

**GUIDE ON GENDER MAINSTREAMING
AGRIBUSINESS DEVELOPMENT PROJECTS**





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AGRIBUSINESS DEVELOPMENT PROJECTS



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CONTENTS

| | |
|---|---------------|
| INTRODUCTION | 1 |
| Why this Guide? | 1 |
| Who is this Guide for? | 1 |
| How to use this Guide | 1 |
| 1. INCLUSIVE AND SUSTAINABLE INDUSTRIAL DEVELOPMENT (ISID), GENDER EQUALITY AND GENDER MAINSTREAMING | 3 |
| Gender and ISID | 3 |
| What is gender equality? | 3 |
| What is gender mainstreaming? | 4 |
| 2. GENDER MAINSTREAMING IN THE AGRIBUSINESS DEVELOPMENT BRANCH | 5 |
| Strategic entry points for gender mainstreaming | 5 |
| Agro-Industries Technology Unit | 6 |
| Food systems unit | 9 |
| Rural Entrepreneurship Development and Human Security Unit. | 12 |
| 3. GENDER MAINSTREAMING THE PROJECT CYCLE | 17 |
| 4. GENDER MAINSTREAMING IN PROJECT FORMULATION | 21 |
| Gender categorization | 21 |
| Gender analysis | 24 |
| Stakeholder mapping | 24 |
| Collection of information | 24 |
| Analysis of information | 26 |
| Risk assessment | 26 |
| Logical framework | 27 |
| Performance indicators and targets | 27 |
| Gender-responsive budgeting | 32 |

| | |
|---|-----------|
| 5. GENDER MAINSTREAMING IN PROJECT IMPLEMENTATION..... | 35 |
| Selection of the implementation team | 35 |
| Working with stakeholders..... | 35 |
| Working with institutions | 36 |
| 6. GENDER MAINSTREAMING IN PROJECT MONITORING AND EVALUATION | 37 |
| Monitoring gender results | 37 |
| Evaluating gender results..... | 37 |
| Building case studies | 38 |
| Communicating gender results | 38 |
| ANNEXES | |
| I. Terms of reference for gender expert for project formulation | 40 |
| II. Terms of reference for gender expert for project implementation | 43 |
| III. Gender analysis at the regional/country level | 46 |
| IV. Gender analysis at the sectoral level | 47 |
| V. Model gender charter | 49 |
| VI. Ethical code of conduct | 51 |
| VII. Gender-responsive trainings..... | 53 |
| VIII. UNIDO Evaluation Group guide for integrating gender into evaluations of UNIDO projects and programmes..... | 54 |
| V. Gender glossary..... | 57 |

INTRODUCTION

Why this Guide?

Gender equality is a goal in its own right, but it is also vital to the achievement of other development goals, such as poverty reduction and environmental sustainability. To ensure that women and men can access, participate, and benefit from development projects on an equal footing and that gender inequalities in activities and outcomes are not perpetuated, gender issues need to be considered throughout the entire project cycle—from design and implementation to monitoring and evaluation. While UN Women has a specific mandate to work on empowering women, all United Nations (UN) agencies have a responsibility to work with a gender perspective and to understand how and where gender issues are relevant to fulfilling their mandate.

By systematically mainstreaming gender into its interventions, UNIDO's Agribusiness Development Branch (AGR) can ensure equal opportunities for women and men, thus furthering UNIDO's Inclusive and Sustainable Industrial Development (ISID) agenda and contributing to the achievement of the Millennium Development Goals (MDGs) and the post-2015 development framework. This Guide showcases UNIDO's work in the area of Agribusiness development and gender mainstreaming.

Who is this Guide for?

The Guide aims at helping the staff of UNIDO's AGR Branch to apply a gender perspective in their work and, more specifically, to mainstream gender throughout the project cycle. The Guide can also be useful for national and local counterparts, agencies, international and private-sector partners, as well as individual experts who work closely with the AGR.

How to use this Guide

The Guide is divided into six chapters and is meant to be read in its entirety. The first two chapters cover a general background of gender concepts and the gender dimensions of agribusiness development projects, while the remaining chapters provide a step-by-step roadmap of gender mainstreaming in the different stages of the project cycle. Given the wide scope and diversity of the AGR portfolio, the relevance and application of this Guide may vary. Therefore, the Guide must be considered in view of each individual project's specificities and applied where appropriate. Ideally, this Guide should be used at the onset of each project. However, if project formulation is already underway or projects are already under implementation, then it can also benefit from the Guide through adapting ongoing and future activities to make them more gender-responsive.



1. INCLUSIVE AND SUSTAINABLE INDUSTRIAL DEVELOPMENT (ISID), GENDER EQUALITY AND GENDER MAINSTREAMING

Gender and ISID

The mandate of UNIDO is to promote and accelerate inclusive and sustainable industrial development (ISID) in developing countries and economies in transition. The Organization has a vision of a world where economic development is inclusive and sustainable and economic progress is equitable. In this context, it recognizes that gender equality and the empowerment of women have significant positive impacts on sustained economic growth and inclusive and sustainable industrial development, which are drivers of poverty reduction and social integration.

UNIDO considers gender mainstreaming to be a key strategy for achieving gender equality and the empowerment of women. As a result, the Organization has created a Policy on Gender Equality and the Empowerment of Women¹ (2009) which calls for:

- A gender perspective is 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 partners within the UN system and with other public and private sector partners to deploy a diversity of experiences and expertise in order to advance 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.

What is gender equality?

Gender equality means creating equal opportunities for women and men by allowing them to contribute on equal terms economically, politically, socially and culturally. It means that no one will be prevented from reaching her or his full potential because of their sex and puts equal value on the varying roles played by women and men in society.

Gender 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'², the Beijing Declaration and Platform for Action and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which offers a comprehensive description of this right.

*"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."*³

Gender equality is an important human right in itself, but is also widely acknowledged as a prerequisite for sustainable development in its three dimensions—economic, social, and environmental. Given women's central role in manufacturing, entrepreneurship, resource management and energy production, policies to empower women go hand in hand with efforts to foster inclusive and sustainable industrial

¹ http://www.unido.org/fileadmin/media/documents/pdf/UNIDO_Gender_Policy_20130130.pdf

² General Assembly resolution 66/288 adopted by the United Nations General Assembly in the context of the United Nations Conference on Sustainable Development in 2012 (Rio+20).

³ <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

development. The achievement of 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. The Millennium Development Goals included a gender equality goal with targets on education, wage-employment in the non-agricultural sector and political representation, although with the exception of primary education, progress has been slow. The post-2015 goals are expected to continue recognizing gender equality as an important goal in its own right and also to incorporate it as a crosscutting priority in all dimensions of the sustainable development framework.

Progress has been made in recent decades to raise the level of gender equality but women are still much less likely to have access to or control over productive and natural resources, they have less access to modern technologies, or financial services and receive poorer education, training and technical advice. They are also more likely to suffer violence and exploitation, and receive lower pay for their work. Until these inequalities are eliminated women, who make up the bulk of the world's poor, will continue to suffer disproportionately from poverty and be more likely to endure limited economic and social opportunities.

The achievement of gender equality and realization of the human rights of women and girls, including in 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-responsive policies and measures that foster transformations in gender relations by addressing both the underlying and root causes of gender inequality are also critical.

It is important to note that men are also subject to restrictive gender stereotypes about what they are supposed to do and how they are supposed to behave which can limit their personal and professional life choices. To achieve real gender equality, the entire population must support equal rights and opportunities for women and men and it is critical to also engage, involve and motivate men to be part of the solution.

What is gender mainstreaming?

Gender mainstreaming is not just about adding women in development activities. It involves looking at the experience and interests of women and men in the development

process, and re-imagining these realities in such a way that challenge existing social structures and place women and men on an even footing.

Gender mainstreaming is also not the same as gender balance or gender parity. Gender mainstreaming goes beyond counting the number of women and men in a room. Rather, it addresses the gender inequalities that are at the core of project, policy or process, and leads to more gender-responsive actions.

Gender mainstreaming is not just about adding stock catch-phrases—"special attention will be given to women" or "gender equality activities will be considered"—to policies, programmes or projects. It requires a contextual analysis of the needs, priorities, 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.⁴

Gender mainstreaming is a strategy that was formally incorporated into the Beijing Platform for Action in 1995 and is most often defined by the 1997 UN Economic and Social Council (ECOSOC) interpretation of the term:

*"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."*⁵

Given the existing gender gaps in employment, wages, access to productive resources and energy, etc., gender mainstreaming should be complemented with additional targeted actions that promote the empowerment of women. In accordance with 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.

