

**EASTERN AND SOUTHERN AFRICAN MANAGEMENT INSTITUTE
(ESAMI)**

**SOUTHERN AFRICAN REGIONAL WORKSHOP ON ENGENDERING
ENERGY POLICY**

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WORKSHOP REPORT



**SHEILA MZIRAY
MANAGEMENT CONSULTANT
EASTERN AND SOUTHERN AFRICAN MANAGEMENT INSTITUTE
P. O. BOX 3030
ARUSHA
TANZANIA**

CONTENTS



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- 1.0 Background
- 2.0 Workshop Objectives
- 3.0 Participants
- 4.0 Training Personnel
- 5.0 Workshop Organization and Structure
- 6.0 Summary of Sessions
 - 6.1 Introduction to Gender and Energy
 - 6.2 Gender in Energy Policy
 - 6.3 The Policy Making Process
 - 6.4 The Elements of a Gender-Aware Energy Policy
 - 6.5 Facilitation Skills and techniques
- 7.0 Participants Evaluation
- 8.0 Trainers' Assessment
 - 8.1 Workshop Structure
 - 8.2 Training Materials
 - 8.3 Training Tools
 - 8.4 Participants
 - 8.5 Trainers

Annex 1: Workshop Program

Annex2: List of Participants

Annex 3: Case Studies, Exercises and Reading Materials Used for Groups

Annex 4: Workshop Evaluation Questionnaire

Annex 5: Details of Participants' Evaluations

Annex 6: Daily Re-caps from Participants

Annex 7: CVs of Trainers

1.0 Background

ENERGIA is an International Network on Gender and Sustainable Development that is formally hosted by ETC Foundation of Netherlands. In January 2005, a consortium of partners started a program known as “Turning Information into Empowerment: Strengthening Gender and Energy Networking in Africa” (hereafter referred to as “TIE-ENERGIA program). The program forms part of the activities of ENEGIA.

The TIE-ENERGIA program builds on the existing Africa Gender and Energy Network (AGEN), which was established in 2000. AGEN is an informal network of organizations working on energy and sustainable development. The network has national focal points in Kenya, Tanzania, Uganda, Lesotho, Swaziland, Zimbabwe, Botswana, Nigeria, Ghana, Mali, Senegal, and Zambia

The training of trainers program was planned by TIE-ENERGIA and was organized around five themes:

1. Gender and Energy Policy
2. Gender and Advocacy in the Energy Sector
3. Gender and Energy Project Proposal Development and Acquisition
4. Gender and Energy Concepts
5. Gender and Energy Project Planning

Training packages for each of the above themes were provided by ENERGIA. The training took place in the form of three sub-regional workshops. The objective of the sub-regional workshops was to strengthen the capacity of 24 professional trainers from the countries that form the AGEN network. These professionals were trained in the preparation and delivery of training courses so that these 24 national trainers can in turn train and support a group of development practitioners in their own countries on the five themes.

The training programs were conducted in Eastern, Southern and Western Africa. The tasks of the Training Institutes included planning and preparing the programs for the workshops, facilitating the workshops in Nairobi, Gabarone and Dakar, developing assessment of learning outcomes and preparing reports. All the tasks were done in close consultation with ENERGIA secretariat, the Africa RNC and ITDGEA.

The Eastern and Southern African Management Institute (ESAMI) conducted the training programs in the Eastern and Southern African regions.

2.0 Workshop Objectives

To provide the rationale and tools for developing and implementing gender awareness energy policy; specific objectives included:

- Define gender concepts and explain how gender differences should be taken into account when designing energy policies
- Explain what a gender-aware energy policy is
- Describe the idealized and the real policy making processes

- Identify the conditions, dimensions and issues that determine a gender-aware energy policy
- Explain on the tools and techniques in facilitation

The above objectives were fulfilled by using Module 3 on Gender and Energy policy. The key concepts and ideas introduced in this module included:

- Gender-aware energy policy
- Policy formulation
- Characteristics, dimensions and elements of a gender-aware energy policy
- The process of gender mainstreaming
- Participatory approaches to policy formulation
- Influencing and advocating a gender-aware energy policy
- Facilitation skills

3.0 Participants

The workshop attracted eight participants from Zambia, Botswana, Swaziland and South Africa. These came from the following organizations:

- Bagibile Consultants – South Africa
- Swaziland Energy Association – Swaziland
- Energy Affairs Ministry – Botswana
- The Renewable Energy Association of Swaziland
- UNDP – Botswana
- Two participants from the Department of Energy – Zambia Department of Agriculture and Land Administration – South Africa

This was a good mixture of participants (3 males and 5 women) from the government departments, the private sector and UN agency. They were all University graduates. The names of participants are presented as annex 2. the expectation of participants can be summarized as:

- To learn on monitoring and evaluation, understanding gender indicators at all stages
- Share information, innovative participatory methods in energy sector
- More insights on participatory methods and mainstreaming; how you can incorporate the two
- Provision of tools
- Have a good time; evaluation of the training materials
- Experience sharing; interested in gender audit; engendering policy; developing implantation strategies of the policy
- Develop work plans for the implementation strategies of the policy at the national level
- To understand link between gender and energy and how to facilitate

4.0 Training Personnel

The course was conducted by two trainers from ESAMI where one of the trainers (female) had a background on gender and policy analysis while the other trainer (male) is an energy expert. The two trainers worked closely with a technical advisor from University of Twente and a Manager from Practical Action. The technical advisor happens to be one of the authors of the core training materials that were used. The advisor and the Practical action Manager provided back-stopping and at the end of each day, they gave feedback to the trainers and suggestions on the way forward for other sessions.

The CVs of the trainers are attached as annex 7.

The trainers adopted the participatory learner-centered approach where interactive discussions capturing different country experiences were encouraged. The training module offers discussion points and these were deployed and they further improved on participation. This was a small group so participation was very effective and trainers could cover a lot of material at one time.

Each day started with a recap of previous topics and presentations on the assignments.

5.0 Workshop Organization and Structure



The workshop was conducted in Pretoria, South Africa and all logistical arrangements including travel, boarding, lodging, documentation, participant selection and rapporteuring were provided by NOVA Africa of South Africa.

The design and flow of the training followed what has been provided in Module 3 of Engendering Energy Policy. The module has 6 units but due to pressure of time unit 5 could not be covered. This was because the actual training started on Tuesday instead of Monday as the first day was spent on logistical issues and some participants had not arrived. Further to this, the hosts were just recovering from a burglary that had taken place at their offices few days before the workshop started.

The units that were taught were:

Unit 1: Background information on gender and energy

Unit 2: Gender in energy policy

Unit 3: The policy making process

Unit 4: Elements of a gender-aware energy policy

Unit X: Facilitation tools and techniques

Annex 3 provides the case studies, discussion points and exercises that were used in the workshop

The following working forms were used:

- Theoretical background where trainers shared what the module provided as well findings from literature. The trainers also gave their own practical experiences around different topics
- Power point presentations
- Discussion points where participants responded to questions in pairs, or in fours and sometimes in plenary
- Case studies in the module were used to facilitate understanding
- Group and individual exercises that were usually done in the evenings as home-work along with other assignments at the end of each unit.
- Role play/game to make participants understand on how policy formulation and implementation work in real situations.
- Micro-facilitation exercise: Since this was a training of trainers' course, each participant was assigned a unit in Module 4 on Gender and Energy Advocacy. They had each to read the whole manual and prepare to facilitate the assigned unit in 30 minutes
- Exposure visit Participants were exposed to a woman who owns nine Shell garages. She shared on how did she started the business and the success factors.
- Reference material and handouts were also provided during the workshop. Daily reporter was selected to capture and recap on each daily proceeding.

