

# A MECS Approach to Gender, Inclusivity and Leave No One Behind (GILNOB)

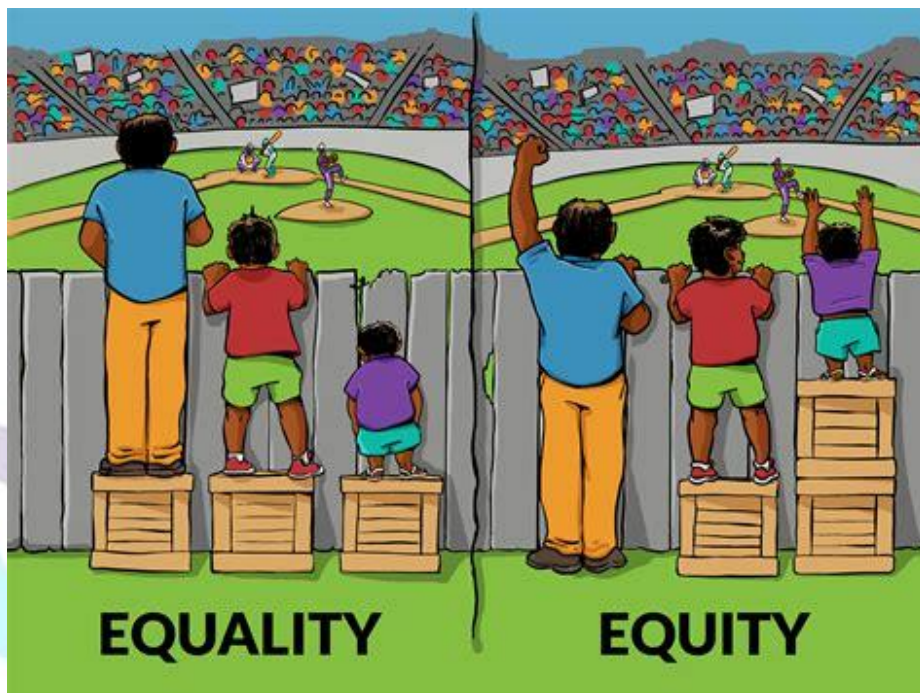


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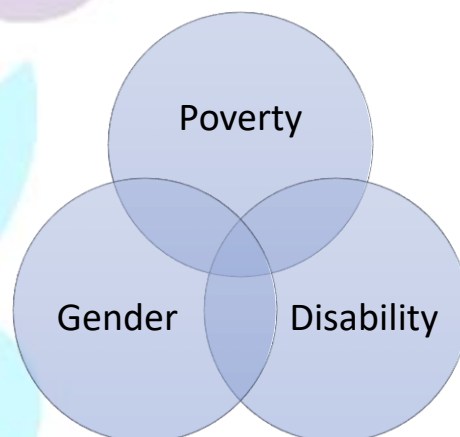
## Introduction

Many development programmes have separate strategies for gender, poverty, disability and leave no one behind. With the adoption of the 2030 Agenda for Sustainable Development, 193 United Nations Member States pledged to ensure “no one will be left behind” and to “endeavour to reach the furthest behind first”. According to the UNDP, people get left behind when they lack the access and opportunities to participate in and benefit from development progress. All people living in poverty, and those who endure discrimination, disadvantages, and deprivations, should be considered ‘left behind’. In addressing LNOB, we need to take note of 5 factors:

- 1) **Socioeconomic status** – who is left behind based on income, education, access to education and employment, financial services and basic infrastructure like water, sanitation, and energy?
- 2) **Discrimination** – what biases do people face in their everyday lives based on any one or multiple aspects of their identity, such as their gender, ethnicity, disability, migratory status?
- 3) **Shock/fragility** – who is at risk of setbacks due to unforeseen occurrences, such as health emergencies like COVID-19, natural hazards, recessions, violence, conflict, and climate change?
- 4) **Geography** – who are isolated or marginalized within communities, and thus lacking access to infrastructure or support based on the space they inhabit?
- 5) **Governance** – how are people left behind or further disadvantaged by inequitable policies, regulations, and processes, and how are they unheard?

