential indicators which could be used at individual, household, community, organisational and macro-level. (FAO, IFAD, and WFP, 2023).

Externally derived indicators can be added into the RBET framework. Indicators can be refined through mapping progress against core areas of gender equality and social inclusion (see Table 2 below) and /or the Sustainable Development Goals.

However, the *Guidelines* note that it is important to create processes which allow communities and groups to develop their own indicators. For example, local people will want to define what empowerment means to them in their own words and images. The EDM process lends itself to such an approach given that it develops context and end-user specific solutions.

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[15]Theis, S. and Meinzen-Dick, R. (2016) Reach, benefit, or empower: Clarifying gender strategies of development projects. IFPRI Blog. https://www.ifpri.org/blog/reach-benefit-or-empower-clarifying-gender-strategies-development-projects; Johnson et al. (2018); Kleiber et al. (2019); Mullinax et al. (2018); Kabeer (1999). This table is taken from FAO, IFAD and WFP (2023) and lightly adapted by the author of this report.

Core area	Description
Knowledge, skills and access to information	Increase in knowledge and skills (literacy, financial literacy, soft skills and technical knowledge) and access to information.
Productive autonomy	Access to and control over natural productive resources and services, including land, water, livestock, fisheries, forestry resources, seeds, fertilizers, tools and technology, including information and communication technologies (infrastructure and advisory/extension services).
Economic autonomy	Access to formal employment and a decent wage, means of earning an independent personal income, markets and value chains, financial services, social protection, addressing informal employment. Ownership of and control over assets (financial, housing, etc.).
Agency	Ability to make own choices and act upon them, including self-esteem, self-efficacy, and aspiration.
Division of labour	Recognition, reduction and redistribution of unpaid care and domestic work.
Power, influence and decision-making	Equal participation in decision-making at household level - e.g. over mobility, economic activity, income, production and nutrition - as well as in the community and other public spheres at regional and national levels.
Participation, representation, and leadership	Capacity to organize; equal representation and leadership in formal and informal bodies, and organizations and institutions at community, regional and national levels. Capacity to negotiate, lead, express opinions and voice demands.
Reproductive rights	Decision-making on family planning, contraception, marriage partner choice and marrying age.
Freedom from violence and coercion	Freedom from living with fear; physical, sexual and/or, emotional violence and harmful practices; and restrictions on mobility.

Source: FAO, IFAD, and WFP (2022).
Table 2: Core areas of gender equality and social inclusion

	Objectives	Intervention Strategies	Indicators*
Reach	• Reach women as well as men as project participants. • Reach marginalized participants.	• Inviting women to participate. • Inviting people from marginalized communities to participate. • Reducing barriers to women's /	• Number or proportion of women and men / people from marginalized communities - participating in project activities (attending

	Objectives	Intervention Strategies	Indicators*
		marginalized community participation; quota system for training events. • Ensuring that logistical barriers (physical, communication) to participation are lifted.	meetings, training, etc.).
Benefit	• Deliver access to resources and benefits to women and men/ to marginalized communities. • Increase women's well-being (food security, income, health, etc.).	• Designing projects to consider practical gendered needs, preferences, constraints to ensure women as well as men benefit. • Ensuring that projects address the identified needs of marginalized communities.	• Number or percent change in key food or nutrition security or other selected outcomes (see Table X above - and consider productivity, income, assets, time use, dietary diversity, etc.), by sex, age, etc.
Empower	• Strengthen the ability of women and men, and people living in marginalized communities, to develop and implement strategic life choices (in a context where they previously could not do so).	• Enhancing women's decision-making powers in households and communities. • Enhancing the decision-making power of marginalized people in communities. • Facilitating women's organizations to identify and address women' strategic gender interests; • Addressing key areas of disempowerment for women and for	• Changes in women's decision-making power over, e.g., agricultural production or income; or control over assets and/or their purchase/sale; or reduction of outcomes associated with disempowerment (gender-based violence, time burden). • Changes in the participation of marginalized people in community decision-making processes. • Changes in how marginalized people

	Objectives	Intervention Strategies	Indicators*
		marginalized communities.	are viewed by the wider community.
Transform	• Address the root causes of gender inequality, moving beyond the individual to the structural level. Focus is on building agency and changing unequal power relations and discriminatory social institutions. • Address root causes of the marginalization of certain groups of people.	• Influencing changes to gender norms to empower women and men and advance gender equality; promoting gender-equitable masculinities. • Influencing changes to social norms to empower marginalized people.	• Changes in unequal power relations between men and women. • Changes in unequal power relations between marginalized and non-marginalized people. • Changes in gender and social norms measured by people's perception of the norm over time; changes in attitudes/beliefs and related statements; people's perceptions about certain behaviours (how wrong or right) and how others in their community would react; evidence of behavioural change. • Change in laws and policies from gender blind to those that purposefully address the underlying causes of gender inequality. • Changes in laws and policies to purposefully address the underlying causes of social inqualities.

Table 3: From Reach to Transform: associations between program objectives, strategies and indicators

5 Demonstration activities to enhance GESI in Kakamega CEP Process

5.1 Introduction

This section summarises the activities that were carried out in Kakamega County between 19-29 September 2023 under the Sustainable Energy Technical Assistance (SETA) project using the Energy Delivery Models (EDM) approach to support Kakamega County Government develop a County Energy Plan (CEP). These activities were developed as initial pilot activities on enhancing the integration of GESI in the EDM planning process. Given limited resources and the tight timeline of the Kakamega County process, these activities were limited to the adapted Step 3 (**Build Understanding**) of the EDM used in Kakamega.

In the first activity, two community/ sectoral workshops were carried out in Mumias and Lukuyani sub-counties, covering the sectors of agriculture and water. In the second activity, four Focus Group Discussions (FGDs) were held on the 28th and 29th September 2023. The participants of the FGDs were drawn from the marginalized groups in Kakamega County (see Annex 1).