6.0 Summary of Sessions

6.1 Background Information (session1)

Session 1 concentrated on reviewing some gender concepts. A number of concepts were defined as some participants were not familiar with the concepts. Gender was defined as the opportunities, roles, responsibilities, relationships and personal identities a particular society prescribes as proper for men and women. These attributes are socially constructed and learned both individually and collectively.

Participants were given an exercise of identifying typical characteristics (not biological) of men and those of women. Men were described as aggressive, fearless,

leaders, assertive, courageous, strong and innovative while some of women's characteristics included weak, emotional, charming, humble and kind.

The facilitator then explained that the characteristics identified had nothing to do with nature and that they are just social constructs that can change any time.

Gender differences were defined as differences between men and women that are not biological. These are differences that are socially constructed and these social constructs include power relations, access and control to resources, gender roles, value attached to labor and division of labor.

Participants did a discussion point on identifying tasks that men and women do in their societies. They discovered that the roles of men and women differ from community to community. For instance, milking cows was a role performed by women in some areas whilst the same is done by men in other areas.

Sex was defined as the biology of a human being; whether anatomically having female features or male features. Sex is biological and one is born with it and is universal while gender is a social construct and differs from society to society.

Although men and women might have equal rights before law but most traditional systems cause differences. Participants responded on the question on a discussion point that required them to reflect on whether the legal systems in their countries regard men and women as equals. They also reflected on whether men and women are equal in the traditional systems of their respective countries. This exercise was done in pairs.

The general response that came from the above reflections was the fact that the countries represented needed to do more on the laws as well as some traditional practices. South Africa stood out to be one of the countries that is serious with discriminatory laws.

In understanding the problems with gender differences participants did a case study of an unsuccessful project on women's participation in Nepal (Annex 3). Participants discussed the case in 2 groups on the failures and why did they happen? They also came up with solutions. The participant responded to the questions by pointing out that the planners needed to understand the cultural practices of the community. This lack of understanding of the practices was a major reason for the failures in the project. The solution was to empower the women so that they may have confidence and assertive skills. The men were to be involved in gender training.

The facilitator then went on to explain on the importance of engendering the energy policy. Men and women have different levels of access to different energy sources. Changes in the availability of energy, due to policy interventions, have different impacts on men and women. Therefore gender needs to be taken into account when developing energy policy.

In responding to a discussion point on whether the different governments have integrated gender in their policy, all the participants came to the conclusion that their countries lacked expertise in formulating a gender-aware energy policy.

The facilitator concluded the session by assuring them that after completion of the module, they will be in a position of understanding the characteristics of a gender-aware policy and what makes an energy policy gender-aware?

Participants were given a home work of reading the contents of a tool that was provided at the end of session 1 that was to help them understand more on questions to ask as one analyzes an energy policy.

They also had to study the framework for creating a model for gender-mainstreaming the energy policy and relate the framework to their respective country situations.

6.2 Gender and Energy Policy (Session 2)

In session 2 participants were made aware on the ways in which a more gender-aware energy policy can be created. The session stressed the fact that most of the policies within our countries have not mainstreamed gender; in other words the policies are gender-blind. Participants discussed in pairs on the discussion point on how they think political ideology, culture and tradition in their respective countries relate to the gender-blindness in the energy sector. Most of the discussions in responding to the question hinged around culture and tradition where it was observed that there is a difference in energy use between men and women because of the gender roles and the energy sector is paying attention to commercial energy sources and not domestic ones. It was further observed that all the countries represented in the workshop did not mainstream gender concerns in their different sectors. Actions in other sectors will help to empower women in the energy sector, as will action in the energy sector help to empower women in general. One of the ways that participants identified that will empower women so as to improve their position in the energy sector was gender sensitization to both men and women at all levels. On what influences gender-blindness, participants were informed that it is because of the women's weak social position and the attitude of energy institutions to gender issues. Most often policy makers are men and organizations tend to be male-dominated. Participants went into 3 groups and read the case on White male dominated energy policy in South Africa and answered the questions posed in discussion point 2.3.

Participants agreed that there is no "average citizens" but the policies are made with an average citizen in mind but could not come up with how this average citizen looks like. Participants agreed that policy makers should not treat all citizens as a homogeneous group but should identify the different groups and their respective energy needs and then formulate policies. To plan for the different energy needs of men and women, you first have to be aware of their needs. Participants then were introduced on a topic on energy. They were informed that everything we do involves energy. Human energy is called metabolic energy and is derived from the food we eat. Energy comes in different forms including gas, kerosene, LPG, electricity, solid fuels and liquid fuels. People use not always the most efficient form of energy, but rather the one they can afford. Traditional biomass and metabolic energy are the main energy sources in the lives of poor people. Participants worked on the discussion point 2.4 where they had to respond to the question why energy departments do not include metabolic energy in their official statistics? The response to this was that most governments are concerned with commercial energy. They all agreed that metabolic

energy should be included in a gender-aware energy policy as this will ensure that the energy needs of the poor especially women will be met.

Discussion point 2.3 helped participants understand that people are more likely to request a service, than the type of energy. Participants then identified type of energy needed for lighting for households, cooking of food and provision of drinking water. In energy planning women's energy needs are often limited to household activities. Participants came up with examples of non-household energy needs for women and the energy needs of men. This was in response to discussion point 2.6. Household activities of women along with small scale production of goods and services use metabolic energy. Men's energy needs are usually related to income generating activities. The lack of gender-awareness is a significant factor in the lack of attention to gender and energy policies. Gender awareness is being conscious of the differences between men and women and responding to these differences. In responding to discussion point 2.7 participants agreed that there are gender differences in access and control over energy especially in the rural areas and women are a disadvantaged group.

A gender-aware energy policy takes into account the needs and roles of both men and women. It is a policy which takes into account the social relations of women and men as well as differences in their energy needs. In order to create a gender-aware energy policy one needs to do gender mainstreaming which is both a concept and a strategy. As a concept gender mainstreaming sees women's concerns as integral to the policy mainstream and not as a "special area". As a strategy, gender mainstreaming aims at re-organize, improve, develop and evaluate policy making process. Gender mainstreaming can be undertaken through different methods, approaches and use of tools to create gender awareness within an organization and/or its policies, program and projects. A participatory approach to policy making ensures that women's issues are addressed and their needs reflected. Participants read case E.2.1 on Energy taboos in a project for domestic stoves in Uganda. They then performed a role play where one group represented men from the village, one group women from the village and the third group was the evaluation team. Each group was well prepared and at the end of the role play the team from the Ministry of Energy could not resolve the issue and were to come back later.