### Intersectionality

When we speak of people within LNOB, we need to recognize that many individuals do not *only* identify with one of the marginalized categories. Often people are doubly or triply marginalized because they belong to two or more groups. This is known as **intersectionality**. Intersectionality reinforces the view that we, as complex human beings, are defined and influenced by a multiplicity of identifying factors. Thus, many of our participants in households across our priority countries might be marginalized through a combination (or all) of the following: poverty, gender, and disability.



## MECS Values and the SDGs

At its core, the MECS programme is committed to **SDG 7: Providing affordable and clean energy to all**. All research we conduct should keep in mind the ultimate longer-term target: the inclusion of all of society by considering the following SDGs:



This is not to say that in MECS we do not engage with any of the other SDGs. Rather, we emphasize the above SDGs should form the very basis of all LNOB work that we hope to do as a programme, whilst acknowledging that other SDGs may also intersect at times.

### Our aim

The MECS programme has developed a combined vision, ensuring that the focus of the programme is not drawn towards one population at the expense of another. This document has been designed as a ‘how to’ think about gender equality, inclusion and leave no one behind throughout the MECS programme. Where possible, all data from the programme should be disaggregated by age, gender, income, disability, and geography. All research in the programme should be underpinned by the following four core aims.

**Core activity 1: Examine** – collect data and grow understanding on the contexts we’re working in through detailed contextual analyses, identify differences with respect to people’s gender, disability, income status, vulnerabilities, assets, capacities, constraints, and opportunities. Through this understanding, identify who is at risk of being left behind from developments and growth in modern energy cooking services.

**Core activity 2: Engage** – work with people around the world to change the narrative on modern energy cooking services, for the benefit of all, ensuring that we understand both the intended and unintended consequences of our actions and what the effects on people are.

**Core activity 3: Empower** – those who are currently at risk of being left behind, who may be marginalised, ignored, unseen or unable to speak for themselves should, through the MECS programme, be heard by decision makers and authority holders.

**Core activity 4: Extend** – what are the long-term outcomes of our own intervention. Have we empowered low-income households, women and people living with disabilities in sustainable ways beyond the lifetime of the MECS programme?

There are two routes into the thinking through of programme activities (based on programme outputs) and through programme phases (based on type of activity over time) (see appendices 1 and 2, respectively, for more detail on both themes and phases).

*Programme themes:* tackles the examine, engage, empower, extend agenda from a programmatic perspective. Under programme themes there are methods, processes and approaches we can use to make sure the programme is actively incorporating issues of gender equality, inclusion and LNOB into all five major work streams.

*Programme phases:* tackles the examine, engage, empower, extend agenda from an activity's perspective. Under programme phases there are indicative questions that we should be asking ourselves about our activities. Some of the questions will be relevant in each phase so the depth of data collected will grow as the programme progresses.



## Poverty and its implications within the MECS programme

If the poor apparently make “bad decisions”, they must have a good reason to do so. Poor people are often among the most vulnerable in society because they are the most exposed to a wide array of risks. Their strategy for mitigating risks involves balancing the different capitals they have, and whilst that may include economic and physical capital, it also includes social and cultural capital. From an economic point of view, their low income means they are less able to save and accumulate assets. That in turn restricts their ability to deal with a crisis when it strikes. From a social capital point of view, they may not want to adopt a new idea because it may disrupt their relationship with their fellow community, or even their own relatives.

The policy response to vulnerability must be aimed at helping poor people manage risk better by reducing and mitigating risk and lessening the impact of shocks. For those living both below and on the poverty line, vulnerability is a graver concern because any drop in income can push them into destitution. As a result, poor people are usually highly risk averse and reluctant to engage in the high-risk, high-return activities that could lift them out of poverty. Risk is an important and necessary step in taking advantage of opportunities and considering the social context and engaging in communal responses is often a way forward (e.g. group solidarity on micro-credit schemes). Extreme poverty deprives people of almost all means of managing risk by themselves.

