

Indonesia Geothermal  
Resource Risk Mitigation Project:  
Manual for Gender Action Plan Development,  
Gender-based Violence and Violence against  
Children

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## Table of Contents

Abbreviations and Acronyms .....	2
1 Introduction .....	5
2 Mainstreaming Gender into GREM .....	7
3 Step 1: Conducting Gender Analysis .....	9
3.1 Principles and approach .....	9
3.2 Sex-Disaggregated Baseline Data Collection .....	10
3.3 GBV and VAC Baseline Data Collection .....	19
3.4 Gender Analytic Tools .....	21
4 Step 2: Developing and Implementing GAP .....	23
5 Step 3: Monitoring and Evaluating GAP .....	25
Bibliography .....	27
Annex 1 Examples of Gender Analytic Tools .....	30
Annex 2 Gender Analysis Matrix .....	38
Annex 3 Gender Action Plan Template .....	39
Annex 4 Monitoring and Evaluation Plan Template .....	48

### List of Tables

Table 3-1 Baseline Data for GAP Development.....	10
Table 3-2 Sex-disaggregated Data for GBV and VAC Risks Mapping .....	20
Table 3-3 Guiding Questions for Gender Analysis and GAP Formulation .....	21
Table 4-1 Steps in Developing GAP.....	23

## Abbreviations and Acronyms

E&S	Environmental & Social
ESMF	Environmental and Social Management Framework
ESMS	Environmental and Social Management System
GAP	Gender Action Plan
GoI	Government of Indonesia
GREM	Indonesia Geothermal Resource Risk Mitigation Project
PT	Perseroan Terbatas (Limited Liability Company)
RPF	Resettlement Policy Framework
SMI	PT Sarana Multi Infrastruktur (Persero)
WB	World Bank

## Glossary of Key Terms

Agency	The capacity to make decisions about one’s own life and act on them to achieve a desired outcome, free of violence, retribution or fear (World Bank, 2014).
Child marriage	Child marriage refers to any formal marriage or informal union between a child under the age of 18 and an adult or another child (UNICEF).
Gender Action Plan	An instrument that serves as a roadmap for proposing gender equality in the design and implementation of projects. The Gender Action Plan is developed based on a Gender Analysis/Assessment (UN Women/ UNOPS, 2019).
Gender Analysis	Gender analysis entails the examination of the different roles, rights, needs, and opportunities of women and men, boys and girls in a given project/program context. It is a tool that helps to promote gender – relevant entry points, policies and identify opportunities for enhancing gender equality in a particular project/program. A well done gender analysis/assessment helps to identify multiple causes of vulnerability, including gender inequality (GCF, 2017).
GBV Action Plan	Document which outlines how the project will put in place the necessary protocols and mechanisms to address GBV, including SEA/SH risks; and how to address any GBV allegations that may arise. GBV Action Plan is also called SEA/SH Prevention and Response Action Plan. The SEA/SH Prevention and Response Action Plan should include an Accountability and Response Framework, which details how allegations of SEA/SH will be handled (investigation procedures) and disciplinary action for violation of the Code of Conduct (CoC) by workers (World Bank, 2020).
Gender	The social, behavioral and cultural attributes, expectations and norms associated with being male or female (World Bank, 2011).
Gender equality	Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women (UN Women, 2010).
Gender-based violence	An umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (that is, gender) differences between males and females. Gender-based violence includes acts that inflict physical, mental, or sexual harm or suffering; threats of such acts; and coercion and other deprivations of liberty, whether occurring in public or in private life (IASC, 2015).
Gender-based violence (GBV) service provider	An organization offering specific services for GBV survivors, such as health services, psychosocial support, shelter, legal aid, safety/security services, etc.
Gender mainstreaming	A process that systematically integrates gender perspectives into legislation, public policies, programs and projects. This process enables making women’s and men’s concerns and experiences to be made an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic, and societal spheres with the goal of achieving gender equality (United Nations, 2002).

Gender gaps	Societal differences in opportunities, influence, decision-making power or status, and attitudes between men and women and/or boys and girls (ESMAP, 2019).
Risk	The combination of the probability of an event and its negative consequences (UNISDR, 2009).
Sexual exploitation and abuse (SEA)	Sexual exploitation: any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another (UN Glossary on Sexual Exploitation and Abuse 2017, pg. 6). Sexual abuse: actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. Sexual abuse is a broad term, which includes a number of acts including rape and sexual assault, among others (UN Glossary on Sexual Exploitation and Abuse 2017, pgs. 5-6).
Sexual harassment (SH)	Any form of unwanted verbal, non-verbal, or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating, or offensive environment. This may include unwelcome sexual advances, or requests for sexual favors, and may take place through online activity or mobile communications as well as in person.
Sex-disaggregated data	Quantitative and qualitative data collected and presented by sex that allows for measurement of socio-economic and socio-cultural differences between men and women (European Institute for Gender Equality, 2024).
Social Inclusion	Is first, the process of improving the terms for individuals and groups to participate in society, and second, as a process of improving the ability, opportunity, and dignity of people, disadvantaged based on their identity, to take part in society (World Bank, 2013).
Violence against Children	All forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse against any person under age 18 (The United Nations Convention on the Rights of the Child, 1989).
Violence against Women	Any act of GBV that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life. Violence against women shall be understood to encompass, but not be limited to, the following: (a) physical, sexual, and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation, and other traditional practices harmful to women, non-spousal violence and violence related to exploitation; (b) physical, sexual, and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment, and intimidation at work, in educational institutions and elsewhere, trafficking in women, and forced sex work; (c) physical, sexual, and psychological violence perpetrated or condoned by the State, wherever it occurs (The United Nations Declaration on the Elimination of Violence Against Women, 1993).

## 1 Introduction

The Geothermal Resource Risk Mitigation (GREM) Project has been initiated by the Government of Indonesia (GoI) in collaboration with the World Bank through PT SMI. The primary goal is to foster the development of geothermal power generation projects in Indonesia. This new initiative aims to provide early-stage financing for both public and private developers, facilitating an increase in geothermal power generation capacities across the country. PT SMI serves as a financial intermediary, overseeing the public and private developer windows of the GREM Facility for developers involved in geothermal power projects, referred to as "Developers" or "Sub Borrowers." The GREM Project is designed to streamline the mobilization of private and public funds, with the overarching objective of nurturing the development of the geothermal market.

Geothermal energy is widely acknowledged as a clean and dependable source for heat and electrical power globally. However, the environmental and social risks associated with geothermal energy projects exhibit similarities with other large-scale energy infrastructure initiatives. Given that men and women may experience these risks differently, geothermal projects have the potential to unintentionally result in adverse consequences that disproportionately affect women. For instance, if geothermal operations contaminate the drinking water in project-affected communities, women might be compelled to cover longer distances to obtain clean water, thereby increasing the time they spend on water collection and their vulnerability to gender-based violence (GBV). In cases where a project necessitates community resettlement, societal norms may disadvantage women during the compensation process due to cultural customs. Additionally, sociocultural norms or legal constraints might impede women from pursuing employment in the geothermal sector, resulting in backlash and hindering long-term outcomes such as economic growth and poverty reduction (ESMAP, 2019).

Moreover, there are health-related, and GBV risks associated with the influx of migrant construction workers, land acquisition and alteration, natural resource contamination, and the construction of ancillary roads, among other factors. These complexities underscore the importance of considering gender-specific impacts when planning and implementing geothermal projects to ensure equitable outcomes and sustainable development (ESMAP, 2019).

From the perspective of companies in the geothermal energy industry, neglecting gender issues poses significant risks. Failing to address gender concerns raises doubts about a company's claims of contributing to sustainable development. Companies neglecting gender equality and women's rights could potentially violate human rights, notably the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). This may lead to conflicts with local communities, legal consequences, and the inefficient allocation of investments in community development projects that fail to achieve optimal results. Moreover, if companies fail to prioritize gender equality, they overlook the significance of complying with Presidential Instruction Number 9 of 2000 regarding gender mainstreaming in all stages of development in Indonesia, which mandates gender analysis and the inclusion of women's perspectives.

Additionally, the exclusion of women from consultation processes jeopardizes the achievement of value for money. Companies run the risk of investing in community development programs that yield limited long-term benefits if they fail to actively involve women. Importantly, overlooking

opportunities to support women's strategic gender interests, in addition to practical gender needs, represents a missed chance for comprehensive development.

