GUIDE ON GENDER MAINSTREAMING

BUSINESS, INVESTMENT AND TECHNOLOGY SERVICES FOR PRIVATE SECTOR DEVELOPMENT

UNITED NATIONS
INDUSTRIAL DEVELOPMENT ORGANIZATION

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CONTENTS

ACRONYMS

ABR	Agency for Business Registration
BIT	Business, Investment and Technology Services Branch
BRO	Business Registration Office
CBL	Clusters and Business Linkages Unit
CBU	Competitiveness, Business Environment and Upgrading Unit
CDP	Cluster Development Programme
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CSR	Corporate Social Responsibility
ECOSOC	UN Economic and Social Council
EU	European Union
GDI	Gender-related Development Index
GDP	Gross Domestic Product
GEEW	Gender Equality and Empowerment of Women
GEM	Gender Empowerment Measure
GGI	Global Gender Gap Index
GII	Gender Inequality Index
GMSC	Gender Mainstreaming Steering Committee
HDI	Human Development Index
IANWGE	Inter-Agency Network on Women and Gender Equality
ICT	Information and Communication Technology
IFC	International Finance Corporation
ILO	International Labour Organization
IMF	International Monetary Fund
ISID	Inclusive and Sustainable Industrial Development
ITPO	Investment and Technology Promotion Office
ITU	Investment and Technology Unit
IUMP	Industrial Upgrading and Modernization Programme
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
MDG	Millennium Development Goal
MSME	Micro, Small and Medium-scale Enterprise
NEET	Not in Education, Employment or Training
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
OSAGI	Office of the Special Adviser to the Secretary-General on Gender Issues and Advancement of Women
PIC	Caracol Industrial Park

PSD	Private Sector Development
R&D	Research and Development
SDG	Sustainable Development Goal
SSDP	Sustainable Supplier Development Programme
STEM	Science, Technology, Engineering and Mathematics
TOR	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNIDO	United Nations Industrial Development Organization
USAID	US Agency for International Development
WEF	World Economic Forum
WEOI	Women's Economic Opportunity Index

INTRODUCTION

Purpose of this Guide

Gender equality is a goal in its own right. Moreover, it is vital to the achievement of other development goals, such as poverty reduction and environmental sustainability. Therefore, women and men must be given the opportunity to equally access, participate and benefit from development projects. In order to reduce and eliminate gender inequalities in process and outcomes, gender differences need to be considered during the entire project cycle – from design and implementation to monitoring and evaluation (M&E).

While UN Women is specifically mandated to work on women's empowerment, all United Nations agencies share responsibility for improving gender equality and thus need to understand the relevance of gender issues to fulfilling their mandate. By systematically mainstreaming gender into its Business, Investment and Technology (BIT) interventions to strengthen Private Sector Development (PSD), UNIDO is contributing to ensuring equal opportunities for women and men. This furthers UNIDO's inclusive and sustainable industrial development (ISID) agenda and contributes to the achievement of the post-2015 Sustainable Development Goals framework[1].

The aims of this guide are to:

- Explain what gender mainstreaming means for UNIDO;
- Describe how key thematic aspects of BIT/UNIDO's work relate to gender; and
- Provide practical guidance on how to systematically mainstream gender into BIT projects.

Why gender issues require attention

Considerable progress to improve gender equality has been made in recent decades, particularly in terms of girls' education. However, women are still much less likely than men to have access to, or control over, productive and natural resources. Women represent the majority of the world's poor. It is estimated that women account for 70% of people who fall below the international poverty line of US$ 1 per day. In a nutshell, women are disadvantaged due to socio-economic, legal and cultural factors. Inequalities persist in the following areas in particular:

- Women have less access to modern technologies and financial services than men;
- They receive poorer education, training and technical advice;
- Women receive lower pay for equal work; and
- They are more likely to suffer from violence and exploitation than men.

Women's experience of poverty is different from that of men, owing to structural inequalities in societies and households that restrict their ability to earn and control income. Empowered economically, they exercise greater control over their lives and can challenge the personal and social power relations that restrict their options and perpetuate their dependency. The concept of women's empowerment therefore involves agency[2], assets, opportunity and capacity, and is both a human rights issue and a development issue[3].

At the macro-economic level, the subordination of women imposes a cost on productivity and efficiency. Women's restricted access to resources, public services and productive activities diminishes the economy's capacity to grow. The exclusion of girls or boys from education limits the accumulation

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1 The Millennium Development Goals (MDGs) include a gender equality goal with targets on education, wage-employment in the non-agricultural sector and political representation; however, with the exception of primary education, progress has been slow. The SDGs recognize gender equality as an important goal in its own right (SDG 5) and also to incorporate it as a crosscutting priority in all dimensions of the sustainable development framework.

2 Agency here is used to mean "the capacity, condition, or state of acting or of exerting power"; see Merriam Webster Dictionary, on-line.

3 Bachelet, M. (2011). Closing the Gender Gaps. Making It, 4th Quarter 2011. Available at http://www.unido.org/fileadmin/user_media/Publications/Makingit/MakingIt8_web_lo.pdf

of human capital in the household and in the labor market. The World Economic Forum's Gender Gap Report shows that, worldwide, greater gender equality correlates positively with Gross Domestic Product (GDP) per capita[4], and a recent study by the McKinsey Global Institute informs that advancing women's equality can add $12 trillion to global growth[5]. According to the International Monetary Fund (IMF), in some regions up to 27 percent of GDP per capita losses are attributable to gender gaps in the labor market. Moreover, it is estimated that the vast majority of women worldwide who have the potential to contribute more fully to their national economies (812 out of 865 million) live in emerging and developing nations[6]. Research indicates that when gender equality improves, economies grow faster, fewer people remain in poverty and overall wellbeing increases. Women are important change agents. Therefore, ensuring that women are part of sustainable industrial development strategies is essential.

Despite the strong economic and ethical argument, as well as decades of research and advocacy, development interventions are still often gender blind and overlook the fact that women and men experience poverty differently. Such gender-blind development programmes have at times disadvantaged women by adding to their workload and failing to recognise their roles in childbearing and community life.

Women's roles and needs

In most contexts, the roles of women and men in societies are fairly distinct, with some overlaps as well as clear differences in the division of labour. Women's and men's roles in society can be clustered into three areas[7]:

1. Productive: Work done for payment in cash or kind
2. Reproductive: Child bearing responsibilities and domestic tasks required to guarantee the maintenance and wellbeing of all family members
3. Community management and interaction: Activities undertaken at the level of the community for its development and political organization (usually unpaid work)

Women's needs relate to the roles they perform in society. When analyzing women's needs, a distinction must be made between practical and strategic needs. Practical needs consist of the short-term, material needs generated by women's existing gender roles, e.g. as mothers and housewives, and daily living conditions. They are mostly related to income generating activities and basic services within the domestic arena, such as fetching water, collecting fuel, sanitation, transportation, credit, child care, etc.

They differ depending on the specific socio-economic conditions and do not question the existing division of labor between genders. Women's strategic needs, on the other hand, are long-term needs generated by the subordinate position that women occupy in relation to men in many places around the world. They encompass disparities in wage level, education and employment opportunities, including through entrepreneurship, as well as unequal representation in decision-making bodies.[8]

Most development projects address women's practical needs, for example through traditional employment opportunities or maternal and child health services. Such practical interventions tend to be less complex and to face less resistance than interventions addressing women's strategic needs. This is because the latter tend to challenge existing power balances between women and men.

Practical and strategic needs are interlinked: responding to short-term, practical needs can provide an entry point to addressing longer-term strategic needs. For example, starting a women's group to meet their practical need of increasing income, may improve women's economic position and participation in society.

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4   WEF (2014). Global Gender Gap Report 2014. Available at http://reports.weforum.org/global-gender-gap-report-2014/

5   McKinsey Global Institute, September 2015, available at http://www.mckinsey.com/insights/growth/How_advancing_womens_equality_can_add_12_trillion_to_global_growth.

6   Cuberes and Teignier (2012) cited in IMF (2013). Women, Work, and the Economy: Macroeconomic Gains from Gender Equity. IMF Staff Discussion Note.

7   IIRR and InterAction (2004), cited in UNIDO (2007). Working Paper No. 16 : Better access to growth – mainstreaming gender in cluster development. PSD Technical Working Paper Series. Available at http://www.unido.org/fileadmin/user_media/Services/PSD/Clusters_and_Networks/publications/maintreaming_gender_in_cluster_development.pdf

8   UNIDO (2007). Working Paper No. 16 : Better access to growth – mainstreaming gender in cluster development. PSD Technical Working Paper Series. Available at http://www.unido.org/fileadmin/user_media/Services/PSD/Clusters_and_Networks/publications/maintreaming_gender_in_cluster_development.pdf

Guide overview and target audience

This Guide aims to support UNIDO's staff and project partners, particularly BIT project teams and stakeholders working in private sector development, in applying a gender perspective to their work and to mainstream gender throughout the project cycle, thus maximizing likely impact and realising organizational commitments. The Guide may also be useful for national and local counterparts, national and international agencies, private sector partners and individual experts who work with UNIDO on private sector development.

The Guide is divided into three main sections. Following this introduction, the first Chapter provides an overview of how gender relates to Inclusive and Sustainable Industrial Development and introduces key gender concepts; the second Chapter focuses on key thematic areas relating to BIT and private sector development and outlines gender-related challenges and opportunities within these. The third Chapter presents a step-by-step approach to mainstreaming gender into BIT projects. The Annexes provide a number of tools, checklists and other instruments facilitating gender mainstreaming.

This Guide, particularly Chapters 1 to 3, is meant be read in its entirety. The tools provided in the Annexes will prove useful in the process of mainstreaming gender in project formulation, implementation and Monitoring and Evaluation (M&E). Nevertheless, due to the scope and diversity of UNIDO's BIT portfolio, the relevance and application of different parts of this Guide to individual readers may vary. Therefore, readers are encouraged to draw specifically on those sections and tools that are most relevant to their programmes and projects.

Key points to remember

- Gender equality is a goal in its own right but also vital for poverty reduction and the achievement of other development goals;

- Women's and men's roles in society differ along with their interests, needs and the challenges they face;

- Gender equality improves economic growth and wellbeing;

- This Guide supports BIT project teams in mainstreaming gender throughout the project cycle.
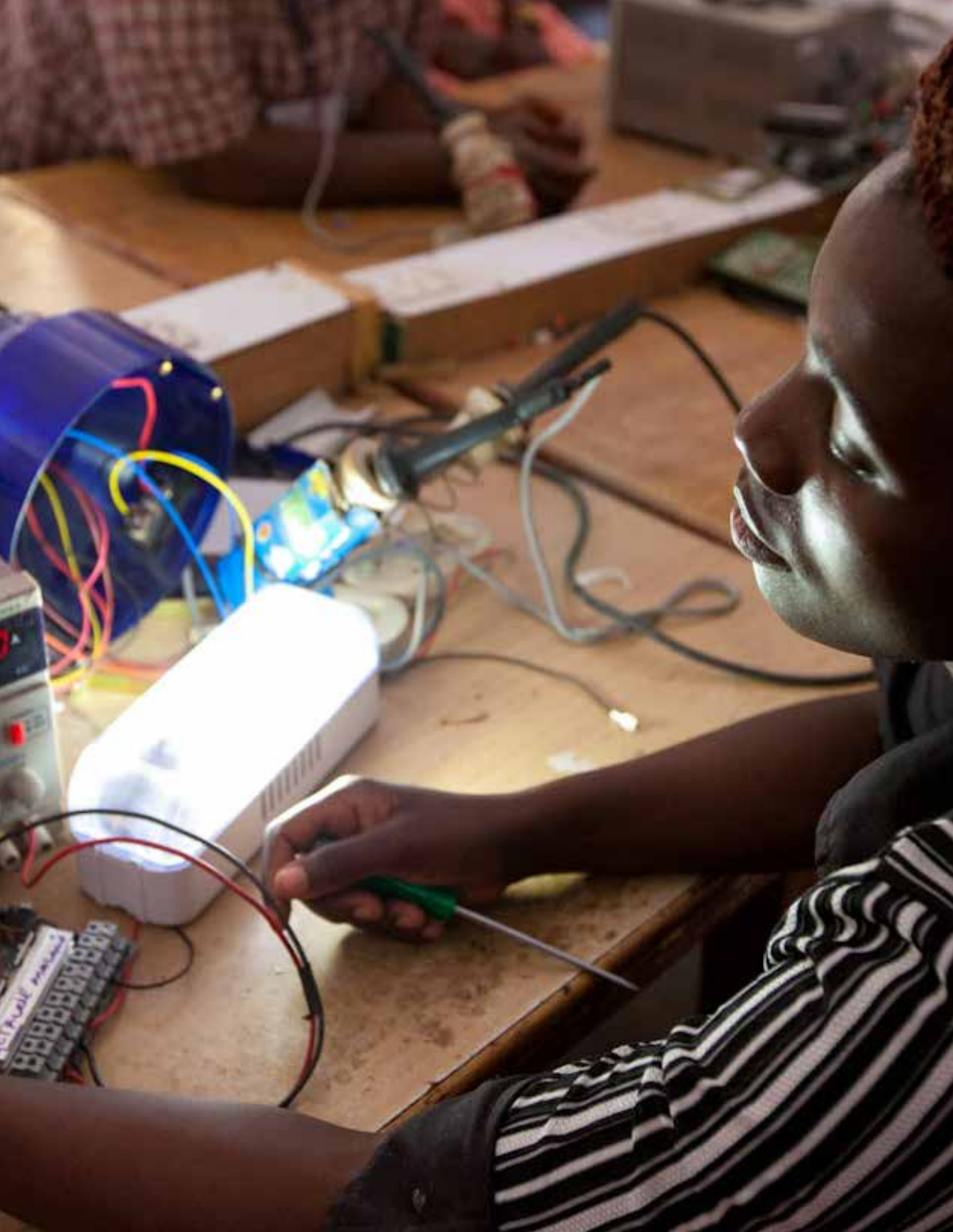
1. GENDER IN INCLUSIVE AND SUSTAINABLE INDUSTRIAL DEVELOPMENT

Gender refers to the social attributes and opportunities associated with being male or female and the relationships between women and men as well as girls and boys. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context- and time-specific and therefore changeable. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities.[9] This Chapter provides an overview of how gender relates to ISID and introduces key gender concepts.

Gender and ISID

Gender equality is widely acknowledged as a prerequisite for sustainable economic, social and environmental development. UNIDO's mandate is to promote and accelerate inclusive and sustainable industrial development in developing countries and economies in transition. This is manifested in the three pillars of ISID, which are 1) creating shared prosperity, 2) advancing economic competitiveness and 3) safeguarding the environment. UNIDO envisages a world where economic development is inclusive and sustainable and economic progress is equitable. It recognizes that gender equality and the empowerment of women have significant positive impacts on sustained economic growth and ISID, thus constituting drivers of poverty reduction and social integration.

UNIDO considers gender mainstreaming a key strategy for achieving gender equality and the empowerment of women. The Organization has formulated a Policy calling for:[10]

- A gender perspective to be reflected in UNIDO's programmes, policies and organizational practices;

- The overall goal of gender equality and the empowerment of women, particularly the economic empowerment of women, to be advanced;

- The Organization to join forces with UN as well as other public and private sector partners to deploy a diversity of experiences and expertise for the advancement of the internationally agreed development goals related to gender equality; and

- The Organization's efforts to achieve the goal of gender balance within its own structures, in particular at decision-making levels, to be accelerated.

Given women's central role in manufacturing, entrepreneurship and resource management, policies to empower women go hand in hand with efforts to foster inclusive and sustainable industrial development. As outlined in the previous Chapter, gender equality and the empowerment of women and girls are essential for economic development and the eradication of poverty and hunger, as well as for the achievement of peace and security.

Gender equality

Gender equality means creating equal opportunities for women and men by allowing them to contribute on an even footing economically, politically, socially and culturally. This means that equal value is placed on the different roles played by women and men in society and that gender is not a factor preventing anyone from reaching their full potential. Gender

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9 Adapted from definitions provided on the UN Women website. Accessed on 4 February 2015 at http://www.un.org/womenwatch/osagi/conceptsandefinitions.htm

10 UNIDO (2009). Policy on gender equality and the empowerment of women. UNIDO, Vienna. Available at http://www.unido.org/fileadmin/media/documents/pdf/UNIDO_Gender_Policy_20130130.pdf.

equality has been enshrined as a human right in a number of declarations and conventions, including the Rio+20 outcome document 'The Future We Want'[11], the Beijing Declaration and Platform for Action, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and SDG 5: Achieve gender equality and empower all women and girls. Gender equality has been defined as follows[12]:

"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, recognizing the diversity of different groups of women and men".

The achievement of gender equality and the realization of women's and girls' rights, including in inclusive and sustainable industrial development, require gender-responsive institutions, strong governance and robust accountability systems, as well as the full, equal and effective participation of women at all levels of decision-making. Gender-sensitive policies and measures that foster transformations in gender relations by addressing both the underlying and root causes of gender inequality are also critical.

Gender mainstreaming

Gender mainstreaming is a key strategy to achieving gender equality. It involves looking at the experience and interests of women and men in the development process, and re-imagining these realities in ways that challenge existing social structures and place women and men on an even footing. Gender mainstreaming goes beyond counting the number of women and men in a room and thus is not simply about achieving a gender balance. Instead, gender mainstreaming aims to address gender inequalities at the core of a project, policy or process, ultimately leading to more gender-responsive realities.

Gender mainstreaming requires a contextual analysis of the needs, interests, roles and experiences of women and men as well as the integration of specific actions to address any gender-based inequalities that may have emerged from this analysis.[13] Therefore, adding "catch-all" phrases such as "special attention will be given to women" or "gender equality activities will be considered" to policies, programmes or projects is not sufficient. Gender mainstreaming is a strategy that was formally included in the Beijing Platform for Action in 1995 and is often defined by the 1997 UN Economic and Social Council (ECOSOC) interpretation as follows:

"Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."[14]

Given existing gender gaps in employment, wages, access to productive resources and energy, etc. coupled with the productivity losses due to women's lack of empowerment, gender mainstreaming should be complemented with additional, targeted actions that promote the empowerment of women. As stipulated in the Beijing Declaration and Platform for Action, a dual approach that combines gender mainstreaming with specific affirmative measures is essential to the achievement of gender equality.

It is important to note that men are also subject to restrictive gender stereotypes about their roles and behaviour, which can limit their personal and professional life choices. For example, men tend to be underrepresented in certain sub-sectors of

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11 General Assembly resolution 66/288 adopted by the UN General Assembly in the context of the United Nations Conference on Sustainable Development in 2012 (Rio+20).

12 UN Women Website. Accessed on 1 March 2015 at http://www.un.org/womenwatch/osagi/conceptsandefinitions.htm

13 UNODC (2013). Gender mainstreaming in the work of UNODC. Available at http://www.un.org/womenwatch/directory/docs/UNODC-GuidanceNote-GenderMainstreaming.pdf

14 ECOSOC 1997/2. Available at http://www.un.org/womenwatch/osagi/pdf/ECOSOCAC1997.2.PDF

manufacturing, such as in the garment industry. There is evidence that this is not necessarily due to lacking interest in working in this industry but rather due to gender stereotyping which favors women over men.

To achieve real gender equality, both women and men must be taken into account and equal rights and opportunities supported for both women and men. It is critical to meaningfully engage and motivate both women and men to be part of any solution on gender issues, including through the empowerment of women where necessary.

Key points to remember

- Gender equality is highly relevant to the success of BIT interventions and, more generally, to inclusive and sustainable industrial development;

- Gender equality means creating equal opportunities for women and men;

- Gender mainstreaming is a key strategy to achieving gender equality;

- Women's empowerment involves additional, targeted affirmative action to address persistent gender gaps.