⁴ Gender mainstreaming in the work of UNODC. Available at: <http://www.un.org/womenwatch/directory/docs/UNODC-GuidanceNote-GenderMainstreaming.pdf>

⁵ ECOSOC 1997/2.

2. GENDER MAINSTREAMING IN THE AGRIBUSINESS DEVELOPMENT BRANCH

In developing countries agriculture-based industrial products account for over half of all exports, but only 30 per cent of these exports are in processed goods compared to 98 per cent in developed countries.⁶ In many cases, limited access to technology and training keep these economies in a low productivity, low growth and low employment cycle.

The Agribusiness Development Branch provides technical assistance to countries to develop value-added chains in the agriculture sector thereby helping to generate employment, improve food security and reduce poverty. It also promotes investment, training and entrepreneurship. Gender mainstreaming is crucial to making sure that the projects and activities of the Branch take into account the differing needs, roles and expectations of women and men in agribusiness development. When development projects do not include a strong gender assessment, they risk reinforcing existing gender-based discrimination, which has clear negative impacts on social and economic development. Ensuring that gender mainstreaming is included in all of the Branch's activities will also help to improve UNIDO's own internal processes towards gender responsiveness.

Agribusiness projects which are responsive to gender differences consider different questions in the choice of sectoral investment such as:

- Is it recognised that women and men may need different types of training to develop agribusinesses and are they suited to the same type of work?
- What sort of specific support is needed to help women become entrepreneurs? To what extent should a project take account of the need for childcare for example?
- Are the skills and knowledge of both women and men considered when targeting specific agribusiness sectors?

- Do both women and men have equal opportunities to participate in training, capacity building activities and decision-making regarding leadership roles in agribusiness development?
- Do both women and men have equal access to productive capital?

Demand for value-added agricultural products in developing countries is set to rise in the coming decades as populations increase and the number of middle class consumers expands. This will create an opportunity for new, sustainable jobs in agro-processing, especially among women. But generating these jobs will require a dedicated effort to improve opportunities for women. Studies have shown that female economic productivity levels are lower than those of men, and women in agricultural value adding industries often have lower skilled and lower paid jobs. Moreover, few women entrepreneurs are successful in agribusiness if not supported and subsidized through NGOs.

Equal opportunities for women to participate in agribusiness and attain higher-level positions could create the basis of a more equal society which will generate new needs and encourage the development of new products.

The Branch implements projects that develop the technical skills and training required to start businesses and to create the right environment to foster entrepreneurship. It also helps to engage women and men in agribusiness jobs and to produce the primary products that agro processing firms use as inputs. Given the gender-based barriers which continue to hold back women in particular, UNIDO also actively applies specific mainstreaming strategies that help women develop their own businesses.

Strategic entry points for gender mainstreaming

Men and women are involved in work all along the production value chain but often at different stages and in different

⁶ UNIDO (2013) 'Agribusiness development: Transforming rural life to create wealth', UNIDO, Vienna.

areas. Studies show that women are still more likely to be in temporary positions or in lower status jobs.⁷ Moreover, women are often underpaid, not only because they occupy low status and low skilled jobs, but also because they mix productive activities with family-relevant activities which only allows them to engage in an informal-stage of business making. Intervening at various stages along the chain is critical to ironing out inequalities that hold back development opportunities for individuals and for society. We need to ask in what way can we design value-chain interventions which benefit men and women in the various segments of the value chain equally and how can looking at the value chain through a gender lens help to achieve inclusive and sustainable development? Developing agricultural value chains with an emphasis on value addition and agro processing leads to improved employment in both rural and urban areas, offers market access to smallholders and creates business linkages for SMEs. It builds up better relationships along the chain and enhances food security by reducing post-harvest losses. But huge obstacles remain in developing countries to creating successful value chains and some of these are gender-based. These include unequal access to property and land, poor access to capital for women, which limits their ability to invest in technology, and limited representation of women in management and positions of power. The following section gives an overview of the Branch's three units and provides context and suggestions on how gender can be incorporated into operations.

Agro-Industries Technology Unit

The Agro-Industries Technology Unit provides technical assistance in the development of the leather, textiles, wood and non-wood forest products sectors and helps to upgrade farm and agro-industrial equipment.

Leather

The leather industry, an important by-product of the meat industry, is highly labour-intensive providing a key source of employment for men and increasingly for women. UNIDO

has long been involved in skills development and technology upgrading in this highly polluting sector, improving quality, design and earnings.

Much of UNIDO's work here also focuses on safe disposal of hazardous waste, pollution control and meeting health and safety norms. Men and women are affected in different ways by the pollution produced from tanning. Often women working in tanneries can come into closer contact with the chemicals used because of the nature of the tasks they perform, such as cleaning out barrels. Both men and women are at risk of developing skin conditions and cancers due to exposure to toxins but women may be more physiologically susceptible in other ways, in particular in relation to reproduction, with danger of pregnancy complications, miscarriage and birth defects. These differences call for gender-specific policies to reduce the risks associated with the industrial process.

Men too can be at high risk because of the more dangerous workplace tasks they perform. How can these issues be tackled? One clear action is to raise awareness of the effects on human life and the differences experienced by men and women. Project managers should work with partners to ensure that all stakeholders take a gender-sensitive approach in any interventions, with men and women afforded equal participation in decision-making processes. More often than not women and other vulnerable groups are under-represented in workers' association, institutions and interest groups. This calls for action to engage with the relevant stakeholders to highlight the benefits of gender mainstreaming. Areas to look at include assessing the gender balance in relevant organisations, such as those promoting health and the environment, and participation levels of women's organisations, NGOs and those representing vulnerable populations in any consultations. Action should also be taken to improve gender roles in the value chain by focusing on capacity building for women.

Textiles

Textiles is a highly competitive global industry operating under increasing cost pressures and oversupply. The sector is an important source of revenue in a number of developing countries and provides jobs for many in the poorest groups in society. The vast majority of those employed are women

⁷ ILO (2012) 'Global employment trends for women', ILO, Geneva.

EMPOWERING WOMEN IN CREATIVE INDUSTRIES IN PAKISTAN

In Pakistan, UNIDO has tapped into a key entry point for women's economic empowerment through harnessing heritage, culture and local knowledge to develop productive enterprises. UNIDO's Women Entrepreneurship Development (WED) Programme provides technical assistance in order to work towards the economic and political empowerment of women through sustainable livelihoods development. The success of the programme can be attributed to its comprehensive approach in addressing gender dimensions at various levels—e.g. capacity building of beneficiaries, partnerships with public and private sectors, awareness- raising through social media.

By providing trainings in skills and enterprise development and digital marketing, establishing a Business Growth Centre (BGC) for women, and facilitating regular exposure to international exhibitions and exchange visits, the project has upgraded the skillsets and knowledge of women to increase their integration into creative sectors of industry (e.g. marble, mosaic and inlay, home textiles, and gems) thus expanding their employment opportunities.

Partnerships have also been key to the success and sustainability of the project. The project supports national government institutions, civil society, and the private sector to ensure gender-responsive policy generation through providing

engendered policy frameworks. Such policies assist in long-term impacts for the project by allowing women access to key productive assets such as credit to start their own enterprises, or by establishing an enabling environment for women to enter markets and scale up their enterprises. The project partnered with Iqra University to establish a Creative Industry Centre. This partnership has strengthened the role of universities in existing value chains, promoted new research and innovation, and further enhanced the sustainability of the project.

To raise awareness, WED predominately uses social media to take partners on board, to ensure connectivity and provide real time updates on the programme. Such success has even led to the creation of a social media platform where women entrepreneurs can interact and support each other's work which is important since women often lack access to networks and information.

To date, the project has 45 partners, mobilized close to 700 "master trainers" and contributed to 6,000 women establishing themselves as entrepreneurs, while another 10,000 have benefited from trainings to become future entrepreneurs. The project has already been replicated in other areas of Pakistan and funds have been established for continuation of the work.

Source: http://www.unidoptc.org/sites/default/files/AGR_TowardsGender.pdf



but most are in low-status jobs with little job security. Hours are long and workers often suffer from work-related health problems without adequate health provision. Female employees are usually young and poorly educated, making it hard for them to attain better rights and conditions or get promotion. Existing structures perpetuate these inequalities with stakeholders often unaware of the benefits of shifting the power balance between men and women. For example, women have different needs from men regarding family-friendly working hours, or health provisions, which are often not addressed under current working conditions.