A critical aspect is the necessity of women's participation in consultation and decision-making processes. Without involving women from impacted communities, companies may lack the essential information and perspectives required to mitigate these risks. The consequences of such oversights extend to reputational and financial risks for the companies involved. In essence, recognizing and addressing gender issues in the geothermal energy sector is not only an ethical imperative but also a strategic necessity for sustainable and successful business operations.

Recognizing and actively addressing gender gaps within the sector can yield numerous benefits for companies, women and men in affected communities, and the communities at large. Companies can enhance the effectiveness and sustainability of geothermal projects by implementing practical measures such as developing a comprehensive gender action plan and conducting gender impact assessments.

To emphasize the importance of integrating gender considerations into GREM, the Environmental and Social Management Framework (ESMF) has been crafted in alignment with the World Bank's safeguards policies. In particular, the ESMF delineates the environmental and social planning requirements for investment proposal development by sub-borrowers. In terms of gender, the ESMF states that the social impact assessment (as part of ESIA) and mitigation strategy shall encompass a social assessment survey:

- (a) *Social assessment survey* of the community groups impacted by the geothermal exploration: collecting relevant data on Indigenous Peoples (when applicable), income, livelihoods, access to services, customs and norms, and identifying vulnerable community members and **gender issues**;

Furthermore, based on the ESMF and the Project Appraisal Document, all subprojects to be financed under the GREM Facility are required to submit a Gender Action Plan (GAP) as part of the sub-project funding proposal. By complying with these requirements, developers can contribute to the realization of positive gender outcomes, thereby enhancing the overall effectiveness and sustainability of the geothermal project.

This manual is developed to assist sub-borrowers in meeting those requirements for the proposal development, especially in the preparation of the GAP. It provides guidance on conducting gender analyses, including GBV and VAC issues, as the foundation for developing the GAP. It emphasizes factors to consider during GAP implementation, as well as monitoring and evaluation plan for tracking of progress, reviewing outcomes, and continually enhancing the implementation of the GAP.

The framework suggested in this manual combines components from multiple frameworks, such as Harvard Analytical Framework (in March, Smyth, & Mukhopadhyay, 1999) and Gender Analysis Pathway (Bappenas, 2001). This integration aims to align with the frameworks utilised by PT SMI, World Bank, and considers established best practices. The tools in this manual, which are drawn from those frameworks, have been adjusted to fit the context of the GREM project.

## 2 Mainstreaming Gender into GREM

To contribute to sustainable development, developers must actively work towards realizing women's rights and promoting gender equality. Developers may consider mainstreaming gender into GREM project through three key aspects: (i) analysis, (ii) actions, and (iii) monitoring and evaluation (ESMAP, 2019). This aligns with the World Bank's commitment to mainstreaming gender equality and social inclusion into energy infrastructure development, as outlined in its Gender Strategy 2024 -2030<sup>1</sup>. Developing the GAP is an integral component of gender mainstreaming, particularly during the inception planning of the project. The GAP sets out an approach to implement the recommendations of a gender analysis by defining specific activities, milestones, and performance indicators. The process of developing the GAP generally encompasses the following:

1. Analysis - It involves utilizing sex-disaggregated data, conducting gender assessment, and identifying gender gaps. This process commences during the project's preparation stage and persists throughout all phases of development activities, extending to post-implementation monitoring and evaluation (M&E) and reporting. During the project design, the analysis serves to identify the needs, values, opportunities, and constraints experienced by men and women within the project-affected community.
2. Actions – The findings of the gender assessment and analysis should be thoroughly documented in relevant project planning and management documents and summarized in the GAP (Gender Action Plan). The GAP serves as the foundation for operationalizing the results and recommendations of the gender analysis. It is based on sex-disaggregated data and detailed gender and social analyses that identify key gender inequalities and constraints the project aims to address. Integrating gender into projects requires the GAP, serving as a roadmap for proposing gender equality in the project and addressing identified gender inequalities and constraints. The GAP should encompass entry points for gender mainstreaming identified from the analysis of collected data and through the use of gender analytic tools. Developers, with support from PT SMI, should be responsible for preparing the GAP.
3. Monitoring & evaluation – Developers need to regularly monitor, evaluate, improve, and report on implementation of the GAP to PT SMI. The GAP should include specific indicators that measure progress toward closing gaps between men and women.

Emphasizing these key aspects, the following sections provide detailed guidance on preparing the GAP, encompassing Step 1: Conducting gender analysis; Step 2: Developing and implementing GAP; Step 3: Monitoring and Evaluating GAP. It is important to note that these steps are interconnected and often intertwined. They may require revisiting or adjusting earlier steps based on the feedback and results from later stages. For instance, developing the GAP may require revisiting the analysis based on the evolving understanding of gender issues. During

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<sup>1</sup> World Bank. Gender Strategy 2024 – 2030. Consultation Draft. Retrieved from <https://documents1.worldbank.org/curated/en/099013107142345483/pdf/SECBOS04cf7b650208a5e08b784c0db6a4.pdf>



implementation, unforeseen challenges or opportunities may arise, requiring adjustments to the initial plan. Continuous monitoring and evaluation are essential to track progress and assess the effectiveness of the GAP. The results from monitoring stage may prompt modifications to the plan to enhance its impact. The non-linear nature of the process recognizes that addressing gender issues is complex and dynamic, and adjustments may be needed at various stages to achieve meaningful and sustainable outcomes.

### 3 Step 1: Conducting Gender Analysis

A gender analysis can be undertaken at any point in the lifecycle of a project, from exploration through to operation and closure. However, it is most useful when it is brought in at the early stages of a development so that project design and management plans can be adapted based on the assessment. Developers can undertake a gender analysis or assessment as part of project baseline studies; alongside environmental and social impact assessments, which is required under most national legislation for large-scale extractive projects and World Bank projects, including GREM. Developers will need to invest time and resources to ensure a good gender analysis process. They should ensure that the process is led by a skilled facilitator who has strong communication skills, gender analysis experience and a commitment to participatory processes.

#### 3.1 Principles and approach

The principles that underpin a company's approach to gender analysis are as important as the framework and tools used to conduct the analysis. A gender analysis should be a tool with enormous transformational potential. Therefore, the following principles should underpin the Developers' approaches to gender analysis (Energia, 2011; Oxfam, 2017).

- a. Participatory: participation is a process of collective analysis, learning and action. A participatory process can encourage consensus-building between women and men. Care should be taken to:
  - ensure that meetings and processes are timed appropriately to allow for women's and men's participation;
  - include processes such as interviews, focus groups, meetings and consultations that engage women separately from men — held alongside community meetings that involve both men and women — to ensure that women can freely express themselves;
  - ensure that language and information materials are accessible to women;
  - include female facilitators and interpreters in project teams;
  - facilitate feedback sessions to women separately and to women and men together and ensure that women are involved and participate in the review of findings and analysis;
  - involve representatives of different cultural, ethnic and socio-economic groups from within the community;
  - identify practical and cultural barriers to women's participation and ways to overcome these. For example, the company could consider providing childcare services or making sure the space provided for meetings is child friendly;
  - identify any safety risks related to women's participation and implement ways to mitigate these risks.
- b. Focus on the most marginalised: those individuals and groups of people who are marginalised are most likely to bear the brunt of any negative impacts of a geothermal energy project and receive few benefits because their voices and perspectives have not been heard in decision-making forums. A focus on the most marginalised will lead, in many contexts, to a focus on women. The question to ask next is "which women?" and to consider other factors such as indigeneity, disability, or income/poverty that may also contribute to people's marginalisation and exclusion.
- c. Human rights compatible: the process guiding a gender impact assessment and the outcomes from it must be consistent with international human rights standards. A rights-

based approach requires the process to be based on inclusion, participation, empowerment, transparency, attention to vulnerable people and non-discrimination.

- d. Transparency: this is of critical importance to ensure trust in the gender impact assessment process. This means that all people from a project-affected community — including those not directly involved in the gender impact assessment — trust that the outcomes are fair. Transparency requires that information on the gender impact assessment process (including who is leading it, how people can get involved or share their views, and actions committed to by the company) is communicated widely and in various forms, recognising differing levels of literacy among community members.
- e. Evidence-based approach: Gender analysis should be driven by an evidence-based approach through mixed method research designs which include qualitative and quantitative data (i.e., disaggregated by sex and age) collection.
- f. Inclusive: Effort should be taken to prioritise the inclusion and leadership of women in the assessment process.