The session ended by participants reading in groups case 2.2 on Participation in village level energy planning in India and responding to discussion point 2.9. Here participants agreed to the fact that if women are to participate effectively, then they need to be empowered and their skills enhanced. Participants were given homework on Unit 2 exercises on gender blindness

6.3: The Policy Making Process (Session 3)

Session 3 introduced participants on the policy making process. Before moving on the theoretical underpinnings on policy, participants were instructed to do a game where they divided themselves in threes. One person was the observer and was observing everything that was going on but was not allowed to comment. Two participants sat opposite each other and one gave instructions to the other to draw a figure that that was prepared by the trainer and shown only to the instructor. At the end the results of the game were discussed in plenary and the game depicted exactly what happens in policy making. The ones drawing never got the figure right. Policy makers usually

dictate on what implementers should do by giving piecemeal instructions. Some of the issues within policies do not make sense even to the policy makers just like the figure they were given as it was just a drawing of two parallelograms with a square placed in the middle. Participants then were informed that policy is a statement of intent or commitment to act in a certain way by the government or an organization. Policies incorporate beliefs and views of people in an organization. Participants discussed on the questions as framed in discussion point 3.1 where they had to look into their organizations' policies. A conclusion was drawn that most of the policies include some aspects of empowerment and equality but more work needs to be done.

Policy is supposed to be objective, neutral and value-free, but this view is challenged. Policy provides the framework to address an identified problem. Policy determines choices and priorities. Participants read case 3.1 on the National Development Policy framework in Uganda and responded to the questions from discussion point 3.3. The general observation from the discussions was that such policies exist within ministries dealing with gender but the problem is the implementation and understanding of the policies. The stepwise process of policy making was introduced to participants starting from defining the issue moving on to making policy choices, implementing policies and finally monitoring and evaluation. Participants were directed to a tool on identifying gender goals. Shortcomings of the theory of policy making were discussed where it was pointed out that the linear process of policy making is idealized and falsely assumes all stakeholders' views are equally valued. Real world policy making is more chaotic than linear and it is a power struggle between the different interest groups. Discussion point 3.5 gave an opportunity to participants to identify some of the motives that can influence a policy maker's decisions. The responses that came out included the need to win in political elections, to be recognized and to play on safe grounds. Policy making can be seen as power struggle between different actors. There are limitations to policy making including time and other resources.

To influence policy making, it is important to understand what influences policy makers. Participants then discussed in pairs on which groups are able to influence policy? Why and when are policy makers vulnerable to influence? These were presented as discussion point 3.8. Participants then were introduced to the topic on advocacy, the meaning, and using media for advocacy and on how to advocate engendered energy policy. Participants worked on discussion point 3.10 on making policy makers respond to an issue. The solutions that came included the use of national TV, using NGOs to advocate on behalf of community, using foreign universities and celebrities. The trainer discussed on the pitfalls in influencing policies including resistance to change. The policy implementation along with monitoring and evaluation were pointed out but not in detail due to time. As homework in the evening participant did exercises 3.1, 3.2 and 3.3

6.4 Elements of a Gender-Aware Energy Policy (Session 4)

Session 4 started by recapping on what energy is and the different energy needs of men and women. Conditions to create a gender-aware energy policy were explained. The characteristics of a gender-aware energy policy are: gender mainstreaming, participation, recognition, participation, an integrated energy planning and the use of gender-disaggregated data. Energy policy is multi-dimensional containing political, environmental, economic and social aspects. Each of the aspect was explained and

using the discussion points participants responded to the questions in plenary. On social aspects emphasis was given to the triple role of women. There are three issues which determine access to the type of energy sources and these are availability, affordability and safety. Discussion point 4.7 gave more insights on the issue of safety. The elements of a gender-aware energy policy were presented as the conditions to create a gender-aware policy, the dimensions of policy and the issues related to energy access. Participants worked in groups on exercises 4.1 and 4.2.

6.5 The Field Visit (Session 5)

Participants were able to make a visit to a successful business woman. She owns a big petrol station and she operates the station with her husband. South Africa has a specific policy on encouraging blacks, women and other marginalized groups to grow in the areas of micro-enterprise. The couple took advantage of this enabling environment and the business is doing very well and is located at a good place. Two participants felt that the field visit would have targeted a single woman who is successful in business.

6.6 Micro-facilitation (Session 6)

The trainer introduced some main concepts on facilitation skills and then each participant was given a topic to facilitate. The topics came from Module 4 on Gender and Advocacy. This gave them an opportunity to understand the module. The topics that were facilitated included:

- What is advocacy?
- Issue identification
- Identifying stakeholders
- Determining an advocacy strategy
- Creating and assessing an advocacy team
- Creating an advocacy strategy paper
- Creating advocacy messages
- Strategy implementation

Each participant was given 30 minutes of presentation and fellow participants gave feedback followed by the trainers' comments. It was a very exciting moment for the participants. The session was video-taped and those who wanted to watch themselves did so after sessions. All participants grasped the facilitation skills and the mistakes that they made were minor. They could present the topics in the allocated time and they showed mastery of the subject and used participatory methods as they were facilitating

7.0 Post training follow-ups

The Training of Trainers (TOT) Workshop in each country will lead to national level training workshops in each participating country. As important as the training is, what is more important is that it is applied, at the national level during the national workshops by the trainees, based on national needs and, with improvements to the modules made to meet these national needs. To ensure that the participants are in a position to facilitate national training workshops, feedback on the national training workshops is requested. Participants are

requested to consult with their respective Heads of Organizations to ensure that national trainings and follow-ups will be carried out accordingly.

- Participants will be expected to develop realistic long-term goals and work-plans for national level training based on national needs, and include plans for follow up actions related to the national training and implementation of training in their own work;
- Participants will be expected to organize and facilitate a 5-day national training workshop with support from national focal points and prepare training reports. The national workshops in Southern Africa will be held between June 2006 and August 2006 under the TIE-ENERGIA programme;
- Participants will be expected to have keen interest and be available to participate in the activities of the TIE-ENERGIA programme;
- Participants will be expected to maintain communication with other participants, the Africa Regional Network Coordinator (RNC) and with ENERGIA Secretariat on a bi-annual basis on the progress of implementing the tools in the national workshops and in project planning in their field of expertise, in their respective countries– at least for the duration of the TIE-ENERGIA Programme (till 31st June 2007);
- Participants will be expected to be responsible for preparing training materials including adapting existing modules/ gender tools, for use in the national training workshops;
- Participants will be expected to play an active role in providing inputs and feedback on the gender tools, through workshop reports, which will contribute toward their further development;
- There is a budget for national training workshops within the TIE-ENERGIA programme, to enable trainers to organize and facilitate training in their respective countries after the TOT. The trainers in consultation with the National Focal Points and the TIE-ENERGIA team will prepare details of national training workshops.