5.2 Community and Sectoral Workshops

5.2.1 Pre-planning for the community workshops

To ensure that GESI was integrated from the outset of community workshops, the invitation of the community members went beyond the usual criteria of having equal representation of men and women and some persons representing different age groups (youth, middle-aged, and the elderly) to deliberately target persons leaving with different forms of physical disabilities, widows and widowers, deaf, people living with HIV and minority clans (refer to Annex 2 for list of participants).

5.2.2 Venue Selection

The venues were selected according to the following criteria: good access roads, closeness to participants' homes; enabling physical infrastructure and amenities (access ramps, good lighting and reliable sources of power to enable use of audio-visual aids and microphones, separate washrooms for men, women, and persons living with physical disabilities (both men and women).The choice of venues were aimed at ensuring a safe, accessible, welcoming and comfortable environment for the participants to engage meaningfully in the workshops.

5.2.3 Community workshops

After the introductory remarks and overall overview of the county energy planning process, participants were taken through and additional plenary session on Gender Equality and Social inclusion (GESI), which aimed to help participants understand and respect the diversity of people in their community and the need to ensure that no one is excluded or discriminated against because of their identity.

Participants were first introduced to the key concepts of gender quality, social inclusion and intersectionality, and "mainstreaming" or "integrating" GESI in development programmes and projects, using tools from World Vision GESI Toolkit (2020) - see Figure 1.
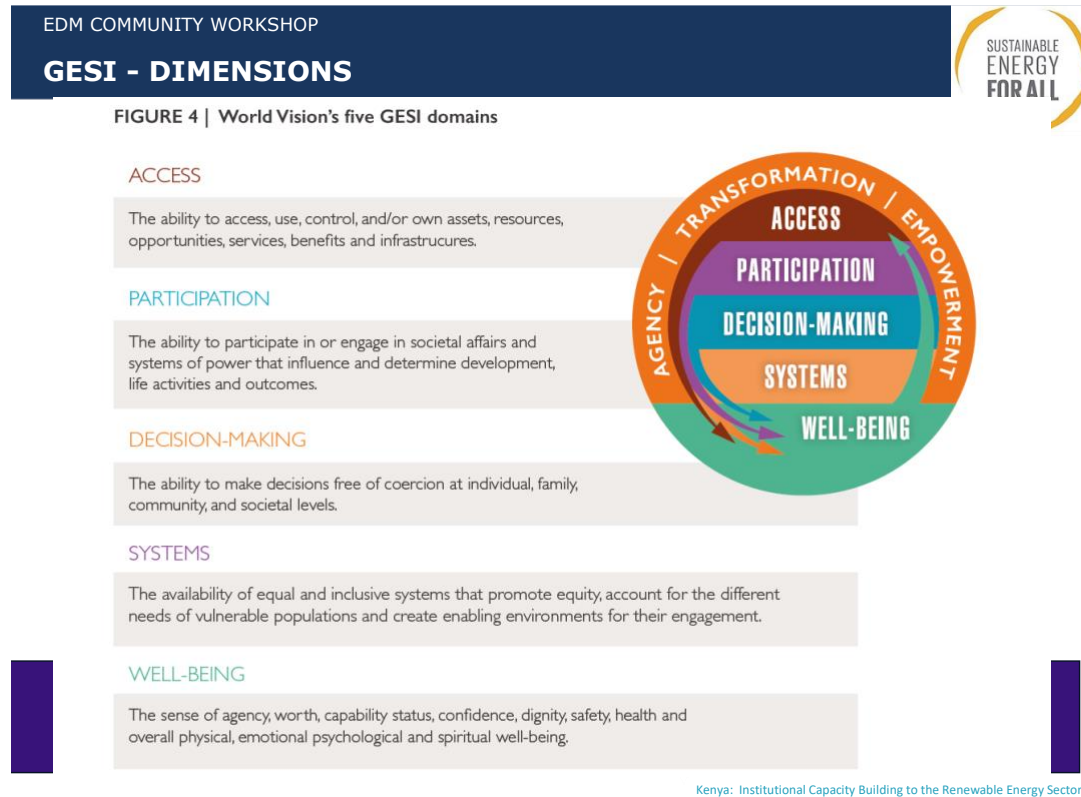
Figure 1: Presentation on the five dimensions of GESI

There was then a plenary discussion on why the new framework for CEP planning, the INEP, regards gender mainstreaming as important, and why considering gender is important in planning county energy services (Figure 2).

MAINSTREAMING GESI IN THE CEP

- Draft INEP Framework (Feb 2023) - **gender** as a cross-cutting issue for CEPS

- **Why do we need to consider gender in planning county development?**
  - Gender and social norms and power relations influence individuals' differential access to resources and services; aspirations; decision-making; participation; opportunity structures; and overall wellbeing.
  - If these dynamics are not well understood when development plans are designed, then inequality will increase by default.

- **Why do we need to consider GESI in county energy planning?**
  - Energy interventions impact men, women, boys and girls, marginalised groups including people living with disability differently.
  - For example, men and women have distinct roles, responsibilities and voice within their households, markets, and communities. This leads to differences in their access, control, use of energy and the impact of energy services on their lives.

Kenya: Institutional Capacity Building to the Renewable Energy Sector

Figure 2: Plenary discussion on mainstreaming GESI in CEPs

The presentation and discussion aimed to build participants' understanding of why it is important to identify the different development needs, priorities, and vulnerabilities of women, men, girls, boys, PWDs, etc. (whose) for CEP development; understand what the gaps or challenges are stopping them meeting the needs (what and why), before solutions are designed to meet the needs of specific end user groups, and why additional outputs and investments might be needed to ensure marginalized groups can participate in, and benefit from, solutions.