### 3.2 Sex-Disaggregated Baseline Data Collection

Realistic gender-based targets for the GAP cannot be determined in the absence of gender analysis and sex-disaggregated baseline data. Table 3.1 below provides a list of information needed for gender assessment or analysis to prepare the GAP. Interviews, focus group discussions (FGD), and questionnaire surveys can all be used to gather the data. The recommendation for the team is to start off by assessing the available data, drawing on existing knowledge and research<sup>2</sup>. The results of the analysis, which includes the gender gaps or issues are expected to be included in the ESIA report, and be utilized to develop GAP.

**Table 3-1 Baseline Data for GAP Development**

<b>Key information</b>	<b>Sex-disaggregated data<sup>3 4</sup> and other gender-related statistics</b>	<b>Data sources and collection methods</b>
<b>Background: Gender dimensions in the geothermal energy sector and project area</b>		
A profile of the socio-economic conditions of the households and communities affected.	Demographics, composition based on sex, age group, disability, ethnicity, religion, and other factors; migration trends; age at marriage; local culture (perceptions and socio-cultural practices), representation of women and	Desk review (e.g., BPS/ Statistics, government reports), interview, questionnaire surveys, or FGD with affected men and women

<sup>2</sup> Including previous baseline study reports, BPS/ Statistics, government’s reports, etc.

<sup>3</sup> Data are disaggregated by sex (minimum), age, disability, indigeneity, and any other forms of identity or marginalisation relevant to the community, if available.

<sup>4</sup> This list of data is mainly drawn from Sosa, D.O. (2020). *Best Practices on Gender Inclusion Relevant to the Geothermal Industry. First Draft*. It can be adjusted or modified as needed.

Key information	Sex-disaggregated data <sup>3 4</sup> and other gender-related statistics	Data sources and collection methods
	men in politics/government, Gender Development Index, Gender Inequality Index, Gender Empowerment Index	
Poverty and employment	Female and male labour force participation rate, household income level and individual income sources, percentage of women and men working from home and types of paid work, percentage of women and men engaged in unpaid work, unemployment rate, poverty rate, poverty rate among female-headed households and poverty rate among male-headed households, child labour incidence.	
Education	School participation rate, average years of schooling, dropout rate.	
Land use and tenure	Profile of tenure (distribution percentage of owned or rented dwellings), community groups based on tenure, if applicable (e.g., tenant associations), number of land/locations occupied by women and men.	
Health	Population growth rate, maternal and child mortality rate, available services and geographic coverage, fertility rate and decision-making, food allocation and household nutrition level.	
Gender norms around unpaid care work <sup>5</sup> and paid work.	Percentage of men and women undertaking unpaid care work, percentage of men and women undertaking paid work, total unpaid care work and paid	Study reports, consultations with local/affected men and women, male and female religious leaders,

<sup>5</sup> Care work consists of two overlapping activities: direct, personal and relational care activities, such as feeding a baby or nursing an ill partner; and indirect care activities, such as cooking and cleaning. Unpaid care work is care work provided without a monetary reward (ILO, n.d).

Key information	Sex-disaggregated data <sup>3 4</sup> and other gender-related statistics	Data sources and collection methods
	work hours spent by male and female family members, percentages of farms run by women, and of cultivated areas managed by women, and the average size of farms run by women as compared to men.	cultural/traditional leaders/figures
Gender relations as manifested in the division of labour between men and women in the project area. <sup>6</sup>	Data on who does what work and who has access to and control over resources.	Interview or FGD with local/ affected men and women, gender division of labour matrix; and access and control profile (see Annex).
Decision making processes in household and community levels. <sup>7</sup>	Data on who does make decisions in households and the community; decisions taken that include women's input.	Interview or FGD with local/ affected men and women
Potential impacts of the geothermal project and strategies to address the negative impacts <sup>8</sup> .	<p>Potential impacts on men and women at project and community level related to: environment, health, and safety, employment and economic patterns, land rights</p> <p>Potential responses or strategies to address the negative impacts on men and women.</p>	FGD with local women and men, male and female religious leaders, cultural/traditional leaders/figures; desk review (e.g., ESIA reports, vulnerability assessment)
Opportunities to produce benefits <sup>9</sup>	Possible benefits to men and women from employment or livelihood creation and direct-use applications of geothermal energy.	FGD with local women and men, male and female religious leaders, cultural/traditional leaders/figures, survey work at the project site
The presence of non-government organizations (NGOs) and disabled people's organizations	Number of NGOs and DPOs in the project area	Consultations with local government, FGD with local/ affected men and

<sup>6</sup> See guiding questions in section 3.4 and Annex

<sup>7</sup> See guiding questions in section 3.4 and Annex

<sup>8</sup> See guiding questions in section 3.4 and Annex

<sup>9</sup> See guiding questions in section 3.4 and Annex

Key information	Sex-disaggregated data <sup>3 4</sup> and other gender-related statistics	Data sources and collection methods
(DPOs) in the project area, particularly those that represent interests of women, poor female-headed households, including single women, widowed and deserted women, as well as people with disability, and indigenous community, that could be involved in understanding gender-related contexts and norms, and can be important partners in mainstreaming gender equality.		women, stakeholder mapping
<b>Participation of men and women during project design consultations</b>		
Contributions from men and women in project design	Percentage of contributions by women during consultations included in project design; Percentage of contributions by men during consultations included in project design	Document review (Drafts of consultation processes, project design document)
Women's participation in consultation processes related to the project	Percentage of women who participate in the consultations	Desk review (consultation attendance lists, disaggregated by sex)
Gender equality considerations in the consultation design	Number of consultations with a focus on gender equality (gender segregation, appropriate scheduling, provision of childcare, etc.)	Desk review (Operational manual, related reports)
<b>Female employment in the project, talent outreach, and recruiting</b>		
Women's employment in technical roles	Percentage of women employed; Percentage of women employed locally at site in technical roles.	Human capital/ resource management database
Women's employment in management positions compared to men's.	Percentage of women employed within the project in management positions; Percentage of men employed within the project in management positions	Human capital/ resource management database
Outreach plans for recruiting female candidates	Partnerships with schools and universities and stakeholders in the area that are developing	Interview with human capital/resource management manager

Key information	Sex-disaggregated data <sup>3 4</sup> and other gender-related statistics	Data sources and collection methods
	<p>and implementing VET (Vocational Education and Training); internship and mentorship programs; endorsement of Women's Empowerment Principles (WEP)</p> <p>Percentage of women interns hired;</p> <p>Percentage of women interns alumni who are hired as permanent employees</p>	
<p>Approaches to encourage the involvement of women in the geothermal industry</p>	<p>Percentage of job offers that explicitly invite women or incorporate inclusive recruitment criteria;</p> <p>Number of policies on work-life balance (including telework options, flexible working hours, parental and maternal leave, childcare support, return-to-work policies, etc.);</p> <p>Percentage of women employees using benefits provided by the work-life balance policy; Percentage of women hired in both technical and non-technical jobs by contractors; Information on support/assistance that best meets employee needs, disaggregated by sex (and disability)</p>	<p>Desk review (project planning documents, human resource policies, reports on workers, disaggregated by sex)</p>
<p><b>Health and safety aspects</b></p>		
<p>Gender-responsive labour management and workplace health and safety procedures</p>	<p>Standard operating procedures (SOP) for geothermal workplace health and safety that explicitly and equally consider the needs of men and</p>	<p>Desk review (project planning documents, developers' procedures, reports); Interview with</p>

Key information	Sex-disaggregated data <sup>3 4</sup> and other gender-related statistics	Data sources and collection methods
	women; Provision of separate living quarters and toilets or sanitary facilities for women; Provision of safety gear and protective equipment designed for women; Number of agreements signed with contractors that explicitly set a provision of safety gear and protective equipment designed for women; Provision of safe transportation for women; Number of contracts or agreements signed with contractors on gender-responsive workplace and child protection. <sup>10</sup>	health and safety unit staff
Workers and community awareness of potential health issues, including the possible adverse effects of air and water contamination	Number of gender-inclusive public consultation on environmental monitoring and management plan, including community health and safety; Number of gender-responsive geothermal safety awareness and emergency preparedness consultation; Number of hospitals and clinics that are easily accessible	Interview with staff of health and safety unit
Strategies to avoid the transmission of HIV/AIDS	Number of mandatory trainings for employees and contractors; Number of inclusive campaigns for local community	Desk review (project planning documents, reports)
GBV and VAC risk within the project area and community	See section 3.3	
GBV and VAC prevention and response in the project	Standard Operating Procedures (SOP) for GBV & VAC Risk Mitigation Plan or GBV Action Plan developed and	Desk review (project planning documents, reports); Interview with HSE manager

<sup>10</sup> For instance, the contract states: 1) The [Developer/Contractor] is subject to compliance with Indonesian Law No. 13/2003 on Workforce and Law No. 35/2014 on Child Protection which prohibits the employment and hiring of children under the age of 18 years of age; this includes formal or informal employment. 2) The [Developer/Contractor] agrees not to allow children under the age of 18 years of age on the work site, due to the hazardous nature of the works.