8.0 Participants’ Evaluation

The 8 participants were satisfied with the contents of the workshop and all confirmed that the course met their expectations. Some expressed concern over the duration of the program; they felt that time was not enough and that some topics had to be rushed through. They were satisfied with the materials and the method of facilitation. They all got the necessary knowledge and skills and are ready to go and run similar workshops in their respective countries. Details about their daily and final evaluations are attached as annex 4 along with daily recaps that were done by participants. The table below gives a summary of participants’ responses from the evaluation questionnaire:

Name	Expectations	Were expectations fulfilled?	Was time enough?
1. Matilda Ntsoane	In-depth information about gender Mainstreaming gender into policy documents Ensuring that project implementation is engendered	Gender as a concept was well dealt with The linkages and relationship of the gender and energy policy were clearly outlined Availability of the	Yes Issues of high importance for engendering policy were well dealt with

		South African policy document assisted in terms of understanding where the country is in terms of energy issues The multi-dimensional approach provides a better approach to engender policy	
2. Beatrice Naliken Mukala	Gain more facilitation skills Understand energy and gender issues in more detail Understand gender mainstreaming in policy making	I have learnt more on facilitation I have a wider understanding of the linkage between energy and gender I understand factors necessary for a successful gender mainstreaming policy	The time for exercises was not enough
3. Harriet Zulu	To learn how to mainstream gender in the National Gender Policy Why gender mainstreaming is important in all the policies of a country	I have learnt how to mainstream gender in the energy policy How to advocate Which gender issues could be incorporated in the policy	The course content was not proportion to the time allocated Some topics were rushed through Anyway, time is never enough, but at least the basics were highlighted and training manuals were provided for the exception of module 1 and 2
4. Leonard Dkobe	Monitoring and evaluation	Development and use of indicators was not covered	Time was not enough
5. Khetsiwe	Insight on gender mainstreaming Conducting gender audits Advocacy on gender issues Developing gender	Some of my expectations were not part of the program	Some topics were rushed

	sensitive implementation plans		
6. Masego	Get an insight about gender mainstreaming steps and the difference between lobbying and advocacy	All the concepts and steps clarified	The program and manual should have been sent well in advance
7. Seth	Capacity building techniques, innovative facilitation skills	Was spot-on with skills and energy	First Monday and last Thursday could have been used to free the weekend
8. Shange Patrick	How gender and energy link	Although I was aware of gender issues but the workshop gave me substantial knowledge in energy and how women are forgotten in policy making. Our policies need to be engendered	Time was limited

Course Content

Easy to understand topic	What made it easy?	Difficult to understand	Why was it difficult	Suggestions
1. The 3 W on p 39 the multi dimensional framework on p 80	It is in a table form	Needed more details on monitoring and evaluation		
2. All sessions attended	Things that I do in my day to day work were present in all sessions	Partly the outcome of the field visit	Breaking the traditional norms of maintaining your maiden name when married	The manual was good and complete
3. Advocacy was easy and interesting and was able to	The exercise of facilitation where every participant was	Some sessions in module 3 especially the first part	I missed the first parts of module 3 as I came late	Module 3 is not easy to understand and it is full of

read and understand the whole manual on my own	given a unit to facilitate and this made it easy for us to concentrate			instructions and not actual sessions Module 4 is easy to understand
4. Manuals should be distributed in advance		Policy cycle Problem identification		Joy noted all the changes
5 gender concept gender aware policy gender mainstreaming	The methods used were participatory			
6.				
7. All of them	Clear presentation method and the materials			Synchronize the exercises
8. All	Training methods and allowing people to share experiences			Look for relevant case studies to suit our countries

Suggestions on various other areas

1. The space for training was not big enough; the meals were very good; excellent way in which participants evaluated the course everyday
2. There were late confirmations of tickets; meals were monotonous
3. The admission process was ok since the questionnaire was used to select legible candidates; no variety with lunches; the methods adopted were very good; the facilitators were very excellent
4. Use e-mail more for prior communication; had to spend long hours at the airport waiting to be collected; weak links between sustainable development, poverty, energy and gender
5. It took long for participants to know whether they are accepted or not; communication was not good; travel arrangements were late as we knew about traveling 2 days before; other things were good
6. No orientation done; participants' travel arrangements were poor
7. Participant's application form was too long; travel arrangements to be communicated on time
8. Enough time for people to prepare as we have other duties

Plans for the way forward

Skills, knowledge and material you have acquired	Problems in carrying out training	Any other issues
1. Understanding the concept; ability to facilitate the concept; the HR from Patrick and NOVA Africa		Time constraints
2. Advocacy, lobbying, identifying stakeholders, monitoring and evaluation, implementing strategies		Untimely release of funds and commitment to other duties
3. Facilitation skills to address the audience with a topic that will appeal to them Advocacy to influence policy		Our department is the secretariat of the local network and the focal point for ENERGIA is my boss so it will be easy to implement the training
4. Gender concepts, gender issues in energy, analytical tools		Lack of guarantee for continuity
5. Gender concepts, gender mainstreaming, engendering energy policy, advocacy, facilitation skills		Unforeseen circumstances
6. Facilitation skills; gender concepts; gender goals		Permission from my principal May be assigned other duties
7.		
8. From the 2 modules provided		

9.0 Trainers' Assessment

9.1 Workshop Structure

The workshop structure was not adequate for the group because most of them had not done gender or policy. In this way sequencing of topics was a challenge as a trainer had to spend more time on expanding more on issues on gender and policy. All the topics in the module could not be covered because of limitations on time. Some of the exercises had to be done at night and presentation in the mornings. Further to this the module has too many discussion points.

Participants also observed the time constraint and the fact that some topics were rushed through. One participant found module 4 on advocacy easy to follow than

module 3. The main solution will be to conduct module 3 to participants who have already covered gender and are familiar with general concepts on policy and energy.

9.2 Training Material

Module 3 contains valuable information on engendering energy policies. Unit one on background information is good and it is suggested here that participants be requested to familiarize themselves with module 1. Before addressing unit 2 on gender in policy, it would have been appropriate to highlight issues on policy first. Unit 3 on policy making process should have come before unit 2. The trainer found difficulties in explaining fig. 3.1 adapted from Sutton. The manual can be enriched with more materials on policy analysis and evaluation. The module should give more details on how a gender-aware policy can be effective, efficient, responsive and relevant. Module 3 should be re-organized to bring out a good flow of topics and the discussion points should be re-visited so that there are no repetitions. The tools provided are very good and should be maintained.

9.3 Training Tools

Participants were satisfied with the way trainers used different training methodologies. As for trainers, it was easy to involve everyone in discussions because it was a small group. The course used a role play, a game, case studies, stories and discussions in groups and in plenary. One of the drawbacks that have been pointed out in participants' evaluation is on the size and shape of the room where the training was conducted. The room was long and narrow and the arrangement of the screen and the flipchart board was not convenient as some of the participants on the sides had to stretch their necks to see.

9.4 Participants

The workshop had 8 participants two from each of the Southern African countries. The countries represented in workshop were South Africa, Botswana, Swaziland and Zambia. The representatives of the host – NOVA Africa also attended the workshop and were given the responsibility of recording all the proceedings. Details about the participants can be obtained from the hosts. The group was a mixed one in terms of gender and professional backgrounds. Future arrangements should ensure that participants are conversant on module 1 and policy aspects. Annex 2 provides some information about the participants

9.5 Trainers

One of the trainers from ESAMI has strong background on energy and environmental issues while the other trainer is conversant on gender, facilitation skills, community development and policy issues. This was a good combination of male and female facilitators as they were able to complement each other. Their CVs are attached as annex 7. The backstopping on one hand was good as far as streamlining the topics and giving guidance on some issues but on the other hand trainers enjoy training when there is no one observing them. In view of this, trainers were a bit apprehensive having an expert there and this made them become too conscious. The daily briefing

sessions were very useful and helped to correct and emphasize things that the trainers might have overlooked.