2. GENDER MAINSTREAMING BUSINESS, INVESTMENT AND TECHNOLOGY SERVICES FOR PRIVATE SECTOR DEVELOPMENT

This section outlines key gender-related challenges and opportunities in private sector development. It focuses on thematic areas that are particularly relevant to UNIDO's work on Business, Investment and Technology Services and outlines key gender implications. These thematic areas constitute important strategic entry points for gender mainstreaming of BIT projects. They include women entrepreneurship, legal and regulatory frameworks, industrial upgrading and modernization, investment promotion, cluster development, technology, youth, and others.

Women in Private Sector Development

The private sector has a key role in driving economic growth and job creation, and ultimately in poverty reduction. UNIDO, through its BIT Branch, supports capacity building, partnerships and the sharing of knowledge and good practices to promote private sector development in the manufacturing industries. Particular emphasis is put on improving enterprise competitiveness, mobilizing investments, and facilitating access to appropriate technologies.

Understanding women's contributions to private sector development is essential. Women can play a key role in economic life as entrepreneurs/business owners, business managers and employees. This has important impacts: On the one hand, women's participation in the private sector is critical to its development. On the other hand, women's participation in the private sector, by creating employment, generating incomes, and reducing vulnerability, improves economic development while addressing gender issues as well as gender balance. Last but not least, women's empowerment has important micro-level impacts as it significantly enhancing the socio-economic wellbeing of households, including through children's education and nutrition.

Common challenges relating to gender and private sector development (PSD) include the following, although it should be noted that there are significant contextual variations:[15]

- Differences in access to and use of services and capital for women and men;

- Lack of basic business skills and training for women;

- Lack of savings, collateral and support for women to start businesses;

- Different access to networks and social interactions conducive to business for women and men;

- Lack of organizations representing women-specific concerns and constraints in business;

- Lack of representation of women's interests by mainstream business associations, such as Chambers of Commerce;

- Lack of gender competency by PSD advocates and service providers;

- Sector segregation by gender, i.e. women or men dominating specific sectors and roles;

- Less available time for women than men for business or paid employment due to family obligations;

- Varied social and cultural role expectations for women and men; and

- Women seen as 'soft targets' for bribes.

In other words, women have different needs and face greater constraints than men when running a business, with several factors interrelating and reinforcing each other. For example, women face obstacles due to society's perception of what their role and responsibility should be. In many contexts this results in occupational segregation and limits women's participation to a range of low investment, low profit activities for local markets. While there is significant variation across countries, in many developing countries, women entrepreneurs face constraints in terms of limited access to finance, information, productive resources and education.

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15 Adapted from Castillo-Ruiz, P. (2011). Mainstreaming Gender in Compete Caribbean Projects – Project Guide. Available at http:// www.competecaribbean.org/wp-content/uploads/2013/06/MAINSTREAMING-GENDER-PROJECT-GUIDE.pdf

Moreover, the necessity to combine productive and reproductive roles affects women's economic opportunities, since it reduces their time available for productive activities. In developing countries in particular, the limited provision of welfare services, such as child-, elderly- and healthcare infrastructure for example, increases the time women spend in the care economy, thus further reducing time available for business and productive activities. Finally, household responsibilities and societal constraints may increase women's risk adverseness and may affect their self-confidence.[16]

Information is a key business resource. One the one hand, access to information can be key in facilitating women entrepreneurship and thus gender equality. On the other hand, information about women in business and employment is important to understand and address gender-specific challenges. The gender challenges in PSD listed above are linked to challenges related to the availability of gender-specific data and information for project development and management. They include, particularly at country level[17]:

- Gaps in availability of general research data on barriers and opportunities for women to start and grow their own businesses;

- Gaps in availability of sex-disaggregated information on business ownership, performance, etc. and therefore lacking information about women-owned businesses; and

- Lack of awareness, knowledge or commitment on gender and PSD by most technical units and programmes.

The World Economic Forum identified women entrepreneurs as "the way forward" at their annual meeting in 2012 with many stakeholders arguing that women entrepreneurship is essential for growth and development. Some stakeholders claim that women entrepreneurs' contribution tends to be higher than that resulting from entrepreneurial activities of men.[18]

However, despite a growing number of initiatives and resources made available to promote and develop women entrepreneurship in developing countries, women still own and manage fewer and smaller businesses than men, earn less income, see slower business growth, and are more likely to fail. Moreover, women tend to be 'necessity' entrepreneurs more than men. Key differences in entrepreneurial activity between women and men can be summarised as follows.[19]

- Different numbers of women and men entrepreneurs;

- Different motives to start or run a business;

- Different industry choices; and

- Different business performance and growth.

The case study below describes gender-specific obstacles for women in establishing and running businesses in the particular case of Viet Nam. It demonstrates that while women are underrepresented among business owners, particular of large enterprises, they are assigned management functions in a variety of firms, thus confirming that their contributions are highly valued.

16 UNIDO (2007). Working Paper No. 16 : Better access to growth – mainstreaming gender in cluster development. PSD Technical Working Paper Series. Available at http://www.unido.org/fileadmin/user_media/Services/PSD/Clusters_and_Networks/publications/maintreaming_gender_in_cluster_development.pdf

17 Adapted from Castillo-Ruiz, P. (2011). Mainstreaming Gender in Compete Caribbean Projects – Project Guide. Available at http://www.competecaribbean.org/wp-content/uploads/2013/06/MAINSTREAMING-GENDER-PROJECT-GUIDE.pdf

18 Minniti (2010, cited in Vossenberg, S. (2013). Women Entrepreneurship Promotion in Developing Countries: What explains the gender gap in entrepreneurship and how to close it? Working Paper No. 2013/08, Maastricht School of Management. http://www.msm.nl/resources/uploads/2014/02/MSM-WP2013-08.pdf

19 Adapted from Vossenberg (2013). Women Entrepreneurship Promotion in Developing Countries: What explains the gender gap in entrepreneurship and how to close it? Working Paper No. 2013/08, Maastricht School of Management. http://www.msm.nl/resources/uploads/2014/02/MSM-WP2013-08.pdf

CASE STUDY: GENDER-RELATED OBSTACLES TO VIETNAMESE WOMEN ENTREPRENEURS[20]

A 2010 UNIDO study analyzed the traditional, regulatory and other gender-based obstacles that influence Vietnamese women entrepreneurs in starting and running their businesses and identified policy implications for promoting women's entrepreneurship and gender equality in Viet Nam. The study was conducted in the wake of government reforms of the business environment to improve the legal and regulatory frameworks on gender equality, investment and enterprise with a view to tapping into women's entrepreneurial potential. It should be noted that women's roles and responsibilities in Viet Nam have been defined by two conflicting sets of values: traditional values that continue to, some extent, support the subordination of women on the one hand, and socialist ideals of the equality of citizens before the law on the other hand.

Overall, the study found that the government had been making good progress in eliminating gender-related obstacles in the legal and regulatory environment of women entrepreneurs. Nevertheless, male entrepreneurs were more highly educated than female entrepreneurs. Men also demonstrated more confidence in the adequacy of their education and skills to start a business, had more plans to expand businesses and were more willing to take investment risks than women entrepreneurs. Women considered family responsibilities as impediments to business start-up and generally felt that their gender made it more difficult for them to start and run a business.

No gender-based differences were found between men and women in terms of ownership of vehicles, buildings and bank accounts. Significant but weak gender-based differences existed in terms of registered land ownership and savings. The research did not find any significant differences in perceived gender-based bias of female and male entrepreneurs in getting collateral, entering networks, acquiring new contracts, employing workers and dealing with authorities. Nevertheless, fewer women than men worked longer than 12 hours for their enterprise. Moreover, the study revealed that women invest consistently fewer working hours once the number of children went beyond two. Significantly more women than men believed that the burden of domestic responsibilities was an impediment to business operation and expansion.

Results from a UNIDO project on business registration reforms in Viet Nam21, with funding from NORAD, SECO, UNIDO and the Viet Nam One Plan Fund, demonstrate differences between women and men in terms of female versus male business ownership on the one hand and women's participation in different types of firms on the other hand. A study of 862,000 enterprises and their subsidiary units (depicted in the charts on the next page) showed that women entrepreneurs predominantly owned businesses, such as private companies constituting a type of sole proprietorship, and one-member limited liability companies characterised by small amounts of invested capital. In other words, women mostly own specific types of small companies while not being owners of larger companies.

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20 Hampel-Milagrosa, A. (2010). Gender related Obstacles To Vietnamese Women Entrepreneurs. Technical Report, UNIDO. Available at http://www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Women_and_Youth/FMVIE09005_GOVERN_Report_final.pdf

21 Information obtained from UNIDO-MPI project on Technical Assistance to Business Registration Reforms in Viet Nam, 2015. See also UNIDO (2011). Business Registration Reform in Viet Nam - A situation analysis of the reform and of UNIDO support. Available at http://www.unido.org/fileadmin/user_media_upgrade/Worldwide/Offices/Vietnam_BRR_Dec2011.pdf

Female Owners by Enterprise Type, %
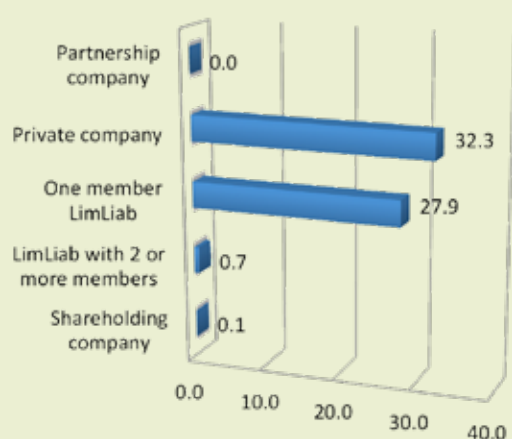
Female Legal Representatives of Enterprises and Subordinate Units, %
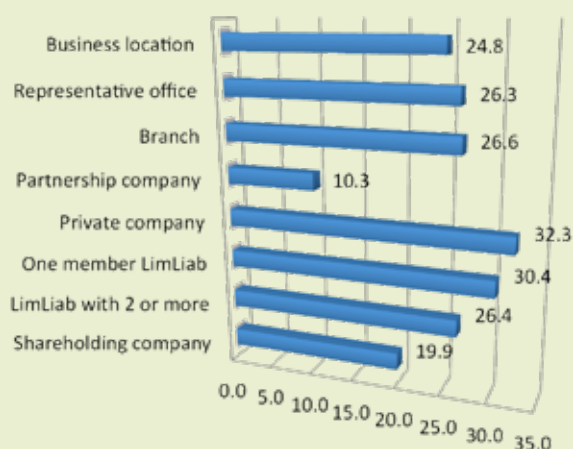
At the same time, women held management positions in a number of different types of companies in all sectors, including those with large-scale investments. This can be seen as an indicator of trust in women's capabilities with respect to education and experience, which is not (yet) reflected in their business ownership and thus hints at other barriers, such as the ones described above.

In order to encourage women to enter business, it is critical to create favorable business environments. Therefore, women require additional support to reduce both financial and non-financial barriers to becoming and remaining successful entrepreneurs. Financial barriers include access to credit and bank accounts, land and property ownership, and other barriers; non-financial barriers include direct and indirect legislation and associated regulations disadvantaging women vis-à-vis men, administrative hurdles, family obligations, and others (also see the section on legal and regulatory frameworks below which further analyses barriers facing women in terms of fully participating in the economy).

Given the variety of barriers involved, support should be multi-faceted, taking both practical as well as strategic needs into account, and responding to both direct and indirect barriers. The case study below describes how UNIDO supports women entrepreneurs in Morocco.

CASE STUDY: BUSINESS SKILLS DEVELOPMENT FOR WOMEN ENTREPRENEURS IN MOROCCO[22]

Some of the most promising sectors of the Moroccan economy, and those in which women are numerous, are in Morocco's Northern Region, which is also one of the most disadvantaged regions of the country. Inefficient harvesting and production mechanisms, as well as the lack of managerial skills, have led to a loss of productivity and income opportunities for women entrepreneurs. Cultural constraints are an additional obstacle.

UNIDO, in collaboration with the Spanish Agency for International Development Cooperation, devised an entrepreneurship program to improve income-generation opportunities of the rural population whilst enhancing the competitiveness of small-scale olive oil production, textile, and fruit- and vegetable-drying enterprises that are managed and owned by women. Following an improvement of production processes, UNIDO

22 UNIDO (2011). Morocco – Women Entrepreneurs. Available at http://www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Women_and_Youth/Factsheet_2011MORwomenEntrepreneurs.pdf

trained over 400 women in management, good manufacturing, traceability systems and food safety. This helped ensure that the women entrepreneurs were able to produce safer and more competitive products, and that their businesses complied with stringent market standards and regulations, also overcoming trade barriers and ensuring continuity of exports. In addition, UNIDO also provided further support in skills development, network development, diversification of production, as well as training on finances, marketing and promotion. A strong network of local support institutions in production technology, business management and marketing was built. Some businesses run by women took part in trade fairs throughout Europe.

Among the over 400 women who have been trained the following results were demonstrated: 50 percent increase in earnings; 40 percent increase in productivity; improved product quality, including organic certification; and improved access to export markets. Moreover, as a result of the project, the women entrepreneurs were better organized, made better use of local raw materials and sold their products locally and internationally. At the same time, while respecting cultural values, the project also empowered women to create wealth and employ others, all while improving their standing with their families and communities.

Legal and Regulatory Frameworks

In addition to the challenges facing all entrepreneurs when starting a formal business, women entrepreneurs often face additional challenges, for example in regard to meeting legal and regulatory prerequisites. Women may lack access to the resources needed to start a business, and regulations in some countries and contexts restrict women's ability to access finance and banking services. High costs and other barriers to business registration can push women into the informal economy. Some women face legal hurdles in matters as fundamental as travelling outside their homes or countries, choosing where to live, or making decisions for themselves and their households. More direct impediments might restrict women from signing contracts or require them to get specific permission from their husbands or other authorities to apply for jobs or pursue professions. Without the ability to take such basic decisions by themselves, women's competitiveness and economic opportunities may be highly limited.

Single women generally have the same rights as single men. However, when they marry, women in many economies legally give up some of their decision making power to their husbands. In other words, a woman's legal capacity is sometimes determined by her marital status. Though business regulations per se are gender neutral most of the time, family law frequently constrains married women's ability to interact with the business environment. In some contexts, laws and regulations make women go through extra steps, such as requiring married women to provide a copy of their marriage certificate to complete basic transactions.[23,24] When it comes to legal rights of women and men of the same marital status and thus, women's ability to function in the economy, the following dimensions – many of which interact – are important:[25]

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23 See Amin, M. et al (2013). Mapping the Legal Gender Gap in Accessing Business Environment Institutions; Women, Business and the Law – World Bank, IFC. Available at http://wbl.worldbank.org/~/media/FPDKM/WBL/Documents/Notes/Legal-Gender-Gap-in-Accessing-Business-Environment-Institutions.pdf

24 The World Bank's Accessing Institutions Indicator measures the extent to which laws enable men and women to participate in the economy by providing them with equal opportunities to interact with the private and public sectors. It does so by examining three areas, namely 1. Rights of married and unmarried women, 2. Division of responsibilities in marriage, and 3. Constitutional rights.

25 Adapted from IFC (2013). Women, Business and the Law 2014 – Removing Restrictions to Enhance Gender Equality. Available at http://wbl.worldbank.org/~/media/FPDKM/WBL/Documents/Reports/2014/Women-Business-and-the-Law-2014-Key-Findings.pdf

- Applying for a passport;
- Traveling outside the home;
- Traveling outside the country;
- Obtaining a job or pursuing a trade or profession without permission;
- Signing a contract;
- Registering a business;
- Being "head of household" or "head of family";
- Conferring citizenship to children;
- Opening a bank account;
- Choosing where to live;
- Obtaining a national identity card;
- Having ownership rights over property;
- Having inheritance rights over property;
- Working the same (night) hours;
- Performing the same jobs;
- Enjoying the same statutory retirement age;
- Enjoying the same tax deductions or credits;
- Having their testimony carry the same weight as evidence in courts;
- Gender/sex non-discrimination clause in the constitution;
- Validity of customary law if it violates the constitution;
- Validity of personal law if it violates the constitution.

The division of rights and responsibility of husbands and wives in a household is also economically relevant and it reflects the level of autonomy women have both within and outside the home. In this context, key factors are 1) if wives are legally required to obey their husbands, 2) whether married couples share legal responsibility for financially maintaining families, and 3) whether women can convey nationality to non-national spouses in the same way as men.

The ability to convey nationality to a non-national spouse has implications for the ability of the non-national spouse to work domestically, and thus, can influence a family's livelihood and their choice to remain in a given country. The legal requirement that wives obey their husbands can influence women's decisions because husbands might be able

to stop them from working or conducting certain transactions[26].

There are pronounced regional variations in women's access to institutions, as well. OECD countries, Eastern Europe and Central Asia have equal legislation in this regard, as do most economies in Latin America and the Caribbean, with a few notable exceptions. Although customary law is recognized in Latin America and the Caribbean, nowhere is it exempted from constitutional provisions on non-discrimination. East Asia and the Pacific is equal on women's ability to get a job independently of their husbands, and with few exceptions generally equal for passports and citizenship, as well as head of household stipulations. South Asia and Sub-Saharan Africa differentiate between women and men in a variety of areas, though the Middle East and North Africa has the most legal differences based on the gender dimensions mentioned above.[27]

In some countries in Sub-Saharan Africa, South Asia, and the Middle East and North Africa husbands can restrict their wives from pursuing trades or professions, with 20 percent of economies in South Asia, 29 percent in Sub-Saharan Africa, and 36 percent in the Middle East and North Africa doing so. In Sub-Saharan Africa, where applicable, the restriction is phrased such that women can work if their husbands do not object, based on the interests of the family.

In the Middle East and North Africa unequal access to institutions correlates with lower rates of female labor force participation. It is notable that this is markedly different from Sub-Saharan Africa, where the vast majority of couples share responsibility for family finances.[28]

Constitutional rights on non-discrimination and gender equality and the sources of law in an economy also need to be considered. Where constitutions contain a non-discrimination clause on gender, constitutional guarantees on gender equality also need to be examined, particularly in the light of - potentially competing - customary or personal law.[29]

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26 Amin, M. et al (2013). Mapping the Legal Gender Gap in Accessing Business Environment Institutions; Women, Business and the Law – World Bank, IFC. Available at http://wbl.worldbank.org/~/media/FPDKM/WBL/Documents/Notes/Legal-Gender-Gap-in-Accessing-Business-Environment-Institutions.pdf
27 Ibid
28 Ibid
29 Ibid

While there are variations in the definition of land ownership and the gender gap varies widely between countries, it can be stated that women tend to own considerably less land than men in most societies. This restricts their ability to use land as a productive asset and to use it as collateral when taking out loans to start a business, for example.

When addressing legal and regulatory barriers preventing women from full participation in the economy, it is paramount to understand both formal and informal rules and regulations as well as local definitions and traditions. Project managers, policy makers and other stakeholders need to address both direct and indirect barriers. The case study below on land ownership and traditional law in Ghana provides a practical example.

CASE STUDY: REGULATION, TRADITION AND GENDER IN GHANA[30]

A two-year research project by the German Development Institute examined regulations on starting a business, paying taxes, registering property and obtaining credit from a gender perspective in Ghana. While finding formal regulations to be more or less gender-neutral, there are clear gender-specific challenges facing women when it comes to starting and running a business. These are largely rooted in strong traditional values that overlap with formal regulations.The findings confirmed that traditions continue to be important determinants of women's economic participation and productivity in Ghana. For example, traditional inheritance practices meant that women rarely owned formal property. As a result, women tended to tap into informal sources to finance their businesses. Ghanaians largely abided by traditional, rather than statutory rules when it came to land inheritance, and traditional

Ghanaian land inheritance discriminated against female land ownership. Consequently, women

in Ghana rarely own property which they might use as collateral for loans. Therefore, regulations that make it easier, cheaper and quicker to obtain credit for businesses do not appear to have a gender-specific effect.