To help the participants have a deeper understanding of GESI and to help them to engage in a meaningful way with these concepts in relation to their own experience and local context, they were put into four groups and requested to discuss the questions in Figure 3 below. To ensure that all participants were meaningfully participating in the process, it was agreed by consensus that a mix of English, Kiswahili, and local dialects would be used during group discussions and the plenary feedback process. Each group nominated a rotating chairperson and the rapporteur, which included representatives of marginalized

groups. Each was assigned a facilitator to serve as a guide throughout the discussion process and to ensure that all participants were given time to share their views.

Figure 3: Group work on Mainstreaming GESI in County Energy Planning

The participants were able to discuss all the above questions and came up with the following responses (Table 4).

What types of vulnerable, marginalized, or excluded people are there in Kakamega County (e.g., due to disabilities, ethnic identity, religious beliefs, types of jobs, socio-economic status, caste, etc.)?
- People from humble background,   - orphans, widows, and widowers,   - persons living with different forms of disabilities such as visual impairment, autism, and hearing impairment including children,   - People from small clans/minority clans,   - elderly persons,   - persons living with HIV aids including children,   - street children,   - LGBT,   - morgue attendants,   - Ethnic identity where other communities feel superior to others and in the process make others feel inferior e.g. the Abawanga looking down upon the other communities like Idakho/Isukha   - Type of jobs where the learned tend to isolate the less learned   - Economic status- society is clustered as "haves and the have nots"; those who steal to acquire wealth are more respected than resource-poor honest persons
Are there any groups of people who are described in local languages in very negative or derogatory ways? If yes, which ones?

o Substance/drug addicts are referred to as social misfits.
o Widows and divorced women are referred to as prostitutes.
o Immigrant settlers (Ikhula yerere)
o Muslims refer to Christians as Kafir, while Christians refer to Muslims as Al Shabab (terrorist)
o Mortuary attended- demon-possessed.
o Teachers- bicycle owners, remedial money is for teachers to eat, always considered broke in society.
o Abasebe (thieves/looters)- Kikuyus
o Abasanbanyama(meat roasters)- abashitsetse
o Abokhumatsi- Luos

Give examples of how these groups or individuals are vulnerable, marginalized, or excluded (think about the five dimensions: access, participation, decision-making, systems, and well-being)
o Easily influenced by money because of their social status to compromise on their human rights.
o Left out in essential programmes.
o Intimidated during public engagement e.g., someone poor is looked down upon by those who are rich in society.
o Lack of social amenities like toilets.
o They are denied their rights.
o They are stigmatized.
o They are always discriminated against.
o Mostly always grouped regardless of the disability.
o In case of theft, they are the first suspects.
o Bartenders are considered useless people and husband snatchers.
o Teachers are said to be broke, looting money from parents.
o Immigrant land buyers/settlers are considered refugees, some have no say in their present communities.
o Luhyas despise marriages with Kikuyus.
o Abashitsetse (Wangas) consider themselves superior for political appointment.
o Illiterate people are never considered in decision making even if their views are meaningful.

Whom do you think are the most marginalized and why?
- *People living with disabilities because:*
  o They lack representation in decision making.
  o Lack of information about them and no information is shared with them on ongoing activities.
  o Taken as social misfits.
  o Difference in faiths
  o Stigmatization
- *Widows* because they have no representation within the community even up to the county level.

	• *Social workers*/have no respect in society due to the nature of their job, considered idlers. • *Immigrant land buyers* because they do not deserve to be where they have bought the land and hence denied representation in community activities.
	Social norms/cultural practices in Kakamega County • Traditional circumcision • Marriages (Monogamous man cannot lead the society) • Inheritance of widows is acceptable. • Children born out of wedlock are considered outcasts.

Table 4: Marginalized groups and social norms leading to marginalisation in Kakamega County

Following the successful deliberations and feedback on this group activity, a long list of priority needs (see Table 5 below) was presented to the participants. The long list was developed from Steps 1-2 of the EDM process (baseline activities) namely literature reviews, household and ward administrator surveys, Key Informant Interviews (KIIs), and Focus Group Discussions (FGDs).

1.	Better quality lighting for general purposes, cooking, working at night, learning, security, etc.
2.	Access to more cooking fuel and appliances that are cleaner, faster and cheaper to reduce negative health impacts, cost, time, and drudgery, and allow more time for other activities including relaxation.
3.	Access to clean water closer to homesteads for drinking, washing, and for general purposes.
4.	Access to better quality and affordable health services in remote areas
5.	Better educational outcomes for primary school children through improved literacy
6.	Improved enrolment and retention rates in ECD centres through improved nutrition
7.	Improved range of vocational courses offered in Polytechnics/ VTCs - e.g., production of quality products and services.
8.	Improved public street lighting to enhance security at night and for general purposes.
9.	Improved farmer income through one or more of:

	• improved mechanization; better irrigation techniques • improved agricultural processing. • Better marketing of agricultural products • Greater access to banking services including mobile money services. • More reliable and affordable electricity and supporting services (credit, training, etc.) to increase productivity and profits of **existing businesses**, including hardware, services, and agriculture processing.
10.	Improved productivity and income from livestock (poultry, goat keeping, cattle and dairy farming) through one or more of: • Reliable, affordable electricity to power appliances • Access to water • Better veterinary care • Improved extension services and accessibility
11.	Establishment of new SMEs through access to credit, electricity, awareness and training, and market linkages
12.	Access to improved, affordable cooking services to reduce costs and increase revenue, particularly in hospitality and food-related SMEs.

Table 5: Long list of development needs for Kakamega County

To explore whether gender was an important factor influencing prioritization, women were given the first opportunity to prioritise their development needs, followed by men. This was an additional session to look at differentiated (by gender) prioritisation of the development needs to the normal EDM. Table 6 below shows how men and women prioritised development needs.