Capacity building to improve training and skills for women would help to redress the balance. For example, design centres to facilitate product development should be accessed equally by men and women with equal participation. Projects should also focus on enterprises with gender equality objectives, such as those run or owned by women. At the same time, action needs to be taken to support women's involvement in labour committees and organisations, to ensure that family-friendly policies are in place such as child-care provision, allowing women to benefit more easily from paid employment in the same way that men do. This in turn will improve family incomes, health and education with positive knock-on effects for the economy as a whole, as women have been shown to invest more of their income than men in home and family⁸.

Women also need support to improve their skills and training to allow them to obtain higher level positions and start up their own enterprises. UNIDO has found a key entry point to empower women through its Women's Entrepreneurship Development Programme in Pakistan, which provides technical assistance to work towards economic and political empowerment through sustainable livelihoods development. The programme provides trainings in enterprise development and digital marketing, facilitates regular exposure to international exhibitions and exchange visits, and established a business growth centre for women. With greater skills and knowledge women can now expand their employment opportunities in areas such as home textiles and creative craft industries.

⁸ The World Bank, 2012, World Development Report: Gender Equality and Development.

Forest products

The wood sector represents an important but often controversial part of the agro-industrial sector in many developing countries. UNIDO has been involved in a number of projects to develop green value chains that deal with waste and by-products from the forestry process that can then be used in bio-energy or redirected into other products such as veneers.

In terms of gender equality in this sector, the main issue is one of access and opportunity. Women have traditionally had an important role in the primary wood sector through activities such as fuel gathering but have little presence further up the chain, and their contributions are often not recognised. The story is similar in the non-wood forestry sector where women are involved in activities such as mushroom collection or bee products, but frequently lack opportunities and knowledge on how to commercialise their work to increase value. This means that the sector is not taking full advantage of half the potential workforce. Policies need to be directed towards empowering women through capacity building and improve economic outcomes for the sector as a whole, given evidence that when women are fully integrated into the economy growth is higher and social and environmental outcomes are improved. Projects should include some analysis and data collection of different gender roles and needs.

Possible gender-responsive interventions include making sure that women's voices are represented in community organisations, that they receive the same market information as men, and are trained in the same techniques. Empowering women in this way will improve livelihoods for the poor, alter entrenched gender roles and encourage more sustainable management of resources.

Agro-machinery

Improvements in design and supply of agro-machinery are crucial in the development of successful agribusiness development value chains. Providing the right machinery is an important step in making the transition from agriculture to agribusiness for local farmers, including women, and in raising productivity and reducing losses that threaten food security. The Branch helps to maintain and upgrade existing

machinery and to provide new technologies to meet local needs while giving consideration to social and environmental conditions.

Gender has not always been a consideration in the provision of agro-machinery but it is important to remember that machinery does not exist in a vacuum. It is necessary to look at who will use it and how it will be used. Do male needs take precedence over female needs? Is machinery designed more for men than for women? In many developing countries, women are not taken account of in this regard. There needs to be a focus on improving machinery in female dominated work environments, providing adequate training and skills. If women do not have access to training on how to use new machinery, they will be unable to take advantage of new employment opportunities, keeping them in traditional roles and prohibit their ability to earn a decent living. Projects should consider the division of labour, how workload is distributed, and the need for gender-neutral or women-friendly machinery and tools. This means taking account of factors such as women's smaller physical mass, lower muscle strength and differences in posture.

Food systems unit

The Unit is responsible for identifying, developing and managing programmes to improve the competitiveness of the agro-food processing sector through gaining access to technology, quality assurance, support services, markets and trade opportunities.

Food systems and food technology (including biotechnology)

Food systems arise out of a social, cultural and legal framework which often denies access to productive resources to the poor, and to women in particular. One way of helping to develop food processing and food systems in developing countries is through provision of new technology and training. UNIDO works to strengthen the linkages between agriculture and industry through in a number of ways including technological upgrading. For example, it has established food processing centres to offer advice, train processors in new technology and promote product diversification to improve food security and reduce poverty.

But unless women, who produce most of the developing world's food, are able to take advantage of new technology on offer, they will remain excluded from economic opportunities. It is known that if the status of women improves so does agricultural productivity and nutrition.⁹ Therefore, focus should also be given to improving women's education and skills so they are better able to benefit from technology. Skills development for women is crucial to the sustainable development of agribusiness. With more knowledge of markets, land rights, finance and trade women can become involved in decision-making and have a better chance of developing businesses. Given women's central role in global food production, supporting their development is critical to maintaining food security and sustainable growth. Additionally, further value chain studies are required to obtain sex-disaggregated data on women's role in production and marketing and in determining gender-based constraints to women's business development.

There are a number of gender-mainstreaming entry points that would help women start businesses and attain high-value jobs in the food sector, including support for land reform and women's property rights in individual country contexts, supporting women's leadership initiatives, literacy and access to legal aid. Dedicated programmes to extend credit to women are also vital as without credit women cannot invest. Reducing the administrative and bureaucratic difficulties involved in setting up a business would also be beneficial as women are often less able to travel from their home.

Food processing and priority agro-food value chains

Identifying and developing priority agro-food chains are a central part of efforts to lift developing countries and their disadvantaged populations out of poverty. But assessing which sectors to develop for export-led growth is a challenge in an increasingly complex and competitive globalised economy with strict product and processing standards. Given the differing involvement of men and women in certain sectors, addressing needs from a gender-based perspective will be critical in the success or otherwise of these value chains.

⁹ Committee on World Food Security (CWFS), (2011). Policy Roundtable: Gender, Food Security and Nutrition, 37th session, Rome.

GENDER ROLES IN DEVELOPMENT OF SMALL-SCALE SHRIMP FARMING

In the coastal areas of Bangladesh, the EU-funded and UNIDO-implemented Bangladesh Quality Support Program (BQSP) conducted a number of training and awareness programmes to strengthen the capacity of the Department of Fisheries (DOF) in Good Aquaculture Practice (GAP) as well as introduce inspection methods for shrimp and seafood products in line with international market demands. Over 15,000 stakeholders participated in the trainings, most of which were male farmers. Women in Development (WID) led gender focused component that offered training courses for women-only and farmer-couples (husband and wife) and in situ demonstrations.

In the women-only trainings, 30 per cent of the trainees had increased profits, where some experienced higher profits than their husbands. In the farmer-couple trainings, 77 per cent of trainees experienced an increase in incomes as well

as a more equitable share of responsibilities between husbands and wives. Moreover, some women assumed sole responsibility for one pond if their family had more than one, and 72 per cent of the women trainees began keeping records of their expenses and income. Many women trainees accredited the training for giving them a new voice in their households as they were acknowledged contributors to the family economy.

The inclusion of women in the development of the fisheries sector improved the economic competitiveness of the national quality infrastructure, which in turn led to global market opportunities. By empowering women in the workforce and at home, the project helped to ensure food security and advance the socio-economic development of poor and marginal farm households.

Source: <http://www.best-bfq.org/>



Women, who represent the majority of workers in the agro-food sector, are often at greater risk and insecurity due to low pay, poor conditions and the threat of sexual harassment and abuse. As in other sectors there is a power imbalance with women more often working as pickers, sorters and packers at the lower end of the horticulture chain.¹⁰ Upgrading processes and inputs such as new seed varieties is a common intervention to improve the earning capacity of small producers in these areas but this may leave out women as they have less capital and less access to credit. Demands of running a household may also prevent them from taking up paid employment in agro-processing chains, with society reinforcing these roles. Before any kind of policy intervention, stakeholders should consider whether intervention needs to include more women in the chain, improve the position of women already in the chain or at least not make it worse. They should look at the position of gender equality at the household level, institutions and governance and assess what is needed to push women higher up the chain.

Sectors where women form the majority of the workforce need to be identified and access to training in these sectors widened. Depending on the sectors, certain studies have shown that the presence of women can influence outcomes in food processing. One example is a study on the influence of gender and group membership on food safety in Nigeria. Examining a number of butchers' associations—male, female and mixed—the study showed that from meat samples taken, food quality in terms of hygiene was significantly higher in groups with more women than men, with women practicing higher levels of food safety. It also showed that women suffered disproportionately from the effects of unhygienic meat processing due to the lower quality types of meat products they ate.¹¹

Interventions to improve such processing need to take account of the different roles of men and women and the specific gender-based support needed to improve

livelihoods and wellbeing. Among these is the need to recognise women's contribution, sensitize women, men, communities and governments to gender-based differences, support women's involvement in cooperatives and producer groups, and ensure that any new practices or technologies factor in women's needs.