The social and physical environment, including infrastructure, rules, and social norms, exerts a powerful influence on the decisions we make. What we easily forget is that this environment is very different for the poor than for the rest of us. The richer you are, the less you have to take care of the basic constituents of your life (access to modern energy, clean water, immunizations) because everything is taken care of for you, and the less you have to be concerned about what your neighbours and relatives think of you. While the poor must be responsible for every aspect of their lives, if the rich make no decisions and let the status quo remain, they are likely to be largely on a track that they can live with. For most of the poor, if they do nothing (do not adopt a new technology/idea), they are on a track that may threaten their livelihoods in the short or long term.

Change depends on the choices made and choice is not costless. It demands time, mental energy (to gather and process information), and emotional energy (to exercise the self-control that is necessary to take the healthiest choice), as well as having the economic and physical resources (infrastructure) in place. Because the poor need to make choices all the time, they may avoid making choices that are not vital.

Making a service available is not necessarily sufficient to prompt action. The recommendations of the government, your doctor, your employer, or your child’s teacher can have a powerful influence in your decisions (even if you do not fully understand the reason for the recommendation) *if you have reason to trust them*. Defaults (the easier way to act), created by regulations (for example when it is forbidden to burn firewood in a city), infrastructure (tap water), small barriers (taxes to polluting fuels like kerosene), information, subsidies, or trust naturally direct our choices.

A policy that aims to make it easier and more automatic to acquire the basic elements of a healthy and productive life through better infrastructure and carefully designed defaults, promotes meaningful freedom. The solution is not always to give more options, **but to reduce the need to make difficult choices**. If



households have no “insurance” against a shock or failure, they may decide to run their lives as conservatively as possible to smooth out the impact of those shocks. They may choose to stick with known technologies (open fire) rather than try something new (stove or fuel), even if they believe that on average there are great potential gains from these new technologies. They may therefore display less risk-taking behaviour regarding avoidable risks (buying an appliance or transitioning to a new energy/fuel source) even though their risk preferences may not differ from those who are less exposed to background risks. Those who can insure their consumption against income shocks (or have a government/environment that protect them from such shocks through, for example access to health services or a minimum income), can take advantage of the more profitable opportunities and possibly rise out of poverty, while others are stuck with low returns and low risk activities, trapping them into poverty.

People living in poverty have a different approach to new ideas depending in how much risk they can take when making changes in their lives. Any change can potentially be positive or negative and our external circumstances amplify or reduce these outcomes. Decision making is a process influenced by your level of vulnerability (assets, human resources, external circumstances), the knowledge you have, how prepared you are for any possible adversity and what would happen in case of failure. People living in poverty have little or no assets, limited human resources, limited access to information (we tend to forget that to be informed requires time investment that you may not have), so they heavily rely on external circumstances like community support, your own networks, incentives, communication campaigns and government aid.

**If you only reach those that are already ready to take your ideas, technology, proposals, you are leaving the more vulnerable behind.** Those who are currently at risk of being left behind, who may be marginalised, ignored, unseen or unable to speak for themselves should, through the MECS programme, be heard.

### *How to avoid discrimination for poverty?*

Putting in place mechanisms to ensure access to activities, incentives, awareness campaigns, etc to those living in poverty that are not being reached by normal channels. Groups particularly likely to be living on poverty are single mother families, widows, and some ethnicities.

### **Ask yourself...**

- What is the risk you are asking them to take?
- How much time would they need to invest in learning to use the new technology?
- How much is the investment in relation to their income?
- How can you lower the perceived risk?
- How can we help create an enabling environment?
- Who else can take the risks identified by the users?
- What measures are you taking to ensure that you are been inclusive, and you are considering people’s economic constrains?
- Who has the incentive to act? So, who should be paying?

### **Always consider...**

- Three principles to keep in mind: **be realistic, keep it simple and focus on what is important.**

- Understand that households mitigate risk through diversification (stacking of stoves and fuels).
- We focus more on things that need to be done tomorrow than on things that will be beneficial in the future (like a stove that will reduce exposure to air pollution).
- Costs (stove, fuel) are very visible but usually benefits (health, environment) are invisible.
- Information is important but it is more important to reduce the risk (for example making sure the technology is good quality and the user can return it if not completely satisfied) at least at the beginning of the adoption process.
- We all have some personal behavioural bias: short memory (we tend to forget past uncomfortable experiences, like burnings and minor accidents), tendency to be overconfident (we tend to think that whatever the risk, it is not going to happen to us).
- Risk management depends on incentives, information, personal behaviour, resources, and uncertainties (large fluctuations in income are common for poor people).