Order of Priority Needs for Women	Order of priority needs for Men
1. Access to clean water closer to homesteads for drinking, washing, and for general purposes. 2. Better quality lighting for general purposes, cooking, working at night, learning, security, etc. 3. Better educational outcomes for primary school children through improved literacy 4. Improved productivity and income from livestock (poultry, goat keeping,	1. Better quality lighting for general purposes, cooking, working at night, learning, security, etc. 2. Better educational outcomes for primary school children through improved literacy 3. Access to more cooking fuel and appliances that are cleaner, cheaper and faster to reduce negative health impact, cost, time, and drudgery, and allow more time for other activities including relaxation.

cattle and dairy farming) through one or more of: • Reliable, affordable electricity to power appliances • Access to water • Better veterinary care • Improved extension services and accessibility	4. Improved farmer income through one or more of: • Improved mechanization • Better irrigation techniques • Improved agricultural processing. • Better marketing of agricultural products • Greater access to banking services including mobile money services

Table 6: Prioritization of top four development needs by men and women

From the prioritization above, there are similarities between men and women in which development needs are of priority to them i.e., overall, both groups prioritised development needs at household levels, community services, and for livelihoods/income generation. However, there was a difference in the order of priority. Additionally, whereas there could be a cultural expectation that women would prioritize access to modern cooking solutions, that was not the case. It was the men who considered access to clean cooking solutions among the top four priority needs.

The women participants indicated that access to clean cooking solutions is not a high priority for them for two main reasons. First, they were already using a form of improved cooking solution such as use of improved firewood cook stoves, or use of bioethanol etc., and second and most importantly, their rationale was that if they could improve their income from crops and livestock farming, they would be able to afford any clean cooking solution they desired, therefore income generation has priority over access to cooking solutions.

The male participants considered access to clean cooking solutions a priority need because of the general cleanliness associated with the cooking solutions discussed. Furthermore, they indicated that access to modern cooking solutions such as LPG, biogas, and e-cooking appliances make it easier for them to prepare meals for themselves and for the larger family and would mean they would not need to wait for their wives or daughters.

This was a very interesting discussion, which seemed to imply changing views of masculinity in relation to household tasks and potentially that men could be first movers or champions of clean cooking solutions. Further, in-depth discussion on the reasoning and beliefs underlying these prioritisation choices in greater depth could have promoted the wider social discussion around GESI and marginalisation that is needed for truly GESI-transformative planning but there was limited time to do this in the workshop.

The top four priority sectors were chosen for in-depth discussions (small group work) as per the normal EDM process, to identify barriers/gaps (both energy and non-energy gaps) preventing these needs from being met. Different social groups were given space to articulate barriers from their perspectives and contexts to avoid generalization of the

gaps/barriers so that both needs and gaps are disaggregated and the views of different social groups are captured and discussed by the whole group. To ensure that the discussions were framed with a GESI lens, guiding questions were used (see Figure 4).

Figure 4: Guiding questions to understand barriers/gaps

The second day of the workshop was dedicated to brainstorming possible solutions for the gaps/challenges identified on the first day, as initial solution ideas or "value propositions". The participants worked in groups and considered different energy and non-energy interventions that could address the gaps and barriers, as part of a holistic solution. EDM guiding questions for this activity use the Energy Delivery Model Canvas adapted from the Osterwalder Business Model Canvas, already highlight and encourage discussion of socio-cultural factors and issues that must be considered in solution development, across the different categories of end users, delivery infrastructure and accounting – for instance the latter explores not just financial but also social and environmental costs and benefits (as discussed in the companion paper on *GESI in County Energy Planning*). In this workshop, additional focus was given to how GESI considerations could be integrated into the solution ideas. For example, participants were given additional questions on how solutions would benefit (or not) different groups of people, including marginalised groups, such as women, men, youth, elderly, disabled, etc. See Figure 5 below.
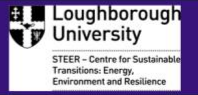
Figure 5: Guiding questions for the development of solution ideas

Facilitation of this activity followed the same inclusive approach as throughout the workshop.

5.2.4 Community workshop evaluation

The community workshop concluded with an evaluation session on the second day, where the participants rated various aspects of the workshop, such as the content, the facilitators, and the logistics. The evaluation aimed to gather feedback and suggestions for improvement of future workshops, and additional questions related to participants' understanding of GESI in planning and interest in future training were asked. See Figure 6 below for evaluation criteria.

Figure 6: Evaluation Criteria

The feedback was anonymised, and participants were asked to respond to the questions without revealing their identities. Table 7 provides the analysis of feedback from the Lukuyani Community workshop (sectoral focus on Agriculture-crops and livestock), where there were at total of 24 participants. Under each score (1-5) is the number of participants who gave that score.

Scoring key:

Excellent=5; Good=4; Average=3; below average=2; Weak=1

Scoring / Evaluation parameters	5	4	3	2	1
Venue & service	13	10	1	0	0
Workshop content	10	12	2	0	0
Workshop process	9	10	5	0	0
Facilitator's delivery	10	13	1	0	0
	improved		Remained the same		Decreased
Has your understanding of Gender Equality and Social inclusion improved, decreased, or remained the same	20		4		0
	Yes		No		
Could you use Gender Equality and Social Inclusion (GESI) in planning for developing projects	23[16]		0		
Would you be interested in further training on GESI?	24		0		

Table 7: Evaluation feedback, Lukuyani (community wokshop)

[16] One respondent did not provide feedback to this question.

A similar evaluation exercise was done in Mumias sub-county (sectoral focus on water). 20 participants provided feedback as outlined in Table 8

Scoring / Evaluation parameters	5	4	3	2	1
Venue & service	8	11	1	0	0
Workshop content	12	7	1	0	0
Workshop process	6	10	4	0	0
Facilitator's delivery	8	12	0	0	0
	improved		Remained the same		Decreased
Has your understanding of Gender Equality and Social inclusion improved, decreased, or remained the same	20		0		0
	Yes		No		
Could you use Gender Equality and Social Inclusion (GESI) in planning for developing projects	20		0		
Would you be interested in further training on GESI?	20		0		

Table 8: Evaluation Feedback, Mumia (community workshop)

Through a plenary session after analysis of the evaluation feedbacks, Almost all participants indicated a need for further training on GESI so as to have better understanding of GESI and use knowledge and the skills during the public engagement sessions that are normally held on an annual basis by the County government,.