Food security and nutrition

Despite advances over recent decades, food security and nutrition remain at the top of the development agenda with one-sixth of the world's population remaining undernourished. Tackling this issue requires a holistic approach which engenders rural transformation through the development of the agro-food value chain from resources to processing to marketing.

In many developing countries women make up the majority of small farmers. They are largely responsible for planting, harvesting and cooking food. They are also normally the carers in families and have unique interests, skills and knowledge in food and nutrition security. Yet, despite this, they are also most likely to suffer from a lack of nutrition. According to the FAO, twice as many women are malnourished as men, while girls are twice as likely as boys to die from malnutrition.¹²

Given this situation, unlocking women's potential through education and training is key to improving food security around the world. According to a joint Asian Development Bank/FAO report, women's education alone resulted in a 43 per cent reduction in hunger from 1970 to 1995, while women living longer led to an additional 12 per cent decline in hunger levels.¹³

This means that any agribusiness project activities need to capitalise on women's skills and help extend them to achieve sustainability. Women need adequate training and education to be able to take advantage of modern food technology, to raise production or to grow businesses.

Therefore, carrying out gender-sensitive analysis of value chains before selecting projects will be critical to their success.

¹⁰ Journal of World-Systems Research (2014), 'Towards a Gendered Agro-Commodity Approach', Volume 20, Number 2, American Sociological Association.

¹¹ Tropical Animal Health and Production (2012), 'The influence of gender and group membership on food safety: the case of meat sellers in Bodija market, Ibadan, Nigeria', Volume 44, Issue 1 Supplement, Springer Netherlands.

¹² FAO Programme Food Security. Available at <http://www.fao.org/gender/gender-home/gender-programmes/gender-food/en/>.

¹³ Asian Development Bank (ADB) (2013) 'Gender Equality and Food Security: Women's empowerment as a tool against hunger', FAO Regional Office for Asia and the Pacific, Asian Development Bank, Manila.

Questions to consider are: to what extent are women entrepreneurs involved in the targeted sector and to what extent do they have control over assets and equipment? Will women profit from the income generated and is the project close to their home and/or community? Are women able to take advantage of the technology on offer without incurring high costs? How is labour divided between women and men?

Other factors which could affect food security and nutrition include gender inequalities in terms of access to land and decision-making, along with cultural and social norms in certain countries which mean that when there is a lack of food women and girls go without, and when there is a fall in income they are more likely to be taken out of schooling. This requires programmes that help bolster women's position in society, moving away from traditional gender roles.

Rural Entrepreneurship Development and Human Security Unit

The Unit provides technical cooperation services to improve livelihoods in rural communities through productive activities, with an emphasis on developing business opportunities among socially and economically marginalised people in farm, non-farm sectors, including creative industries. It aims to foster an entrepreneurial culture from the grassroots level, providing support for local and national institutions and striving to integrate rural people into global value chains. It also contributes to human security in countries affected by man-made and natural crises by helping to restore livelihoods and build resilience among vulnerable communities.

Rural enterprise development

Around 75 per cent of the world's poor live in rural areas, where many rely on small-scale agricultural activities and micro-businesses to earn a living. But low productivity, soil erosion and climate change are forcing a shift to other sources of income. UNIDO is supporting growth strategies that help to diversify the economy and promote the shift from the informal sector to the formal sector.

In efforts to harness rural community potential it is particularly important to look at the differing needs of men and women. Women are doing much of the labour in rural communities but frequently this work is undervalued and offers

AGRIBUSINESS—A TOOL FOR THE EMPOWERMENT OF RURAL WOMEN

Mainstreaming gender in agribusiness projects demands that governmental officers and practitioners have a sound understanding of the dynamics of agricultural and agro-processing systems as well as knowledge of successful experiences in other countries.

To meet this need, UNIDO and the Israel's Agency for International Development Cooperation, MASHAV, have been organizing a series of regional workshops on agribusinesses as a tool for the empowerment of rural women in Africa. The first in this series took place in May 2013 at the Golda Meir Mount Carmel International Training Center (MCTC) and the Centre for International Agricultural Development Cooperation (CINADCO) in Israel, with 24 participants representing ministries of agriculture, SME development departments, NGOs and entrepreneurial foundations from Ethiopia, Kenya, South Sudan, Tanzania and Uganda. The group was almost equally represented by women (11) and men (13), which was a strategic action by the organizers in order to stimulate debates on the potentially different gender-based perspectives and, by doing so, enabled the participants to appreciate each other's views.

Leveraging on Israeli's agribusiness and agricultural innovation systems, the 24-day workshop consisted of lectures on methodologies in business development and integration of gender perspectives in projects and extension services as well as study visits to local innovative businesses, community-based farms and technical centers. Practical group assignments were also promoted throughout the workshop and culminated with the presentation of five business proposals to representatives of MCTC and CINADCO.

The second workshop of this series will take place in December 2014, with participants from Ethiopia, Kenya, Rwanda, South Sudan and Uganda.

Source: <http://embassies.gov.il/nairobi/Documents/MASHAV%202013%20Course%2018.pdf>

little opportunity for advancement. While men in poor, rural communities also suffer from lack of economic opportunities, women are often held back because of socioeconomic and cultural norms which dictate that a woman's place is in the home caring for children and the elderly. With poor employment prospects in rural areas, men seek work in the cities,

leaving women behind to carry out family duties and home-based work. Through a combination of cultural traditions, lack of opportunity and poverty in rural communities, women's work remains stuck at a micro level. Women tend to operate their businesses out of the home, with few prospects for growth because of a lack of capital, concentration in low-income sectors, such as handicrafts, and little access to material inputs, information or markets. At the same time, women are often unable to profit from market information because of poor levels of education compared to men.

There is a clear divergence here from the nature and structure of businesses operated by men, which tend to be larger, more capital-intensive and not tied to the home.

Projects need to take account of these differences and promote women-targeted capacity building, livelihood enhancement and income-generation activities, networking and sharing of services. They need to consider both the economic and social value of women's businesses and how household dynamics affect attitudes to work with a view to overcoming gender-based limitations.

Creative industries

Creative industries cover a wide spectrum of activities, including industrial design, art, fashion and handicrafts. They also constitute an important and growing part of world trade, with the value of exports in the sector reaching \$624bn in 2011, more than double that of a decade ago.¹⁴

In developing countries, in particular in indigenous cultures, many creative industries are run on a micro level by women and are sometimes barely recognized as businesses. But they represent a huge opportunity to boost employment and reduce poverty.

They are also of great importance culturally and socially. Women have traditionally had an instrumental role in nurturing and protecting cultural values and traditional designs. As such, creative industries are central to efforts to foster cultural sustainability through preserving heritage, language and rituals.

Given the potential of the sector to stimulate job creation and economic growth, resources should be directed to

women's networks and entrepreneurship groups and to encouraging women's artistic skills. Setting up specific gateways would help the sharing of knowledge, information and learning needed to build their enterprises. When women receive business management training and improved marketing skills, business expands and economies grow. In this way, developing countries will be able to capitalize on the potential for growth offered by creative industries, allowing the sector to act as an agent for change.

At present, however, many businesses are operated on a part-time basis and rely on middlemen to sell goods, with women's work remaining largely invisible. When businesses do grow and require new technology they are often taken over by men. Addressing this requires a shift in the perception of women's roles. Policies and projects need to accommodate women's social and economic situation and ensure they are offered customized and innovative business opportunities. By improving their economic position women will also be socially empowered, which will have knock-on effects on social relationships and gender preconceptions. A broad range of stakeholders should be involved, ensuring support along the value chain, from training to local organizations, NGOs and government institutions for women's entrepreneurship. Training and education under creative industries should also be linked to industry, as the creative sector can then benefit from research and innovation.

Entrepreneurship skills development (Entrepreneurship Development Programmes)

Entrepreneurship is an important driver of economic development and growth. The rise in entrepreneurship among women in developing countries has been cited as a crucial element in growing their economies. In 2012, the World Economic Forum identified women entrepreneurs as "the way forward". Having more women in business helps to make full use of human economic potential and resources, creates jobs and, beyond that, can help to reduce poverty as women are more likely to invest earnings education and children's well-being.¹⁵

¹⁴ UNCTAD (2013), Available at <http://unctad.org/en/pages/newsdetails.aspx?OriginalVersionID=498>.

¹⁵ UN Women (2012), 'Decent work and women's economic empowerment: Good policy and practice', UN Women/ILO.