Annex 1: Workshop Program

South African Regional Gender and Energy Workshop

24th – 3rd May, 2006, Pretoria, South Africa

Day	Topic/activity
Sunday, 23 rd April	Arrival of ESAMI facilitators and some participants
Monday, 24 th April	Registration, Preparatory discussions on timetable and workshop
Tuesday, 25 th	Unit 1: Background information
Wednesday, 26 th	Unit 2: Gender and energy policy
Thursday, 27 th	Unit 3: The policy making process
Friday, 28 th	Unit 3: The policy making process
Saturday, 29 th	Unit 4: Elements of a gender-aware Energy policy
Monday, 1 st	Facilitation skills, field visit
Tuesday, 2 nd	Micro-facilitation and feed-back

Each day had 3 sessions starting at 9.00 am until 5.00 pm. There were half hour breaks after every one and half hours sessions. Lunch break was one hour. Since this was the first time the trainers were using the materials, no specific time was given to different sub-topics

Annex 2: List of Participants

Participants of ENERGIA – South Africa Region, ToT on Engendering Energy Policies

Country	Name/organization	Address	Contact details
1. South Africa	Shange Patrick Bagibile Consultants		
2. South Africa	Matilda Ntsoane Department of Agriculture and Land Administration		
3. Swaziland	Seth Swaziland Energy Association		
4. Swaziland	Khetsiwe The Renewable		

	Energy Association of Swaziland		
5. Botswana	Masego Energy Affairs		
6. Botswana	Leonard Dikobe UNDP - Botswana		
7. Zambia	Harriet Zulu Department of Energy Zambia		
8. Zambia	Beatrice Nalikena Department of Energy - Zambia		

Annex 3: Case Studies, Exercises and Reading Materials Used

Session	Case study/exercise/discussion point
Unit 1	Discussion point 1.1, p 8; Discussion point 1.2, p 9; Case 1.1, p 9; Discussion point 1.3, p 10; Discussion point 1.4, p 10; Tools unit 1, p 13 – 15; Module assignment – unit 1, p 16; Framework for Creating a model for Gender Mainstreaming the Energy Policy, p 17; ESAMI Gender Training Manual
Unit 2	Discussion point 2.1, p 19; Case 2.1, p 20; Discussion point 2.3, p 21; Discussion point 2.4, p 23; Discussion point 2.5, p 23; Discussion point 2.6, p 24; Framework, p17; Discussion point 2.7, p 25; Discussion point 2.8, p 26; Exercise 2.3, p 33; Case 2.2, p 27; Discussion points 2.9, p 28; Exercise 2.1, p 29; Exercise 2.2, p 31
Unit 3	Discussion point 3.1, p 36; case 3.1, p 38; Discussion point 3.3, p 38; Exercise 3.1, p 40; Discussion point 3.4, p 41; Discussion point 3.5, p 42; framework, p 17; Discussion point 3.8, p 46; Discussion point 3.9, p 47; exercise 3.3, p 60; Discussion point 3.10, p 49; Discussion point 3.11, p50; Discussion point 3.12, p 51; Case 3.3, p 51; Discussion point 3.13, p 52; exercise 3.1, p 56; Exercise 3.2, p 58; Exercise 3.3, p 60; Exercise 4.3, p 61; Tools unit 3, p 63;
Unit 4	Framework, p 17; Discussion point 4.1, p 71; Discussion point 4.2, p 71; Discussion point 4.3, p 72; Discussion point 4.4; Discussion point 4.5, p 74; Discussion point 4.7, p 75; Tool for unit 4, p 82; exercises 4.1, p 79; Exercise 4.2, p 80; Exercise 4.3, p 81
Facilitation skills	ARC Facilitator's Toolkit – revision version 08/01

Annex 5: Workshop Evaluation Questionnaires

ENERGIA TOT WORKSHOP ON GENDER

Pretoria – 24 April – 3rd May 2006

DAILY EVALUATION FORM

Date..... Name of participant (optional)

 Name of
 organisation.....

DAY, SESSION & CONTENT	LEARNING POINTS		APPLICATION TO OWN WORK (project, programme or policy planning, implementation)	E C C Y S
	What did you learn from this session?	What was difficult for you to understand/apply in your work?	What specific tool, concept or example from this session, will you use/apply in your work?	
Day One: Tue. 25th April				
Introduction Course Objectives and Participants Expectations				
Group Discussions				

SUGGESTIONS FOR IMPROVEMENT

What should have been done differently in the sessions today in order to make training more effective and applicable to your work on policy and practice/activities at the National level?

Give suggestions for change or improvement in:

a) Content taught

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b) Methods used

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c) Application to policy and practice/activities at the National level

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END OF WORKSHOP EVALUATION FORM

SOUTHERN AFRICA GENDER AND ENERGY TRAINING OF TRAINERS
WORKSHOP 24 April – 3 May 2006, PRETORIA – SOUTH AFRICA

TRAINING OF TRAINERS WORKSHOP EVALUATION FORM

Training Venue: Club View

Name of participant (optional)

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Name of

organization.....
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Expectations and time of the allocate to training workshop

1. What were your expectations about the programme?

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2. Were your expectations fulfilled?

Yes [] or No []

Please elaborate below

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4. Below is a summary of daily evaluations; please add more points

DAY, SESSION & CONTENT	TRAINING METHODS USED		LEARNING POINTS	SUGGESTIONS FOR IMPROVEMENT	
	-What methods were used & what made the methods appropriate?		How differently could this session have been delivered?	What did you learn from this session?	
	Methods used:	Appropriateness of the method			
Day One: Tuesday 25th April Gender Concepts	Methods used were good and interesting Adequate Parking lot and afternoon discussion on gender issues Could have been enhanced by more exercises	Everyone seemed to get involved	The content was good to me	Gender contract, relations, roles and other concepts. Gender vs. sex debate Men and women Gender and its composition Style of introduction of participants	Give suggestions for change or improvement Slides that go along with the manual Engendering policy needs more in depth Contents should be explored further than the training manual
Engendering energy policy			Everything was clear	Importance of gender disaggregated data Needs of men and women on energy are different What is policy and energy policy Gender issues on energy policy	
Group discussions				Discussions were very interesting Deficiencies in policy Gender issues are understood at different levels	

				What other countries are doing in gender mainstreaming	
Day two: Wednesday 26 April					
Recap Presentation of assignment Gender awareness in energy policy	Adequate, appropriate, good Presentations are fine but other methods could have been used to excite participants			Policies should incorporate gender issues Summary was precise Gender aware policy takes into account gender roles, relations and different energy needs	Basics on energy not clear in approach More on calories and metabolic energy Time allocated was short An activist approach and more deliberation should have been allowed to expand on issues Participation did not come out clear
Gender energy needs				Energy forms and who uses them Women and men's roles have identified social relations Metabolic energy Understanding the presentation was difficult Energy needs differ depending on the responsibility of the community Interesting experiences Men and women needs on energy are different Practical and strategic gender needs	
Gender mainstreaming				Empowerment and equity Mainstreaming is a concept and strategy Gender disaggregated data Well understood Participation	