Key information	Sex-disaggregated data <sup>3 4</sup> and other gender-related statistics	Data sources and collection methods
	<p>implemented by developers; Codes of Conduct designed and signed by employees, contractors, and consultants; Number of employee surveys taken to identify and evaluate the incidences of sexual harassment and GBV; Information on whether workers induction training incorporated GBV awareness and prevention; Number of training provided to all employees on what constitutes sexual harassment and how to report it; Number of employees participating in GBV or SEA/SH training, disaggregated by sex</p>	
Grievance Redress Mechanism (GRM)	Procedures on Gender-informed Grievance Redress Mechanism (GRM) as well as those related to GBV and VAC established and implemented by developers	Project document review; Interview with HSE manager
<b>Gender inclusion within the project and developers</b>		
Gender in project documents	Gender is integrated in the project documents (specific mentions of ‘women’ or ‘gender’ in project goal/objectives/ expected outcomes, target groups, indicators, or result framework)	Desk review (Project appraisal document (PAD) and other relevant documents)
Inclusive procurement regulations and practices	Number of bidders that are women-headed firms; Existing regulations and practices that have been done by developers to promote inclusive procurement (e.g., setting up a mechanism to provide bid-readiness support for women	Desk review (existing procurement regulations, manuals, reports), staff interview

Key information	Sex-disaggregated data <sup>3 4</sup> and other gender-related statistics	Data sources and collection methods
	majority-owned firms and small businesses, setting quota for women-owned vendor)	
Salary equity policies	Number of salary equity policy in bidding documents and contracts, encompassing principles of equal pay for equivalent work and non-discriminatory hiring	Desk review (existing bidding documents and contracts)
Engagement of a gender specialist and gender focal point on staff	Number of staff trained in gender-responsive community facilitation; A gender specialist hired by developers; A gender focal points appointed within developers	Interview with human capital staff, training reports
Gender training of project staff	Number of training on gender mainstreaming in the project delivered to staff; Percentage of male staff participating in training on gender; Percentage of female staff participating in the training on gender	Interview with human capital staff, training reports
<b>Community development strategy</b>		
Gender-responsive community development strategy	Number of community development program focusing on women's livelihoods	Desk review (community development plan)

It is advised that the developers' task team thoroughly validate and make use of the available data. By initially assessing the available data, the team can avoid duplicating time and effort and instead build upon existing knowledge and research. However, it is important to note that while most national surveys (such as household, employment, demographic, health, and living standards surveys) collect sex-disaggregated data for certain variables, the quality of this information may be insufficient. In cases where financial resources are constrained, data analysis should include a desk review to evaluate existing relevant data collected previously during community consultations for ESIA. The process of collecting sex-disaggregated data can also occur simultaneously with the social baseline data collection.

If the secondary data is unavailable or inadequate, a gender analysis will likely need to rely on primary data collection. Good practices for gender-sensitive fieldwork and consultations need to be considered are (ENERGIA, 2011):

- Field teams are gender-balanced, so that there are female field workers who can communicate with women and women's groups, as well as male field workers.

- Team members are trained in basic gender analysis and gender-sensitive data collection techniques.
- Team members are familiar with the local cultural norms.
- Contact both local women and men traditional leaders and groups
- Contact government departments, projects, researchers, and non-government organisations that already work with women
- Ensure that all relevant stakeholders, both men and women, are interviewed (e.g., women's groups and men's groups separately, women and men in households separately).
- Conduct consultations or FGDs at times and places convenient to women, indigenous women, women and men with disabilities, and other vulnerable group.

To enhance the meaningful participation of women in FGDs and other consultations, project teams may consider the following (ESMAP, 2019):

- Utilize both men and women with established connections to the local community as liaison officers. This ensures that communities feel more comfortable sharing their experiences and helps avoid consultations dominated solely by men. Additionally, prepare moderators to ensure a balanced discussion without any particular group dominating.
- Promote meetings through inclusive media channels to reach both women and men, considering how gender intersects with variables such as ethnic group, disability, income, location, and language. Examples of selected media may include radio, word of mouth, verbal and written announcements in areas where men and women gather, or flyers with both written text and clear, descriptive pictures.
- Select meeting places and times that are considerate of the time constraints and travel limitations of both women and men. Provide transportation support to those in need and conduct separate consultations for men and women.
- Consider the possibility of offering childcare services during the meetings.
- Engage local women's groups, cooperatives, industry associations, religious organizations, schools, municipal governments, and civil society organizations. Seek their assistance in identifying vulnerable or marginalised groups (e.g., indigenous women and men, ethnic/religious/sexual minorities, youth, people with disabilities) and extend invitations to them.

### Box 3-1 Engagement with Indigenous Peoples

Developers must confirm the presence of indigenous peoples in the project area, and the Bank will require the Borrower to obtain the Free, Prior and Informed Consent (FPIC) of the affected Indigenous Peoples to ensure their participation in decision-making processes throughout the project's duration. If a project is planned on traditional or customary land, and adverse effects could impact the livelihoods or cultural practices of Indigenous Peoples, it is vital to recognize their strong ties to their ancestral lands and resources. Indigenous peoples should be promptly and accurately informed about projects affecting their lands, without coercion or manipulation, and given the opportunity to express their consent at each stage of project development, especially when changes to project design may affect their communities. FPIC builds on and expands the process of meaningful consultation, moreover, the participation and perspectives of indigenous women should be specifically considered, and they must be involved in community consultations.

A grievance redress mechanism must be developed and communicated to them. Developers must anticipate and address indigenous women's grievances, which may include disregard for cultural beliefs; loss of important cash crops for women; gender unequal compensation and benefits, including scholarships and employment opportunities, and fear of GBV due to an expected rise in military presence for asset protection at the project site and the influx of predominantly male construction workers into the local communities.

### 3.3 GBV and VAC Baseline Data Collection

In collecting data on GBV and VAC for GAP development and risk assessment, team is recommended to gather secondary data or make use of the available data. Several aspects need to be considered include:

1. It is generally unnecessary to undertake new surveys to determine SEA/SH risks as key information is likely already available from country-level and/or local Demographic and Health Surveys or nationally/locally representative standalone surveys on violence against women and girls.
2. There should be absolutely no data collection related to SEA/SH from anyone who may be a survivor as there is a potential for re-traumatization and further violence against the survivor.
3. No FGD or consultations with community members asking about personal experiences of GBV or SEA/SH should be undertaken.
4. Beyond key data points (e.g., number of cases received, nature of case and, if available, age and sex), case data should never be requested of service providers.
5. When data is unavailable, however, and data collection is undertaken on topics related to GBV, such as help-seeking behaviours, perceptions of quality of GBV service providers, or safety mapping of communities, with gender-sensitive approach. The focus should be on gaining an understanding of the broader experiences of women and girls. This approach helps in obtaining valuable insights into the prevalence and patterns of GBV without putting individuals at risk or causing emotional distress.

Below table provides list of required data to help identifying and mapping GBV and VAC risks.