But despite a plethora of initiatives to support women's entrepreneurship through capacity building programmes, financial support and training, women's businesses still earn less than those men, grow slower and are more likely to fail. They are more often run out of a need for survival rather than a desire for advancement, although this gap is narrowing as economies such as Brazil and China develop, creating more employment. Women's businesses also tend to be concentrated in the consumer and retail sectors rather than manufacturing, which remains male-dominated.

Clearly, training and skills development are crucial if women are to develop their businesses. But in many cases women may not even consider entrepreneurship or business development if the right conditions to support them are not there. This means addressing gender equality to change social pressures and to overcome low expectations. It means working with governments and NGOs to support and encourage laws which give women access to property and capital and working with governments, unions, employers' organizations and community organizations to help put gender mainstreaming at the heart of programmes to create more women entrepreneurs. In countries where such structures do not exist, women's entrepreneurship is very low. For example, Pakistan, where women operate under laws which constrain how and where they can work, has the lowest number of female entrepreneurs globally.¹⁶

Education too is critical, in particular at secondary and tertiary level where girls remain underrepresented in many developing countries. Curricula should be improved for girls, along with efforts to make schools safe places for them.

Using broader education to change mindsets is also important, so that both boys and girls start on a level playing field. This can be done in part through concerted campaigns to promote women's leadership roles, exposing girls and boys to examples of positive female role models and educating boys and girls together in business skills.

Any programme initiatives should include a gender-sensitive framework which looks at the impact of women's domestic responsibilities on their ability to work or run a business. More statistical data needs to be gathered to

EMPOWERING YOUNG GIRLS AND BOYS THROUGH FOSTERING ENTREPRENEURSHIP

UNIDO's Entrepreneurship Curriculum Programme (ECP) targets both girls and boys in secondary schools with the aim of equipping them with the necessary skills to develop business ideas and encouraging them to take advantage of business opportunities. The entrepreneurship course also integrates cross-cutting issues such as gender, and maximizes the use of information, communication and technology for business.

Launched in Uganda in 2001, the programme is very 'hands on'—using a mixture of classroom teaching, prominent business owners as mentors, and practical trainings to start a business. It has successfully expanded to several other countries, including Timor-Leste, Rwanda, Angola and Tanzania, as well as Mozambique.

Within these courses, girls and young women are encouraged to take up non-traditional entrepreneurial initiatives that challenge the stereotypes of society and to develop positive attitudes towards entrepreneurship, business and self-employment. By increasing opportunities for both girls and boys to make life choices that go beyond gender-limiting cultural norms, as often seen in education, these courses help to create an environment in which female entrepreneurs can thrive, therefore promoting gender equality.

Currently, the programme is present in 11 countries, helping more than 416,000 students in 1,500 schools. Due to its proven success, it is expected to expand to other regions.

Source: http://www.unido.org/fileadmin/media/images/worldwide/Fact_sheets_new/Fact_sheets-2014/Uganda2.pdf



¹⁶ Global Entrepreneurship Monitor (2012) Global Report.

assess the interplay between societal and cultural norms and female business participation and on how women's business are run.

Programmes should consider what can be said about how women entrepreneurs are positioned and how and to what they are compared, what are the indicators for success and how is it measured.

Human security

Human security encompasses health, education, freedom from violence, safety, democracy, good governance and respect for basic human rights. During times when human security is threatened, such as war and conflict or natural disasters, it is vulnerable populations who suffer most. UNIDO's Human Security Unit focuses on the most vulnerable in such times to strengthen both technical and entrepreneurial capacities and match them with market opportunities to help restore livelihoods.

When conflict and disaster arise, the social fabric of families is damaged and productive capacities diminish. Rural infrastructure and the means of production are threatened with destruction while large populations are displaced—often the majority of refugees are women and children. Major interventions are required to bring back productivity, create jobs and entrepreneurial opportunities. But in any intervention special consideration should be given to the position of women, in view of the distinct differences and inequalities in men's and women's experience of security.

Gender inequalities over resources, power and leadership may become particularly acute in times of conflict, and

women and girls may be more likely to suffer from abuse and sexual violence, as has been seen in contexts such as the conflicts in Iraq, Somalia and Afghanistan. Conflict and war also places a greater burden on women economically as all the responsibility for sustaining a family falls on them, making it all the more important to empower women to help them develop businesses.

However, even in times of peace women and girls are more likely to experience threats to their security through domestic violence and restrictions on their freedom, which can be prevalent in certain cultural contexts. As such, policies should take a broad approach that specifically looks at changing male attitudes towards women, works with institutions in the public and private sphere to promote good governance, and changes social norms that keep women out of the public domain. Projects should attempt to reach out to women in the home and focus on keeping them safe when attending courses or training outside of the home. The question of economic security could also be addressed through education programmes aimed at changing accepted norms in women's and men's role in the family. For example, women put an estimated 90 per cent of their income back into the family compared to 30 to 40 per cent for men.¹⁷ What factors influence this situation and can programmes to change longstanding cultural and societal norms help to alter this reality? A dual approach which aims at sensitizing men and empowering women is clearly needed to iron out these inequalities.

¹⁷ Phil Borges (2007), *Women Empowered: Inspiring Change in the Emerging World*. New York.



3. GENDER MAINSTREAMING THE PROJECT CYCLE

Gender mainstreaming goes beyond simply having a specific women's component in a project or programme. In practice, all stakeholders and partners, both women and men, must be involved if issue at hand is to be tackled effectively. This approach recognizes the need to use participatory methodologies (i.e. including both women and men) in order to address gender inequality and to promote the advancement of women. Gender mainstreaming is a process that should be embedded throughout all stages of a project cycle.

Gender mainstreaming the project cycle serves to ensure that the intervention advances women's equal participation as decision makers in shaping the sustainable development

of their societies and reduces gender inequalities in access to and control over the resources and benefits of development. These objectives are based on two principles: that women and men have different needs, roles, interests and access to resources and their benefits, and that women and men have to play equally important roles in achieving inclusive and sustainable industrial development.

The following sections are designed to provide guidelines for mainstreaming gender throughout the project cycle in specific interventions by the AGR Branch. As a starting point, the tool below provides an overview of key activities to be considered when mainstreaming gender during the formulation, implementation and evaluation of a project.

Table 1. Gender mainstreaming the project cycle

| Stage | Formulation | Implementation | Monitoring and Evaluation |
|----------------|--|---|--|
| PURPOSE | <p>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.</p> | <p>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.</p> | <p>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 brings equal benefits to women and men.</p> |
| KEY ACTIVITIES | <ul style="list-style-type: none"> 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 the roles and needs of women and men. Design project activities to meet the specific needs of women and men. <ul style="list-style-type: none"> <i>*Example activity:</i> For capacity building activities, ensure training curricula and tools are developed to accommodate the different education/skill levels that may exist between women and men. Incorporate mechanisms to ensure gender balanced representation and participation in project activities and decision-making processes (target at least 40 per cent of whichever sex is underrepresented). <ul style="list-style-type: none"> <i>*Example activity:</i> Targeted awareness outreach activity to increase women's participation in project activities. Develop gender-specific targets or performance indicators that track gender results and impact. <ul style="list-style-type: none"> <i>*Example target/indicator:</i> Number of national or regional industry-related legislation, policies, strategies or plans that incorporate a gender perspective. Take into account any adverse impacts or risks that may affect equal access to, equal participation in and/or equal benefit from project activities among women and men. <ul style="list-style-type: none"> <i>*Example activity:</i> Identify if there are any cultural/religious/legal restrictions that would not allow women or men to access or participate in project activities. | <ul style="list-style-type: none"> 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 access project resources and services on equal footing. <ul style="list-style-type: none"> <i>*Example activity:</i> Include targeted trainings for women or men who need to upgrade their skills in order to access new technologies provided by the project; take into account particular social or legal restrictions that may prohibit women or men from accessing resources, such as finance/credit. Make sure women and men can equally participate in project activities such as trainings or capacity building. <ul style="list-style-type: none"> <i>*Example activity:</i> Include special transportation arrangements or have mobile training units to address any security or distance challenges; to encourage women's participation, provide childcare services and/or, specifically target women's networks in awareness building/outreach. Recruit gender expert or ensure at least one member of the project management team is knowledgeable about gender issues and gender mainstreaming. <ul style="list-style-type: none"> <i>*Example activity:</i> 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 and/or as gender advisors. | <ul style="list-style-type: none"> 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 to redress 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 criterion/component. Ensure gender balance in evaluation team 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/or evaluation processes. <ul style="list-style-type: none"> <i>*Example activity:</i> 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 the UNIDO Evaluation Group's Guide to integrating gender to ensure the evaluation report includes an assessment of gender equality results and impacts. Identify good practices and lessons learned on project outcomes/outputs or activities that promote gender equality and/or women's empowerment. |

- Ensure equal opportunity for women and men in the management and implementation arrangements of project.
*Example activity: Create terms of reference (ToR) for project management that include gender sensitivity/respect for diversity as a competency and/or include incentives for women to apply.
- Allocate sufficient financial resources for gender equality and women's empowerment activities.
*Example activity to fund: Recruit gender expert to ensure gender issues are addressed during implementation; conduct gender equality 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.
- 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/or project monitoring activities to ensure sustainability. ii) Provide gender sensitization training to all project personnel and distribute AGR gender mainstreaming guide.
- Incorporate a gender dimension in project staff's performance appraisals (e.g. by incorporating gender-related tasks in project staff's job descriptions).