## Unpacking and integrating Gender analysis in MECS programmes

As a research programme with an objective to change the narrative around cooking energy use in developing countries, MECS is well-positioned to identify and highlight the gender-based disparities within the energy sector. In most countries, energy policies are predominantly ‘gender-blind’ and do not explicitly acknowledge gender-based differences in energy needs and demand. From this perspective, MECS could contribute to raising awareness, influencing policies, empowering end-users, and changing public attitude. However, any effort in this area should start with a deeper understanding of the gender norms that shape relationships, behaviours, attitudes, and individuals’ capability to act. Such understanding would allow the project team to develop contextually relevant programmes, and to take the necessary steps to ensure projects are designed to reduce (and not exacerbate) gender-based inequalities.

Although there are many ways to establish knowledge and achieve those objectives, in this document, we suggest three interconnected steps researchers can take. These steps can be embedded as part of other ongoing activities under MECS Programme (e.g. context analysis, cooking diaries, focus group discussions, kitchen laboratory and others):

- Make a thoughtful effort to observe and understand the gender norms that govern relationships within the communities you are working with;
- Pay attention to how these norms interact with other forms of social identities (age, socioeconomic status, and other demographic characteristics); and
- In your analysis and reporting, reflect on how these norms affect or influence social dynamics and energy use (e.g. household decision-making). For example, do these norms seem to have more effect on some groups than others? In what ways is your project interacting with these norms? What impact is your intervention having on the existing gender-based disparities?

### *What we mean by gender norms and why we should care about it:*

Gender norms are the spoken and unspoken rules about women and men’s acceptable behaviours—how they should act, behave, and even think/feel. Gender norms are often context-specific and deeply ingrained in societies. Within the MECS programme, understanding gender norms, particularly in relation to energy use and demand, is important because norms shape individuals’ attitudes, opportunities, experiences, and behaviours. Establishing an explanation about people’s behaviour and preference could help researchers to design effective and appropriate gender-transformative programmes. It is also important to keep in mind that norms do change and transform. Sometimes change happens with the help of policies, other times due to technological innovations or because individuals decided to challenge existing norms. Sometimes, change occurs due to a combination of these factors and more. Having some understanding of when and how change happens, and which aspects of the norm is open for change and negotiation is also important for developing a context relevant project and plan for impact.

### *How gender norms intersect with other social identities and why we should care:*

Another important way to include and analyse gender relations within your project is to observe how it interacts with other variables resulting in a different effect on behaviour and attitudes and capability to act.



Gender operates within ethnicity, indigenous status, social status, sexuality, geography, socioeconomic status, education, age, disability/ability, migration status, and religion. Similarly, depending on their socioeconomic status or age group or lifestyle, men and women are affected differently by the prevailing gender norms. For instance, in some communities, low-income families prioritise their sons' education over their daughters because sons have perceived or actual better earnings prospects. At times, financially well-off households are better placed to defy certain norms.

In this regard, an intersectional approach could be useful in three ways: (1) When setting project priorities and designs to consider what is appropriate and sensitive to the context; (2) To observe how your project interventions and research activities are affecting different groups differently; (3) To leverage on variations in outcomes, determine users need and develop more inclusive research and solutions.

### Keep in mind...

- Before beginning a study or project, make a conscious effort to understand how gender norms operate in the communities you work with.
- Seek advice and learn from the community on why things are the way they are. Engage in formal and informal conversations and listen closely.
- Look for ways to capture a deeper understanding of the prevailing values, attitudes, and preferences of the people you speak and work with.
- Ask questions even if they seem to have obvious answers. Do not assume you know the answers to a given question.
- Be aware that gender relationships and people's lived experiences as well as degree of agency are never as clear cut as you might think.
- Make a conscious effort to be more inclusive of whom you talk to and engage with through your project. For example, seek to include not only men and women, but also men and women from different socioeconomic backgrounds, age groups, and other social differentiations relevant in the community.
- Different communities are affected and respond to interventions differently; therefore, it is important to observe and make an informed judgement if and how your intervention could affect existing gender-based norms and relations.
- Make plans and take actions (where necessary) to ensure interventions would not exacerbate inequalities or cause a problem to some members of the community you have engaged through the project.