Male entrepreneurs in Ghana are significantly better educated than female entrepreneurs and have a more positive and confident outlook than women with regard to their personal future and the future of their businesses. More male entrepreneurs have sources of income other than their businesses and exhibit greater institutional trust than women. While running a business, significantly more women perform the majority of the household tasks and are willing to give up their business, if the family requires more attention. Women's relative lack of education also makes it more difficult for women to understand regulations that influence businesses decisions and activities, including information seeking and understanding the tax system.

Cluster Development

UNIDO provides technical assistance in the development of industrial clusters covering a wide range of sectors, focusing on formal industrial sectors as well as micro and livelihood-driven conglomeration of micro enterprises. UNIDO's Cluster Development Programme (CDP) focuses on assisting underperforming clusters and enhancing their competitiveness in a context of market liberalization and rapid technological change.

Past UNIDO interventions (see case study in the box below) demonstrated that strengthening cluster competitiveness is necessary but not sufficient to reducing poverty. To reduce poverty and empower women and to ensure an effective and gender aware cluster development program, rethinking of the cluster development methodology was found to be essential.[31] This starts with selection of the cluster and spans all the stages of the project, from the diagnostic study, through action planning to monitoring and

30 Hampel-Milagrosa, A. (2011). The role of regulation, tradition and gender in Doing Business. Case study and survey report on a two-year research project in Ghana. German Development Institute Studies. Available at http://www.die-gdi.de/uploads/media/Studies_60.pdf

31 UNIDO (2007). Working Paper No. 16 : Better access to growth – mainstreaming gender in cluster development. PSD Technical Working Paper Series. Available at http://www.unido.org/fileadmin/user_media/Services/PSD/Clusters_and_Networks/publications/maintreaming_gender_in_cluster_development.pdf

evaluation. It also involves the targeting and tuning of cluster development activities to the specific needs and circumstances of women. A variety of steps can be taken to facilitate women's integration in the life of the cluster.

When identifying clusters it should be noted that poverty reduction and women's empowerment appear most immediately effective when addressing clusters located in rural areas and in the urban informal economy, clusters that have a preponderance of Small and Medium Sized Enterprises (SMEs), micro enterprises and home workers, clusters in labor intensive sectors and clusters that employ proportionally more women, minority groups, migrants and unskilled labor. Nevertheless, the selected cluster needs to comprise of a number of units sufficiently developed to facilitate the establishment or strengthening of backward (supply of inputs and raw material) and forward (market) linkages.[32]

When it comes to maximising the poverty-reducing effects of cluster development through gender mainstreaming and women empowerment, BIT projects should, therefore, consider the following parameters in the selection process:

- Geographical setting;
- Number of SMEs, micro enterprises and home workers;
- Labour intensiveness of the production process; and
- Presence of proportionally more women.

However, it should be noted that an approach focusing on women's traditional roles may risk re-enforcing occupational segregation and thus impeding gender equality in the longer term. Therefore, BIT projects must conduct a thorough gender analysis and take into account women's practical as well as strategic needs into account in project design.

CASE STUDY: GENDER, POVERTY REDUCTION AND CLUSTER DEVELOPMENT IN INDIA[33]

To develop a better understanding of the impact of cluster development on poverty reduction, UNIDO, with funding from the Swiss Development Cooperation, launched an action-research project to learn lessons guiding cluster development practitioners towards a more gender-sensitive approach in 2002. Pilot activities were undertaken in two clusters in India, the handloom cluster of Chanderi and the fruit-processing cluster of Sindhudurg. The project explored how integrating a gender perspective in technical cooperation projects can enhance the pro-poor effects of cluster development. Emphasis was placed on identifying critical factors that need to be integrated into a cluster development project and on challenges that can arise.

Results from India revealed that a rethinking of the cluster development methodology was necessary and that taking into account women's specific needs was crucial to increasing effectiveness and efficiency of projects. It was found that initiatives such as self-help group formation, micro finance schemes, exposure visits and skill development for women further increased the poverty-reducing effects of cluster development. The success of the projects was measured not only in terms of increased incomes, but also in terms of improved working conditions, and diminishing discrimination of women and other groups. Participatory approaches to data and information collection were found to be best suited to ensure women voice their needs, and to contribute to their empowerment.

It was clearly shown that gender must not be an add-on activity but rather a component that is systematically integrated into each cluster development project. Findings also highlighted the importance of entrusting the project to a team of cluster development agents with crucial competences for achieving gender equality.

32 Ibid

33 Ibid

This implied ensuring gender balance within the team and providing tools that facilitate the development of a gender-sensitive action plan. Awareness raising workshops and the provision of appropriate training greatly contributed to this goal.

Last but not least, it was demonstrated that the inclusion of men in initiatives to empower women is crucial. Although a number of activities focused on women only, men were involved in dialogue and partnerships with women, which demonstrably changed their attitudes and improved gender relations.

Industrial Parks

Industrial parks and economic zones play a key role in ISID. UNIDO has worked in this area since the 1970s, initiating the development of the World Export Processing Zones Association in 1978. UNIDO provides capacity building assistance in various stages of industrial park development, ranging from strategic planning for targeting industries, pre-feasibility studies in the early stages, business planning, development of legal, regulatory frameworks and management models; to public private partnership development, ensuring environmental sustainability and assistance for the improvement of economic performance of industrial park firms through various measures, such as investment promotion, supply chain linkages, etc.

Industrial parks, by creating jobs and benefiting the wider economy in a given context can be great accelerators of sustainable industrial development and poverty reduction, particularly when equally benefitting women and men. Industrial parks can also be used as testing ground for reforms, new policies and approaches to improve the business environment for women. Besides being able to address infrastructure challenges in particular geographical areas, they can help women entrepreneurs and workers overcome entry barriers, for example by not only addressing women's practical needs in relation to childcare and security, but also paying attention to their strategic needs by ultimately serving to render gender relations more equal.

In order for industrial parks to benefit both women and men, a number of key factors need to be considered. Respecting human rights and international labor standards is paramount for BIT projects. National as well as relevant international labor standards and non-discrimination legislation on gender must be understood and implemented in industrial parks. Donor investments may be conditioned on the respect for such standards and regulations. This includes provisions for workers to receive a living wage as well as other key labour rights and regulations.

Stakeholder consultation must be prioritized and appropriately resourced during industrial park development. Sustained consultations with civil society organizations and potential local beneficiaries, both women and men, must be started well before proposed activities take place. Donors and other investors should clarify timelines and beneficiary procedures, for example for housing and electrification benefits around the park. Together with relevant authorities, donors must provide clear responses to stakeholder concerns, including the compensation of displaced communities.

Last but not least, infrastructure and other practical considerations must be conducive to the needs of both women and men. This involves ensuring safe and hygienic work environments, safe transport options, provision of appropriate sanitary facilities, childcare facilities, flexible work arrangements, and others within the parks. The case study below illustrates how key gender issues were considered during the development of an industrial park in Haiti, an industrial development initiative which has yet to live up to its promises.

CASE STUDY: CARACOL INDUSTRIAL PARK IN HAITI[34]

Officially open for business since October 2012, Caracol Industrial Park (PIC) is expected to become Haiti's largest private employer and foreign investor. US$ 424 million in development

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34 Lauterbach, C. (2013). Caracol Industrial Park - Social and Gender Impacts of Year One of Haiti's newest IFI-funded Industrial Park. Gender Action, Washington DC. http://www.genderaction.org/publications/caracol.pdf

aid from donors including the Inter-American Development Bank and the United States government have been committed to the Park and ten support projects. Women are expected to make up the majority of the anticipated 65,000-strong, mostly apparel assembly workforce. PIC is the linchpin of the Haitian government's and donors' development plan for Northern Haiti and key to rebuilding the economy.

An ex-ante social impact assessment was conducted in late 2011 to define operationally relevant social and gender impacts and risks associated with the establishment of PIC. Key gender issues identified were childcare, lactation facilities and women's security. It was therefore recommended to prioritize the provision of on-site daycare for children 0-2 years old, to be managed by an independent contractor through a competitive bidding process at a cost accessible to employees. Moreover, the provision of a lactation room with the necessary lighting and refrigeration services for nursing mothers was also recommended.[35]

A snapshot survey of the Park's impacts on area residents and women in particular in its first year was conducted in 2013, involving consultation with a wide range of stakeholders. While the impacts of the Park on society and gender can only be assessed more fully after several years, the snapshot assessment revealed that PIC had not lived up to several of its promises.

Industrial Upgrading and Modernization

Industrial Upgrading and Modernization is a holistic approach operating at macro-, meso- and enterprise levels to improve the competitiveness of sub-sectors and value chains. At the macro level, UNIDO programs analyse challenges and develop solutions for improving the business environment of targeted sub-sectors and value chains; at the meso level, Industrial Upgrading and Modernization Programmes (IUMP)

work with business support and financial institutions to improve the availability and quality of services required by the targeted sub-sectors and value chains; at the enterprise level, measures for improving enterprise performance economically, socially and environmentally are identified and implemented.

Given the holistic nature of IUMPs, there are multiple gender-specific challenges. These include the fact that across countries, women's participation in the labor force is limited and women entrepreneurs are faced with additional challenges when compared to men. Moreover, women's salaries tend to be lower and unemployment rates higher than those among men. Women from rural areas are particularly disadvantaged. Last but not least, relatively few women work in business support institutions and as consultants or business experts, particularly in low-income countries.

Considering the broad range of challenges, many of which are outlined in other sub-sections of this document, there are numerous entry points for gender mainstreaming in IUMPs. Among others, these include enabling women entrepreneurs to enter the market and to grow their business in the targeted sub-sectors and value chains, and ensuring that women and men employed in the targeted sub-sectors and value chains are treated and empowered equally. Furthermore, IUMPs play a role in raising awareness regarding gender mainstreaming among business support institutions and associations.

CASE STUDY: GENDER ANALYSIS IN ARMENIA'S GARMENT INDUSTRY

The garment industry is one of Armenia's strategic export-oriented sectors. While being a major supplier of garments to the former Soviet Union in the past, currently most SMEs in the sector operate below capacity due to low regional and international competitiveness. UNIDO supports the implementation of the national Export-Oriented Industrial Policy and the Strategy for Development of the Textile Industry by improving productivity, competitiveness and export capacities of manufacturing firms operating in this sector. Building local technical

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35 Renshaw J. et al (2012). Haiti Social Impact Assessment - Key Impacts and Recommendations for Stakeholders of the Caracol Industrial Park, IADB. http://idbdocs.iadb.org/wsdocs/getdocument. aspx?docnum=37091614

capacity to support SME development and modernization to position Armenian products as high-end design goods is a key strategy. Promoting networks and partnerships between textile producers and clothing designers, as well as export promotion, is also an important aspect. Armenia is a signatory to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and its Optional Protocol; and, in 2013 Parliament adopted a law on "Equal Rights and Equal Opportunities for Men and Women".

The project paid attention to key gender dimensions from the outset, not least because women represent 90 percent of the workforce in the Armenian textile and garment industry. A gender analysis conducted by a national Gender Expert highlighted challenges encountered by women and men in beneficiary enterprises. The study revealed that the vast majority of directors in participating enterprises were male despite the significant overrepresentation of women in the sector. Women occupied lower management positions. Moreover, despite equal access to education and training for women in Armenia, female workers' education was found to be constraining women to low-wage positions with no decision-making power.

The project responded to these findings by recommending to enterprises the organization of semi-annual events to discuss gender issues, with feedback from an employee survey to assess gender awareness and specific gender issues and vulnerabilities. The project team is holding regular meetings with management and employees of beneficiary firms to build awareness, advise on corporate practice with respect to working conditions of women and men, and promote gender equality.

Local Pharmaceutical Manufacturing

As part of its industrial upgrading and modernization approaches, UNIDO works in cooperation with public and private partners to promote local manufacturing of pharmaceuticals to increase the availability of quality essential medicines in developing and least developed countries. UNIDO's interventions in the pharmaceutical sector have a number of dimensions,

including assistance in the formulation of national strategies to develop the local pharmaceutical industry and support to the implementation of such strategies through technical solutions.

The share of women in pharmaceutical manufacturing is low and few women hold executive or senior technical staff positions at manufacturing firms. It is noticeable that women are also underrepresented in many other relevant stakeholder groups, including government, technical staff at regulatory authorities and in universities as teaching staff and students in pharmaceuticals related fields. The case study below highlights challenges for UNIDO projects in this regard.

CASE STUDY: CHALLENGES IN ENSURING FEMALE REPRESENTATION IN THE PHARMACEUTICAL SECTOR

UNIDO works to strengthen the local production of essential medicines through advisory and capacity-building support in Africa (Ghana, Kenya, Tanzania, Zimbabwe) and Asia (Myanmar, Viet Nam). In Africa, this includes work at the continental level on the implementation of the Pharmaceutical Manufacturing Plan for Africa Business Plan. At the national level UNIDO uses a consultative mechanism to obtain a shared vision among stakeholders and develop a joint strategy and approach to improve the operating environment for pharmaceutical manufacturers. Moreover, to enable the pharmaceutical industry to constructively engage with the public sector beyond the project's duration, UNIDO is building the capacity of pharmaceutical manufacturer associations for advocacy and service delivery.

Gender challenges identified by UNIDO in the sector specifically relate to women being underrepresented in many stakeholder groups, such as employees at relevant ministries, executive and senior technical staff at pharmaceutical manufacturing plants, technical staff at regulatory authorities and as graduates from pharmacy courses at university. Therefore, in 2012 the UNIDO team conducted a gender review to understand how gender issues could be more effectively addressed in project formulation and

implementation. Following the review, a number of suggestions were made and discussed with stakeholders. While some of these suggestions were implemented, others, such as the team's proposal to enshrine female participation targets in the constitution of pharmaceutical associations supported by UNIDO, were rejected, thus illustrating one gender barrier. Moreover, while the project is working towards a target of 40 percent female participation in training activities, this has not been consistently achieved so far.

Hazardous Working Environments

The broad spectrum of workplace hazards in manufacturing can be categorized as follows:[36]

- Chemical and mineral (e.g. dusts, gases, vapours, solids, mists);

- Physical (e.g. lighting, temperatures, humidity, radiation, electricity, noise);

- Safety and mechanical (e.g. poor maintenance, moving gears and parts on equipment);

- Biological and communicable (e.g. viruses, bacteria, blood-borne pathogens, moulds);

- Ergonomic design (repetition, force, awkward and static posture, etc.); and

- Work-related stressors (often framed by high physical and psychological demands, poor levels of support and respect, low control).

Besides the generally accepted insight that women are less likely than men to be maintenance workers or to be operating heavy-duty machinery, there is little detailed information about the work women typically perform in the manufacturing process, making it difficult to analyse their roles and, hence, specific hazards. Moreover, there are significant geographic variations.

It is crucial to note that while the hazards facing women may be similar to those facing men, the effects may be different. Women's exposures often are not the same as those of their male co-workers because of anthropometric (body size and shape) differences, resulting in variances in ergonomic design hazard exposures, and the actual tasks they perform. Furthermore, biological differences relating to women's reproductive system must be taken into account.[37]

As in other work environments, a precautionary approach to hazards is the foundation of a healthy and safe workplace for men and women in manufacturing operations. Although many manufacturing firms dealing with hazardous substances have comprehensive health and safety programs in place, often because of regulatory requirements, their rationale for action is mostly economic efficiency and their focus is on producing a safe end product, rather than the health and safety of their manufacturing workers, let alone women specifically.[38]

Therefore, BIT projects must ensure to adequately address hazards for men and women alike, paying attention to practical needs such as size and fit of protective equipment for women; ergonomic design of appliances and machinery; tolerable levels and duration of toxic exposure for men and women; specific stress factors for women, including sexual harassment; etc.

CSR for Market Access and Supplier Development

SMEs make up more than 90 percent of all businesses worldwide and they are essential to the path out of poverty for many developing countries. UNIDO's Corporate Social Responsibility (CSR) Programme helps to ensure that CSR supports the development of SMEs in developing countries by maximising the positive impact of business on society. As such, UNIDO's CSR programme is characterised as a triple-bottom-line business strategy to create positive economic, social and environmental outcomes.

CSR also has important gender dimensions, which are often neglected. Among other things, firms with more women leaders financially outperform firms with only few women leaders. Moreover, firms with more women leaders donate significantly more funds for use in socially and environmentally desirable

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36 Wigmore, D. (2009). Pharmaceuticals Manufacturing: What do we know about the occupational health and safety hazards for women working in the industry? Available at: http://www.nnewh.org/images/upload/attach/638wigmore%202009.pdf

37 Ibid

38 Ibid

ways[39]. Incorporating gender in CSR programming and reporting helps firms remain competitive in the so-called 'war for talent' and to capture a slice of the often underestimated female economy which some say represents a growth market bigger than the opportunity of China and India combined (see also the thematic sub-section on innovation and investment in this document).

CSR reporting recognizes firms with initiatives and efforts that go beyond legal requirements. Including gender in CSR reports as well as performance and financial monitoring more generally allows tracking of gender equality progress by firm, industry and nation. The integration of gender-related information into CSR and other reporting can also assist organizations in publicly demonstrating their accountability to women.

An overview of key strategic entry points for CSR and gender is as follows and more detail is provided below[40]:

• Organizational governance and values
• Workplace
• Supply chain
• Community
• Consumers
• Investment

Organizational governance and values affect everything a firm does; therefore they represent a useful starting point for analyzing gender-related organizational practices. Respect for gender equality and transparency on social, environmental, and economic factors have been widely recognized as essential components of corporate governance.

Two key aspects are diversity in management and organizational culture. Increasing gender diversity at the top level of organizations improves public accountability, social justice, and compliance with international conventions or national legislation, for example. Moreover, research suggests that organizations with gender diversity on corporate boards and in senior-level management tend to perform better financially.[41]

There is a growing body of evidence providing public interest and business reasons for employers to address both female workforce participation and individual gender-related workplace equality issues. For example, a reputation for promoting gender equality can enhance an organization's ability to compete in the global marketplace for highly skilled workers. Research also demonstrates a link between long-term business success and women-friendly policies, such as consideration of gender equality in management; recruitment and retention of female employees; fair and equal compensation for men and women; parental leave; equality in training and development opportunities; access to child care; and the provision of appropriate equipment and facilities for both genders.[42]

Supply chains have important gender dimensions. The outsourcing of production to SMEs in developing countries has created new opportunities for women's economic participation, both as employees and entrepreneurs. However, much of women' employment is informal, with workers lacking legal and regulatory protection in terms of wages, working hours, and benefits. Moreover, women in global supply chains are over-represented in precarious, low-waged or informal economic sectors. This makes it crucial for firms to examine their supply chain for inequality issues. All actors along the supply chain can take steps to measure and improve their gender performance and to uphold women's rights and economic opportunities. This means reflecting gender concerns in procurement policies, ensuring that suppliers employ sustainable gender practices. Monitoring gender performance throughout the supply chain can be an important part of organizations' risk management, for example, by helping avoid damage to their reputation through association with exploitative labor conditions.