KEY ACTIVITIES



4. GENDER MAINSTREAMING IN PROJECT FORMULATION

Agribusiness development projects are carried out in specific social and economic contexts where the division of labour, decision-making power, access to productive resources, such as technology and capital, and other differentials between women and men are embedded. This chapter will provide a number of tools, such as the gender categorization and a checklist of questions to be used in a gender analysis, in order to effectively mainstream gender during the project formulation phase.¹⁸

Gender categorization

Projects address women's and men's distinct needs and vulnerabilities and utilize their capacities and skills in different ways and to varying degrees. Depending on the type of

intervention and scope of activities, some projects have clear and direct gender dimensions, while others affect gender relations and issues indirectly or to a very limited extent only. Table 2, Gender Categorization Tool, provides a means to categorize UNIDO's technical cooperation projects 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. Overall, projects can be classified into four categories: gender-targeted projects; projects with significant gender dimensions; projects with limited gender dimensions; and projects with minimal gender dimensions. Assigning projects to these categories makes it easier to ensure that the respective minimum requirements with regard to gender are fulfilled, and moreover, it helps in 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.

¹⁸ All tools presented in this chapter are works in progress and will be further developed as part of the ongoing gender mainstreaming efforts in the AGR.

Table 2. Gender categorization tool

| | Definition | Project requirements |
|--|---|---|
| GENDER-TARGETED PROJECTS | <p>This category includes projects that state gender equality and/ or women's empowerment as their principal objective and those projects whose components explicitly address gender issues that have been identified through a gender analysis. This means that projects in this category:</p> <p>(a) Target women or men who have special needs, are disadvantaged, or suffer from discrimination, or</p> <p>(b) Focus all activities on building gender-specific services/capacities or more equal relations between women and men (e.g. to be measured by the degree of access to means of production and/or to management positions in a specific industry).</p> | <ul style="list-style-type: none"> • Collect and use sex-disaggregated data and qualitative information to understand the different needs, roles, challenges and opportunities of women and men within the project context and to track gender impacts of the project (i.e. undertake an in-depth gender analysis) • Ensure project objective and key results address one or more clearly defined gender issue(s) • Design gender-focused outputs and activities to address identified gender issue(s) • Formulate gender-responsive targets, indicators and a baseline to monitor and evaluate gender equality results • Consult and/or involve women/gender-focused groups, associations or stakeholders throughout all phases of the project cycle • Ensure project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced • Ensure key project personnel have gender expertise and all project staff are sensitized to gender |
| PROJECTS WITH SIGNIFICANT GENDER DIMENSIONS | <p>Projects that fall into this category are strongly linked to gender-related aspects and are expected to significantly contribute to gender equality and/or women's empowerment. These projects possess multiple entry points for gender mainstreaming activities and/or affirmative action but do not explicitly state gender equality and/ or women's empowerment as their principal objective. Rather, gender equality and/or women's empowerment is a secondary objective and the project has corresponding outputs and indicators that measure how gender equality will be advanced.</p> | <ul style="list-style-type: none"> • Identify gender issue(s) in a stand-alone gender analysis • Have gender equality and/or women's empowerment as a key result within a thematic area; • Ensure at least 50 per cent of the project outputs have activities promoting gender equality and/or the empowerment of women • Collect and use sex-disaggregated data and qualitative information to understand the different needs, roles, challenges and opportunities of women and men within the project context (i.e. gender analysis) and to track gender impacts of the project • Design and include outputs and activities to address identified gender issue(s) • Formulate gender-responsive targets, indicators and a baseline to monitor gender equality results • Allocate sufficient financial resources for proposed gender activities • Ensure that both women and men can provide inputs to, access and participate in project activities (target is at least 40 per cent of whichever sex is underrepresented) • Consult and/or involve women/gender-focused groups, associations or stakeholders • Ensure that project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced • Ensure that key project personnel have gender expertise and all staff is sensitized to gender |

| | |
|---|--|
| PROJECTS WITH LIMITED GENDER DIMENSIONS | <p>Projects that fall into this category are expected to contribute to gender equality and/or women's empowerment in a limited way. These projects possess only few gender dimensions and entry points for gender mainstreaming activities and/or affirmative action are rare.</p> <ul style="list-style-type: none"> • Identify gender issue(s) in either an environmental and social impact assessment or in stand-alone gender analysis • Ensure at least 20 per cent of the project outputs have clearly identified activities promoting gender equality and/or the empowerment of women, including gender-responsive indicators and a corresponding budget OR at least one indicator in each project output refers to gender in some way. • Design and include outputs and activities to address the identified gender issue(s) • Formulate gender-responsive targets, indicators and a baseline to monitor gender results • Allocate sufficient financial resources for the gender components of the project • Ensure that both women and men can provide inputs, access and participate in project activities (target is at least 40 per cent of whichever sex is underrepresented) • Consult and/or involve women/gender-focused groups, associations or stakeholders • Ensure project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced • Ensure key project personnel have gender expertise and project staff are gender-sensitized |
| PROJECTS WITH MINIMAL GENDER DIMENSIONS | <p>This category includes projects that have no visible potential to contribute to gender equality and/or women's empowerment. Women and men are not expected to be affected differently by the project (in terms of their rights, needs, roles, opportunities, etc.), and there are hardly any entry points for gender mainstreaming activities and/or affirmative action.</p> <ul style="list-style-type: none"> • Include a description of why the project is not expected to contribute noticeably to gender equality and/or women's empowerment. For example, the project does not have direct contact with communities or the project does not directly affect or determine the use of resources, goods, or services accessed by women and men • Ensure project management and implementation arrangements respect the principles of gender equality and equal opportunities (i.e. project personnel and project committee compositions are gender-balanced) • Ensure both women and men can provide inputs, access and participate in project activities within their limited scope |

Gender analysis

A gender analysis examines the different roles, rights, needs, concerns of, and opportunities for women and men, boys and girls, and the relations between them in a given context. Furthermore, a gender analysis helps in identifying entry points and determining the most effective strategies in a particular context that will support gender equality and the empowerment of women. It is a practical tool that is used to inform policies and programmes, as well as to identify opportunities for promoting gender equality and women's empowerment in technical cooperation projects.

Once it has been determined that gender plays a role in the planned intervention, a gender analysis should be undertaken. A gender analysis identifies key gender equality and empowerment of women issues and their corresponding gender interests that provide the rationale for intervention. Gender interests can be defined as common interests developed by women (or men) by virtue of their social position through gender attributes. They can be either strategic or practical. Strategic gender interests set the overall objectives to be achieved in order to establish equal relationships. Practical gender interests provide tangible responses to an immediate perceived need.

Ideally, a gender expert who is knowledgeable about the regional and contextual background of the intervention undertakes the gender analysis.¹⁹ If, however, resources are limited, project managers can also undertake a gender analysis with support from the appropriate tools and guidance presented in the following sections.

¹⁹ Examples for Terms of Reference, including the specific tasks and qualifications of the gender experts, are presented in annex I and II; more detailed information on gender analysis at the regional/country level and the sectoral level is presented in annex III and IV, respectively.

Stakeholder mapping

A good starting point for a gender analysis is the mapping of potential partners and stakeholders. Among the key stakeholders that could be involved throughout the process are gender focal points of the relevant national ministries (e.g. industry, labour, trade), industry associations, labour organizations, laboratories, universities, non-governmental organizations (NGOs), civil society organizations, etc. Additionally, if a strong gender imbalance exists among the project stakeholders, measures to involve more of the underrepresented gender—be they men or women—and raise awareness among them may be needed. This is a question of accountability and credibility.