**Table 3-2 Sex-disaggregated Data for GBV and VAC Risks Mapping**

No.	GBV issues	Sex-disaggregated data within the project area and community	Data sources and collection methods
1.	Prevalence of GBV and VAC:		
	Partner/non-partner physical and SEA/SH against women/girls	Number of cases, disaggregated by age group and sex; Whether the survivor was referred to services.	Desk review (Demographic and Health Surveys)
	Female Homicide	Number of female deaths that occurred due to gender-based causes	Desk review (Demographic and Health Surveys)
	Child marriage, sexual harassment, commercial sexual exploitation of children, Non-SEA <sup>11</sup> against children	Number of cases, disaggregated by age group and sex	Desk review (Demographic and Health Surveys)
	Female genital mutilation	Number of cases, disaggregated by age group and sex	Desk review, interview with representatives of local public health facility
	Human trafficking	Number of cases, disaggregated by age group and sex; Number of specialized services provided; Number of women and girls assisted by service providers;	Desk review, interview with representatives of local service providers (medical services, psychosocial services, legal services, safe house, or prevention services)
2.	Existing services available from GBV service providers (medical services, psychosocial services, legal services, safe house, prevention services) and the	Number of services available from GBV service providers; Number of men/women and children using VAW/G social welfare services; Number of VAW/G hotlines available within the project area/ specified geographic area; Number of calls	FGD with NGOs, or representatives of local services providers

<sup>11</sup> Physical assault, psychological or physical abuse, denial of resources, opportunities or services, intimate partner violence (Sriyanti. 2019. *GBV and VAC Mitigation in Infrastructure Workshop*. World Bank).

No.	GBV issues	Sex-disaggregated data within the project area and community	Data sources and collection methods
	accessibility of these services	per VAW/G hotline within the project area/ specified geographic area; Information on whether men/women and boys/girls have easy access to these services, and if they have mobility and/or economic constraints that may impede access	
3.	The level of infrastructure construction	Information on whether the project entails major, medium, or small infrastructure construction <sup>12</sup>	Desk review (Project planning documents)
4.	Level of labour influx	Information on whether the project requires large number of labour	Desk review (Project planning documents); <sup>13</sup>

### 3.4 Gender Analytic Tools

The data described in the previous section can be gathered and analysed using a variety of gender analytical tools. The instruments will clarify the gender gaps and socio-economic situation of men and women in the project area. The findings of the analysis should be incorporated into ESIA report and serve as the foundation for creating the GAP, which need to be attached in the report. Table<sup>14</sup> below provides guiding questions to help the analysis and Annex 1 provides more detail instruments for the analysis.

**Table 3-3 Guiding Questions for Gender Analysis and GAP Formulation**

Gender Analytic Tools	Guiding questions for brainstorming on GAP outcomes, outputs, and activities
Gender Division of labour: Which tasks do women (and girls) perform and which tasks do men (and boys) perform?	<ul style="list-style-type: none"> <li>• What impact does this division of labour have on carrying out the objectives of GREM?</li> <li>• Do the interventions in the project reinforce the present division of labour or challenge it?</li> </ul>

<sup>12</sup> World Bank’s GBV Risk Assessment Tool cited in World Bank. 2020. *Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) in Investment Project Financing involving Major Civil Works*. Retrieved from <https://pubdocs.worldbank.org/en/741681582580194727/ESF-Good-Practice-Note-on-GBV-in-Major-Civil-Works-v2.pdf>

<sup>13</sup> Self-judgement as per criteria: Higher risk can be associated with large number of workers, small remote community with pre-existing social conflicts, high prevalence of GBV, weak law enforcement, presence of specific marginalized, vulnerable, ethnic groups (World Bank, 2020).

<sup>14</sup> Adapted from the Harvard Analytical Framework, Moser Framework, and Gender Analysis Pathway, which is a framework utilized by PT SMI.

Gender Analytic Tools	Guiding questions for brainstorming on GAP outcomes, outputs, and activities
	<ul style="list-style-type: none"> <li>• What can the project do to take account of these constraints?</li> </ul>
<p>Access and Control Profile: Which resources do women and men have access to? Which resources do they control?</p>	<ul style="list-style-type: none"> <li>• How is GREM likely to affect women's/men's access to and control over these assets and resources?</li> <li>• How could GREM contribute to better access to and control over resources for women and men?</li> </ul>
<p>Participation in decision-making processes: Who does make decisions in households, the community and in management? Who is excluded and why?</p> <p>Are the participation/voices of the community, especially women and marginalized groups (in terms of aspirations, experiences, needs), considered/accommodated in the project planning process?</p> <p>Are the participation/voices of women in the management bodies are considered/accommodated in the project planning process?</p>	<ul style="list-style-type: none"> <li>• How can both women's and men's participation in decision-making processes in households, community, and management bodies be better promoted?</li> <li>• How can the project address barriers to women's participation?</li> <li>• How those who are typically excluded or marginalised from community decision-making processes can be included?</li> </ul>
<p>Vulnerability assessment: Who are the sub-groups most vulnerable to the project's impact? What are the specific constraints faced by men and women in those sub-groups? What potential (e.g., existing skills, knowledge, capacities) do men and women in those sub-groups have?</p>	<p>Gender benefits</p> <ul style="list-style-type: none"> <li>• How can GREM contribute to empowering women and other vulnerable groups, as well as narrowing gender gaps? How can the project optimise their potential?</li> <li>• Through what impact channels (e.g., increased income, generated employment, enhanced livelihood, enhanced household decision making, improved community facility, community livelihood enhancement program for affected women)?</li> <li>• What project design features are necessary to ensure the above impact channels for gender benefits?</li> </ul>
<p>Impact analysis (benefits and risks): Is the project aimed at benefiting both women and men as well as those from vulnerable groups (e.g., indigenous group, people with disability, children, elderly)? What are the potential benefits they would receive from the project?</p> <p>What are the potential adverse impacts or risks of the project on women and men as</p>	



Gender Analytic Tools	Guiding questions for brainstorming on GAP outcomes, outputs, and activities
<p>well as those from vulnerable groups (e.g., indigenous group, people with disability, children, elderly) ? How can these be prevented/ mitigated?</p>	<ul style="list-style-type: none"> <li>• Would the proposed project likely to increase gender-specific risks (e.g., GBV, VAC, sex-specific reproductive health issues, livelihood/job loss, HIV and other communicable diseases, human trafficking) or have adverse impacts disproportionately affecting women (environmental degradation, resettlement)?</li> <li>• Through what impact channels?</li> <li>• What prevention and/or mitigation measures should be included in the GAP development to address the risks?</li> </ul>

## 4 Step 2: Developing and Implementing GAP

Once gender analysis has been conducted, team need to make conclusions of identified gender gaps and provide recommendations on actions that can be implemented to address them (see Annex 2). Data analysis should be able to contribute to understanding and developing outcomes, activities, and target for the GAP. Table below provides steps in developing a GAP.

**Table 4-1 Steps in Developing GAP**

Step #	Development of GAP
1.	Gathering sex-disaggregated data (as discussed in Chapter 3) and analysis utilising gender analytical tools and the guiding questions to assess the gender division of labour, access and control profile, participation in decision making, vulnerability aspects, project’s potential impacts (as discussed in Section 3.4 and Annex 1).
2.	Applying data collected and analysed to developing the GAP: Gender analysis findings should be used to formulate impacts and outcomes included in the GAP. Teams can use the template in Annex 2 to assist in summarising the results of the analysis and formulating the gender outcomes, outputs, and activities linked to the project objectives. <sup>15</sup> Add the outcomes/outputs to the table in Annex 3.
3.	Determining monitoring indicators and plan, in terms of targets and measurable indicators for the outcomes expected, and how they will be tracked (means of verification). Add these to the table in Annex 3.

<sup>15</sup> The logical framework approach can also be used to help identify the expected causal links—the “program logic”—in the following results chain: inputs, activities, outputs, outcomes, and impact (see Chapter 5).



Step #	Development of GAP
4.	Deciding timeline for implementation and who responsible for the implementation. Add these to the table in Annex 3.
5.	Allocating budget required to implement the gender action plan and achieve the target. Add these to the table in Annex 3.
6	Completing the GAP document: GAP document shall include <sup>16</sup> : 1) Introduction, 2) Gender analysis, 3) Gender Action Plan table, 4) Monitoring and evaluation plan. Although GAP is a flexible document that can undergo enhancements as experience in gender mainstreaming progresses, its contents must receive approval from management and be comprehended by all stakeholders. Once approved by the internal management of the developers and reviewed by PT SMI, it can be distributed to other stakeholders.

The development of the GAP is an iterative process that involves planning, feedback, and validation workshops. Team members responsible for integrating gender considerations must share their findings to gather feedback and gain support from staff and management. Continuous dialogue with management is essential to ensure ongoing support and awareness of the process. Similarly, discussions with project staff are crucial to ensure a comprehensive understanding and ownership of the GAP among those responsible for implementation.