Moreover, organizations can provide opportunities to women owned or led enterprises by committing to doing business with a diverse range of suppliers.[43]

39 Soares, R. (2011). Gender and Corporate Social Responsibility: It's a Matter of Sustainability. Available at http://www.catalyst.org/system/files/gender_and_corporate_social_responsibility.pdf

40 Adapted from GRI and IFC (2009). Embedding Gender in Sustainability Reporting – A Practitioner's Guide. Available at http://www.ifc.org/wps/wcm/connect/9ab39d8048855cc78cccde6a6515bb18/GRI-IFC_Full_Gender.pdf?MOD=AJPERES

41 Ibid

42 Ibid

43 Ibid

Promoting gender equality in operations also involves addressing gender in engagements with local communities. Paying attention to gender equality in local employment, contracting, charitable contributions, and investments must also be considered. In practice, gender-responsive community engagement can include establishing community consultation and grievance mechanisms with separate channels for women to ensure that their voices are heard; protecting women from violence; and assessing the gender-differentiated impacts of population displacement, which can be harsher for women. Such practices can directly benefit organizations by helping them increase their developmental impact, develop a more inclusive recruitment pool within the community, build loyalty with local customers, and avoid litigation and disruption to their operations.[44]

Demand for ethical and sustainable products has risen and this is projected to continue, particularly among female consumers whose consumption power is large and rising. This presents an opportunity for organizations to boost sales by certifying their goods and services and promoting their values through marketing and reporting. Some fair-trade and other verification schemes include gender-equality criteria. Importantly, a responsible approach to marketing can play an important role in promoting gender equality in society by influencing perceptions of gender roles and challenging stereotypes.[45]

Led by socially responsible investment funds, but increasingly being adopted by others, investors' decisions are often informed by public interest concerns, including organizations' management of their performance on gender. Some socially responsible investment funds screen for gender performance, when selecting firms to invest in, and rating agencies have also begun to apply gender-related criteria. Given the increasing number of women globally who are accumulating wealth, policies and practices need to be adapted to reach out to those potential investors.[46]

UNIDO projects that support businesses as well as other private and public institutions in promoting CSR and supplier development concepts must take these gender dimensions into account. Specifically, they must encourage actors to harness the opportunities presented by a gender-aware approach, such as women's participation in leadership, and avoid any pitfalls that risk re-enforcing gender biases. Gender considerations, including collection of sex-disaggregated data, must be part and parcel of any project design.

Women and Technology

Technologies, such as the internet, cell phones, alternative energy sources, water filtration, sanitation, reproductive technologies, agricultural innovations and others help address areas where women are disadvantaged: knowledge and information, infrastructure, livelihoods, mobility, security, reproductive health or communications[47]. Thereby, they can empower women on multiple levels and spheres, including individual, household, economic, social and political. At the same time, women are highly underrepresented in a number of technical domains ranging from telecommunications to engineering.

The proportion of women in manufacturing differs widely and globally, ranging from as low as 4 percent in Kuwait to around 10 percent in India and Iran, to 55 percent in Sri Lanka and 58 percent in Vietnam[48].

Moreover, within countries there are stark differences between sectors. For example, in Ethiopia women account for 31 percent in total manufacturing; 50 percent in textile and chemical manufacturing; 16 percent in electrical machinery and apparatus manufacturing; and only 2 percent in machinery and equipment manufacturing[49].

UNESCO reports that women comprise over 20 percent of engineering school graduates. At the same time, other studies report that only 11 percent of practicing engineers are women. This demonstrates that while only few women graduate

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44 Ibid

45 Ibid

46 Ibid

47 See Malhotra, A. et al (2009). Innovation for women's empowerment and gender equality. Available at http://www.icrw.org/publications/innovation-womens-empowerment-and-gender-equality

48 UNIDO Statistics Unit (2012), mostly based on 2010 data.

49 UNIDO Statistics Unit (2012), using 2009 data.

from engineering courses to start with, there is an additional difficulty for women to get absorbed into the science, engineering and technology sectors.[50]

Women's underrepresentation in these areas is generally ascribed to a number of reasons, including access gaps for women to appropriate training and skills development; an environment that is not responsive to gender issues and limits opportunities for women's career development; inflexible employment arrangements making it difficult for women to combine family and work; gender-stereotyped public images reflecting science, engineering and technology as 'male' areas; insufficient numbers of women in decision-making in these sectors; lack of consultation of women in factory design (which may be detrimental to the health of women and discourage recruitment of female workers); and other reasons. There is evidence that women's decision to stay in engineering is strongly influenced by supportive individuals in the organization or community. Women engineers who work in firms that valued their contributions and substantially invested into their professional development express greatest levels of job and career satisfaction.[51]

As a result, men occupy most science and technology-related jobs, including jobs in Information and Communication Technology (ICT). In most countries, the ICT sector is still perceived as a male industry and globally women account for less than 20 percent of people working in ICT-related jobs.[52] In both developed and developing economies, men hold most of the top-level ICT jobs, while women are over-represented in lower level occupations. On average, women account for 30 percent of IT technicians, 15 percent of ICT managers, and only 11 percent of IT strategy and planning professionals.[53]

This gender gap becomes particularly critical given that a global skills shortfall of over two million ICT jobs is predicted for the coming ten years. The ICT sector is rapidly growing, creating around 120,000 new jobs every year.[54] Given that digital technologies are now common in every business sector, girls and young women who study coding, applications development and computer science will have a significant advantage over their non-technology-trained peers, regardless of the field they eventually choose to work in.[55] Moreover, women's participation in the digital job market can yield important growth benefits: A recent study on women in ICT in the European Union (EU) found that allowing more women to enter the digital jobs market can create an annual € 9 billion GDP boost in the EU area. In the EU, the number of female ICT graduates has actually decreased.[56]

ICT as well as other technologies are powerful tools that can make businesses more productive. This is particularly true for SMEs, which are a key driver of economic development in low- and middle income countries. Technology also has the power to spur innovation and investment. ICT can facilitate entrepreneurship, increase productivity and business efficiency, create market linkages and enable access to new technologies and sources of finance.

ICT can also be a powerful tool for improving gender equality and the empowerment of women by facilitating access to information, communication,

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50 UNIDO (n.d.). Gender Newsletter #5, internal document.

51 Ibid.

52 ITU (2014). ITU, UN Women announce new global awards for outstanding work in technology for gender equality; Press release 14 July 2014. http://www.itu.int/net/pressoffice/press_releases/2014/41.aspx#.VNnJPSdj1FU

53 ITU News (2012). Technology Needs Girls. https://itunews.itu.int/En/2471-A-bright-future-in-ICT-opportunities-for-a-new-generation-of-women-.note.aspx

54 EU Women in ICT website. Accessed on 9 February 2015 at https://ec.europa.eu/digital-agenda/en/women-ict

55 ITU (2014). ITU, UN Women announce new global awards for outstanding work in technology for gender equality; Press release 14 July 2014. http://www.itu.int/net/pressoffice/press_releases/2014/41.aspx#.VNnJPSdj1FU

56 EU Women in ICT website. Accessed on 9 February 2015 at https://ec.europa.eu/digital-agenda/en/women-ict

flexible working arrangements, networking and other processes and mechanisms. Nevertheless, globally there is a gender gap reflected in the lower numbers of women accessing and using ICT compared to men, also referred to as the 'digital divide'. Unless this gender divide is specifically addressed, there is a risk that ICT and other technologies may exacerbate existing inequalities between women and men and create new forms of inequality.

If, however, the gender dimensions of ICT and other technologies, particularly access and use, capacity-building opportunities, employment and potential for empowerment, are explicitly identified and addressed, they can be a powerful catalyst for economic and social empowerment of women, and the promotion of gender equality. The case study below demonstrates UNIDO's approach to developing business skills using ICT among young women and men entrepreneurs in Tunisia.

their businesses efficiently and to encourage young women to become entrepreneurs, thereby contributing to economic development in vulnerable regions of Tunisia where unemployment among youth, particularly among young women, is high. 522 out of 1,035 project trainees, i.e. over 50 percent, were female. 90 percent of participants found the training useful and meeting their needs and interests; over ten percent of the female trainees created a business as a result of the training and coaching support received. It should be noted that a gender perspective is integrated into the project's M&E framework and related project implementation, thus facilitating the generation of sex-disaggregated project data and gender mainstreaming into project activities more generally.

CASE STUDY: E-LEARNING INITIATIVE FOR YOUNG ENTREPRENEURS IN TUNISIA

UNIDO, in partnership with Hewlett Packard (HP) and USAID, has been using the HP LIFE e-Learning program in a project to foster youth employment through entrepreneurship and enterprise development in four vulnerable regions of Tunisia. Young women and men entrepreneurs and students have been the beneficiaries of this initiative. The interactive HP LIFE e-Learning solution helps aspiring entrepreneurs and small business owners learn to use ICT effectively to start and grow their own business. It provides a range of courses in core business disciplines such as communications, finance, marketing and operations. UNIDO trained more than 1,000 young men and women on the application of HP LIFE business and IT tools to their individual business projects to facilitate business start-up, running and expansion.

The project's gender objectives included empowering women entrepreneurs with innovative business and IT skills to start and run

In the last few decades, women's participation in vocational learning and higher education, especially in Science, Technology, Engineering, and Mathematics (STEM) disciplines, has improved but is still relatively limited. Closing this gap would allow women to enter and compete in labor markets on an equal footing with men. Investing in girls' education is a way to initiate transformative change in society. The case study below describes how UNIDO is empowering women to work in non-traditional sectors in Iraq.

It is essential for BIT projects to address the gender divide and reduce inequalities related to technology on the one hand, including by educating and

empowering women to work in technology and other non-traditional sectors; and to identify ways to use technologies proactively and effectively to promote gender equality and women's empowerment on the other hand. The following recommendations have been useful in ensuring technology facilitates gender equality:[57]

- Mainstreaming and monitoring of a gender perspective in all technology initiatives and projects;

- Collecting sex-disaggregated data on the use of technology and women's participation in the economy as well as developing targets, indicators and benchmarks to track the progress of women's and girl's access to the benefits of technology;

- Identifying and promoting good practices and lessons learned on the ways women and girls are using technology; and

- Capacity-building towards gender equality in education and employment.

CASE STUDY: UNIDO TRAINING WOMEN FOR WORK IN NON-TRADITIONAL SECTORS IN IRAQ[58]

Unemployment continues to be a serious issue for Iraqis, especially for young women, as only ten percent of women aged 15-29 are in formal employment. Traditional socio-cultural factors and limited infrastructure impede girls' and women's participation in education and vocational training opportunities. As a consequence of their lack of education and employment as well as related cultural and societal norms, Iraqi women are socially and economically excluded from household decision-making and participation in the community and political sphere. To address some of these constraints, Iraqi women need

access to high-quality skills training, including in non-traditional occupations such as business and technical professions.

UNIDO, together with Scania, a Swedish manufacturer of heavy trucks, buses and engines, the Swedish International Development Cooperation Agency, Education First and the Kurdistan Regional Government Ministry of Labour and Social Affairs, established the Swedish Academy for Training. Officially opened in 2012 and located in Erbil in the Kurdistan Region of Iraq, the Academy aims to help unemployed Iraqis under the age of 30 to develop relevant skills and to find professional employment. With a 30 percent target for female participation, the Academy offers courses in computer literacy and English language, and young women are actively encouraged to participate in technical and managerial training, so that they are well prepared for opportunities in the workplace.

The academy trains 300 students per year, out of which 40 percent are women, i.e. 10 percent above target. It offers courses in domains that are generally seen as non-traditional domains for women, ranging from maintaining and operating heavy machinery to computer literacy, after-sales support and business management. Women's participation in training in non-traditional domains has also helped challenge traditional and discriminatory attitudes and beliefs about women's capabilities, feeding into a longer-term socio-cultural transformation towards improved gender equality.

Investment and Innovation

Women globally control about $20 trillion in annual consumer spending and their purchasing power is forecast to further increase. Additionally, the proportion of women investors is growing. Yet, while the female economy is said to represent a growth market more than twice as big as the opportunity of China and India combined, the female consumer is generally underestimated and underserved.[59] The

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57 Adapted from United Nations Division for the Advancement of Women (2005). Gender equality and empowerment of women through ICT

58 UNIDO (2013). Iraq - Training women for work in non-traditional sectors. Available at http://www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Women_and_Youth/Factsheet_IRQ_women_2013.pdf

59 Silverstein and Sayre (2009), cited in GRI and IFC (2009).

same appears to be true for women investors and innovators whose specific interests and needs have not been served, thus leaving important economic potential under-utilized.

Investment and innovation can address women's specific interests and needs both in the short and long term. Technology innovations have the potential to address a wide spectrum of areas. At the most basic level, innovations can benefit women by improving their wellbeing, i.e. their health, nutrition, income, etc. Beyond vital improvements in wellbeing, innovations can lead to women's empowerment, securing freedom and resources for women to make decisions, build confidence and act in their own interests. Deeper and truly transformative innovations reshape women's and men's roles in society on a longer-term basis.[60]

In the private sector in both developed and developing countries, men hold most decision-making power. They generally occupy most seats on corporate boards and in senior management. This sometimes results in a misconception that men are better suited to decision-making roles than women. However, research shows that firms with more than three women on the board of directors achieve better financial results than those with fewer women. Studies also suggest that women in leadership roles tend to be more forward-looking than men, resulting in less risky behavior and more concern for sustainability, consensus-building, and compassion in the workplace. Even so, very few women, especially in developing countries, manage to break through the glass ceiling and move up the executive ladder, limiting the visibility, voice and value of women in business.[61]

Many firms fail to realize the full innovative potential of women employees because leadership either does not know how to elicit their insights or lacks the perspective necessary to endorse their ideas. When it comes to harnessing the growing consumption power of women globally, this is a particular mistake as women possess invaluable knowledge and experiences in terms of devising goods and services that specifically serve female clients and customers. Research shows that teams with even one woman perform better than male-only teams in terms of perceiving new opportunities and acting on them.[62]

However, including women among a firm's innovators is only a means to an end rather than an end in itself. Women's ideas can only translate into marketable products or services when these are backed by leadership, which is often not the case. Leaders who ensure that women get equal airtime as men are significantly more likely than non-inclusive leaders to unleash women's innovative potential; leaders willing to change direction based on women's input are more than twice as likely to tap into winning ideas; and leaders who ensure each female team member gets constructive and supportive feedback are even more likely to elicit breakthrough ideas.[63]

Given women's lower incomes it is not surprising that, while on the increase, their investment potential is lower than that of men. It has been argued that rather than being more risk averse than men, which has been a common assumption, women are simply more risk aware and thus invest differently than men on a number of parameters. In many cases women investors are particularly well equipped to understand the needs of women entrepreneurs, who in turn sometimes prefer women as investors for the same reason. This can be argued to unleash a virtuous circle of women's consumption, investment, entrepreneurship and innovation: Women consumers are better understood by women employees (intrapreneurs) and entrepreneurs, who innovate to serve their needs. Women intra- and entrepreneurs in turn are better understood and more keenly supported by women investors to innovate, which yields economic and financial benefits for all parties involved, thus increasing women's purchasing power. This is demonstrated in the case study on the next page.

To harness women's growing power as team members, decision-makers, consumers, investors and innovators, BIT project managers and other stakeholders need to take two aspects of gender

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60 Malhotra, A. et al (2009). Innovation for women's empowerment and gender equality. ICRW, 2009. Available at http://www.icrw.org/sites/default/files/publications/Innovation-for-Womens-Empowerment.pdf

61 UNIDO (n.d.). Empowering Women – Empowering Humanity: UNIDO and the Beijing Platform for Action. Available at https://www.unido.org/fileadmin/user_media_upgrade/What_we_do/Topics/Women_and_Youth/BEIJING_FINAL_PINTING_LAYOUT.pdf

62 Hewlett, S. et al. (2013). How Women Drive Innovation and Growth. Harvard Business Review, 23 August 2013. Available at https://hbr.org/2013/08/how-women-drive-innovation-and/

63 Ibid

diversity into account: 1. inherent diversity; i.e. improved gender balance among the workforce and 2. acquired diversity; i.e. an organizational culture that encourages women to speak-up and take their contributions seriously. Research shows that improving gender diversity does not only improve innovation, but also delivers financial results as innovative firms outperform competitors.[64]

CASE STUDY: STANDARD CHARTERED BANK INNOVATION FOR WOMEN BY WOMEN[65]

In 2007, Rajashree Nambiar, head of branch banking for Standard Chartered India, hired a firm to survey the bank's female clientele, whom she suspected were not satisfied with the service they were getting. Their findings affirmed what she had suspected: women felt condescended to and intimidated by the male bankers they encountered.

Therefore, Nambiar proposed that two dilapidated branches in Kolkata and New Delhi undergo a complete overhaul. Not only would the staff, including the security guards, be female; the way they delivered financial advice and even the kind of products they offered would acknowledge women as wage-earners, entrepreneurs, powerful consumers and family supporters. One such offering, the Diva card, induced them to transfer balances to a credit card that acted as a social club and networking nexus.

The bank supported her idea. Between 2009 and 2010, the Kolkata and New Delhi all-women's branches drove net sales for the bank up by 127 percent and 75 percent, respectively, compared with 48 percent average among its other more than 90 Indian branches.

The case study below describes how a UNIDO program in China was set up to contribute to gender awareness among local beneficiaries and authorities.

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64 Ibid

65 Ibid

CASE STUDY: GENDER DATA TO FACILITATE ENTERPRISE AND SECTOR-LEVEL ASSESSMENT

UNIDO's Subcontracting and Partnership Exchange (SPX) Programme in Xi'an, China, focuses on maximizing the developmental and economic impact of industrial activity to benefit the local SME supplier base, thus enabling them to participate in domestic and international supply chains, generate investment and increase employment opportunities.

Through its work at the enterprise level, the SPX Programme addresses some gender considerations by collecting and analyzing a certain amount of sex-disaggregated data. Enterprise-level data generated by the program provides evidence on the nature and extent of employment generated by enterprises for women and men in the various employment categories (e.g. managerial, skilled, unskilled, administrative etc). This facilitates both quantitative analysis of gender balance in selected enterprises and industries as well as qualitative analysis in terms of jobs created within the different employment categories. The program also uses a benchmarking tool to assess enterprise practice and performance which includes a focus on Human Resource Management (HRM). Within the realm of HRM practices and outcomes, the program directly refers to enterprise-level gender analysis and provides a comparison with international best practice.

Gender-specific information obtained in the process can be leveraged to seek solutions for enterprise development both in China and in other contexts, where UNIDO applies the SPX methodology. Gender awareness and action towards gender equality also facilitates SMEs' engagement in subcontracting opportunities, particularly in contexts where large multinationals require adherence to gender parity standards. In addition, gender-specific information may be used for policy advocacy towards the development of sectoral and national gender action plans.

Youth

Young people between the ages of 15 and 24[66] represent 17 percent of the world's population and over 40 percent of the global unemployed labor force. This leaves many both economically and socially excluded. In order to boost employment and inclusive growth UNIDO engages in the creation of youth employment opportunities through entrepreneurship and MSME (micro-, small- and medium-sized enterprise) development activities.

In many countries and sectors, most of the women who are employed in large, more regulated workplaces, are young unmarried women[67]. As was shown in the section on legal and regulatory frameworks above, getting married often is a key turning point in terms of young women's economic participation. By the same token, many women about to finish their education find themselves at a turning point, where they have to decide between marriage and family life on the one hand and a career on the other hand. This needs to be taken into account by project managers who engage with women as actual or potential team members, business partners, beneficiaries and other stakeholders.