Collection of information

The collection of quantitative and qualitative sex-disaggregated data is core to the gender analysis. Potential tools to collect such data include literature reviews, interviews, focus group discussions, surveys, or community and social mappings. Furthermore, already existing data and information, such as those produced by recently undertaken assessments or surveys, as well as statistics available in databases, can support the analysis.

Table 3 provides a set of questions to be considered as part of the gender analysis. While this list is not all-encompassing of the potential questions that could be considered, it touches upon the key dimensions to be looked at throughout the process, such as decision-making power, access to resources, knowledge and the labour market, as well as the benefits of interventions. The questions in the second column of the figure are broad and provide overall guidance that is applicable to all projects and sectors. The questions in the third column are more specific to agribusiness development interventions.

Table 3. Gender analysis questions

| | General Questions applicable to all sectors/projects | Questions specific to the agribusiness development projects |
|----------------------|---|---|
| What is the 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? | What is the share of women and men enrolled in fields related to agribusiness or agricultural economics? Do women and men have equal access to the sectoral labour market? Are there any barriers that impede women's or men's engagement in the sector? Do agribusiness or agroindustry policies include a provision on gender equality and women's empowerment in the sectors? Are there sector policies supporting or causing gender inequalities? |
| Who does what? | 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/informal economy? Who manages the household? Who takes responsibility for the care of children and the elderly? | Are women and men involved in the design and transfer of agro-machinery or food technologies? Have both women's and men's views about technology options and design features been taken into account? What is the share of women and men in the sectoral labour market? What positions do women and men predominantly have in the sector in terms of hierarchy? |
| Who has what? | Do women and men have equal access to resources including finance, technologies, information and services (at national, sectoral and local level)? Who has control over these resources? Do women and men equally benefit from these resources? Do women and men have equal access to education, technical knowledge, and/or skill upgrading? | Do women and men have the right to own/control land (and other relevant resources)? Do women and men have (equal) access to credit? How many small and medium enterprises are owned or managed by women and men in the sector? Are there wage gaps between women and men? Do women and men have (equal) access to agro-machinery or food technologies? Do women and men have (equal) access to information and capacity building in fields related to agribusiness, agricultural economics? |
| Who decides? | Who participates in the decision-making in the household, the public sector, and at corporate level? Are the bargaining positions of women and men different? Are women involved in making economic decisions? Is there an equal participation of women and men in the political sphere? Who has political influence? | What is the share of women and men in leadership positions in industry (e.g. in small and medium enterprises)? Are women and men equally represented at global, regional and national agribusiness conferences and events? Are gender focal points or organisations working on gender equality and women's empowerment consulted in project/sector-related planning and decision-making? |

| | General Questions applicable to all sectors/projects | Questions specific to the agribusiness development projects |
|---------------|--|--|
| Who benefits? | Where are the opportunities or entry points to ensure equal participation and benefits? Does 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 (e.g. health vulnerabilities) and develop specific response strategies for each target group? | Will women's workloads increase/decrease as a result of innovation and changes in agro-machinery or food technologies, and if their workload is decreased, will this involve a loss of income? Does the project provide space to relieve women's and men's workloads in their specific productive/processing roles through new technologies? Are provisions in place that support women in combining their productive and reproductive tasks (e.g. child care options, safe and affordable transport, flexible working hours)? Is gender a requirement in project-related recruitment processes (gender balance as well as gender competence of staff)? Do the trainings and capacity building initiatives of the project take into account the needs of women and men (e.g. time or mobility restrictions)? |

Analysis of information

The results of the gender analysis should be integrated into the project in a relevant and meaningful way and be considered throughout the stages of the project cycle: formulation, implementation, and monitoring and evaluation. In each of these stages, it is important to keep a "gender lens" in mind and to identify ways in which the project can:

- 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 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, services, and capacity building
- 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

- Ensure women and men equally benefit from the trainings and all other services offered by the project
- Collect and analyse sex-disaggregated data and qualitative information to monitor and evaluate the real gender impact of the project
- Ensure coordination among key development actors to further enhance gender mainstreaming and promote gender equality and/or the empowerment of women

The information gathered from the gender analysis should always be integrated in a way that makes sense and adds value to the project. The following sections provide more in-depth guidance on how to integrate the findings from the gender analysis into projects in a meaningful way.

Risk assessment

Among the risk factors identified during project formulation, it is important to identify those related to outputs concerned fully or partially with gender equality and women's empowerment. A risk assessment will show how the agribusiness

development project will be influenced by a variety of factors outside the control of the project manager, such as socio-economic and environmental factors, the operation and functioning of institutions, legal systems and socio-cultural practices (e.g. discriminatory attitudes, domestic responsibilities, etc.), as well as output-level risks that directly relate to the project design. It is equally important to be aware of the potential consequences of empowering women or changing the existing gender balance (e.g. increase in gender-based violence).

Mitigating measures are not always foreseeable when considering broad social changes such as gender equality and empowerment of women. Working towards gender balance should not create more inequalities. In some cases, equality objectives will work in favour of male participation or representation. In others, men may feel left out. In all cases, building one's agency²⁰ to achieve economic and political autonomy should never mean being detrimental to others.

Constant dialogue needs to take place from project inception to closure and should provide a space for confronting views and for a local view on gender equality to emerge and be integrated. Partnering with local associations induces better anchorage of gender equality objectives. In addition, supporting project design and implementation through academic research and by taking into consideration the drawbacks of past gender projects is fundamental to ensuring the effectiveness of gender-mainstreamed projects in producing sustainable social transformation.

Risks are specific to the context of each project and the following questions can help to identify risks related to gender during project formulation.

Logical framework

The logical framework is a useful project management tool that can be also used to enhance the overall gender impact of a project if gender is effectively mainstreamed into specific project components. Gender-responsive objectives, outcomes, and outputs should be developed to directly respond to the issues identified from the gender analysis.

²⁰ The word agency is used here in the sense of 'ability or capacity to act or exert power'.

GUIDING QUESTIONS FOR A GENDER-RESPONSIVE RISK ASSESSMENT

Guiding questions for a gender-responsive risk assessment

- Is there a possibility that the project can reduce women's access to or control of resources and benefits?
- Is there a possibility that the project can adversely affect the situation of women or men (e.g. potential increased burden on women or social isolation of men)?
- What factors may influence women's or men's ability to participate in the project's activities (such as lack of time, child care duties, missing transport difficulties, lower educational levels, discriminatory approaches, etc.)? Can changing the project design eliminate or mitigate these risks? What are the mitigating measures and have these been incorporated as activities into the project?
- What social, legal and cultural obstacles could prevent women from participating in and benefiting from the project? Can changing the project design eliminate or mitigate these risks? What are the mitigating measures and have these been incorporated as activities into the project?
- Will women's workload increase/decrease as a result of innovation and changes in technology? If their workload is decreased, will this involve loss of income?

The matrix in Table 5 provides potential gender outcomes, outputs and indicators related to the specific interventions of the Agribusiness Development Branch to be considered during project formulation.

Performance indicators and targets

Women-specific targets and gender-responsive indicators are essential tools to track the progress of gender results of a particular intervention over time. Gender-responsive indicators should not be superficial, but add value and provide information about the underlying questions of the project; that is, whether conditions for women and men are really changing in terms of access to resources, economic security, political power, social status, etc. Therefore, it is good practice to review all indicators of the project (from development objective to output/activity levels) and to identify whether

each indicator lends itself to sex-disaggregation. Reviewing what the indicator aims to measure, both for women and men, is also useful.

Gender-responsive indicators should identify whether the situation has changed and how or whether the project has contributed to gender equality and economic empowerment or has perpetuated or even increased existing inequalities. Such indicators can be formulated to be quantitative (e.g. monitoring sex-disaggregated data by level of poverty or participation) or qualitative (e.g. monitoring changes in attitude, perception or levels of empowerment).

Figure 1 illustrates the importance of not focusing exclusively on impact indicators, rather placing equal importance on the measurement of output and outcome indicators, such as women's participation in the project. Projects should measure basic process outputs and outcomes as these indicators can provide initial assessments of whether a project is on the right track and whether it is engaging women as intended. These indicators are usually more straightforward to measure than indicators of deeper or longer-term impact. Determining which stage to formulate indicators depends on what is feasible to measure given the project's resources, expected impact and timeframe.