Once approved, GAP can be made publicly available to establish clear accountability for the gender impacts of the GREM project and the developer's commitment to preventing and mitigating adverse effects. Additionally, the plan's contents should be communicated through various channels, such as community meetings, to ensure that all community members, including those with low literacy, comprehend the developers' commitments.

In implementing the GAP, developers need to ensure the management support, as well as availability of adequate skills and resources<sup>17</sup>. This includes (ENERGIA, 2011; UNDP 2014):

1. Securing top management support for building gender capacity in the project. If management lacks awareness of gender issues in the energy sector, sees them as outside their purview, or if staff's gender consciousness is not acknowledged by management (or is actively discouraged), then progress is likely to be limited.<sup>18</sup>
2. Incorporating a gender specialist into the project team and designating gender focal points at managerial levels to support GAP implementation, monitoring and reporting progress. There should be a clear mandate for the positions, and this work should be part of performance appraisal.
3. Adequate funding for supervision (or implementation support) and monitoring.
4. Ensuring gender balance in staff. Having a diverse staff, including both female and male members, in energy projects is crucial for practical reasons. It is widely recognized as a

<sup>16</sup> See Annex for details.

<sup>17</sup> These measures can be included in the GAP activities.

<sup>18</sup> Developers may want to consider including within the Gender Action Plan activities to inform and involve management in gender mainstreaming.

best practice to involve women interviewers in conversations with female respondents and deploy female field staff to work with women target groups, especially in rural areas. Additionally, having female role models in the project staff encourages women's participation and leadership, contributing to better project.

5. Providing internal capacity building for project staff and stakeholders on gender mainstreaming into geothermal energy projects.
6. Engaging contracted non-governmental organizations with demonstrated gender capacity to implement project activities.

## 5 Step 3: Monitoring and Evaluating GAP

As indicated in the project appraisal document, results framework and monitoring related to Gender for GREM includes indicators to track progress on citizen engagement and gender and GHG emission reductions, among others. Thus, a monitoring and evaluation plan for GAP is needed to ensure that the GAP are implemented and progress of the implementation are tracked and measured. Monitoring should encompass the entire implementation process, ensuring that both women and men have equal opportunities to engage in decision-making and execution. It facilitates timely interventions to rectify deviations from progress targets and, if needed, establishes a more gender-sensitive strategy. Evaluation entails appraising the project's advancement towards achieving gender-related goals and objectives. While it is preferable for a project to be initially designed with gender considerations, the absence of baseline sex-disaggregated data does not preclude a gender perspective in evaluation.

The monitoring and evaluation plan should provide clear guidance about monitoring and evaluation intervals, methods and resources needed as well as the allocation of responsibilities. It is important to ensure that there is sufficient budget for the monitoring process which should include a contingency budget to allow for any corrective action. There should also be mechanisms developed through which lessons learned from monitoring and also evaluation can result in changes to practice.

Although the GAP table can consolidate all the project's implementation details, actions, and indicators in a single location, the monitoring and evaluation plan will offer additional information on the methods and timelines for capturing these indicators (via annual surveys, progress reports, etc.), identifying the risks which might impede the attainment of the outcomes. Logical framework approach (LFA) can be used to help clarify the gender outcomes of the project and expected causal links—the “program logic”—in the following results chain: inputs, processes/ activities, outputs, outcomes, and impact.

### **Developing gender-sensitive indicators**

A monitoring and evaluation plan aims to regularly monitor GAP implementation progress, identify obstacles and solutions to achievement of GAP targets, and summarize gender results in the project evaluation and completion reports. Since indicators are central component of the logical framework in tracking the GAP progress, monitoring and evaluation plan should include:

- Quantitative indicators based on statistical data from gender analysis and baseline data collection (as discussed in Chapter 3). All data gathered should at the minimum be disaggregated by sex. For example, instead of “200 people trained in geothermal technical skills,” the gender-sensitive indicator can be “number of women and men trained” and specific targets can be set, e.g.: “100 women and 100 men trained.” Routine collection of sex-disaggregated data is necessary for meaningful assessment of a project’s progress and gender equality results and outcomes.
- Qualitative indicators that capture people’s experiences, perceptions, attitudes, or feelings, such as assessment of feedback on the community-level impact of construction or the community’s perception of the ancillary infrastructure benefit.
- Indicators which are SMART<sup>19</sup>.

Developers should first review the gender related goals and indicators set in the Project Appraisal Document to align with the overall project goals. In GREM project, where attainment of certain indicators or targets is considered essential to the attainment of a project's objectives, the gender indicators should be considered in the GAP development and its monitoring and evaluation plan. Annex 4 provides templates to develop a monitoring and evaluation plan.

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<sup>19</sup> Specific, Measurable, Achievable and Attributable, Relevant and Time Bound

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## Annex 1 Examples of Gender Analytic Tools

### A. Gender Division of Labour Tool

The gender division of labor can be mapped using the template below. Its foundation lies in the comprehension of women's "triple roles"<sup>20</sup>, which include caring for the family, producing income, and working in the community. Although men and women can engage in reproductive (or care) work, productive work (income generating) and community-focused work, these jobs have different values. Women conduct the majority of reproductive work, which is frequently unpaid and undervalued.

Gender Division of Labour Tool						
	Women/ Girls	Time (Hours Per Day and Seasonal Variation)	Activity Location	Men/Boys	Time (Hours Per Day and Seasonal Variation)	Activity Location
<b>Reproductive/care activities</b> - care of children and elderly or sick family members - subsistence farming - household food collection, preparation and cooking - water collection - fuel wood collection - fodder collection and care of livestock - washing clothes, cleaning and repair - other						

<sup>20</sup> Moser (1993)

Gender Division of Labour Tool						
	Women/ Girls	Time (Hours Per Day and Seasonal Variation)	Activity Location	Men/Boys	Time (Hours Per Day and Seasonal Variation)	Activity Location
<b>Productive activities</b> - fishing - cash crops (producing food other than for household use) - selling goods at market or from the home - formal (paid) employment - informal income- generating activities such as paid labour and services - other						
<b>Community (or            socio-political)            activities</b> - maintenance of community infrastructure (such as water resources or education facilities) - participation in community meetings - political organising - community event organising (such as cultural or religious ceremonies and celebrations) - other						



## B. Access and Control Profile

When developing the access and control profile, companies should keep in mind that:

- access to a resource means that someone can use that resource; and
- control is the power to decide how a resource is used and who can use it. The person who controls a resource can decide, for example, if it can be sold.<sup>21</sup>

A series of facilitated discussions with members of the community that focuses on understanding the perspectives of women should first identify assets and resources in the community, and then explore who accesses and controls these assets and resources. The resources that GREM may want to access, such as land, water or labour, should also be identified, along with who from the community would benefit from this access. The following questions are designed to guide the discussions with members of the community:

- What resources do men/women require to fulfil their roles and responsibilities?
- Who has access to these resources — for example, exclusively women or men; mainly women or men; or women and men equally?
- How is the project likely to affect women's/men's access to and control over these assets and resources? (e.g., access to water, access to community infrastructure, ecosystem services, social services, etc).

ACCESS AND CONTROL PROFILE <sup>22</sup>				
	Access		Control	
	Women	Men	Women	Men
Community and/or household resources - land (field, forest) - water - equipment - community infrastructure -schools - labour - cash - bank accounts - reproductive health services - social services - legal services -ecosystem services (i.e., many and varied benefits to humans provided by the natural environment and healthy ecosystems) - income for essential family needs - compensation - decision-making authority - other non-cash assets - opportunities for education/knowledge-				

<sup>21</sup> The access and control profile should also identify which (if any) institutions control or mediate access to community resources — for example, land user groups or government departments — in addition to individual men or women.