Sub-Saharan Africa and South Asia have the lowest share of the youth labor force in wage employment, and young women are even more disadvantaged than young men: only about 25 percent of young men and 15 percent of young women who are willing to work, actually have a wage job. In the MENA (Middle East and North Africa) region, where unemployment rates are very high, the gender gap is striking. It consists of significantly higher unemployment rates among young women than young men, as well as a higher share of young women in vulnerable employment.[68]

In the MENA region women make up the majority of young people that are neither in employment nor education nor training, sometimes referred to as NEETs. In many countries of this region cultural and social norms restrict women's mobility and access to work. Girls are often not allowed to continue education after compulsory lower secondary schooling, also contributing to high NEET rates. The few work opportunities that do exist for young women in this region tend to be concentrated in low skilled and low-paid positions, resulting in particularly high unemployment rates for the minority of young women who did complete higher education.[69]

Gender equality can erode rapidly with growing competition for scarce jobs. This is an additional reason for ensuring that young women have access to, and benefit from, labor- and entrepreneurship-related programs and interventions. What is more, young women's work has an important intergenerational impact, as mothers' labour force participation is a strong predictor for the labor force participation of their daughters. By the same token, youth from poor households are likely to become working poor. If young people form new families despite poor access to stable economic participation, this can have negative intergenerational spill-overs through lacking investments in children's education and health, which are well known to rise as women's educational and economic potential increases.[70]

The case study below shows how the gender dimension has been factored into a project promoting youth entrepreneurship in Armenia.

CASE STUDY: SUPPORTING YOUNG ENTREPRENEURS IN ARMENIA

In Armenia, UNIDO supports young women and men entrepreneurs in starting and growing their businesses. The regions in which the project operates are severely affected by migration of young people to the capital or abroad. Entrepreneurship is promoted as a means to prevent young people from migrating and to support bottom-up private sector development in those regions.

The project provides entrepreneurship training to potential and actual entrepreneurs, with a 50% target for female participation. It also facilitates

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66 The UN commonly define young people as those between 15 and 24 years of age.

67 Prieto-Carrón, M. (2008). Gender, Labour Rights and the Ethical Trading Initiative. Briefing Paper: December 2008. Central America Women's Network. Available at http://www.cawn.org/assets/CAWN%20 Gender%20%20and%20the%20ETI%20Code.pdf

68 Pieters, J. (2013). Youth Unemployment in Developing Countries. Available at at http://www.iza.org/en/webcontent/publications/ reports/report_pdfs/iza_report_58.pdf

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69 Ibid

70 Ibid

access to funding via a youth business revolving fund based on a specialized selection process. Results after ten rounds of training showed that out of 363 training applicants, 33 percent were female. Among actual trainees, women accounted for a higher share, namely 39 percent. Out of 129 loan applications, 36 percent were female, with women accounting for 33 percent of actually approved loans.

Access to finance is seen as a key gender challenge because of the lack of trust in young women's entrepreneurship potential, limited business networking opportunities for women and financial literacy which is lower than financial literacy of men. At the same time, higher discipline and dedication to a business idea as well as easier acceptance of the need to learn have been identified as women's strengths when compared to men. The project's field team consists of mostly women. Gender is taken seriously by the project and a gender dimension will be a key part of the project evaluation.

Conclusion

A number of thematic areas key to private sector development have been highlighted in which gender dimensions are particularly important and have the power to affect program and project impact both positively and negatively. These include legal and regulatory frameworks and other aspects of women's entrepreneurship; the linkages between technology, investment and innovation; as well as specific aspects of cluster development, industrial upgrading and modernization, and corporate social responsibility; last but not least, these gender dimensions overlap with specific challenges to young people, thus making the situation of young women in some regions particularly challenging. Case studies illustrate what considering key gender dimensions in private sector development means in practice.

It is imperative to not only focus on challenges but to identify opportunities and use those as strategic entry points for mainstreaming gender into PSD projects, thus maximising their potential to contribute to gender equality both within the organization as well as among partner institutions;

maximise the poverty-reducing effects of PSD projects; and to maximise inclusive and sustainable industrial and development and economic growth in a given area of intervention.

BIT project stakeholders must go beyond theoretical analysis of key gender dimensions in these areas, even if informed by research and experience, and take practical steps towards gender mainstreaming. The next Chapter in this Guide provides a step-by-step approach as well as a number of tools to facilitate the process.

Key points to remember

- Gender is relevant to all of BIT/UNIDO's projects and programmes;

- Good practice examples demonstrate that it is possible and effective to mainstream gender into PSD project and initiatives;

- Key areas to consider include legal and regulatory frameworks governing the business environment; legal rights of married versus unmarried women in terms of owning land, obtaining credit, etc.; women's roles in decision-making, technology, investment and innovation;

- Gender mainstreaming must be part and parcel of all programs, including those to develop clusters, support SMEs in integrating CSR for market access and, last but not least, programs focusing specifically on young people.

3. GENDER MAINSTREAMING THE PROJECT CYCLE

BIT projects must be 'gender-sensitive' and take into account the differing needs, roles and expectations of both women and men in inclusive and sustainable industrial development (ISID). Gender must be mainstreamed into each stage of the project cycle. This is different from, and goes far beyond, merely adding a specific women's component to a given project or program. This Chapter provides a step-by-step approach to mainstreaming gender into the project cycle by looking at the project formulation, implementation and M&E stages separately.

Effective gender mainstreaming involves systematic attention to gender issues by all key partners and stakeholders at all stages of the project cycle. As outlined previously in this Guide, two key premises must be taken into account when gender mainstreaming the project cycle: 1) that women and men have different needs, roles, interests and access to resources and services; and 2) that women and men are equally important to achieving ISID. Participatory methodologies involving consultation and engagement with a variety of stakeholders, and including both men and women, are key in addressing gender inequalities and promoting the advancement of women.

The degree, to which gender dimensions can affect the outcomes of a given BIT project, and the nature of the particular gender dimensions, may vary. However, it is essential to note that no BIT project is gender-neutral. In other words, each project is faced with differing needs, interests, opportunities and roles of women and men. Assuming a gender-neutral approach would risk reinforcing existing gender-based discrimination or exclusively responding to male priorities, especially in societies where power and decision-making is a male prerogative.

Embedding gender mainstreaming in each part of the project cycle is necessary to ensure that UNIDO interventions actually advance gender equality and empower women as key stakeholders in the sustainable development of their societies. Thus women's access to services and control over resources can be improved and benefits of development shared more equally between men and women.

The following sections provide guidelines for mainstreaming gender throughout the project cycle for BIT's PSD interventions. Annex 1 provides an overview of key questions and activities to be considered when mainstreaming gender during the formulation, implementation and M&E stages of a project.

Part A: Gender mainstreaming in project formulation

BIT projects operate in a variety of social and economic contexts with a range of differences between women and men as regards their division of labor, decision-making power, access to productive resources, and other parameters. This section provides an overview of necessary considerations when operating in such contexts and offers a number of tools to effectively mainstream gender during project formulation.[71]

Step 1: Gender analysis

A thorough gender analysis providing an overview of gender issues in a given context is a key first step in the process. A gender analysis examines the different roles, rights, needs, interests, challenges and opportunities for women and men, boys and girls, and the relations between them in a given context. It thus helps identify potential entry points and determine effective strategies to support gender equality and the empowerment of women in a given context.

A gender expert with knowledge about geographic and other contextual factors should undertake the gender analysis. A sample Terms of Reference for a gender expert to support project formulation is in Annex 3. The expert should be supported by gender-aware project managers and staff, and they may use guidance and tools presented in this Guide.

Data collection is at the core of the gender analysis and both quantitative and qualitative data should be

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71 Some of the tools referred to in this Guide and presented in the Annex are works in progress and will be further developed as part of ongoing gender mainstreaming efforts by the organization.

obtained; to the extent possible, such data should be disaggregated by sex. A considerable amount of data will likely be available already and can be identified through literature reviews and in collaboration with local partners. Where primary data need to be collected, this can be done through interviews, focus group discussions, and surveys (online or offline), for example. Where applicable, data may be analysed through community and social mappings.

Analysis may start with a general country- or regional-level analysis of gender issues, addressing the national and sub-national context in which the project intervenes. As part of this analysis, all relevant social, economic, political and cultural factors need to be taken into account to facilitate identification of the conditions, challenges and opportunities to gender-responsive project implementation.

The United Nations (UN), government agencies at various levels, civil society and academia are all invaluable sources of data and information on gender. Specific indices and measures calculated by UN agencies include the Gender-related Development Index (GDI) and the Gender Empowerment Measure (GEM).[72] Other useful indices include the Gender Inequality Index (GII), the Women's Economic Opportunity Index (WEOI) and the Global Gender Gap Index (GGI).

There are differences in the general availability of gender-specific information by sub-sector in relation to gender. While information in areas such as governance and rural development may be more readily available, sex-disaggregated data and other types of gender-relevant information on business, investment and technology may not always be easy to come by. Besides the sources mentioned above, relevant information might be available through gender focal points of sectoral government departments as well as private sector firms and associations.

The table below provides a (non-comprehensive) set of questions that must be considered as part of the gender analysis. It outlines key dimensions to be considered in gender analysis, such as gender roles, power relations and distribution of benefits. The table provides both overall guidance applicable to all UNIDO projects and sectors as well as considerations specific to BIT interventions. Annex 2 provides a more comprehensive set of questions to be answered during a gender analysis.

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72 Both were introduced in 1995 in the United Nations Development Programme's (UNDP) Human Development Report published. The GDI identifies gender gaps in life expectancy, education and incomes. The GEM is based on estimates of women's relative economic income, participations in high-paying positions with economic power and access to professional and parliamentary positions. It is indicative of the relative empowerment of women in a given country.

	Questions applicable to all UNIDO projects	**Questions specific to BIT projects**
Context	• What is the legal status of women in the country of intervention? • What are the gender norms and values? • What are the training and education levels of women and men? • What are commonly held beliefs, perceptions, and stereotypes in relation to gender?	• Do women and men have equal access to the sectoral labour market? • What are women's legal entitlements in terms of business registration; opening a bank account; choosing where to live; getting a passport; travelling domestically and internationally; conveying citizenship to children; becoming heads of households? • Does constitutional law conflict with traditional law on these matters? • Are there any barriers that impede women's or men's engagement in the sector? • (How) do industrial or related sectoral policies address or impact on gender equality and women's empowerment? • What are common beliefs and perceptions in regard to women's participation in business, investment and technology?
Economy & Roles	• What is the division of labour among women and men? • What is the situation of women and men in the specific sector of intervention? • What is the share of women and men in the formal and informal economy? • Who manages the household? • Who takes responsibility for the care of children and the elderly?	• What is the share of women and men in the sectoral labour market? • What positions in the hierarchy do women and men predominantly have in BIT positions and the private sector more generally? • What is the share of women owning or managing firms (SME and other)? • Which sectors do women predominantly work in (both in employment and self-employment)?
Resources	• Do women and men have equal access to resources including finance, technologies, information and services? If not, why? • Do women and men equally benefit from these resources? If not, why? • Do women and men have equal access to education, technical knowledge, and/or skill upgrading? If not, why?	• Do women and men have the right to own/control land (and other relevant resources)? • Do women and men have (equal) access to credit? What is the share of SMEs owned or managed by women and men in the sector? • Are there wage gaps between women and men in the sector? • Do women and men have equal access to ICT and other technologies? • Do women and men have equal access to information and capacity building in ICT and STEM fields?
Power	• Who participates in decision-making in the household, public sector, and at corporate level? • Are the bargaining positions of women and men different? • Are women involved in making economic decisions? • Do women and men participate equally in the political sphere? If not, why not?	• What is the share of women and men in leadership positions in industry, in sectors the intervention will address, particularly SMEs? • Are women and men from the country in question equally represented at global, regional and national conferences and events? • What role do gender focal points and organisations working on gender equality and women's empowerment play in project/sector-related planning and decision-making?

	Questions applicable to all UNIDO projects	Questions specific to BIT projects
Beneficiaries	• How can women's and men's different needs, both practical and strategic, be addressed by the project? • Which are opportunities or entry points to ensure equal participation and benefits? • How can the project address the different needs and priorities of women and men? • Will the services and technologies provided by the project be available and accessible to both women and men? • Does the project recognize the distinct vulnerabilities of women and men and develop specific response strategies for each target group?	• How can the project support women and men in combining their family care tasks (e.g. childcare, safe and affordable transport, flexible working hours)? • How will women's and men's workloads and incomes be affected through participation in project activities? • How can the project team be equipped to deal with gender-specific challenges that may emerge during project implementation?

Step 2: Stakeholder mapping

Stakeholder mapping is essential to any project. This facilitates stakeholder participation in project formulation and helps ensure their needs and expectations in the area of intervention are addressed in project design. Moreover, when it comes to questions of gender, mapping facilitates understanding of gender perspectives among key stakeholders and helps identify allies that can further the project's gender equality goals. Raising awareness of gender issues among project stakeholders and advocating for gender mainstreaming and gender equality will likely be necessary. Potential allies, i.e. individuals and organizations knowledgeable and aware of gender issues and interested in achieving gender equality, include:

• Gender focal points of the relevant national ministries (e.g. industry, labour, trade);

• Ministries of Women and Social Affairs;

• Academic institutes focusing on gender and women's issues; and

• NGOs, labor organizations, women's associations and other civil society organizations promoting gender equality, women's rights and women's empowerment.

A number of questions should be considered when mapping stakeholders, and the following questions should be investigated for all key stakeholders:

• Is there a balance of men and women among key stakeholder groups?

• Which population groups are generally served by the stakeholder?

• Do key stakeholders include individuals or groups with a specific focus on gender or female empowerment?

• Are stakeholders willing to ensure equal participation of both women and men during project implementation?

The following questions help understand policies, awareness and attitudes on gender of potential or actual partner organizations, in particular:

• What roles do women and men perform within the partner organization?

• Do women and men equally participate in decision-making within the partner organization?

• Does the partner organization have a policy or strategy for gender equality in place?

• Are partners aware of gender inequalities among beneficiaries?

• What are partners' views on gender inequalities?

• Does the partner organization have at least one staff who has the necessary skills and expertise to provide gender mainstreaming inputs?

Answering these questions – through desk research as well as in individual interviews, survey or focus group discussions - helps project teams understand their stakeholders' and partners' strengths and weaknesses with respect to gender; identify opportunities for support and advocacy; analyze risks, etc. Where a strong gender imbalance exists among project stakeholders, affirmative action to involve more of the underrepresented gender should be considered, not least for accountability purposes.

Step 3: Integration of findings

Having analyzed the gender context and undertaken stakeholder analysis, findings and insights generated in the process must be utilized, i.e. actively integrated into project formulation. It is important to note that findings from the gender analysis must be considered throughout the project cycle, i.e. beyond formulation, also in the implementation and M&E stages of the project. This helps shape the project to adequately account for gender issues and empower women as appropriate.

Specifically, project formulation must take into account whether and how women and men need to be addressed differently in order to avoid reinforcing existing gender gaps; assess risks and consequences of (not) mainstreaming gender in the project; clarify which project activities may be considered gender-neutral and which ones require specific action to be more gender-responsive; and outline which supporting tools, expertise or alliances may be necessary to meet gender equality goals. In formulating the project, provisions must be made for the project to:

- Address any gender inequalities real or potential within the scope of the project;
- Ensure the needs and vulnerabilities of women and men are addressed in all relevant project activities;
- Ensure women's and men's distinct capacities and skills are considered and utilized;
- Ensure women and men have equal access to project resources and services;
- Ensure women and men equally benefit from capacity building and other services offered by the project;
- Ensure equal participation of women and men in both the project management arrangements and as beneficiaries, partners and key stakeholders of the project;
- Ensure equal voice among women and men in the decision-making processes of the project;
- Collect and analyse sex-disaggregated data and qualitative information to monitor and evaluate gender outputs, outcomes and impacts of the project; and
- Ensure coordination among key development actors to further enhance gender mainstreaming and promote gender equality and the empowerment of women.

In practical terms, this means considering questions outlined in the table below:

Dimension	Key questions to consider
PROJECT TEAM	• What roles, needs and expectations do women and men play in the project team? • How do these roles differ? • How are women's and men's needs and expectations met? • Is there scope for achieving gender balance in the team?
BENEFICIARIES	• Who are the project's primary and secondary female and male beneficiaries? • Does the project target women and men alike? • If so, how are their different needs and expectations being met? If not, why not, and does this need to be addressed?
CAPACITY BUILDING	• Do both women and men participate in capacity building activities and training? • Does their participation differ, and if so, how? • Do women and men benefit in the same manner from capacity building and training? If so, how? If not, why not? • Are both women and men provided with capacity to meaningfully contribute to decision-making processes and take on leadership roles in sustainable industrial production?
WRITTEN MATERIALS	• Are gender dimensions factored into teaching-learning materials and project documents, such as guides, manuals, tools, e-platforms available electronically and in print? • Are gender dimensions factored into communication materials? • If not, how can they be updated to reflect gender mainstreaming?
POLICY & LEGAL FRAMEWORK	• Are gender dimensions of sustainable industrial development taken into account in policy analysis and advice to governments and other partners? • How can BIT staff and partners ensure that the wider policy and legal framework also takes into account women's important role in sustainable industrial development?
DATA & INFORMATION	• Are data produced through project interventions disaggregated by sex? • If so, are sex-disaggregated data analysed and used to understand differing challenges and opportunities for men and women?
TECHNOLOGY	• How do women and men differ in their access to, and use of, project-related technologies? • Are women's and men's specific needs and priorities, as well as their knowledge and skills, considered and utilized in the development and transfer of sustainable technologies in order to reach maximum uptake?

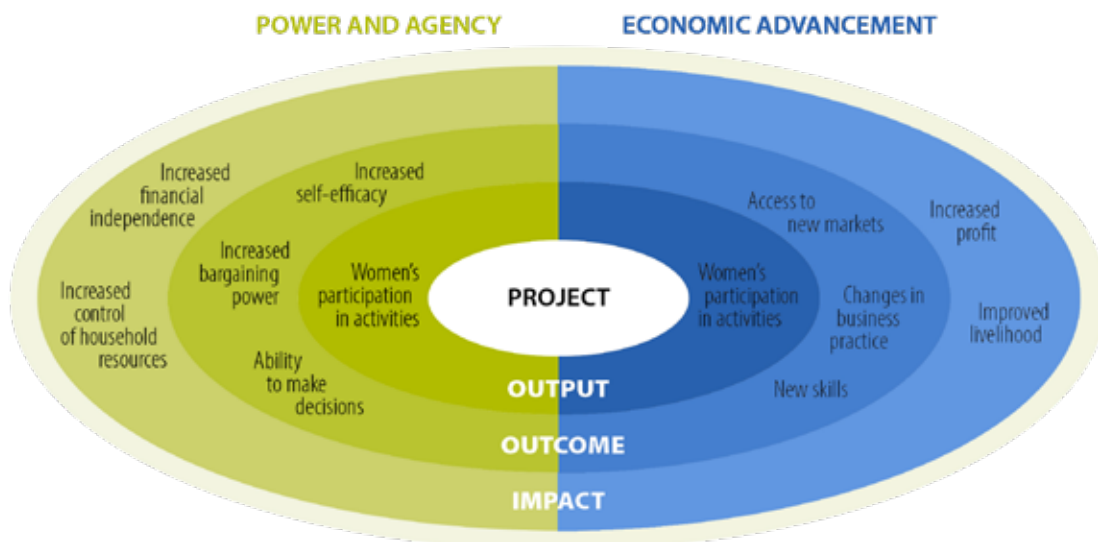## Step 4: Developing a gender-sensitive results framework

As part of gender mainstreaming during project formulation, identifying appropriate outcomes, outputs and indicators is necessary. Gender mainstreaming can only be effective where it is an explicit goal incorporated in the project's results framework and thus tracked and measured along with other project goals and outcomes. Besides facilitating results measurement, tracking gender indicators enables project managers to understand the impact of gender-specific activities, thus providing an invaluable tool for project steering and management.