## Understandings of Disability and incorporating it in MECS programmes

Around 1 billion people in the world live with some form of disability – that’s around 15 per cent of the world’s population. Of these, around 80 per cent live in low-income contexts across the Global South, and according to the WHO, this figure is expected to increase in the years to come as increasing ageing populations are more vulnerable to age-related disability, as are those who have chronic health conditions. People living with disabilities are often further marginalised and access to energy is disproportionately lower in households of people with disabilities. “Negative imagery and language, stereotypes, and stigma – with deep historic roots – persist for people with disabilities around the world (WHO, 2011: 6).

Cultural context and environment are crucial in considering disability and how people with disabilities (PWD) are either incorporated into society or excluded. The lived experience of PWD is not the same across all spaces. In some contexts, PWD are fully incorporated, cared for, or considered in communities; in others, they are further marginalized or disregarded. Thus, attitudes towards PWD may differ. As researchers, we need to better understand cultural context of PWD, and that the lived experience vastly differs not only from developed to developing, but from country to country, from one culture to the next, from one household to the other. We need to question whether we are engaging in ongoing paternalism: are we continuing to impose a Global North narrative of disability onto the Global South?

### *Addressing the research gaps*

Little research exists not only on disability across many of the MECS priority countries, but especially connecting disability to cooking and energy – how can MECS potentially contribute to filling this gap? Much of our understanding of disability remains grounded and driven by Global North epistemologies. As a programme, we need to not only pay attention to the voices of PWD, but to actively develop counter discourse by conducting research and developing research that is representative of PWD in the Global South. MECS is well placed to fill the gaps in literature on how cooking, which in itself is often a very physical process, is experienced by people with disability. Additionally, whilst we are well aware of the double burden women face, isolation and discrimination as a result of disability compounded by, often lack of access, and limited (or no) income when compared to male counterparts, puts women even further on the margins and at risk of being left behind. Additionally, broader considerations around access (to energy, electricity), decision-making, space, finance, and accessibility need to be considered in our research for just and fair modern energy transitions.

### **Inclusion in research**

By consulting with local NGOs or Disabled Persons’ Organizations (DPO), a research project could target the disability(ies) that are locally specific. A large number of PWDs, however, aren’t always members of DPOs in a number of countries. It is important to be aware of other non-profit organisations in the field, such as charities. Collaboration could result in more meaningful and inclusive research. For example, visual disabilities are extremely prevalent in some parts of Africa, and by talking to charities that work to provide access to visual aids, or local DPOs, you could find ways to develop more inclusive research methodologies.

Often energy and energy transition/efficiency policies leave PWDs behind or don't integrate their needs. More broadly, manufacturers don't design appliances for PWDs for cost reasons (which impact cost to consumer). For example, there is much debate around the problem of creating specially designed appliances, with many pushing for "universal design" (a design strategy which attempts to consider the needs and limitations of as many disabilities as possible, into everyday appliances, whilst keeping price low). However, universal design is often deeply steeped in misconceptions and misunderstandings of the concept of disability in the Global South especially and what is considered 'good design'. There are implications of both universal design versus designing for a specific disability, which need to be explored. From much of the literature, it seems that if an appliance is designed in such a way that it works well for PWD, then it works "better" for everyone. So, when writing up research, it is important to consider this alongside willingness to incorporate adaptations, as well as issues of access – access to support/infrastructure/solutions/aid.

When writing outputs or deliverables, it is worth asking for audio and visual (such as photographs, videos, audio recordings) media/material as part of the core (non-optional) deliverables. This is especially useful in producing final reports that are more accessible to wider audiences who will, likely, include PWD. This would move towards an inclusive body of findings that is accessible to the very groups we are hoping to benefit.