				Women are needed in policy formulation	
Group Discussions				Very interesting experiences We are different with levels in terms of capacities	
Day three: Thursday 27 April Recap Presentation of assignments Policy making process	The role play was good along with the jokes Appropriate The exercise given gave more light on policy making process interesting			Policy development process Policy making cycle	A very important topic and to be taken
Group discussions				Anchellius exercise More insights from group discussions Clear and easy to understand Learned a lot from fellow participants	Identifying a problem is a challenge
Day Four: Friday 28 April Recap Presentation of assignment Policy making process	Practical examples were given			Advocacy and lobbying Stakeholders' influence Advocacy a powerful tool to influence policy Different strategies and mediums can be used for advocacy	Time not enough and the session was rushed More exercises on advocacy with role plays More on monitoring and evaluation More on gender goal and community requirements More on shortcomings of policy making process
Group discussions					
Day Five: Saturday 29 April Recap				Indicators Characteristics of a gender aware policy	

Presentation of assignment Elements of a gender aware energy policy				Dimensions of policy This was an interesting part of the module looking at all aspect that influence the development of policy	
Group work					
Day Six: Monday 1 May 2006 Recap Presentation of exercises Facilitation skills Field trip				Dimensions of energy policy framework Different types of audiences and approaches	

5. Course content

What content of the sessions did you find easy to understand and you feel that you will be able to use in your own situation?

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What made it easy for you to understand?

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What content of the sessions did you find difficult to understand and use in your own situation

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Why was it difficult for you to understand?

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What changes do you suggest should be made in the manual?

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6. Appraise areas where satisfactory work was done and make suggestions on change or improvements that need to be done in the following:

Activities undertaken for the Southern-Africa TOT	Action that was undertaken in a satisfactory way		Suggestions for change or improvement
A. Preparation for training			
i) Participants' application process			
ii) Admission of participants to training; communication to participants & orientation to the training			
iii) Participants' travel arrangements			
iv) Training space			
v) Meals			
B. Training process			
i) Participants' expectations requested for and discussed			
ii) Trainers illustrated how to adapt the core materials to the specific audience and target group			
iii) Trainers provided participants with practical guidelines on how to deliver the material of a particular unit and to adopt the core materials to specific audience as well as target group.			
iv) Participants evaluated the course content, methods of delivery and its relevance to their work situation (during the training as well as at the end of the training)			
C: Achievement of objective of the TOT course			
Skills objective: Strengthened the knowledge and skills of <i>already experienced</i> trainers to implement and evaluate national gender and energy training courses based on the content of the training packages developed			
Learning objective: Provided trainees with a comprehensive understanding of the concepts and tools of individual training packages so that the trainees themselves can impart this knowledge to practitioners at the national level			

D: Contribution to expected outcome of the TOT			
Participants' capacity built to develop and deliver training sessions on key energy, poverty and gender issues			
Participants' awareness, knowledge and skills increased in ways that enable them to integrate gender and energy concerns into sustainable development and poverty reduction programmes.			

Annex 6: Daily Recaps from Participants

The following are the notes from daily re-caps which were done everyday before starting on a new topic. The trainers ought to have given participants some terms of reference on writing the daily re-caps. As it will be observed the re-caps were very scanty and did not pick up all the contributions made by participants. This has served as a lesson to the trainers

Day 2:

Expectations

To learn on monitoring and evaluation, understanding gender indicators at all stages
Share information, innovative participatory methods in energy sector
More insights on participatory methods and mainstreaming; how you can incorporate the two
Provision of tools
Have a good time; evaluation of the training materials
Experience sharing; interested in gender audit; engendering policy; developing implantation strategies of the policy
Develop work plans for the implementation strategies of the policy at the national level
To understand link between gender and energy and how to facilitate

Recap of Wednesday 26 April 2006

1. Recap of day by Seth Maphalala
2. Assignment reports

Botswana – adapt the framework with addition of consultation with stakeholders and gender disaggregated data to link gender and energy

Swaziland – adapt framework with addition of socio-economic information affecting gender and international frameworks

South Africa – Adapt framework but do consultation with gender champions is key and should never be overlooked and they emphasized on developing implementation strategies that are gender mainstreaming. Advocacy was also seen as essential

3. Gender Awareness in Energy Policy

All activities require energy in various forms. Biomass is a principle energy source in most of our countries with almost 80% of population using biomass, firewood, and charcoal or cow dung for cooking, heating and lighting
Most people need household energy than commercial energy; however, most of our energy institutions overlook household energy and only take into consideration commercial aspects. Energy needs of men and women are different

because men and women have different roles in society. Therefore a gender aware policy make lives of the different gender groups better. Most of the policies are gender blind and they fail to recognize that needs of energy for men and women are different considering their different roles in society

Discussions

How do you think political ideology, culture and tradition in your country relate to the gender blindness is an issues?

Can you think of other sectors in your country where gender blindness is an issue?

Generally a strong influence from culture and tradition to the political ideology in the different countries with an exception of South Africa

Gender blindness was identified in across all sectors in the different countries; however, South Africa seemed to be an exception.

Women are mostly disadvantaged gender group and a gender aware policy will be a step towards their empowerment

What influences gender blindness

- women's' social position
- Attitude of energy institutions towards gender issues
- Male dominance in decision making

4. What is Energy?

Everything we do and every action we make is energy

Do you think metabolic energy should be included in a gender aware energy policy? It is important as it touches on the sources, food security, and it gives a clear understanding of the different energy needs of different gender groups, metabolic energy takes into account the different gender roles

Which energy type could be used to improve the services below?

Lighting for household

Cooking

Provision of drinking water

Women's energy needs are often limited to household activities while men's needs are limited to economic and political activities

Gender roles and gender relations have to influence policy. Hence a gender aware policy takes into account the social relations of women and men and the different gender roles as well as different energy needs

5. Gender Mainstreaming

Gender mainstreaming is both a concept and a strategy. As a concept mainstreaming ensures that gender is integrated in the design, implementation, monitoring and evaluation

As a strategy it aims to organize, develop, improve and evaluate. Mainstreaming aims to transform structure and process used to realize gender awareness
How to do mainstreaming?
Make use of participatory data collection and ensure that the needs of men and women are captured
Use of analytical tools

Recap of 27 April 2006 Thursday

1. Reporting on the previous day's assignment

Zambia – the government has just established the Women's Affairs Ministry as a step ahead in recognition of gender issues. This issue is also related to the increasing women participation by 30% in decision making

Swaziland – Land ownership, leadership and social status is still dominated by men but pointed out that could be changed once the system is gender aware

South Africa – Child and family welfare laws are gender blind. There is need to educate policy developers with gender issues and intensify collection of gender disaggregated data

Botswana – All policies are gender-blind, basically need to overhaul the policies to make them gender sensitive. Credit for financing economic activities still considers women as minors.

During the presentation, there were discussions on the calories per hour of the activities especially grazing and watering cattle. In actual fact, in countries like Botswana and Zambia, grazing and watering cattle are mainly men's activities

Role play on p 33 was interesting and it portrayed gender and cultural issues that influence a gender energy project

Recap Friday

1. Topics covered included defining the issue, examining policy alternatives, making policy choices implementing policy and monitoring and evaluation
2. Identifying issues and looking at the current situation and examining the policy. Which gender issues require policy development?
3. Weaknesses of the linear process are; the linear process is idealized and makes critical assumptions about stakeholders' values. The process has other limitations
4. Policy making in practice is more chaotic and there is power struggle between interest groups
5. Limits to policy making include
 - Time, resources and knowledge
 - Inadequate gender disaggregated data
 - Low participation of the disadvantaged groups

- Knowledge about the outsiders that influence the policy
- Desire for quick solutions
- Some stakeholders are very powerful
- Policy makers turn to policy advisors

Exercise 3.2: The real policy making process

How do beliefs shape policy?