Sex-disaggregated baselines and indicators as well as gender-specific targets are essential for tracking progress and impact of the gender results of a particular intervention over time. Annex 8 provides a matrix of sample indicators to be used and adapted as necessary by BIT project staff, consultants and partner organizations for the development of project logical frameworks and other M&E tools. The matrix is divided into output and outcome indicators and broken down into 1) a core set of indicators applicable to all projects (focusing on project staff, partners and capacity building) and 2) a set of specific indicators applicable to projects depending on their thematic focus (such as enterprise development, investment, innovation or technology). In order to develop the project logical framework, baselines and targets need to be developed along with indicator adaptation and refinement and means of verification must be defined.

Gender-responsive indicators should be developed with a view to adding real value and insight about project progress and results for both women and men. This means that besides adding specific outcomes, outputs and indicators relating to gender, the overall project results framework should be reviewed and gender dimensions incorporated, for example to stipulate sex-disaggregation of most if not all indicators and analysis. A gender-responsive results framework should not only facilitate assessment of how a situation has changed for men and women respectively, but also whether and how the project has contributed to gender equality and female empowerment either positively or negatively (by perpetuating or increasing existing inequalities, for example). Such indicators can be formulated to be quantitative (e.g. monitoring sex-disaggregated data by participation) or qualitative (e.g. monitoring changes in attitude, perception or levels of empowerment).

To illustrate the distinction between outputs, outcomes and impacts, the chart below provides an overview of project outputs, outcomes and impact in regard to power and agency on the one hand and economic advancement on the other hand. It uses sample indicators to show different stages at which results can be measured[73].

POWER AND AGENCY   **ECONOMIC ADVANCEMENT**

Increased financial independence · Increased self-efficacy · Increased bargaining power · Women's participation in activities · Increased control of household resources · Ability to make decisions · PROJECT · Women's participation in activities · Access to new markets · Increased profit · Changes in business practice · Improved livelihood · New skills · OUTPUT · OUTCOME · IMPACT

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73 ICRW (2011). Understanding and Measuring Women's Economic Empowerment - Definition, Framework and Indicators. Available at http://www.icrw.org/sites/default/files/publications/Understanding-measuring-womens-economic-empowerment.pdf

It should be emphasized that output and outcome indicators are equally important as impact indicators to generate learning on gender. Tracking and analysing inputs, processes, outputs and short- to long-term outcomes is imperative in understanding whether and how gender mainstreaming has worked. Process indicators can provide initial assessments of whether a project is on the right track and engaging women as intended. Input, process and output indicators are usually more straightforward to measure than indicators of deeper or longer-term impact.[74]

Step 5: Gender-responsive budgeting and the gender marker

Gender-responsive budgeting helps to mainstream gender and thus improve gender equality by incorporating a gender perspective into the regular budgetary process. It seeks to address possible differences in roles, contributions and needs of women and men through the allocation of adequate resources to the relevant project activities. Gender-responsive budgeting involves a gender budget analysis to identify the different impacts of expenditures on women and men and a potential need for reallocation of resources to ensure fair and equitable distribution of benefits to both sexes.

Potential areas of expenditure include resources for a gender expert, gender training for staff, gender-balanced workshops, and any other activity identified as necessary for gender mainstreaming and to mitigate or eliminate gender risks. Such provisions should not be made under a separate 'gender budget' but be mainstreamed throughout the BIT project budgets. The following questions can help ensure a gender-responsive budget:

- Does the distribution of programme funds reflect the project's commitment to gender mainstreaming and female empowerment?
- Are there sufficient funds to achieve the desired gender results?
- Are there sufficient funds to include women's and men's differentiated needs and consider them in all activities?

Projects address women's and men's needs and interests and utilize their competencies in different ways and to varying degrees. Depending on the type of intervention and scope of activities, as well as the socio-economic context in which a project is embedded, the degree to which gender is relevant varies and is likely to be found between two extremes: While some projects may have obvious and significant gender dimensions or focus exclusively on empowering women, others may have little discernible potential to contribute to gender equality.

The Gender Marker provides a means to categorize UNIDO's technical cooperation project outputs based on their "gender relevance" and expected contribution to gender equality and/or the empowerment of women within the context of inclusive and sustainable industrial development.

The Gender Marker enables UNIDO to more effectively track and monitor the allocation of financial resources to GEEW activities and therefore, the level of integration of gender-related activities into UNIDO projects and programmes. Assigning a Gender Marker to project outputs helps ensuring that the respective minimum requirements with regard to gender are fulfilled, and moreover, determining the scope and type of gender mainstreaming activities needed to guarantee that any project is – within its interventions and scope of activities – as gender-responsive as possible.

Depending on its gender-responsiveness, every project output should therefore be assigned a Gender Marker scoring as shown below:

2b. Gender is the central focus of output

2a. Significant attention to gender

1. Some/limited attention to gender

0. No attention to gender

It is to be noted that full gender mainstreaming at the project level (an overall score of 2a) is deemed as equally important as a gender-focused project (an overall score of 2b) with respect to its contribution to gender equality and empowerment of women.

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74 Ibid

Definitions and examples for the Gender Marker are provided in the Table below.

Scoring*	Definition
2b – Gender is the central focus of output	The primary focus of the output is contribution to gender equality and/or empowerment of women (GEEW). All indicators assigned to this output **must** include gender baselines, targets, and collect sex-disaggregated data. Key project personnel working on this output and related activities must have gender expertise. Example output: Capacity-building of Ministry to incorporate gender equality objectives in national trade policies/strategies or the output is part of a project that only targets women and girls (e.g. in entrepreneurship) or men and boys (e.g. in post conflict situations, retraining of former soldiers)
2a – Significant attention to gender	Significant contribution to GEEW & gender mainstreaming is expected as a result of this output. The primary focus of this output is not gender equality, but gender equality is integrated as a major component. At least 50% of the activities under this output promote GEEW. At least one indicator assigned to this output must include a gender target and baseline and collect sex-disaggregated data. Project personnel working on this output and related activities must have good gender knowledge. Example output: Institutional capacity for the Cities of Durban and Johannesburg strengthened and awareness raised on Non-Motorized Transport (e.g. awareness raising activities target women with customized promotion messages and materials; uptake of awareness raising is monitored through sex-disaggregated indicators, etc.)
1 – Some/limited attention to gender	Some contribution to GEEW is expected as a result of this output, but not as a primary objective. Activities under this output are primarily focused on other issues, but have a small gender component. If possible, one indicator is assigned to this output that includes a gender target and baseline and collects sex-disaggregated data. Project personnel working on this output are gender-sensitized. Example output: Public-private dialogue platform established on XXX (e.g. sex-disaggregated reporting on participants of the dialogue)
0 – No attention to gender	No contribution to GEEW is expected as a result from this output. The output is gender-neutral. Example outputs: Capacity of Lab X is strengthened with micro-biological testing equipment; emissions reduced through upgrading of (new) production technologies (procurement of equipment)

*Scores assigned to project outputs will be aggregated into an overall score at the project-level through the reporting function of UNIDO's Information System.

Step 6: Risk assessment

A risk assessment helps understand potential risks to project success and facilitates the development of risk management and mitigation strategies. Risks relating to gender equality and women's empowerment need to be factored into such an assessment. The risk assessment will outline how factors outside the control of BIT project management can influence project outputs and outcomes, including socio-economic and political factors, as well as factors relating to individuals' attitudes and behaviours (e.g. discrimination against women, etc.). Importantly, potential repercussions or negative consequences of empowering women and thus disrupting existing gender balances (e.g. an increase in gender-based violence) must also be taken into account.

Risks vary from project to project. The following questions can help identify risks related to gender during project formulation:

- Is there a possibility that the project will reduce women's or men's access to or control of resources and benefits?

- Is there a possibility that the project will adversely affect the situation of women or men (e.g. potential increased workload of women, social isolation of men, etc.)?

- What factors will negatively influence women's and men's ability to participate in project activities (e.g. lack of time, child care duties, transport, education, discriminatory approaches, etc.)?

- What social, legal and cultural obstacles may prevent women or men from participating in and benefiting from the project?

Risks should be categorised according to their likelihood. This can be done using a traffic light system, for example (e.g. red for high risk, orange for medium risk, green for low risk). Once this initial breakdown is completed, strategies for mitigating or eliminating these risks must be identified and actively incorporated into the project.

The gender-mainstreaming checklist below helps project staff ensure that all key steps involved in mainstreaming gender in project formulation have been addressed, and where necessary make improvements to project design.

Key points to remember

- Mainstreaming gender in project formulation sets the stage for effectively addressing gender during implementation and M&E;

- A thorough gender analysis – followed by identification of issues and actions to address them - is an essential starting point;

- Project formulation should be driven by a quest to ensure that women and men can equally access, equally participate and equally benefit from resources, services, capacity building and other activities offered by the project;

- Mainstreaming gender in formulation requires asking the right question to fully explore any social implications. This involves gender-sensitive stakeholder analysis and risk assessment as well as a gender-responsive results framework and budgeting;

- A number of tools are available to support gender mainstreaming in project formulation.

Gender mainstreaming checklist for projects

Date: Project Manager:

SAP#:   Project Name:

Project Component	Question	Yes	No*	Partially*	Comments
ANALYSIS/ JUSTIFICATION	1. Does the project explicitly address a gender issue or issues? If so, please describe how and if not, please provide explanation.				
	2. Does the background/context analysis of the project examine: *a)* the different situations of women and men *b)* the impacts the project will have on different groups				
DATA & STATISTICS	3. Will the project collect and use sex disaggregated data and qualitative information to analyse and track the gender issues?				
RESULTS FRAMEWORK	4. Are outcomes, outputs and activities designed to meet the different needs and priorities of women and men?				
	5. Does the results framework include gender responsive indicators, targets and a baseline to monitor gender equality results?				
BUDGET	6. Have adequate financial resources been allocated for the proposed gender activities (vis-à-vis % of total budget)? Has a gender marker been assigned at the output-level ('central focus of output', 'significant attention', 'limited attention' or 'no attention to gender')? **				
STAKEHOLDERS & PARTICIPATION	7. Are women/gender-focused groups, associations or gender units in partner organizations consulted/included in the project?				
	8. Does the project ensure that both women and men can provide inputs, access and participate in project activities (target at least 40% of whichever gender is underrepresented)?				
GENDER CAPACITIES	9. Has a gender expert been recruited OR does the project staff have gender knowledge and have gender related tasks incorporated in their job descriptions?				
	10. Will all project staff be sensitized to gender (e.g. staff will complete basic online course; I Know Gender Course on UN Women's eLearning Campus https://trainingcentre.unwomen.org)?				
PROJECT IMPLEMENTATION	11. Is there gender-balanced recruitment of project personnel and gender balanced representation in project committees?				
MONITORING & EVALUATION	12. Will the monitoring and evaluation of the project cover gender issues and monitor behavioural changes towards greater gender equality?				

*Comments are mandatory for each question answered "No" or "Partially".
** A user guide on how to assign a gender marker within UNIDO's SAP PPM system is found on the Intranet and Documents/Gender Mainstreaming

Part B: Gender mainstreaming in project implementation

This section provides an overview of necessary considerations when moving into the implementation phase of the project cycle and offers a number of tools for gender mainstreaming during implementation. Where a BIT project is already in the implementation stage and gender was not mainstreamed during project formulation, reviewing the key steps outlined in the previous section is highly recommended. It is never too late to conduct a gender analysis and integrate key gender dimensions into an existing project.

Step 7: Selecting the implementation team

Selecting a gender-responsive implementation team is an essential first step during project implementation. Where possible, gender-balance should be achieved at all levels of the team. However, experience shows that in most BIT projects women are underrepresented.

For example, in a UNIDO technical assistance project on business registration reform in Viet Nam, women and men were roughly equally represented across its partner organizations Agency for Business Registration (ABR) and Business Registration Offices (BRO). However, among UNIDO project staff there were almost twice as many men than women. At the same time, in both ABR and BRO men accounted for a much larger share than women in leadership positions while women were overrepresented in less senior staff positions. This is depicted in the table on the next page[75].

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75 UNIDO-MPI Technical Assistance Project to Business Registration Reform in Viet Nam, Independent Evaluation, 2013.

Staff	Women	Men	Combined total
Project	Total: 10 (36%)	Total: 18 (64%)	Total project: 28 (100%)
	Staff: 8 (32%)	Staff: 17 (68%)	Staff: 25 (100%)
	Leaders: 2 (66%)	Leaders: 1 (33%)	Leaders: 3 (100%)
ABR	Total: 18 (50%)	Total: 18 (50%)	Total ABR: 36 (100%)
	Staff: 13 (62%)	Staff: 8 (38%)	Staff: 21 (100%)
	Leaders: 5 (33%)	Leaders: 10 (66%)	Leaders: 15 (100%)
BRO	Total: 235 (47%)	Total: 262 (53%)	Total BRO: 497 (100%)
	Staff: 180 (53%)	Staff: 159 (47%)	Staff: 339 (100%)
	Leaders: 55 (35%)	Leaders: 103 (65%)	Leaders: 158 (100%)

Efforts must be made to facilitate women's participation in project teams. Promoting increased participation of women can be achieved by:

- Specifically encouraging women to apply for positions advertised;

- Advertising positions in places where women are more likely to see advertisements as well as using women's networks (e.g. women's associations);

- Offering family-friendly working conditions (e.g. flex-time and childcare arrangements);

- Upholding ethical standards in the workplace (e.g. no tolerance for sexual harassment).

To ensure continued gender mainstreaming during project implementation, hiring a gender expert, or a technical expert with strong gender competency, to be part of the project implementation team is necessary. For continuity purposes and wherever practical, this may be the gender expert who conducted the gender analysis during formulation. The gender expert's role includes leading on data collection and monitoring of the project's gender dimensions. A sample Terms of Reference for a gender expert to support project implementation is in Annex 4.

Importantly, where a gender expert is part of the team this does not mean that gender can be considered 'taken care of' and other team members bear no more responsibility for gender mainstreaming. The BIT project manager must take the lead in clarifying roles and responsibilities for gender, taking into account that the role of the gender expert involves supporting the team in addressing gender issues and working towards gender equality effectively and efficiently as opposed to addressing all gender issues by himself/herself.

Early on, team members may be challenged to scrutinize their own attitudes and behaviors with respect to gender. Sexist language and comments should be discouraged, and gender sensitive terminology adopted in written and verbal project communication. Gender equality goals should be made explicit to all project staff. Where basic understanding of, and sensitivity towards gender issues is part of staff performance assessments, the likelihood that gender issues are addressed effectively by the project will increase significantly.

Gender-responsive activities, such as undertaking a gender analysis, monitoring and reporting using sex-disaggregated figures, etc. must be included in the terms of reference of the implementation team. In other words, in addition to hiring gender experts, other members of the project implementation team must also have a sufficient degree of gender competence. Therefore gender competency must be an essential criterion in recruitment; and gender training should be provided to all team members. A number of e-learning tools are available to support staff sensitization and training, for example on UN Women's eLarning Campus.[76]

It is important to note that female team members are not necessarily gender experts, gender-

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76 The UN Women Training Centre eLearning Campus is a global online platform for gender equality training. It is open to everybody interested in using training or learning as a means to advance gender equality, women's empowerment and women's rights and can be accessed at https://trainingcentre.unwomen.org

responsive or knowledgeable about gender simply because of their sex. Like their male team members, women will require and strongly benefit from gender capacity building. Nevertheless, female staff by virtue of their sex may be in a position to help in reaching women beneficiaries and facilitate their participation as well as access to project resources and benefits. This is because in many contexts cross-gender collaboration and engagement comes with specific challenges and barriers.

Depending on the project context, women staff may have special needs. These must be addressed particularly where social constraints inhibit women from demonstrating their capabilities, and where the social environment puts women more at risk than men. In practical terms this means creating a safe working environment for women team members and flexibility applied as needed (e.g. to avoid sexual harassment when travelling in certain means of transports and at certain times of the day).

It should also be acknowledged that some project stakeholders may not be accustomed to viewing women as leadership personalities. Where this may be an issue, providing training to female and male staff on leadership and negotiation skills, for example, may be considered. As project stakeholders become used to engaging with women leaders and other female professionals, their perceptions may change towards a more equal view of women and men.

Holding an orientation workshop for all staff (and partners where possible) will be an important starting point. Such a workshop must be conducted in a gender-responsive manner and may include an overview of the findings of the gender analysis conducted during project formulation and sensitization on gender issues in the context of the project (see Annex 5 for checklist on conducting gender-responsive training and workshops).

Following the workshop, all team members should be able to understand key gender concepts, be able to articulate them clearly, and understand gender implications at the level of project implementation. They should also be familiar with key tools which facilitate gender-sensitive project implementation.

Such a workshop may also be used to systematically assess gender perceptions and gender-related capacity by project staff and other stakeholders, thus adding texture to the findings of the gender analysis and providing an entry point for further capacity building. Capacity building can include further workshops as well as self-study, coaching and mentoring for key individuals. Overall, involving local counterparts and partners in gender capacity building is highly recommended to ensure that gender equality is not forgotten after conclusion of the project, thus facilitating the sustainability of project outcomes.

Step 8: Working with partners

Building on the stakeholder mapping outlined in the previous section on project formulation, key partners and other project stakeholders must be involved in BIT project gender mainstreaming during implementation. Partnerships are useful tools in implementing project activities, pooling competencies and resources, and maximising chances for sustainability. At the same time, partners tend to represent a variety of institutional, cultural and sectoral backgrounds, which makes transparency, clear communication and mutual respect paramount in order to avoid misunderstandings and ensure a common ground for project implementation.

It is imperative that local counterparts and project stakeholders are made aware of and provided information on the gender issues identified during project formulation and the way in which the BIT project in question has chosen to address them. All partners must understand UNIDO's commitment to mainstreaming gender with a view to achieving gender equality.

Providing gender sensitization training and capacity building to project partners should be considered. Moreover, gender parity and equality must be considered in partner capacity building activities provided by the project, such as trainings, study tours, etc. Partners may also be encouraged to utilize the e-learning tools provided by UN Women.

Step 9: Developing a Gender Charter

A gender charter outlines organizational commitment to gender equality by making provisions for specific dimensions relevant to ensuring full participation by men and women in all spheres of an institution without discrimination. It can be used as a tool to demonstrate BIT project commitment to making gender equality a reality and for other aspects of

communication. It may also be used to promote gender equality among partner institutions and other stakeholders and, last but not least, for gender-responsive recruitment.

Many organizations have relevant provisions and activities in place without having formally developed them into a gender charter. The enactment of a gender charter has the advantage of focusing efforts and actions under one umbrella. When organizations decide to establish a gender charter several considerations are important. These include alignment with national legislation; feasibility of affirmative action for staff recruitment purposes; and a consultative process to ensure industry and local gender advocates' recommendations are taken into account. Based on the gender charter, an ethical code of conduct may be developed to reinforce the protection of male and female workers against moral and sexual harassment.

A gender charter may focus on key dimensions, such as work, money, knowledge, time, voice and health may encompass the following considerations:

Dimension	Key considerations
WORK	1. Absence of any institutionalized form of discrimination, based either on policy (formal) or practice (informal). 2. Absence of structural barriers (i.e. clauses in the human resource management policy) to performing the same tasks if required. 3. Technical and working groups to be constituted with gender balance (40-60%) criteria. Meetings to be adjourned if target is not met.
MONEY	4. Equal remuneration for women and men for work of equal value. 5. Equal access to employee benefits (e.g. provision for pension schemes, holiday entitlements, health insurance, etc.)
KNOWLEDGE	6. No discrimination in access to information (e.g. career opportunities). 7. Equal opportunities for training and professional development. 8. Specific training opportunities for workers recruited under affirmative action channel.
TIME	9. Provision for child-care facilities. 10. Flexibility of working time – fair overtime schedules. 11. Equal length of paid paternity and paid maternity leaves. 12. Equal duration of working life years.
VOICE	13. Gender-balance objectives (40-60%) at governance, executive/management and technical/operational levels. 14. Requirement of a personal bank account for issuing salaries.
HEALTH	15. Secure channel for reporting sexual harassment and protection against retaliation. 16. Protection of pregnant workers and workers who have recently given birth or are breastfeeding.