### *Respectful disability language*

An awareness of the appropriate language and etiquette around talking about disability is imperative. As a programme, we need to be mindful of what respectful and meaningful communication looks and sounds like. The language used to describe people with disabilities has changed over the last few years. The use of disrespectful or offensive language or terms can further isolate and exclude someone living with a disability and can result in a barrier to participation. Some guidelines are provided below in talking about disability:

- When talking to a person with a disability, use their names and appropriate titles.
- Do not make a distinction between people with disabilities and those without disabilities by using terms such as "normal" or healthy. The implication being that PWD are 'abnormal' is deeply offensive.
- Use the term **disability** and avoid offensive, outdated terms such as: handicapped, special, differently abled, special needs, victim, crippled, unfortunate, etc. Similarly, do not refer to someone with a disability as "brave" or "special".
- Avoid using the term "able-bodied" for those without a disability. The term is often used to describe someone with no obvious impairment, and this can lead to inaccuracy. Additionally, some bodies are more able than others, so the distinction becomes vague.
- Avoid using the collective term "the disabled" – people with disabilities should not be categorised into a single group.
- Always use positive language – never ask "What's wrong with you?"! Equally, saying "You cope so well" or "You're so brave" is dismissive and not appropriate in the implication that the person's disability is a struggle.
- Terms to avoid and appropriate, sensitive alternatives can be found [here](#).


## Going forward

- Begin the conversation with Country Partners
- Become aware of and engage with local DPOs, Disability NPOs or NGOs, charities, etc.
- Build inclusive research designs and instruments that not only include PWDs as participants, but also asking for their input throughout the design and writing stages.
- Familiarise yourself with any disabilities that are more prevalent in the region/country where you are conducting research. Consider which disabilities you are looking at – a specific (for example, visual) or general/all disabilities? It's important to understand each participant's disability – disability is not uniform so experience will not be the same. A woman with a vision impairment will have a different approach to someone who is deaf, for example, and who might not need any adaptations at all.
- Have you considered what assistive technology or support might be required for conducting research that includes people living with disabilities (for example, perhaps a different appliance?)
- How do you plan to capture and then report on findings in ways that would be accessible to PWD? This is also for when you're writing outputs or deliverables, it is worth asking for audio and visual (such as photographs, videos, audio recordings) media/material as part of the core (non-optional) deliverables. This is especially useful in producing final reports that are more accessible to wider audiences who will, likely, include PWD. This would move towards an inclusive body of findings that is accessible to the very groups we are hoping to benefit.
- If you could talk to family members from the household who use the same kitchen and appliances, that would be great – to understand their experiences, too (for example, how do all people doing the cooking in the household experience adapted kitchens, what works best, etc). Remember, we can also learn from those who live with PWD.
- In **some** spaces there can be the misguided taboo that dishes cooked by PWD are tainted. Be aware of these cultural beliefs *if* they exist and be sensitive to them. It is important to take note of them.
- If you do go to homes and speak to family members, be prepared to be faced with resistance. Some families might shut down questions, or alternatively try answer for their relative with disabilities. Remember to respectfully remind the family member that we would really like to hear from "XX" [first name of PWD] and readdress questions to him/her. This might also happen in any focus groups. Again, emphasise that you want to hear from them directly in their own voice.

## Ask yourself...

- Are there any actors – disability advocacy groups, DPO, charities – MECS can partner up with, or consult with? They may have already done some initial research that may be useful to Country Partners. Additionally, these DPOs might have good data on the current disability landscape that may be of use. However, remain engaged and be conscious of who runs these DPOs – are they, themselves, representative and truly listening to PWDs?
- Is it possible for me to draw on the expertise of/learn from those who live with disabilities in the country I'm working in?
- Does my research design allow for the collection of disaggregated data on disability?

- Have I familiarised myself with any disabilities that are more prevalent in the region/country where we are conducting research?
- Have I considered what assistive technology or social support might be required?
- How can we, as researchers and as a programme, create an inclusive environment?
- Have I considered and included disability within written outputs?
- Have I considered any additional ethics around disability in my research and country of choice? (Each country may have its own set of ethics which need to be considered.)