5.2.5 Sectoral Engagement Workshops

The third day of the two workshops focused on the key sectors that had been prioritized, namely access to clean and safe water near homesteads for drinking, washing, and other general purposes, and improved income from the agricultural sector, crop farming and livestock production. Ten Community members were not invited to attend day 3 of the workshop, instead, ten sectoral experts (from the crop and livestock farming, and water sectors) were invited to join the remaining community members. These sectoral experts were drawn from the county and national government, private sector, and civil society.

Overall, additional efforts were made within the EDM process for the mix of participants on the third day to be inclusive with representation from diverse social groups in Kakamega County.

The sectoral workshops (agriculture and water) started with introduction and recap on what had been covered in the community workshop days. This included a recap on the importance of GESI in planning and the five GESI dimensions. These were followed by plenary sessions where problem trees for each of the sectors (see Figures 7 and 8 for sample problem trees) were presented to the participants. The participants discussed how use the problem tree as a tool of analysis to understand the root causes of priority need expressed as a problem.
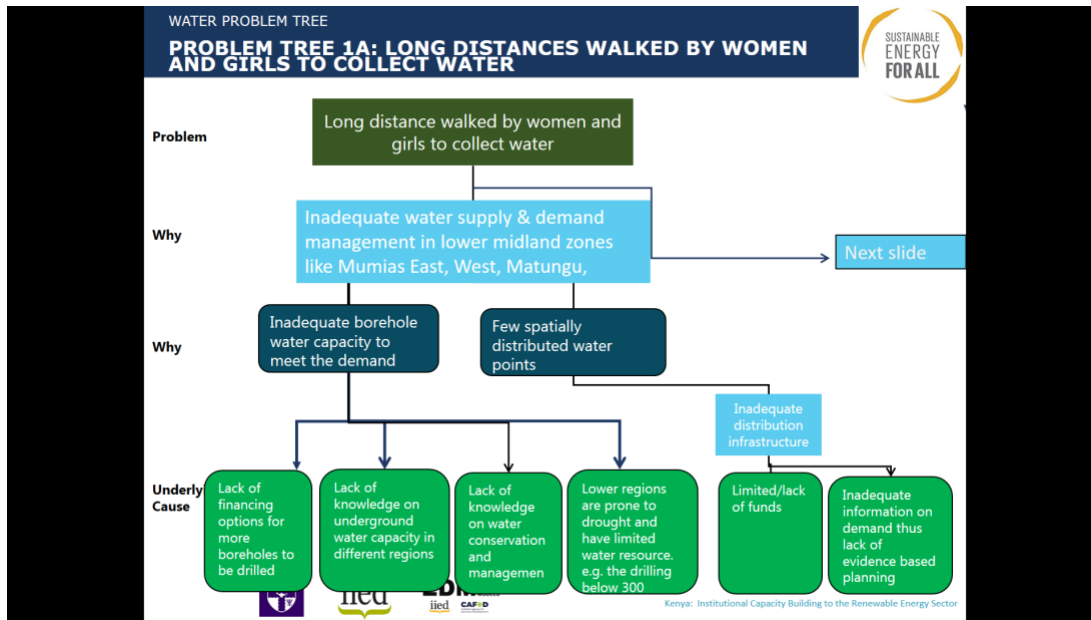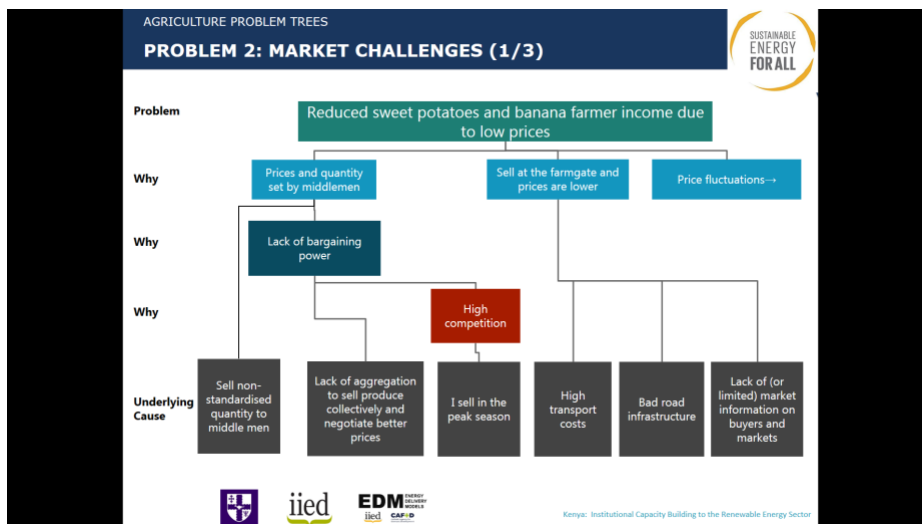
Figure 7: Example of a water problem tree

Figure 8: Example of a crop farming problem tree

After the plenary sessions, the participants were organised into four groups, and each group was presented with different sets of completed problem trees. Participants worked in their group to review and interrogate or add further detail to the problem trees. The groups were guided by the set of questions (see Figure 9). As with the community engagement workshops, the groups had rotating chairpersons and notetakers. Further, participants were constantly reminded of the GESI dimensions, and the need apply them while reviewing the problem trees.

Figure 9: Guiding questions for review of sector problem trees

Once the different groups reached consensus on their problem trees, plenary feedback sessions were held where each group presented the fully worked-out problem trees incorporating their inputs.