<sup>22</sup> This tool is adapted from Harvard Analytical Framework (in March et.al.,2005)

<b>ACCESS AND CONTROL PROFILE<sup>22</sup></b>				
	<b>Access</b>		<b>Control</b>	
	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>
building - other				

### C. Participation in decision-making processes

The template can be adapted depending on how it is being used. This could be used, for instance, to guide discussions about who makes decisions in households and the community, who is excluded and why, and how those who are typically excluded or marginalized from community decision-making processes can be included. It could also be included in household surveys if used in a facilitated group setting. As such, companies/ developers should develop strategies to address barriers to women’s participation. This analysis can inform the design of company-community consultation, engagement and decision-making plans. It can also guide decisions related to compensation payments and livelihood restoration programs. Additionally, it should influence the way a company upholds its commitments to Free, Prior, and Informed Consent. According to this principle, project developers are obligated to facilitate community participation in decision-making throughout the project's lifespan. Communities should have the opportunity to provide or withhold their consent at each phase of project development, especially when alterations to the project design carry potential impacts on the communities (Oxfam, 2017).

<b>PARTICIPATION IN DECISION-MAKING PROCESSES<sup>23</sup></b>		
<b>Assessment level</b>	<b>Guiding questions</b>	<b>Responses</b>
<b>Household</b>	<ul style="list-style-type: none"> <li>• Which decisions are made at the household level?</li> <li>• Who makes these decisions? Who has the power to make these decisions? Men or women?</li> <li>• Who influences the choices made in these decisions? Men or women?</li> <li>• Who benefits from these decisions and how? Men or women?</li> <li>• Who misses out? What effect does that have?</li> </ul>	

<sup>23</sup> This tool is adapted from Oxfam (2017).

<b>PARTICIPATION IN DECISION-MAKING PROCESSES<sup>23</sup></b>		
<b>Assessment level</b>	<b>Guiding questions</b>	<b>Responses</b>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Which decisions are made at the community level?</li> <li>• What issues are women responsible for making decisions about?</li> <li>• How are these decisions made?</li> <li>• Are there issues women are not able to make decisions about? Who makes these decisions?</li> <li>• If women (or some women, such as young women) are excluded from decision-making processes, or if they are only able to participate in certain ways, why is this so?</li> </ul>	
<b>Company/ Developer/ Management Team</b>	<ul style="list-style-type: none"> <li>• What types and degrees of participation exist for women and men in the activities of the project and in the institution?</li> <li>• How would women like to be involved in company - community decision-making processes?</li> <li>• What barriers might need to be overcome to enable women to participate in company-community decision-making processes?</li> </ul>	

#### D. Vulnerability and Impact Assessment Matrix

This tool<sup>24</sup> assists in identifying the most vulnerable sub-group. With participatory approach, it helps individuals facing social marginalization or exclusion in expressing their vulnerabilities and specifying the support they deem essential to enhance their capacity and agency. It serves to inform how to address the potential negative the impacts of the project and how the project can reduce the vulnerabilities and enhance the capacity of affected sub-groups. Guiding questions that can be addressed, such as:

- Who (men/women) will be affected by the project? Who are the most vulnerable sub-groups? Which men/which women?
- How will the project affect women and men within the project and in the community?
- In what ways could the project unintentionally contribute to exacerbating existing gender inequality, discrimination, GBV, VAC, and other harmful practices?
- What measures should the project implement to mitigate the identified risks or unintended negative impacts (i.e., GBV, VAC, livelihood loss) on women and other vulnerable (sub-)groups?

	Sub-groups										
	Women/ Girls	Men/ Boys	Elderly Women	Elderly Men	Poor	Disabled	Single mothers	Widows/Female head of households	Female workers	Male workers	Indigenous females
<b>Vulnerabilities</b>											
<b>Capacities/Potentials</b>											
<b>Project's Potential Positive Impacts/ Benefits</b>											

<sup>24</sup> Adapted from CARE (2014) and March, et.al (2005).

	Sub-groups										
	Women/ Girls	Men/ Boys	Elderly Women	Elderly Men	Poor	Disabled	Single mothers	Widows/Female head of households	Female workers	Male workers	Indigenous females
<b>Project's Potential Negative Impacts<sup>25</sup></b>											
<b>Potential mitigation measures</b>											
<b>GBV and VAC related risks</b>											
<b>Potential mitigation measures related to GBV and VAC</b>											

<sup>25</sup> The potential impacts can be related to and categorized under 4 focus areas: changes in land and natural resource use, changes to employment and economic patterns, and changes to environment and health, including GBV and VAC (ESMAP, 2019).

## Annex 2 Gender Analysis Matrix

The gender analysis matrix<sup>26</sup> provided below can assist in utilizing the findings of the analysis to formulate gender equality objectives, outcomes, outputs, and activities, which are linked to the overall development objectives. It serves as a tool for developing a robust rationale for the gender action plan based on the results of the gender analysis.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Gender Analysis					Gender Action Plan		
Project Objectives	Background: Gender Dimensions in the Project Area	Gender Issues	Institutional Causes	External Causes	Gender Objectives & Outcomes	Gender Outputs	Activities
<i>Provide the objectives stated in the project appraisal document</i>	<i>Provide a summary of the gender dimensions in the project area by addressing these questions: What is the current situation in the project area regarding gender? What are the implications of the present situation for the project objectives?</i>	<i>Provide a list of the main gender issues and gaps identified (e.g., in relation to gender division of labour, access and control, participation, vulnerability of the sub-groups, and/or potential benefits and impacts/risks of the project)</i>	<i>Provide a list of the internal causes of gender issues/gaps within the company/developer</i>	<i>Provide a list of the causes of gender issues/gaps that come from the external environment of the company/developer (e.g., cultural norms)</i>	<i>Formulate the gender objectives and outcomes by addressing these questions: How can the project contribute to addressing gender issues/gaps and promoting gender equality and social inclusion to better meet the needs of women and other vulnerable (sub-)groups?<sup>27</sup></i>	<i>Formulate the outputs by considering the following questions: What are the immediate or short-term results that the project must achieve to fulfill the gender objectives and outcomes?</i>	<i>1. What measures should the project take to address identified gender gaps and issues? 2. What measures should the project implement to mitigate the identified risks or unintended negative impacts (i.e., GBV, VAC, livelihood loss) on women and other vulnerable (sub-) groups?</i>

<sup>26</sup> Adapted and modified from Gender Analysis Pathway worksheet published by Bappenas and Ministry of Women Empowerment and Child Protection. The analysis matrix is also aligned with gender equality and social inclusion procedure of PT SMI.

<sup>27</sup> Assess whether there are gender considerations and/or gender-related objectives or targets in the project appraisal document. The gender objectives and outcomes must align with the gender-related targets set forth in the project appraisal document.

## Annex 3 Gender Action Plan Template<sup>28</sup>

Gender Action Plan document shall include four pieces of information:

1. Introduction
  - Project Description/ Overview
  - Objectives of the Gender Action Plan document
  - Methodology
  - Overview of gendered impacts and opportunities of the project
  
2. Gender Analysis
  - Gender Dimensions in the Geothermal Sector and Project Area
  - Gender Analysis Matrix (see Annex 2)
  
3. Gender Action Plan (see table below)
  
4. Monitoring and Evaluation Plan (see Annex 4)

The table below provides a Gender Action Plan template, containing examples of outputs and indicators for developers.<sup>29</sup>

<b>Outcomes/Outputs</b>	<b>Indicator</b>	<b>Units of measurement</b>	<b>Baseline</b>	<b>Target</b>	<b>Timeline</b>	<b>Means of Verification</b>	<b>Responsibility</b>	<b>Budget allocation/ Budget Source</b>
<i>Outcomes/Outputs: Write outcomes or outputs statement here. An outcome or output</i>	<i>Outline the indicators here (Note: A good indicator should</i>	<i>Add here the units of measure</i>	<i>Outline the baseline here.</i>	<i>Outline the targets here.</i>	<i>This is the place where the project</i>	<i>Add here the sources of information from which the targets</i>	<i>Highlight here who will be responsible for ensuring the achievement of targets, as outlined in</i>	<i>Add here the budget allocation for</i>

<sup>28</sup> This template is adapted from Sosa (2020), GIZ (n.d), and ADB (2013). An example of GAP from ADB’s geothermal project can be found [here](#) and other projects’ GAP can be found [here](#). See also an example of GIZ-GCF’s program [here](#).

<sup>29</sup> Outputs and indicators provided in this template can be modified based on the gender analysis findings. However, it is important that the indicators in GAP align with gender-related indicators for GREM outlined in the PAD. These include the percentage of women employed locally at site in technical roles and gender-informed geothermal workplace health and safety procedures in place.