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## Appendix 1: Programme Themes

### 1. Understanding transition pathways to MECS

- *Incorporate a gender inequality, inclusion and LNOB lens into the analysis of driving factors for transition. Transition pathways are not the same for everyone, however. How are we approaching transitions for women, people living with disabilities, the impoverished or marginalised?*
- *Assess and understand the implications of the differences and build that learning into policy intervention and country specific action plans. What baseline knowledge do we have of the cultural context and space we are working in? Are we aware of how gender roles and disability are defined or understood...what are the “social understandings” or constructs in each of the contexts we do research in? What structural barriers are in place in terms of addressing and realizing rights?*

### 2. Technology & business innovations experiments

- *Conduct a detailed context analysis in each country, identifying differences between groups of people because of characteristics such as gender, disability, age, income, geography (urban/rural) and tenure, in relation to their vulnerabilities, assets, capacities, constraints and opportunities for modern energy cooking.*
- *Understand the implications of the differences and build this learning into the work the programme is doing on innovations and business models*
- *Create a challenge fund competition specifically aimed at encouraging female applicants, applications from people with disabilities, solutions for reaching the poorest. Are we critically examining past work in order to better adapt future research/fund competitions?*

### 3. Global data tracking

- *MTF indicators are being designed to track the effect of change for women – this is linked to questions under phase 3 of the programme phases - What opportunities is clean cooking really offering? Are we hearing the voices of low-income households, women and people living with disabilities? Whilst our work might offer opportunities, do they inadvertently create. Are we hearing their voices, or hearing what we want to?*

### 4. Experiments of scaled up TToC for MECS

- *Conduct ongoing context analysis in each country, identifying and understanding the effects of MECS – this is lined to questions under phase 3 of the programme phases - What opportunities is clean cooking really offering and are there constraints to participation in the growth and benefits of MECS through gender, social norms, accessibility etc. Are the opportunities on offer reflective of what communities want or truly need?*

### 5. Changing the narrative

- *Aim for all programme outputs to have at least some thinking on the gender equality, inclusion and the LNOB agenda. Make sure that accessibility constraints are removed from programme outputs wherever possible (e.g. translate outputs, have easy to access versions, tailor the content to different audiences etc). Additionally, have we made our outputs accessible to PWD?*



## Appendix 2: Programme Phases

### 1. Studies, R&D, supporting innovations, developing models

- *How to ensure safe cooking for all – women, children, people with disabilities, elderly?*
- *How to ensure affordability – products and/or mechanisms to make clean cooking affordable?*
- *How are we tracking unintended consequences (positive or negative e.g. effects on social/gender norms) – who is affected and who could be affected?*
- *How to ensure people are properly involved/engaged with our work (i.e. not just passive recipients)?*
- *Capture knowledge and data on intra household dynamics (behaviours, preferences, decision making etc)?*
- *Are there constraints to participation (through gender, social norms, accessibility etc) in any aspects of our work (the R&D, the use of products, purchasing power, decision making etc)?*
- *Do we work with/target everyone the same or differently?*

### 2. Piloting, testing, experimenting

- *How to ensure a good ‘clean cooking’ experience for all?*
- *How to ensure affordability – products or mechanisms to make clean cooking affordable?*
- *How are we tracking unintended consequences (positive or negative e.g. effects on social/gender norms) – who is affected and who could be affected?*
- *How to ensure people are properly involved/engaged with our work (i.e. not just passive recipients)?*
- *Capture knowledge and data on intra household dynamics (behaviours, preferences, decision making etc)?*
- *Are there any constraints to participation (through gender, social norms, accessibility etc) in any aspects of our work (the R&D, the use of products, purchasing power, decision making etc)*
- *Do we work with/target everyone the same, separately, differently?*
- *What opportunities is clean cooking really offering? (data supported) – at what risks? (e.g. are women involved in less desirable/or less economically advantageous aspects of the value chain?)*

### 3. Scaling up, pushing results into practice, market ready innovations, MECS into energy policies/planning & programmes

- *What assumptions can we test – supported by data? e.g. how much time is saved by modern energy cooking, is women’s unpaid care burden reduced, have household dynamics changed and how, what is the social acceptability of clean cooking?*
- *What opportunities is clean cooking really offering? (data supported) – at what risks? (e.g. are women involved in less desirable/or less economically advantageous aspects of the value chain)?*
- *Are there constraints to participation (through gender, social norms, accessibility etc) in any aspects of our work (the R&D, the use of products, purchasing power, decision making etc)?*
- *Do we work with/target everyone the same or differently?*