The second session of the day focussed on initial solution ideas for the priority needs (problem trees). Still working in the same groups, the participants were presented with a more developed solution idea (or ideas) to meet the priority need in the relevant sectors (e.g., improved income from the agricultural sector, crop farming and livestock production, and access to clean and safe water closer to homesteads). The groups worked through the different categories of the EDM Canvas – end users, delivery infrastructure, and accounting (costs and benefits)- to develop the solution ideas. To enhance the promotion of GESI, group work questions also tried to disaggregate further the socio-cultural factors, including the marginalisation of different groups that needed to be considered in solution development, and which might impact on the success of the solution. This included, for instance, in the accounting discussion, thinking about the costs and benefits for different groups of end users and stakeholders. See for example the additional questions in Figure 10.

Additionally, group discussion around risks to the solution and how to mitigate them also had an increase focus on disaggregating (different levels of) risks for different groups of end users and stakeholders (Figure 11).

ACCOUNTING/COSTS AND BENEFITS– GROUP WORK

In your groups, think about the following:

1. What is the cost of the different activities to make your solution succeed?
2. How will this be paid for – what are the different sources of revenue?
3. Are there any environmental costs or benefits to implementing your solution? (e.g., water pollution or more sustainable water management/water conservation);
4. Are there any social costs or benefits from implementing your solution? (e.g., increasing or reducing social conflict)
5. How would marginal groups (a) benefit or (b) be negatively impacted by your solution?
   If (a), then how would they benefit?
   If (b) how could you address these impacts and make sure that marginalized groups or people could benefit from the solution?

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Figure 10: GESI questions in accounting group work

RISKS AND HOW TO MITIGATE THEM

- There are different types of risk that must be considered when we are developing our solution:
  - Financial
  - Risks related to our activities and resources (activities being delayed, problems with equipment etc.)
  - Social risks (the solution creates conflict or worsens existing conflict)
  - Risks related to policies, regulations
  - Any other types of risk?

- Risks may also be higher for different end users or stakeholders involved in the solution (e.g., farmers who do not have any savings), so they may need different or stronger measures to identify and address them.

Kenya: Institutional Capacity Building to the Renewable Energy Sector

Figure 11: Risks and mitigation: identifying risks for different social groups

For the crop farming solution, for instance, it became apparent that women will mainly farm African leafy vegetables and sweet potatoes as compared to the male participants, who farmed bananas and tomatoes. The choice of crops was informed by land ownership, as women customarily do not own land and, therefore can only till portions allocated by their spouses. Crops like vegetables take a short time to mature and the land will be freed for other uses as compared to banana crops which can last for up to 20 years. A similar situation was expressed during the livestock discussion where women participants indicated owning small livestock like poultry which does not require a lot of space to keep and is also easy to sell as compared to big livestock like cattle.

Evaluation of sectoral workshops was narrowed down to three GESI questions shown Tables 9, and 10 below. The feedback was anonymised.

	improved	Remained the same	Decreased
Has your understanding of Gender Equality and Social inclusion improved, decreased, or remained the same	21	0	0
	Yes	No	
Could you use Gender Equality and Social Inclusion (GESI) in planning for developing projects	21	0	
Would you be interested in further training on GESI?	21	0	

Table 9: Water Sectoral workshop evaluation feedback (Mumias Sub-county)

	improved	Remained the same	Decreased
Has your understanding of Gender Equality and Social inclusion improved, decreased, or remained the same	25	0	0
	Yes	No	
Could you use Gender Equality and Social Inclusion (GESI) in planning for developing projects	25	0	
Would you be interested in further training on GESI?	25	0	

Table 10 Agriculture Sectoral workshop evaluation feedback (Lukuyani Sub county)

Participants were given the opportunity to discuss the evaluation feedback. It was clear from this discussion that participants understood that gender equality and social inclusion is not just about "women's issues" (gender). Participants discussed the importance of greater inclusion of persons living with disabilities or people excluded because of their status e.g., people living with HIV & AIDS. The participants expressed their interest in further training on GESI, especially for the sectoral experts who are mandated to deliver

services to the public, to inform the design of stakeholder/public engagements, project design, implementation, monitoring and evaluation.

5.3 Focus Group Discussions (FGDs)

Four additional FGDs were carried out on 28th and 29th September with participants were who were marginalized or representing marginalized groups (see list of participants).

These FGDs were additional to those usually undertaken during Step 2 baselining in the standard EDM approach, where FGDs, usually for different sectors, are held with mixed groups including people that are not considered marginalized.

The marginalised groups represented were the following: people living with physical disabilities, people living with HIV Aids, widows and widowers. Many of the participnats also had intersecting vulnerabilities. These groups were selected because there are significant numbers of such marginalised people that are not usually included proactively in public engagement activities, therefore, their development needs are usually minimised or not considered at all in development planning. Further, these groups could not comfortably participate in the EDM community engagement and sectoral workshops due to deep-rooted beliefs and practices of stigmatisation and exclusion. Targeted, small FGFs, provided the participants with a degree of security which meant they could speak without being scapegoated or experiencing exclusionary behaviour and attitudes. Further, all the FGDs were held at Lutonyi Church Hall, which was considered a safe environment.

Each FGD focussed on further interrogation of one of the four priority needs identified in the Kakamega CEP discussions - health, water, education, and agriculture (crops and livestock). The FGDs aimed to triangulate the feedback from previous community and sectoral engagement workshops with inputs from the selected representatives of marginalized groups to understand whether they had different priority needs, or orders of prioritization, or if they shared the same priorities as other groups, whether their view of the needs/gaps and/or the ways to address those gaps (solution ideas) differed and how.

5.3.1 FGD process

First, the groups were presented with one of the four development needs prioritised and discussed during community and sectoral workshop:.

- Improved farmer income from crops and livestock farming,
- Access to better quality health care in remote areas
- Access to clean and safe water closer to homesteads for drinking, washing and for general purposes.
- Better educational outcomes (Early Childhood Education and Vocational Training Centres)

Each group then undertook the following activities as a plenary discussion:

- Review how the sectoral development need is framed; discuss whether it captures/reflects their actual need.
- Review the gaps/barriers stopping the development need being met and discuss if there are any additional barriers or gaps, especially from their perspective or context.
- Review the solution ideas generated from community and sectoral workshops and discuss if the solutions are responsive to their needs. To make the discussions more targeted, the participants were asked to respond to the question "How are you going to benefit (or not) from these solutions?".
- Suggest solution ideas to address the additional gaps/challenges they had identified.