A model gender charter is provided in Annex 6.

Key points to remember

- Mainstreaming gender in project implementation builds on effective gender mainstreaming during project formulation;

- Selecting the right team members and building team capacity for gender is key;

- Women are not gender experts simply because of their sex;

- Partners' and other stakeholders' gender awareness and capacity needs to be considered and strengthened;

- A gender charter may be useful in consolidating and communicating institutional commitment to gender.

Part C: Gender mainstreaming in monitoring and evaluation

Strong and continued commitment at the decision-making level to establishing and maintaining a gender-responsive M&E system is key, as is an explicit shared responsibility among all project team members for gathering, analysing and using sex-disaggregated data to understand gender results. This section outlines key considerations in monitoring, evaluating and communicating gender results.

Step 10: Monitoring gender results

A good M&E system collects and reports sex-disaggregated information wherever possible and relevant. It builds on baselines, targets and benchmarks defined during project formulation. Nevertheless, the results framework developed at the onset of the project, while serving as the overall guiding document for project M&E, may need to be adapted in order to reflect project realities and lessons learned during implementation.

Project monitoring involves the systematic and routine collection of data to inform project management and to facilitate accountability and communication. Ensuring that project staff and partners leading on project M&E are aware of gender issues and committed to gender mainstreaming is imperative in obtaining useful gender-related information in the monitoring process. Project managers should consider allowing for the monitoring function to be a shared responsibility between UNIDO and its partners as well as male and female beneficiaries, for example. Such a participatory approach to project monitoring can build capacity and ownership among partners and beneficiaries and thus strengthen the sustainability of project efforts.

Besides understanding progress, the monitoring function also serves to steer the project and make changes to implementation practices as necessary. This may involve adaptation to improve access to project benefits and participation in project activities by women if found inadequate, for example. At the same time, those aspects of the project that are found to be successful in terms of improving gender equality can be expanded and systematized where appropriate given other actual and desired project outcomes. Reporting on gender-based results must be part and parcel of all project reports.

Step 11: Evaluating gender results

All project evaluations should be led by an individual with commitment to, and competencies in, gender mainstreaming towards gender equality. Where a team conducts evaluations, having a designated gender expert on board is important. Therefore, the evaluation TOR must specify gender expertise as an essential criterion.

As with project monitoring, the project results framework is a good starting point for informing the evaluation. Any specific gender component of the project (e.g. gender objectives, outcomes or outputs) must be explicitly addressed during evaluation. Gender-specific evaluation questions may be identified by the project team and integrated into the evaluator's TOR in line with UNIDO's Evaluation Group Guidelines on Integrating Gender into Evaluations (see Annex 7). Integrating a specific gender evaluation component that identifies good practice and lessons learned from the intervention with regard to gender equality and the empowerment of women more generally may be particularly informative.

Even projects that have been categorized as having only limited potential to contributing to gender equality or women's empowerment and thus do not explicitly address gender issues will benefit from an evaluation that takes gender into account. It may be found that the project did in fact have an impact on gender issues or that gender issues

could or should have been addressed after all, thus providing lessons for future project categorization and implementation.

The following key points must be considered to ensure a gender-responsive evaluation[77]:

- Methodology and tools integrate gender, for example through participatory methods of data collection and gender-sensitive questions and indicators;

- Terms of Reference specifically refer to gender, for example by integrating gender issues into evaluation objectives, making explicit reference to gender and including gender-specific evaluation questions;

- Evaluators or evaluation teams demonstrate gender competency;

- Evaluation team demonstrate a gender balance;

- Evaluation report reflects systematic attention to gender, including data and analysis disaggregated by sex; and

- Evaluation report applies gender-sensitive language, equally uses the terms 'women' and 'men' and avoids sexist stereotypes.

Step 12: Communicating gender results

Communicating and disseminating gender results by sharing lessons learned in a given BIT project is key in increasing awareness on gender issues among key stakeholders and garnering further commitment to improving gender equality. This is particularly true if it can be demonstrated that a project yielded positive gender results and that they were conducive to project success.

As with any form of communication, BIT project communication on gender must be targeted to each audience, thus tailoring the format, style and approach used to address policymakers, businesses, donors and project staff in different ways. Communicating gender results in a way that is understandable and useful for different stakeholders can be challenging. A balance

must be found between neither overestimating nor underestimating stakeholders' knowledge and information on gender. Many stakeholders lack information on:

- The situation in the field from a gender perspective;

- Governance or organizational mandates for gender equality;

- Policies and programmes targeting gender equality;

- Stakeholder commitments and efforts to promoting gender equality;

- Good practice in women's empowerment and gender equality as experienced by partners or other project stakeholders.

Gender results – including both successes and challenges - should be integrated into regular means of communication such as project newsletters, progress reports, social media channels, and the project website. Other means of communication and information sharing of gender findings include workshops, e-discussions or the dissemination of case studies and best practice briefings. Information sharing can contribute to awareness raising among stakeholders and provide evidence for advocacy. Besides regular communication, communicating gender results in designated briefings to highlight the gender dimensions of an intervention is recommended.

Key points to remember

- A solid gender-responsive results framework is a key basis for mainstreaming gender into project M&E;

- Monitoring gender results facilitates adaptation of project activities to optimise gender equality as necessary;

- Evaluators must demonstrate gender competency and be committed to gender equality;

- Communicating gender results effectively to different audiences requires a tailored approach.

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77 Adapted from International Service for National Agricultural Research (2001). Gender Analysis for Monitoring and Evaluation: The Engendered Logframe Approach; A Training Module. Available at: http://www.seachangecop.org/sites/default/files/documents/2001%2006%20FAO%20Engendered%20Logframe%20Approach.pdf

ANNEXES

ANNEXES OVERVIEW

The following tools, i.e. tables, checklists and TORs are provided:

Gender Tools for Project Formulation

- Gender in the Project Cycle Overview
- Gender Analysis Checklist
- TOR for Gender Expert for Project Design

Gender Tools for Project Implementation

- TOR for Gender Expert for Implementation
- Gender-responsive Workshop and Training Checklist
- Model Gender Charter

Gender tools for Monitoring and Evaluation

- Guidance on Integrating Gender in Project and Programme Evaluations
- Indicator matrix

General tools

- Gender Glossary

Gender Tools for Project Formulation

ANNEX 1: OVERVIEW OF GENDER CONSIDERATIONS IN THE PROJECT CYCLE

Stage	Formulation
Purpose	To formulate a project that analyses the roles and needs of women and men, and addresses any gender inequalities so that women and men can equally access, equally participate in and equally benefit from the resources, services, capacity building and other activities offered by the project.
Key Activities	• Assess and categorize the project's potential to integrate gender dimensions and contribute to the advancement of gender equality. • Collect and analyse sex-disaggregated data and qualitative information to understand roles and needs of women and men. • Design project activities to meet specific needs of women and men. *Example activity: Ensure location, facilities and timing of workshops, meetings and other events is conducive to both women and men participating. • Incorporate mechanisms to ensure gender balanced representation and participation in project activities and decision-making processes (target at least 40% of whichever sex is underrepresented). *Example activity: Target 40% women's participation in training on business skills. • Develop gender-specific targets or performance indicators that track gender results and impact. *Example target/indicator: Number of national or regional entrepreneurship-related legislation, policies, strategies or plans that incorporate a gender perspective. • Take into account any adverse impacts or risks that may affect the equal access to, equal participation in and/or equal benefit from project activities among women and men. *Example activity: Identify if there are any cultural/ religious/legal restrictions that would not allow women or men to access or participate in capacity building activities. • Ensure equal opportunity for women and men in the management and implementation arrangements of project. *Example activity: Create terms of reference for project management that include gender sensitivity and respect for diversity as a competency and include incentives for women to apply. • Allocate sufficient financial resources for gender mainstreaming and women's empowerment activities. *Example activity to fund: Recruit gender expert to ensure gender issues are addressed during implementation; conduct gender training; undertake a comprehensive gender analysis and baseline exercise in the field at project inception. • Identify and consult with women/gender groups, associations or stakeholders on project formulation. • Consider lessons learned from previous projects with gender dimensions and integrate them into project formulation where relevant.

Implementation	Monitoring and Evaluation
To implement project activities that ensure women and men can equally access project resources and services, equally participate in project activities and decision-making processes, and equally benefit from training or other capacity building activities offered by the project.	To ensure women and men equally participate in monitoring and evaluation activities and decision-making processes and data is collected on women and men so that gender impacts are tracked to assess if the project equally benefits women and men.

- If the project is considered gender relevant, conduct a more comprehensive gender analysis in the field and establish a baseline.

- Ensure women and men can equally access project resources and services.
  *Example activity: Include targeted sessions when providing training for women or men on using information and communication technologies in business development; take into account particular social or legal restrictions that may prohibit women or men from accessing resources, such as finance.

- Make sure women and men can equally participate in project activities such as trainings or capacity building activities.
  *Example activity: Include special transportation or have mobile training units to address any security or distance challenges; to enhance women's participation, provide childcare services and specifically target women networks in awareness building and outreach.

- Recruit gender expert or ensure at least one member of the project management team is competent in gender issues and gender mainstreaming.
  *Example activity: Ensure project manager completes basic gender course ("I Know Gender") on UN Women's eLearning Campus (https://trainingcentre.unwomen.org)

- Engage with gender focal points in-country (women's groups, associations, NGOs) as project counterparts or as gender advisors.

- Build capacity within the project team and among stakeholders to ensure gender-responsive implementation and the continued integration of a gender perspective within the sector/area of intervention after the project ends.
  *Example activities: i) Involve gender focal point or gender/women-focused groups in "train the trainer" programmes and project monitoring activities to ensure sustainability. ii) Provide gender sensitization training to all project personnel and share BIT gender mainstreaming guide.

- Collect sex-disaggregated data to track gender equality results and assess gender impacts.

- Monitor access, participation, and benefits among women and men and incorporate remedial action that redresses any gender inequalities in project implementation.

- Regularly report on how gender is mainstreamed and ensure that mid-term reviews, assessments, audits, etc. include gender as a specific component.

- Ensure gender balance and recruit gender evaluation expert to be part of evaluation team. If this is not feasible, make sure at least one member of the evaluation team is knowledgeable about gender issues and gender mainstreaming.

- Ensure women and men are able to participate in monitoring and evaluation processes.
  *Example activity: If evaluation calls for interviews, ensure that both women and men can participate, taking into account transportation, language, and time requirements.

- Integrate gender-specific evaluation questions and components in the Evaluation ToRs in line with UNIDO Evaluation Group Guide for integrating gender so that the evaluation report includes an assessment of gender equality results and impacts.

- Identify good practices and lessons learned on project outcomes, outputs and activities that promote gender equality and women's empowerment.

- Incorporate a gender dimension in project staff performance appraisals (e.g. by incorporating gender-related tasks in job descriptions).

ANNEX 2: GENDER ANALYSIS CHECKLIST

QUESTIONS	ANSWER
General national and sub-national context	
Policy framework	
• What are the legally binding international and regional human rights instruments, commitments and polices that have been signed by the country? (e.g. CEDAW)	
• Are there any government initiatives relevant to the project that address gender inequalities?	
• Are there any relevant gender indicators that are monitored at the national level, e.g. by the National Bureau of Statistics or by an agency responsible for reporting on national development plans?	
Political and empowerment framework	
• What is the share of seats that women and men hold in parliament and in high-level ministerial and departmental positions, particularly in relevant sectoral ministries and agencies?	
• What is the share of men and women in high-paying positions in the relevant parts of the private sector?	
• Are there relevant civil society organizations or international agencies that work in the sector of intervention with a gender equality or women's empowerment perspective?	
Labour-market framework	
• What is the division of labour between women and men in the country?	
• What is the share of women in professional, technical, managerial and administrative jobs in the country?	
• Are there gender gaps in income for equal work among women and men in the country? If so, in which sectors in particular?	
Economic and financial framework	
• Do women and men have the right to own/control land (and other relevant resources)?	
• What is the share of women in relation to men who own land?	
• Do women and men face equal barriers to accessing finance?	
• What is the availability of outreach programmes to women that target the provision of business development or financial services through government initiatives, private lenders and others?	
Social and cultural framework	
• What are the social and cultural values, norms, attitudes and beliefs in relation to gender equality?	
• Are there gaps in literacy levels between women and men (rural/urban)?	
• What are the enrolment rates for primary, secondary and tertiary education of men vis-à-vis women?	
• Are there gender gaps in access to healthcare?	
• What is the level of gender-based violence in the country?	

QUESTIONS	ANSWER
Sectoral context	
Private sector and industry framework	
• Are there sector policies that facilitate or impede gender equality? If so, how?	
• Is there a gender focal point in the counterpart ministry or ministries?	
• What are the key country-level gender issues related to private sector development and industry that the project must be aware of, and could possibly deal with?	
• What is the share of women in top leadership and medium- to senior management positions in the private sector (both employed and self-employed)?	
• What are women's legal entitlements in terms of business registration; opening a bank account; choosing where to live; getting a passport; travelling domestically and internationally; conveying citizenship to children; becoming heads of households? Does constitutional law conflict with traditional law on these matters?	
• Are women and men from the country in question equally represented at global, regional and national sectoral conferences and events?	
• What are common beliefs and perceptions in regard to women's participation in business, investment and technology?	
Women's entrepreneurship	
• What is the share of women-owned and women-managed SMEs?	
• What specific barriers do women face in terms of entrepreneurial activities (e.g. access to credit; land tenure; difficulties in connecting to the markets)?	
• Is there room for women and men for functional upgrading of their traditional roles, for example in export, marketing, new forms of organization in cooperatives or self-help groups?	
Women's employment	
• What barriers to access exist for women and men to the sectoral labor market?	
• What is the share of women and men in the sectoral labor market?	
• What positions in the hierarchy do women and men predominantly have in BIT positions and the private sector more generally?	
• Which sectors do women and men predominantly work in (both in employment and self-employment), i.e. what is their division of labor?	
• Are there wage gaps between women and men in the sector?	
Women's access to technology and technical training	
• Do women and men have equal access to ICT and other technologies?	
• Do women and men have equal access to information and capacity building in ICT and STEM fields?	

UNIDO

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)

Title:	**Gender Expert for Project Formulation***
Main duty station and location:	
Mission/s to:	
Start of contract (EOD):	
End of contract (COB):	
Number of working days:	

Organizational context

UNIDO is a specialized agency of the United Nations that promotes industrial development for poverty reduction, inclusive globalization and environmental sustainability. The Organization pursues the programmatic goals of gender equality and the empowerment of women both collectively within the United Nations system and individually with its mandate to advance the wellbeing of women and men in all countries through inclusive and sustainable industrial development. UNIDO is committed to integrating a gender perspective in all its policies, programmes, projects and organizational practices.

Project context

Provide contextual background here.

Duties

Within the duration of the assignment, the Gender Expert is expected to undertake a gender analysis in order to effectively mainstream gender into the design and formulation of the project. Specifically, under the direct supervision and guidance of the project manager and in close collaboration with industry/sector experts, the Gender Expert will assume the tasks shown in the table on the next page.

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* As a first step to identifying gender experts, contact the following: UNIDO Human Resources Management and UNIDO Gender Team; UN agencies or NGOs focused on women, women's groups or associations in the region of intervention.

Duties	Measurable outputs	Expected duration	Location
• Review relevant UNIDO documents on the requirements for gender mainstreaming, including UNIDO's Policy on Gender Equality and the Empowerment of Women (2009) and UNIDO's Guide to Gender Mainstreaming BIT Services for Private Sector Development (2015). • Conduct a detailed gender analysis as guided by the above-mentioned BIT Guide to Gender Mainstreaming, particularly emphasizing gender division of labour, control of resources and technologies, women's and men's needs and preferences, and opportunities for and constraints on women's participation.	• In-depth gender analysis is conducted	10+ days	Field-based
• Assess and identify potential gender-differentiated impacts of the project.	• Impacts and risks are identified		
• Collect sex-disaggregated baseline data that could be used to monitor potential gender impacts.	• Baseline is established		
• Identify government agencies, NGOs, community-based organizations and women's associations or groups whose work focuses on gender in the context of private sector development and business, investment and technology that can be utilized during project preparation and implementation. Assess their capacity.	• Relevant government agencies, NGOs, community-based organizations and women's associations or groups in-country are identified and consulted		
• Based on gender analysis, develop a plan of action that identifies opportunities and entry points for mainstreaming gender into the project. The plan of action for gender mainstreaming should mirror the project's log frame and include the development of gender- specific project components, gender-responsive targets and indicators, timelines, assigned responsibilities and implementation arrangements. • Provide cost estimates for the implementation of the plan of action for gender mainstreaming.	• Plan of action for gender mainstreaming is developed and costs for implementation are estimated	5 days	Home-based
• Integrate relevant gender components from the plan of action for gender mainstreaming in the project document, including cost estimates for its implementation.	• Project document is gender-mainstreamed		
• Prepare terms of reference for gender specialist to implement the gender-responsive components of the project.	• ToR for gender specialist for project implementation is finalized		

Required competencies

Core values

1. Integrity
2. Professionalism
3. Respect for diversity

Core competencies

1. Results orientation and accountability
2. Planning and organizing
3. Team orientation

Managerial competencies (as applicable)

1. Strategic thinking
2. Sound judging and decision-making

Minimum organizational requirements

Education

The Gender Expert should have a postgraduate university degree in Social Sciences or other relevant discipline, preferably with a specialization in gender, project cycle management and/or business.

Technical and functional experience

The Gender Expert should have:

- A minimum of five years practical experience in the field of gender equality and gender mainstreaming;
- Formal training in gender analysis and gender planning and demonstrated expertise in mainstreaming gender in projects and programmes, especially in private sector development;
- Thorough understanding of the gender context in [country], and experience working with government institutions and international or non-governmental organizations supporting gender and development work in the private sector;
- Familiarity with gender analysis tools and methodologies;
- Strong communication skills and ability to liaise with various stakeholders, including government officials.

Languages

Fluency in written and spoken English is required.

Gender tools for project implementation

ANNEX 4: TOR FOR GENDER EXPERT – PROJECT IMPLEMENTATION

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)

Title:	**Gender Expert for Project Formulation**[*]
Main duty station and location:	
Mission/s to:	
Start of contract (EOD):	
End of contract (COB):	
Number of working days:	

Organizational context

UNIDO is a specialized agency of the United Nations that promotes industrial development for poverty reduction, inclusive globalization and environmental sustainability. The Organization pursues the programmatic goals of gender equality and the empowerment of women both collectively within the United Nations system and individually with its mandate to advance the wellbeing of women and men in all countries through inclusive and sustainable industrial development. UNIDO is committed to integrating a gender perspective in all its policies, programmes, projects and organizational practices.

Project context

Provide contextual background here.

Duties

Within the duration of the assignment, the Gender Expert is expected to undertake a gender analysis in order to effectively mainstream gender into the design and formulation of the project. Specifically, under the direct supervision and guidance of the project manager and in close collaboration with industry/sector experts, the Gender Expert will assume the tasks shown in the table on the next page.

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[*] As a first step to identifying gender experts, contact the following: UNIDO Human Resources Management and UNIDO Gender Team; UN agencies or NGOs focused on women, women's groups or associations in the region of intervention.