Policy makers have a set of beliefs and these beliefs influence the way we see the world and the assumptions we make.

Discussion points on influences on country's energy policies

In influencing policy some form of democratic systems, as well as opportunities should exist

Policy making is often criticized as a "top-down" process, while for more influences it should actually be "bottom-up"

An advocacy strategy is required

What is advocacy?

Advocacy and lobbying are often confused

Lobbying is about direct communication with policy makers and implementers

Advocacy is broader and has approaches to change policies, attitudes and power relations

Advocacy is aimed at influencing policy makers in order to make energy policy

Discussion point

Can you think of other actors that could be relevant for advocacy related to gender and energy?

Two steps in advocacy are identifying who needs information and the most effective way to deliver the information

You can use media, debates, seminars and workshops for advocacy

Advocating for an engendered energy policy

Be clear about what you are advocating for

Choose the target policy maker strategically

Know what she/he will read/listen to

Design the message for the recipients

Response from policy makers

Policy makers face much more issues than they can address and therefore have to make choices about issues

Political parties define which issues they think are important. This is also influenced by the expectations of the public

Pitfalls in influencing policy making

- Resistance to change
- Fear of the unknown
- Lack of information

- No perceived benefit
- Custom
- Difficulties of accepting issues of equality

The public can be a powerful ally
 Research finding will have to be translated to short briefings

Recap on Saturday 29 April

1. Homework discussion point 3.10
2. Attention to rural villages electricity blackouts; All the countries' policy makers will respond when the issue is taken to the national TV
3. poor urban men and women organizing a demonstration for reduction of taxes on kerosene; the policy makers will listen if an NGO advocates on behalf of the people
4. A foreign university presenting a paper critical about lack of attention to gender and energy; without a local intervention, the policy makers will not respond
5. National famous celebrities on TV advocating for taxes; in many instances it will put pressure on the government
6. Discussions on the elements of a gender aware policy and assignments

Annex 7: Curriculum Vitae of Trainers

1.

Name of firm: Eastern and Southern African Management Institute (ESAMI)

Name of Staff: Sheila Dorothy Mziray

Contact Address: Eastern and Southern Management Institute (ESAMI)
 P. O. Box 3030,
 Arusha
 E-mail: Sheila_mziray@esamihq.ac.tz

Duration with ESAMI: 1 year and 10 months

A. Key Qualifications: Management, leadership, gender and development, training of trainers, consulting, community development, project design and management, human resources management

Technical Fields: Development programs management, gender mainstreaming and analysis, carrying out participatory research activities, carrying out gender audit in organization, managing and evaluating training programs, conducting training needs assessment, counseling

Computer Skills: Word processing, electronic mail and tele-conferencing

B. Educational Qualifications:

- Post-graduate training in management; Birla Institute of Technology, Calcutta, India – 1983: Major areas of study included general management, human resources management, project management
- Master of Science degree in Chemical Engineering, University of Dar es Salaam -1979: Major areas were on plant design, chemical reaction engineering, chemistry
- Bachelor of Science degree (Hons), University of Dar es Salaam – 1977: Major focus on chemistry, experimental design, sampling theory and operations research
- Currently studying law (LLB) with the Open University of Tanzania. 3rd year: I have already covered topics on constitutional law, law of contract, legal methods, family law, criminal law procedure, land law, torts and law of evidence

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Short Courses:

- Managers who Lead, ESAMI, 2006
- Business Counseling, ESAMI, 2005
- Women in leadership, Bangkok, 2003
- Gender Audit facilitation skills, Accra, 2003
- Transformational development indicators, Arusha 2003
- Wage and Salary Administration, Manila 1996
- Facilitation skills, Arusha 1995
- Program Design, Addis Ababa, 1995

C. Summary of Employment Record:

Sept. 2004 – to date: Management Consultant with ESAMI: Engaged in training, research and consultancy in the following areas within the Eastern & Southern African countries:

- Human resources management – policy formulation, labor relations & labor laws, human resources planning, wage & salary administration, organizational development, HIV/AIDS and the workplace
- Gender and development – gender concepts & analysis, gender and management, engendering the project cycle, TOT on gender, conducting gender audit, mainstreaming gender in the public sector, engendering policies and strategic plans
- Project management – the project cycle, project design and development, proposal writing
- Leadership – strategic planning, managing change, diversity management, learning organizations, stress, time, communication management

- Teaching, marking examination papers and supervising students writing their thesis and project work in human resources, gender and community development. This is for MBA and diploma programs

2003 – 2004: As a leaders of the consultancy services center in World Vision Tanzania was engaged in various consultancy activities to NGOs, Faith-based organizations and government agencies. Provided leadership and consultancy services in the following:

- Conducting management audit including reviewing of human resources policies of organizations
- Undertaking evaluation exercises for World Vision offices in different countries and other organizations
- Undertaking base-line research activities along with participatory rural appraisal exercises with communities
- Facilitating various courses in areas of human resources, program design and development, gender and development, community development, appreciative inquiry approach, proposal writing, advocacy
- Managing a resource center where information was collected from various sources, stored, processed and disseminated to employees and other stakeholders
- Carrying out specific assignments in preparing design documents for NGOs

2002 – 2003: As Capacity Building Director with World Vision Tanzania

Provided leadership to all human resources functions along with gender mainstreaming and advocacy and main involvement was in the following:

- Carrying out recruitment and selection of new staff and managing staff contracts
- Formulation and reviewing of human resources policies including HIV/AIDS policy
- Managing the performance management exercise and reviewing the tools
- Dealing with labor relations issues and handling all court cases
- Facilitating staff development along with career development
- Handling all disciplinary cases
- Managing salaries and conducting salary surveys
- Ensuring that all programs mainstreamed gender
- Advocating for the rights of the child
- Managing capacity building program for fresh university graduates on community development and leadership
- Planning and implementing capacity building programs for communities within Tanzania

1995 – 2002: Human resources and GAD Manager with World Vision Tanzania:

Involved in all human resources management functions on recruitment, selection, labor relations, performance management and staff development and ensuring that gender and advocacy were mainstreamed in the development programs