<b>Outcomes/Outputs</b>	<b>Indicator</b>	<b>Units of measurement</b>	<b>Baseline</b>	<b>Target</b>	<b>Timeline</b>	<b>Means of Verification</b>	<b>Responsibility</b>	<b>Budget allocation/ Budget Source</b>
<i>statement highlights what the project intends to achieve in the short term due to the project activities.</i>	<i>be able to measure the quantity, quality, and timeliness of products (goods or services) that are the result of an activity, project, or program.</i>	<i>ment in which the indicator will be calculated.</i>			<i>team inserts the timeline for each of the indicators /targets.</i>	<i>will be monitored.</i>	<i>the indicator and targets column.</i>	<i>implementation and the budget sources.</i>
<b><i>Increased and enhanced women's participation during the project design phase</i></b>								
<i>Output 1.1 Participation of women in project consultations increased</i>	<i>% of women who participate in the consultations</i>	.....	.....	.....	.....	.....	.....	.....
<i>Output 1.2 Contributions from women during consultations included in project design</i>	<i>% of contributions by women during consultations included in project design</i>	.....	.....	.....	.....	.....	.....	.....
	<i>% of contributions by men during consultations</i>	.....	.....	.....	.....	.....	.....	.....

Outcomes/Outputs	Indicator	Units of measurement	Baseline	Target	Timeline	Means of Verification	Responsibility	Budget allocation/ Budget Source
	<i>included in project design</i>							
<i>Output 1.3 Consultations designed with a focus on gender equality</i>	<i># of consultations with a focus on gender equality (gender segregation, appropriate scheduling, etc.)</i>	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
<b><i>Number of women employed in the project increased</i></b>								
<i>Output 2.1: Percentage of women employed locally at site in technical roles increased</i>	<i>% of women employed locally at site in technical roles</i>	.....	.....	.....	.....	.....	.....	.....
<i>Output 2.2: Number of women employed in management positions increased, with a reduce of the gender gap in these jobs.</i>	<i># of women employed within the project in management positions</i>	.....	.....	.....	.....	.....	.....	.....
	<i># of men employed within the project in management positions</i>	.....	.....	.....	.....	.....	.....	.....
<i>Output 2.3:</i>	<i># of partnerships with schools and universities and</i>	.....	.....	.....	.....	.....	.....	.....

<b>Outcomes/Outputs</b>	<b>Indicator</b>	<b>Units of measurement</b>	<b>Baseline</b>	<b>Target</b>	<b>Timeline</b>	<b>Means of Verification</b>	<b>Responsibility</b>	<b>Budget allocation/ Budget Source</b>
<i>An internship program is designed and implemented</i>	<i>stakeholders in the area that are developing and implementing VET (Vocational Education and Training) in geothermal are implemented</i>							
	<i>% of women interns hired</i>	.....	.....	.....	.....	.....	.....	.....
	<i>% of women interns alumni who are hired as permanent employees</i>	.....	.....	.....	.....	.....	.....	.....
<i>Output 2.4 Human resources policies to encourage employment among women are adopted and implemented</i>	<i>% of job offers that explicitly invite women or incorporate inclusive recruitment criteria</i>							
.....	.....	.....	.....	.....	.....	.....	.....	.....
<b><i>Workplace health and safety procedures enhanced</i></b>								
<i>Output 3.1: Standard operating procedures (SOP) for</i>	<i># of Standard operating procedures</i>	.....	.....	.....	.....	.....	.....	.....

<b>Outcomes/Outputs</b>	<b>Indicator</b>	<b>Units of measurement</b>	<b>Baseline</b>	<b>Target</b>	<b>Timeline</b>	<b>Means of Verification</b>	<b>Responsibility</b>	<b>Budget allocation/ Budget Source</b>
<i>geothermal workplace health and safety that explicitly and equally consider the needs of men and women in place (e.g., gender-informed labor camp and office management, separate accommodation, safety gear and protective equipment)</i>	<i>(SOP) for geothermal workplace health and safety that explicitly and equally consider the needs of men and women in place</i>							
<i>Output 3.2: Separate accommodation and bathroom facilities for women provided, with reliable water supply, proper lock, and lighting</i>	<i># of toilets and sanitation facilities exclusively for women that provide reliable water supply, proper lock, and lighting</i>	.....	.....	.....	.....	.....	.....	.....
<i>Output 3.3: Safety gear and protective equipment designed for women are provided</i>	<i>% of agreements signed with contractors that explicitly set a provision of safety gear and protective equipment designed for women.</i>							

Outcomes/Outputs	Indicator	Units of measurement	Baseline	Target	Timeline	Means of Verification	Responsibility	Budget allocation/ Budget Source
<i>Output 3.4: Measures to avoid the transmission of HIV/AIDS implemented</i>	<i># of mandatory training for employees and contractors</i>	.....	.....	.....	.....	.....	.....	.....
	<i># of inclusive campaigns for local community</i>	.....	.....	.....	.....	.....	.....	.....
<i>Output 3.5: GBV and VAC, including SEA/SH, policies designed and implemented</i>	<i># of Standard Operating Procedures (SOP) for GBV &amp; VAC Risk Mitigation Plan developed and implemented</i>	.....	.....	.....	.....	.....	.....	.....
	<i># of Codes of Conduct designed and signed by employees, contractors, and consultants</i>	.....	.....	.....	.....	.....	.....	.....
	<i># of employee surveys taken to identify and evaluate the incidences of sexual harassment and GBV</i>	.....	.....	.....	.....	.....	.....	.....
	<i># of training on GBV, including</i>	.....	.....	.....	.....	.....	.....	.....

Outcomes/Outputs	Indicator	Units of measurement	Baseline	Target	Timeline	Means of Verification	Responsibility	Budget allocation/ Budget Source
	<i>SEA/SH, awareness and prevention provided to all employees</i>							
	<i># of GRM for gender discrimination and GBV cases established</i>	.....	.....	.....	.....	.....	.....	.....
<i>Output 3.6: Safe transportation for women who need to commute from and to their villages is provided</i>	<i># of transportation for women who need to commute from and to their villages is provided</i>							
.....	.....	.....	.....	.....	.....	.....	.....	.....
<b><i>Institutional capacity of developers strengthened</i></b>								
<i>Output 4.1: Inclusive procurement regulations and practices set up and implemented</i>	<i># of bidders that are women-headed firms</i>							
<i>Output 4.2: Gender training for project staff</i>	<i># of training on gender mainstreaming in the project delivered to all staff</i>							
		.....	.....	.....	.....	.....	.....	.....

<b>Outcomes/Outputs</b>	<b>Indicator</b>	<b>Units of measurement</b>	<b>Baseline</b>	<b>Target</b>	<b>Timeline</b>	<b>Means of Verification</b>	<b>Responsibility</b>	<b>Budget allocation/ Budget Source</b>
<i>Output 4.3: Inclusive gender training implemented, targeting male and female staff</i>	<i>% of male staff participating in training on gender;</i>	.....	.....	.....	.....	.....	.....	.....
	<i>% of female staff participating in the training on gender</i>	.....	.....	.....	.....	.....	.....	.....
<i>Output 4.4: A gender specialist and gender focal points are engaged</i>	<i>Gender specialist hired by developers</i>	.....	.....	.....	.....	.....	.....	.....
	<i># of gender focal points appointed within developers</i>	.....	.....	.....	.....	.....	.....	.....
<i>Output 4.5: A mechanism/ program to provide bid-readiness support for women majority-owned firms and small businesses designed and implemented</i>	<i># of mechanism/ program to provide bid-readiness support for women majority-owned firms and small businesses designed and implemented</i>	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
<b>Output 5: Community development strategy enhanced</b>								
<i>Output 5.1: Gender-responsive community development strategy designed and implemented</i>	<i># of community development program focusing on women's livelihoods</i>	.....	.....	.....	.....	.....	.....	.....

<b>Outcomes/Outputs</b>	<b>Indicator</b>	<b>Units of measurement</b>	<b>Baseline</b>	<b>Target</b>	<b>Timeline</b>	<b>Means of Verification</b>	<b>Responsibility</b>	<b>Budget allocation/ Budget Source</b>
	<i>designed and implemented</i>							
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....



## Annex 4 Monitoring and Evaluation Plan Template

Activity	Level of indicator	Indicators	Units of measurement	Frequency	Baseline	Target			Important assumptions (risk and external factors)	Data Collection Methods	Who will carry out data collection and processing
						Year 1	Year 2	Year 3			