Duties	Measurable outputs
• If not already established, collect sex-disaggregated baseline data that will be used to monitor gender impacts.	• Baseline established
• Assess the gender "awareness" and "sensitivity" of project beneficiaries and stakeholders.	• Assessment of gender awareness/sensitivity of project stakeholders is undertaken
• Conduct gender-sensitization training for project staff at all levels and maintain the desired level of gender awareness.	• Gender-sensitization training is conducted
• Assist in the recruitment of project staff to ensure gender equality in recruitment and a gender focus in staff competencies to support implementation of gender activities.	• Gender-sensitive ToRs, including gender-related competencies, are created and used.
• Conduct regular site visits to monitor implementation of gender activities, collect sex-disaggregated data on gender-responsive targets and indicators and prepare corresponding progress reports.	• Site visits are conducted and data is collected on a regular basis • Gender results are systematically monitored and regularly reported
• Identify any unanticipated risks and/or negative gender impacts. Adjust and/or develop project activities to mitigate these issues as needed.	• Unanticipated risks and/or negative gender impacts, if any, are identified and addressed
• Engage and provide necessary support to the relevant government agencies, NGOs, community-based organizations and women's associations or groups whose work focuses on gender and private sector development to facilitate collaboration and enhance gender results of project implementation.	• Relevant government agencies, NGOs, community-based organizations and women's associations or groups in-country are identified and regularly consulted throughout the project

Required competencies

Core values

1. Integrity
2. Professionalism
3. Respect for diversity

Core competencies

1. Results orientation and accountability
2. Planning and organizing
3. Team orientation

Managerial competencies (as applicable)

1. Strategic thinking
2. Sound judging and decision-making

Minimum organizational requirements

Education

The Gender Expert should have a postgraduate university degree in Social Sciences or other relevant discipline, preferably with a specialization in gender, project cycle management and/or business.

Technical and functional experience

The Gender Expert should have:

- A minimum of five years practical experience in the field of gender equality and gender mainstreaming;
- Formal training in gender analysis and gender planning and demonstrated expertise in mainstreaming gender in projects and programmes, especially in private sector development;
- Thorough understanding of the gender context in [country], and experience working with government institutions and international or non-governmental organizations supporting gender and development work in the private sector;
- Familiarity with gender analysis tools and methodologies;
- Strong communication skills and ability to liaise with various stakeholders, including government officials.

Languages

Fluency in written and spoken English is required.

ANNEX 5: CHECKLIST FOR ORGANIZING GENDER-RESPONSIVE WORKSHOPS

Before the workshop/training	Completed
1. Workshop objectives consider gender interests.	
2. Outputs and indicators are set for Gender Equality and the Empowerment of Women (GEEW).	
3. Facilitators receive GEEW awareness briefing and relevant UNIDO GEEW material.	
4. The workshop site is located in an accessible, central area with women-friendly facilities.	
5. The workshop schedule provides for timing and arrangements to suit women participants.	
6. Call for participation is widely disseminated, using both female and male-oriented communication channels and media.	
7. Workshop material is screened for gender sensitive data, language and illustrations and proposed activities are checked for gender bias.	
During the workshop/training	
8. Workshops provide room for men and women to engage equally.	
9. Facilitators allow for non-dominant views to be expressed.	
10. Sex-disaggregated data is collected, including participants' feedbacks and experiences.	
After the workshop/training	
11. The achievement of GEEW outputs and indicators is evaluated.	
12. The facilitator's performance in relation to gender sensitivity is assessed.	
13. Feedback by female and male participants is taken into consideration.	

ANNEX 6: MODEL GENDER CHARTER

<div align="center">

{INSTITUTION'S NAME}
GENDER CHARTER
— {CREATION/REVISION DATE} —

</div>

*A charter for gender equality and the empowerment of women aiming at the full
participation of men and women in all spheres of our institution without discrimination.*

Preamble

1. {Institution's name} recognizes that gender discrimination is a serious threat to human development, both at personal level and for society in general. Its ubiquitous repercussions on the economy are disastrous.

2. {Institution's name} commits to pursue the goal of gender equality and empowerment of women at all levels of its organisation, including service delivery to end-users/consumers, with the objective of creating a stronger and more prosperous institution.

3. To this end, {Institution's name} has developed the following **Core values** and **Principles** and has defined **Roles & responsibilities** to ensure their implementation, monitoring and evaluation.

Core values

4. {Institution's name}'s staff adheres to the following core values:

   - Equal rights for women and men

   - Equal access to resources and career opportunities for women and men

   - Ability to positively contribute and influence the institution's life for all

Principles

5. {Institution's name} has adopted the following principles to guide its daily activities:

<div align="center">

— WORK —

</div>

A. Absence of any institutionalised form of discrimination, either based on policy (formal) or practice (informal).

B. Absence of structural barriers (i.e. clauses in the human resource management policy) to performing the same tasks if required.

C. Technical and working groups to be constituted with gender balance (40-60%) criteria. Meetings to be adjourned if target is not met.

<div align="center">

— REMUNERATION —

</div>

D. Equal remuneration for women and men for work of equal value.

E. Equal access to employee benefits (e.g. provision for housekeeper allowances, pension schemes).

— KNOWLEDGE RESOURCES —

F. No discrimination in access to information (e.g. career opportunities).

G.

H. Equal opportunities for training and professional development.

I. Specific training opportunities for workers recruited under affirmative action channel.

— TIME —

J. Provision for child-care facilities.

K. Flexibility of working time – fair overtime schedules.

L. Equal length of paid paternity and paid maternity leaves.

M. Equal duration of working life years.

— VOICE —

N. Gender-balance objectives (40-60%) at governance, executive/management and technical/operational levels.

O. Requirement of a personal bank account for issuing salaries.

— HEALTH —

P. Secure channel for reporting sexual harassment and protection against retaliation.

Q. Protection of pregnant workers and workers who have recently given birth or are breastfeeding.

Roles & responsibilities

6. **Governance board** — advises the Gender charter committee in relation to gender equality objectives and indicators; advocates for gender equality at institutional level and with stakeholders.

7. **Gender charter committee** — sets annual gender equality and empowerment of women objectives and indicators; is responsible for the monitoring and evaluation of achievements; has delegated authority to investigate cases of gender discrimination and sexual harassment; is composed of representatives of all departments and gender focal points; reports annually to shareholders or public authorities.

8. **Gender focal points** — are responsible for the implementation of the Gender charter; ensure that the Gender charter's core values are taken into consideration within all levels of management and operations.

9. **All staff** — have the ethical responsibility of the advancement of gender equality objectives within {Institution's name} and contribute to a safe working environment for all their colleagues.

Gender tools for Monitoring and Evaluation

ANNEX 7: EVALUATION GROUP GUIDANCE ON INTEGRATING GENDER IN PROJECT AND PROGRAMME EVALUATIONS

GUIDANCE ON INTEGRATING GENDER IN EVALUATIONS OF UNIDO PROJECTS AND PROGRAMMES[78]

Introduction

Gender equality is internationally recognized as a goal of development and is fundamental to sustainable growth and poverty reduction. The *UNIDO Policy on Gender Equality and the Empowerment of Women* and its addendum, issued respectively in April 2009 and May 2010 (UNIDO/DGB(M).110 and UNIDO/DGB(M).110/Add.1) provides the overall guidelines for establishing a gender mainstreaming strategy and action plans to guide the process of addressing gender issues in the Organization's industrial development interventions. According to the *UNIDO Policy on Gender Equality and the Empowerment of Women:*

> **Gender equality** refers to the equal rights, responsibilities and opportunities of women and men and girls and boys Equality does not suggest that women and men become "the same", but that women's and men's rights, responsibilities and opportunities do 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, recognizing the diversity of different groups of women and men. It is therefore not a "women's issue". On the contrary, it concerns and should fully engage both men and women and is a precondition for, and an indicator of, sustainable people-centred development.

> **Empowerment of women** signifies women gaining power and control over their own lives. It involves awareness raising, building of self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions that reinforce and perpetuate gender discrimination and inequality.

> **Gender parity** signifies equal numbers of men and women at all levels of an institution or organization, particularly at senior and decision-making levels.

UNIDO projects/programmes can be divided into two categories: 1) Those where promotion of gender equality is one of the key aspects of the project/programme; and 2) Those where there is limited or no attempted integration of gender.

The *Guide* at hand proposes key factors for evaluation managers and evaluators to consider when mainstreaming gender into UNIDO evaluations of both categories. Evaluation managers/evaluators should select relevant questions depending on the type of interventions.

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78   United Nations Evaluation Group (UNEG) (2009). Integrating Human Rights and Gender Equality Perspectives in Evaluations in the UN System.

I. Gender-responsive evaluation questions

The questions below will help evaluation managers/evaluators to mainstream gender issues in their evaluations.

1. Design

- Is the project/programme in line with UNIDO and national policies on gender equality and the empowerment of women?

- Were gender issues identified at the formulation stage?

- Did the project/programme design adequately consider the gender dimensions in its interventions? If so, how?

- Were adequate resources (e.g. funds, staff time, methodology, experts) allocated to address gender concerns?

- To what extent were the needs and priorities of women, girls, boys and men reflected in the design?

- Was a gender analysis included in a baseline study or needs assessment (if any)?

- If the project/programme is people-centred, were target beneficiaries clearly identified and disaggregated by sex, age, race, ethnicity and socio-economic group?

- If the project/programme promotes gender equality and/or women's empowerment, was gender equality reflected in its objective/s? To what extent are output/outcome indicators gender-disaggregated?

2. Implementation management

- Did project monitoring and self-evaluation collect and analyse gender-disaggregated data? Were decisions and recommendations based on the analyses? If so, how?

- Were gender concerns reflected in the criteria to select beneficiaries? If so, how?

- How gender-balanced was the composition of the project management team, the Steering Committee, experts and consultants and the beneficiaries?

- If the project/programme promotes gender equality and/or women's empowerment, did the project/programme monitor, assess and report on its gender-related objective/s?

3. Results

- Have women and men benefited equally from the project's interventions? Do the results affect women and men differently? If so, why and how? How are the results likely to affect gender relations (e.g. division of labour, decision-making authority)?

- In the case of a project/programme with gender-related objective/s, to what extent has the project/programme achieved the objective/s? To what extent has the project/programme reduced gender disparities and enhanced women's empowerment?

- How have the gender-related results contributed to the overall results of the project/programme?

- To what extent were the project's/programme's stakeholders aware of the project's/programme's gender-related objectives or interventions (if any)? To what extent are female and male stakeholders satisfied with the gender-related results?

- To what extent are the gender equality-related results likely to endure after project/programme completion?

II. Gender-mainstreaming evaluations

Gender issues should be considered in all steps of the evaluation process. Evaluation managers and evaluators are encouraged to use the following checklists for mainstreaming gender in UNIDO evaluations.

1. Preparing terms of reference (ToR)

- Gender issues should be mainstreamed in the ToR (e.g. scope, stakeholder involvement, team members, accountabilities, responsibilities, deliverables).
- The ToR includes specific questions for gender assessments.
- Responsibilities for assessing gender results are clearly designated.

2. Recruiting consultants

- The evaluation team leader has the capacity to integrate gender concerns into evaluation findings, conclusions and recommendations.
- Evaluation team members have sufficient gender expertise and/or a gender specialist is included in the team.3 If not, the evaluation team should receive a proper briefing on relevant gender issues to be addressed in the evaluation.
- The evaluation team is gender-balanced.

3. Conducting the evaluation (e.g. surveying, data collection, interviewing in the field, analysis)

- Tools, methods and gender equality indicators are identified and used to collect and analyse gender-disaggregated data and information (from both the desk review and field visit).
- The interviewing sample is representative of target groups (e.g. sex, age, ethnicity, race and socio-economic groups).
- Appropriate time and resources are allocated to assess gender equality results.

4. Report writing (recommendations and lessons learned)

- Gender equality-related results are presented with evidence.
- Factors contributing to (or hindering) the achievement of gender equality results are identified (from formulation, actual implementation and management).
- Answers for specific gender questions raised in the ToR are provided.
- Recommendations/lessons to improve project/programme performance on gender are included in the evaluation report, if appropriate.

ANNEX 8: INDICATOR MATRIX

INTERVENTION AREA	OUTPUT INDICATORS
CORE INDICATORS (applicable to all projects)	
Project team & partners	• Proportion of women and men in UNIDO project team • Proportion of women and men in leadership and decision-making positions of UNIDO project team • Proportion of women and men in partner organization • Proportion of women and men on Board/ leadership team of partner organization • Number of gender- or women-focused partner organizations of the project • Number of gender experts involved in project formulation • Number of gender experts involved in project implementation • Number of gender experts involved in project evaluation
Capacity building	• Number of designated gender trainings conducted • Number of capacity building workshops conduced that contain a gender component • Proportion of women and men participating in gender training • Proportion of women and men training participants • Proportion of women and men study tour participants • Proportion of women and men mentors • Proportion of women and men mentees • Number of capacity building materials containing gender component
PROJECT-SPECIFIC INDICATORS (applicable to specific projects and thematic areas)	
Policy & legal framework	• Number of public events organized by the project that address gender issues • Number of policy advocacy materials produced by the project containing gender component • Number of policy advocacy materials produced by the project focusing on gender • Number of (social) media articles placed by the project that contain a gender component • Number of (social) media articles placed by the project that focus on gender • Number of women-owned businesses linked with sub-contracting and industrial zones

OUTCOME INDICATORS

	• Proportion of partner organizations which have at least one gender expert or focal point • Proportion of partner organizations which consider gender in their policies (through Gender Charter or other means) • Proportion of partner organizations which address gender in their activities
	• Women's evaluation of usefulness of capacity building activities (trainings, study tours, mentoring, etc.) in terms of improving productivity and business success (e.g. on a rating scale from 1 – 5) • Men's evaluation of usefulness of capacity building activities in terms of improving productivity and business success (e.g. on a rating scale from 1 – 5)
	• Number of relevant industrial policy documents containing meaningful reference to gender • Number of relevant legal documents containing meaningful reference to gender • Number of business support organizations considering gender issues •

INTERVENTION AREA	OUTPUT INDICATORS
PROJECT-SPECIFIC INDICATORS (applicable to specific projects and thematic areas)	
Entrepreneurship & Enterprise Development	• Proportion of women and men participating in project-run entrepreneurship programs • Proportion of women- and men-owned businesses assisted by the project • Proportion of entrepreneurship training applications submitted by women and men to the project • Proportion of business proposals submitted by women and men to the project • Proportion of women- and men-owned businesses assisted by business support institutions facilitated by project
Technology, Innovation & Investment	• Proportion of women and men provided with ICT skills by project • Proportion of women and men provided with STEM skills by project

OUTCOME INDICATORS

- Proportion of businesses owned by women and men
- Average net income of women entrepreneurs (in local currency)
- Average change in net income of women entrepreneurs
- Average income of men entrepreneurs (in local currency)
- Average change in net income of men entrepreneurs
- Number of enterprises which have a gender charter or other gender policy component
- Number of enterprises with a gender focal point
- Proportion of women and men business owners in networks and industry associations
- Number of women's business organizations
- Number of enterprises building gender considerations into CSR programs
- Number of media articles related to sector/project area featuring gender issues
- Proportion of women and men with an account at a formal financial institution
- Proportion of commercial loans provided to women and men
- Proportion of commercial loan volume provided to women and men
- Proportion of women and male clients who are first-time borrowers of a formal financial institution.
- Average loan balance by gender
- Proportion of women and men among partner enterprise staff, broken down by job category and hierarchy level (board members, senior management, middle management, front-line staff, etc.)
- Proportion of women and men promoted during past calendar year/past 12 months in partner enterprise
- Proportion of women and men who left the enterprise during past calendar year/past 12 months in partner enterprise
- Number of jobs created by women- and men-owned businesses
- Proportion of women and men who use loan for their own economic activity
- Additional net income accrued to women and men as a result of the project per year
- Perception of change in net income for men and women as a result of the project per year
- Changes in community attitudes towards women and their mobility

- Proportion of women and men with secondary STEM education
- Proportion of women and men with STEM training
- Proportion of women and men with STEM skills
- Proportion of women and men employed in STEM sector
- Proportion of women and men with access to ICT
- Proportion of women and men business owners with a professional website
- Proportion of women and men with ICT training
- Proportion of women and men with ICT skills
- Proportion of women and men business angels
- Average investment volume of women
- Average investment volume of men

General Gender Tools

ANNEX 9: GENDER GLOSSARY

Gender analysis: is the collection and analysis of sex-disaggregated information. Women and men both perform different roles. This leads to women and men having different experience, knowledge, skills and needs. Gender analysis explores these differences so policies, programs and projects can identify and meet the different needs of women and men. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

Gender audits: are institutional gender analysis and assessment tools that help to scan the extent to which gender equality has been integrated into institutions, policies, or programs. There are a wide variety of gender auditing tools that address different issues, including financial audits, general organizational assessments, and international policy analysis. The overarching aim of most auditing tools is to hold institutions and governments to account regarding gender integration.

Gender blindness: is the failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender blind approach assumes gender is not an influencing factor in projects, programs or policy. Thus, gender-neutral approaches often run the risk of reinforcing existing gender-based discrimination or responding to male priorities, especially in societies where the power and decision-making is predominately done by men.

Gender competence: is the knowledge and the ability to recognize this and to deal with ensuring that discriminatory structures are changed and new and diverse development opportunities are opened to all genders. Moreover, gender competence includes knowledge about gender policies, strategies, and approaches as well as the tools and use of gender mainstreaming.

Gender equality: refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing 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. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.[79]

Gender equity: is the process of being fair to women and men, girls and boys. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender roles or norms or differences between the sexes. It is about the fair and just treatment of both sexes that takes into account the different needs of the women and men, cultural barriers and (past) discrimination of the specific group.

Gender mainstreaming: is a globally accepted strategy for promoting gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.[80]

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79 Definition by The Office of the Special Adviser to the Secretary-General on Gender Issues and Advancement of Women (UN OSAGI).

80 Definition by ECOSOC (1997).

Gender neutral: Gender is not considered relevant to development outcome. Gender norms, roles and relations are not affected (worsened or improved).

Gender responsive results: are changes that respond to the inequities in the lives of women or men within a given social setting and aim to remedy these inequities.

Gender sensitive: considers gender norms, roles and relations but does not address inequality generated by unequal norms, roles or relations. While it indicates gender awareness, no remedial action is developed.

Gender specific: considers gender norms, roles and relations for women and men and how they affect access to and control over resources, and considers women's and men's specific needs. It intentionally targets and benefits a specific group of women or men to achieve certain policy or program goals or meet certain needs.

Sex-disaggregated data: is data that is collected and presented separately on women and men. Sex describes the biological and physiological differences that distinguish females, males and intersex.

Women's empowerment: is about the process by which women who have been denied the ability to make strategic life choices acquire such an ability. The ability to exercise choice incorporates three inter-related dimensions: resources (defined broadly to include not only access, but also future claims, to both material and human and social resources); agency (including processes of decision making as well as less measurable manifestations of agency such as negotiations); and achievements (wellbeing outcomes).[81]

Women's economic empowerment: A woman is economically empowered when she has both the ability to succeed and advance economically and the power to make and act on economic decisions. To succeed and advance economically, women need the skills and resources to compete in markets, as well as fair and equal access to economic institutions. To have the power and agency to benefit from economic activities, women need to have the ability to make and act on decisions and control resources and profits.[82]

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81 Kabeer, N. (1999). Resources, Agency, Achievements: Reflections on the measurements of Women's Empowerment, Development and Change Vol. 30.

82 ICRW (2011). Understanding and Measuring Women's Economic Empowerment, International Center for Research on Women.

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