D. Selected Consulting Experiences:

- Local Government – Malawi; 2006 – leadership training to District Commissioners and senior Directors of organizations
- ENERGIA – Netherlands; 2006 : Facilitated training to gender focal points within the Southern African countries on developing tools for implementing a gender-aware energy policy
- Facilitated gender mainstreaming workshops to gender focal points from ministries, agencies and independent departments in Tanzania organized by President’s Office - Public Service - 2006
- Local Government of Tanzania; 2006: facilitated Human Resources officers on various HR topics
- Engender Health - Tanzania: 2006 Worked with Management Sciences for Health of Boston US on training health managers from the Ministry on leadership
- Aga Khan Foundation; 2005 and 2006: Facilitated a leadership course in community development for young graduates of the Foundation to diploma level
- African Development Bank; 2004: Facilitated course on training the gender trainer to participants from Zambia, Tanzania, Kenya, Malawi, Seychelles and Uganda
- Lutheran Mission Cooperation; 2004: Conducted an evaluation exercise of missionary work in Tanzania
- Farm Africa; 2003:Reviewed HR policy
- TearFund of UK; 2003:Conducted a study of international donors in Tanzania where I visited donors in Tanzania and obtained information about their funding conditions
- Monduli District Council; 2003: Conducted a workshop on gender mainstreaming in development programs
- Small Enterprise Development Agency; 2002: Resource person on board development
- UNHCR; 2004: Facilitated a course on fund-raising, proposal writing and gender to NGOs within the refugee camps in Western Tanzania organized by UNHCR
- Legal & Human Rights Center; 2000: Conducted a management audit

E. Country Experience:

Working with World Vision, which is an international community developmental NGO for almost ten years gave me good knowledge of rural communities in Tanzania and other developing countries. ESAMI has further given me opportunity to understand countries within the sub-region as well as outside Africa.

F. Publications:

- Mziray S (2005), Gender Concerns and HIV/AIDS: A Review of Key Preventive Strategies, African Management Development Review, Vol7 No. 1
- Mziray, S (1988). Participation of Women in Construction Materials Industry in Tanzania. In Kimambo, R. H. Development of Non-Metallic

Minerals and Silicate Industry in Tanzania: Vol II, Pp 309-321, Eastern Africa Publications Ltd., Arusha

- Mziray S. (1979). Manufacture of Sulfuric Acid from Iron Ore Found in Tanzania, Master's Thesis

G. Languages:

Fluent in Swahili and English

Some Swedish language

Signature:

Date: July 2006

Appendix 3
Workshop programme

ENERGIA SOUTHERN AFRICA TRAINING OF TRAINERS WORKSHOP

TUISHUIS GUEST HOUSE – CLUBVIEW (PRETORIA, SOUTH AFRICA)

24 April - 03 May 2006

Time	Day 1 25/04/2006	Day 2 26/04/2006	Day 3 27/04/2006	Day 4 28/04/2006	Day 5 29/04/2006	Day 6 01/05/2006	Day 7 02/05/2006	Day 8 03/05/2006
09h00-10h30	<ul style="list-style-type: none"> • Introductions • Energia programme • Expectations • Programme overview 	<ul style="list-style-type: none"> • Recapping • Gender awareness in energy policies 	<ul style="list-style-type: none"> • Recapping • Policy making process 	<ul style="list-style-type: none"> • Recapping • Advocacy 	<ul style="list-style-type: none"> • Recapping • Policy and advocacy 	<ul style="list-style-type: none"> • Recapping 	<ul style="list-style-type: none"> • Recapping • Facilitation skills 	<ul style="list-style-type: none"> • Recapping • Action plans
10h30-11h00	TEA BREAK			TEA BREAK			TEA BREAK	
11H00-12H30	<ul style="list-style-type: none"> • Gender concepts 	<ul style="list-style-type: none"> • Gender energy needs 	<ul style="list-style-type: none"> • Policy making process 	<ul style="list-style-type: none"> • Advocacy 	<ul style="list-style-type: none"> • Elements of a gender aware energy policy 	<ul style="list-style-type: none"> • Exposure visit 	<ul style="list-style-type: none"> • Facilitation skills 	<ul style="list-style-type: none"> • Program evaluation
12h30-14h00	LUNCH BREAK			LUNCH BREAK			LUNCH BREAK	
14h00-16h30	<ul style="list-style-type: none"> • Engendering energy policy 	<ul style="list-style-type: none"> • Gender mainstreaming 	<ul style="list-style-type: none"> • Policy making process 	<ul style="list-style-type: none"> • Advocacy 	<ul style="list-style-type: none"> • Developing and implementing a gender aware energy policy 	<ul style="list-style-type: none"> • Reflection on exposure visit 	<ul style="list-style-type: none"> • Facilitation skills 	<ul style="list-style-type: none"> • Closing

TIE-ENERGIA WORKSHOP
ON
Engendering Energy Policy And Gender And Energy Advocacy

LIST OF PARTICIPANTS

Name	Organisation	Position	Postal address	Tel/ cell	E-mail
1. Khetsiwe Nonhlanhla Khumalo	Renewable Energy Association of Swaziland	Project Coordinator	P.O. Box 6379, Mbabane - Swaziland	Tel: +268 4049040 Cell: +268 6034719	reaswa@swazi.net
2. Seth Maphalala	Swaziland Environment Authority	Biodiversity Programme Officer	P.O. Box 2652, Mbabane-Swaziland	Tel: +268 4046420 Fax: +268 4041719 Cell: +268 6037711	seabiodiv@realnet.co.sz masethana@yahoo.com
3. Masego Margaret Kealotswe	Ministry of Minerals, Energy and Water Resources: Energy Affairs Division	Energy Planner	Ministry of Minerals, Energy and Water resources Private Bag 00378, Gaborone - Botswana	Tel: +267 3914221 Fax: +267 9314201 Cell: +267 71576187	mkealotswe@gov.bw
4. Beatrice Nalikena	Department of Energy	Energy Informatics Officer	Department of Energy Fairley Road P.O. Box 51254, Lusaka	Tel: +260 1251819 Fax: +260 1254491 Cell: + 260 97678996	doe@zamnet.zm
5. Leonard Dikobe	UNDP- Botswana	Programme Specialist (Energy and	UNDP- Botswana, #22 Khama Crescent	Tel: +267 3952121 ext 247 Cell: +267	Leonard.dikobe@undp.org ledikobe@inet.co.bw

		Environment)	Gaborone, Botswana	71810710	
6. Harriet Zulu	Department of Energy	Acting Senior Energy Officer- Biomass	Department of Energy P.O. Box 51254, Lusaka- Zambia	Tel: +260 1251337 Fax: +260 1252339 Cell: +260 96749237 + 260 95781636	
7. Matilda Ntsoane	Department of Agriculture and Land Administration	Deputy Director	DALA, Nelspruit Government Complex, Building 6 Nelspruit 1200, South Africa	Tel: +27(13) 7525671 +27(13) 7522841 Cell: +27 725438919	mntsoane@laeveld1.agric.za
8. Patrick Shange	Bagibile Consultants	Managing Director	Bagibile Consultants P.O.BOX 2746, Durban 4000 – South Africa	Cell: +27 833592193 Fax: + 27 315093980	pto@workmail.co.za
9. Takalani Phaswana	Novafrica	Development Facilitator	Novafrica P.O.Box 13447, Clubview- Centurion 0014, South Africa	Tel: +27 126548712/3 Cell: +27 832386156 Fax: +27 126548710	takietaky@yahoo.com
WORKSHOP FACILITATORS					
1. Sheilla Mziray					
2. Noel Mungure					
3. Joy Clancy (Back stopper)					
4. Lydia Munchiri (Back stopper)	Practical Action in East Africa		Practical Action in East Africa P.O.Box 39493- 00400, Nairobi -	Tel: +254 0202713540 +254 0202715299	Lydia.munchiri@practicalaction.or.ke

			Kenya	Fax: +254 0202710083	
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