5.3.2 Feedback from FGDs

Overall, the different marginalised groups' prioritisation of development needs did not differ significantly from the four needs prioritised during the community engagement workshops. However, the order of priority was more focussed on livelihood needs, with the top choice being improved income from agriculture (crops and livestock). The main reason for this choice was the desire of the participants to achieve financial independence. For example: "When I have my own money, I can do anything you want, I don't need to beg or depend on anybody just because my husband died" said one widowed participant. Another participant said, "Money from my crops and livestock has enabled me to afford to purchase the required medicine for myself for the past 20 years since I was diagnosed with HIV Aids, and I can also afford to eat a balanced diet".

Thus it appears that increasing income levels was seen as a critical pathway to overcoming marginalisation and stigmatisation.

On reviewing the framing of development needs, the groups concurred with how the development needs were framed for each of the sector priority.

On reviewing the gaps/barriers hindering the priority development need, there was general agreement with all the gaps/barriers identified during the community & and sectoral workshops. However, the groups made additions which were mainly related to the exacerbation of these gaps due to their social exclusion and stigmatization, for example, participants in the FGD on increasing income from agriculture indicated being excluded by the extension officers for being widows. The extension officers avoid visiting their homes/farms for fear of being questioned by community members, especially if the husband died because of HIV/AIDs related complications.

During the FGD for health, one of the barriers identified was the lack of sign language interpreters in the health facilities. This makes it very difficult for deaf patients to communicate with health staff who are not trained in the use of sign language. As with the health sector FGD, the education FGD highlighted the lack - or insufficient number -

of trained sign language teachers and teachers trained to support learners with different forms of disabilities, including visual impairment and autism among others.

The FGD on the water sector agreed with all the barriers/challenges identified during community and sectoral workshops but again raised the additional issue of stigmatization with the example of a participant being denied access to water by her neighbours because of her social identity as a widow and being forced to walk for three hours to the nearest river to fetch water. Barriers that were cross-cutting for the four groups included having to pay bribes to access services like reconnection to electricity even after paying all the required penalties and bills (e.g., "buy for fuel or lunch for the officer") which non-marginalised groups did not have to pay or not to the same degree.

While reviewing the solutions, the four groups agreed with all the solution ideas developed during the community and sectoral workshop. Additions made focused on the new gaps they identified for all the sectors. These solutions included an overall recommendation on additional community sensitization to minimize stigmatisation of different marginalised end user groups for all the solutions, recruitment of staff trained to support various forms of physical and mental disabilities at health facilities and learning centres. For the health solution, the participants emphasized increasing the numbers of health facilities in rural areas that are well equipped, staffed, and have access to reliable and affordable power as being important to everyone but even more important for certain social categories, including marginalised or vulnerable groups, such as expectant women, mothers with young children, people living with HIV-Aids, people living with physical disabilities, in terms of the long distances (an average of 4.5KM) to reach these facilities.

6 Annex 1: Outline for a potential GESI training course

Concepts	Potential Tools	Timing	Source
EDM Step 1. Identify starting points			
Introduction	GALS Symbols Game	30-40 minutes	• Farnworth et al. (2023,)[17], UNWomen (2017)[18], among other GALS sources.
Concepts. Gender and Gender Equality	• PPT Presentation (or other form of presentation). • Adapted Promundo tool: "How women and men express themselves" (focus on youth)	1.5 hours	• Use existing tools. World Vision Manual and Toolkit.[19] • Promundo (2013). Program H|M|D: A Toolkit for Action/Engaging Youth to Achieve Gender Equity.[20]
How To. Gender and Intersectionality Tool	• Intersectionality. Power Flower	1.5-2 hours	• UN Women Intersectionality Resource Guide and Toolkit. An Intersectional Approach to Leave No One Behind[21]
Link To. EDM Step 1 Identify Starting Points	• Provide overview of this step as per the normal EDM methodology • Develop and present a shortlist of a few questions built around the two	2 hours	• Build on existing EDM tools.

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[17] Farnworth et al. (2022). Gender-transformative decision-making on agricultural technologies: Participatory tools. Ibadan, Nigeria: IITA, p. 20

[18] UNWomen (2017) Manual - Gender Action Learning System (Gals) Implementation Toolkit. Gender Action Learning System (GALS)
second edition. https://kyrgyzstan.un.org/sites/default/files/2021-02/GALS%20manual_ENG_SEP2020.pdf

[19] World Vision (2020). *A Toolkit for integrated Gender Equality and Social Inclusion in Design, Monitoring and Evaluation*. Sourced from UN Women; USAID Gender Equality and Female Empowerment Policy; and Kabeer (2005) on empowerment. World Vision (2021). *Manual for Trainers and Facilitators. How to Integrate Gender Equality and Social Inclusion in Design, Monitoring and Evaluation.*https://www.worldvision.org/wp-content/uploads/2021/10/GESI-DME-Training-Manual.pdf

[20] Promundo, Instituto PAPAI, Salud y Género and ECOS (2013). Program H\|M\|D: A Toolkit for Action/ Engaging Youth to Achieve Gender Equity. Promundo: Rio de Janeiro, Brazil and Washington, DC, USA. https://www.equimundo.org/wp-content/uploads/2015/01/Program-HMD-Toolkit-for-Action.pdf. page 27. This might need light adaptation.

[21] https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf page 35

	exercises together with GESI questions regularly asked during the EDM process at EDM Step 1. • Participants should discuss in small groups or in plenary. Highlight any lessons for how to ensure gender equality and social inclusion at Step 1.		
Wrap Up	• What have I learned today?	30 mins	• Use different tools each day
EDM Step 2. Be inclusive			
Concepts. Intersectionality and Social Inclusion.	• PPT Presentation (or other form of presentation) on these concepts. • Discussion.	45 mins 30 mins	World Vision (2021) Manual and Toolkit (2020)
How To. Understand vulnerabilities and marginalisation.	• Word Race /Gender Swap. • Social exclusion focussed exercise. • Discussion.	15 mins 30 mins 15 mins	Emancipator et al., (2018) The Imagine Toolkit[22]. World Vision (2020 & 2021)
Link To. EDM Step 2. Be inclusive.	• Present this step as per the normal EDM methodology. • Develop and work with two or three case studies focusing on how to promote gender-equitable masculinities at EDM Step 2. • Participants should discuss case studies in small groups and present plenary. Highlight lessons for how to strengthen gender-equitable masculinities.	2 hours	Develop case studies inspired by existing EDM case studies. Make sure they link selected aspects of masculinities to **energy solutions**. They should be challenging, realistic and encourage participants to seek solutions.
Wrap Up	• What have I learned today?	30 mins	Use different tools each day
EDM Step 3. Build understanding			
Concepts. Positive Masculinities.	• PPT presentation (or other form of presentation) • Discussion	45 mins 30 mins	

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[22] The Imagine Toolkit. https://menengage.org/wp-content/uploads/2021/09/IMAGINE-Toolkit-EN.pdf (see pages 21 and 22 for the exercises cited)

How To. Gender Equality Tool.	• Gender Balance Tree.	2 hours	Farnworth et al. (2022); UNWomen (2017) among other GALS sources[23].
Link To. EDM Step 3. Build understanding.	• Provide overview of this step as per the normal EDM methodology • Develop further case studies as per EDM Step 2 on how to ensure women's equality in intra-household decisionmaking, and on how to ensure social inclusion. • Participants should discuss in small groups and present in plenary. • Highlight lessons for how to ensure gender equality and social inclusion.	2 hours	
Wrap Up	• What have I learned today?	30 mins	Use different tools each day
EDM Step 4. Design and Test			
Concepts. Gender Transformative Change, Gender Transformative Approaches	• PPT Presentation (or other form of presentation). • Discussion	45 mins 30 mins	Use World Vision (2021) manual.
How To. Transform Gender and Social Norms	• Vision Journey		Farnworth et al. (2023) among other GALS sources.
Link To. EDM Step 4. Design and Test.	• Provide overview of this step as per the normal EDM methodology • Develop further case studies as per EDM Step 2 on identifying and addressing gender and social norms which prevent women, and marginalized people, from drawing benefits from their work.	2 hours	

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[23] https://cgspace.cgiar.org/bitstream/handle/10568/127692/gender%20transformative%20decision%20making-low-res.pdf.pdf?sequence=1&isAllowed=y (see page 23)

	• Participants should discuss in small groups and present in plenary. • Highlight lessons for how to ensure gender equality in benefit distribution.		
Wrap Up	• What have I learned today?	30 mins	Use different tools each day
EDM Step 5. Review and Optimize			
Concepts. Kenyan Human Rights legislation and commitments	• PPT Presentation (or other form of presentation). • Discussion	45 mins 30 mins	
How To. Link energy to livelihood goal	• Technology Challenge Action Tree	2 hours	Farnworth et al. (2023) only. Select a potential form of energy to support a livelihood solution.
Link To.	• Develop further case studies as per EDM Step 2 on how to strengthen community norms which focus on locally developed forms of mutual assistance which could be relevant to the EDM process[24] • Participants should discuss in small groups and present in plenary. Highlight lessons for how to adapt, develop and ensure community level support for the proposed actions.		
Wrap Up	• What have I learned today?	30 mins	Use different tools each day
EDM Step 6. Prepare to Implement			

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[24] This could be helping each other on each other's farms through reciprocal labour mechanisms, sharing food, sharing seed, sharing ideas. See also Twikirize, J.; Spitzer, H. Community Counts: Rural Social Work in East Africa. World 2022, 3, 1053-1066. https://doi.org/10.3390/world3040060 "In Kenya, many community-based support mechanisms are based on a popular solidarity system called harambee. This Swahili term literally means 'to pull together' and derives from a post-independence policy of collective efforts to rebuild the nation and to push self-help efforts in society. It is particularly common amongst rural populations where people come together and assist each other in agricultural activities such as weeding and ploughing. It is also used in collective activities such as the building of schools, health facilities, churches, roads, and water supply systems such as wells. Some people also use the concept to collect money for weddings and burials. Another initiative of mutual support in Kenya refers to so-called vyama (singular, chama), a Swahili word for group associations. Such associations are very relevant in rural areas as collective local-level support mechanisms for poor and vulnerable community members. They also serve as a tangible informal means of social protection for vulnerable people."

Concepts. GESI indicators	• PPT Presentation (or other form of presentation). • Extended Discussion	45 mins 60 mins	See World Vision (2021) manual.
How To. Gender Equality	• Men, Women and Caregiving	2 hours	Promundo (2013)[25]
Link To.	• Provide overview of this step as per the normal EDM methodology • Develop further case studies as per EDM Step 2 on identifying and addressing gender norms which discourage men from care-giving – this is a major challenge to be addressed. • Participants should discuss in small groups and present in plenary. • Highlight lessons for how to ensure gender equality in care giving.	2 hours	
Wrap Up	What have I learned this week?	30 mins	Use different tools each day. In this final session it would be good to propose a written evaluation as well.

[25] Promundo, Instituto PAPAI, Salud y Género and ECOS (2013). Program H|M|D: A Toolkit for Action/ Engaging Youth to Achieve Gender Equity. Promundo: Rio de Janeiro, Brazil and Washington, DC, USA. https://www.equimundo.org/wp-content/uploads/2015/01/Program-HMD-Toolkit-for-Action.pdf page 27. Use the adapted version described for mixed gender groups.