Figure 1. Measuring women's economic empowerment

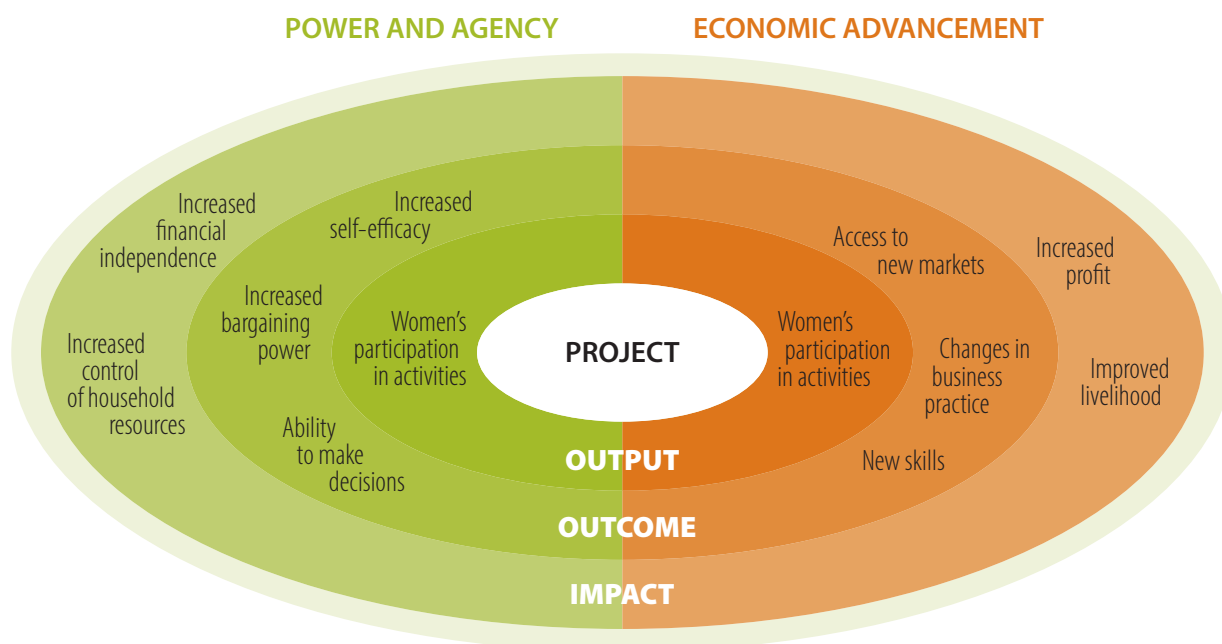


Table 4. Engendered logical framework for agribusiness development projects

| Type of intervention | AGR outputs and activities | Potential GEEW* outputs | Potential GEEW indicators | Potential GEEW outcomes |
|------------------------------------|---|--|---|--|
| POLICY FORMULATION | <ul style="list-style-type: none"> Support development of policies and regulatory frameworks for agribusiness development (e.g. increased food security, reduction of poverty, economic transformation, and sustainable livelihoods) | <ul style="list-style-type: none"> Gender impact assessments of planned and current policies and regulations are undertaken Female producers and entrepreneurs included in policy consultations Policymakers and administrators are trained on gender implications of agribusiness development related policies (e.g. land access and tenure; rural employment) National/regional policies on agribusiness development include gender equality and women's empowerment specific goals. Sex disaggregated and gender related data is collected (e.g. division of labour among producers/ entrepreneurs, who access to and control over resources). | <ul style="list-style-type: none"> Number of gender impact assessments Percentage of women in policymaking organs/structures Percentage of policy decisions in which female labours have been consulted Number of trained policy makers and enforcers Number of gender specific goals/targets included in policy | <ul style="list-style-type: none"> Women's participation and leaderships in agribusiness is promoted Female producers and entrepreneurs have increased access to productive assets and to markets Policies recognize women as key contributors to agricultural production Increased equal opportunities for women and men to benefit from agribusiness development |
| TECHNOLOGY GENERATION AND TRANSFER | <ul style="list-style-type: none"> Facilitation of technology transfer of industrial processing of agricultural produce, food systems and agro-food value chains and other innovative technology | <ul style="list-style-type: none"> Feasibility studies are undertaken to identify appropriate technology and ways to improve competitiveness and market access for women and men Analysis undertaken to facilitate appropriate design and use of agro machinery and tools based on gender division of roles Technology transfer-agents are sensitized and aware of gender context in the agribusiness development | <ul style="list-style-type: none"> Number of feasibility studies Percentage of trained women on new technologies Number of new/improved technologies for women in agro-related creative industries. Percentage of female-owned businesses using new technologies Number of sensitized technology transfer-agents | <ul style="list-style-type: none"> Women lead application of innovative agro technologies in local communities Working conditions for women and men improve through application of new and appropriate technologies Equal employment opportunities for women and men in factory operations Gender gap is reduced through women's increased income due to use of new technologies |

| Type of intervention | AGR outputs and activities | Potential GEEW* outputs | Potential GEEW indicators | Potential GEEW outcomes |
|----------------------|--|---|---|--|
| CAPACITY BUILDING | <ul style="list-style-type: none"> Support to national partners in developing and establishing recognized vocational and educational institutions, including Technology Design Centres, Centres of Excellence, and business development service providers | <ul style="list-style-type: none"> Institutions' mission, vision and goals include specific commitment to provide equitable opportunities to men and women Institutional HR regulations favour gender parity among instructors, administrative personnel and managers Education and training initiatives that support girls and women access to education and training for agribusiness, agro-industry technology, food systems, creative industries and entrepreneurship Partnerships with the private sector to promote equal employment opportunities for female and male graduates/trainees | <ul style="list-style-type: none"> Percentage of female instructors in institutions Percentage of women at managerial level institutions Percentage of female graduates/trainees in technology and design centres. Number of partnerships with the private sector to support gender equitable employment opportunities for graduates. | <ul style="list-style-type: none"> Women's leadership in agribusiness related institutions is more prominent Agribusiness sectors benefit from a more gender balanced workforce Women have more (highly) technical expertise and experience in agribusiness development. |
| | <ul style="list-style-type: none"> Development of training materials and provision of training to MSMEs, business service providers and public-private partners | <ul style="list-style-type: none"> Training materials are developed to sensitize trainers and trainees on gender dimensions of agribusiness development and specific sectors as appropriate Training opportunities are available for women with specific incentives and facilities All training programmes include information and awareness-raising on the gender dimensions of agribusiness development | <ul style="list-style-type: none"> Percentage of training material dedicated to gender Percentage of women trained Percentage of training programme dedicated to gender | <ul style="list-style-type: none"> Increased awareness on gender implications of agribusiness development Agribusiness sectors benefit from a more gender balanced workforce |
| | <ul style="list-style-type: none"> Establishment of business networks among public and private organizations and targeted rural and urban communities. | <ul style="list-style-type: none"> Business networks' framework (e.g. objectives, goals, mission) includes commitment to gender equality in business development Technical guidelines are developed and distributed to facilitate gender mainstreaming in business models Women's specific business networks are established, including linkages to national and international fora Women and men owned SMEs are equally supported through technical assistance and mentorships | <ul style="list-style-type: none"> Number of technical guidelines on gender mainstreaming Number of women's specific business networks established Number of specific measures undertaken to support women entrepreneurs and women owned or managed business | <ul style="list-style-type: none"> Women engage and lead discussions on inclusive and sustainable agribusiness development Agribusiness interventions achieve more impact as women and men are able to equally contribute to and benefit them Women's income in targeted rural and urban communities increases contributing to overall poverty reduction strategies |

| | | | | |
|--------------------------------------|---|---|--|--|
| PARTNERSHIPS AND GLOBAL FORUMS | <ul style="list-style-type: none"> Establishment of partnerships among key stakeholders, including business and value chain actors, and social investment and philanthropic actors | <ul style="list-style-type: none"> All partners are gender sensitized and aware of the benefits of the gender equality and women's empowerment approaches Female representation among multi-stakeholders and partners is facilitated through specific measures (e.g. incentives and direct invitations) | <ul style="list-style-type: none"> Number of measures taken in partnerships to mainstream gender in interventions Percentage of female representation among multi-stakeholders and partners. | <ul style="list-style-type: none"> Women's participation and decision-making power increases in partnerships Agribusiness interventions achieve more impact and are more sustainable as women and men are able to equally contribute to and benefit them |
| | <ul style="list-style-type: none"> Organization of conferences and EGMs to raise awareness, promote partnerships and disseminate information | <ul style="list-style-type: none"> Concept note and related preparatory material of events include gender dimensions Gender balanced participation is promoted through specific measures (e.g. addressing direct invitations to female entrepreneurs, women's associations and networks) | <ul style="list-style-type: none"> Percentage of event preparatory material include gender dimensions Percentage of female participants Percentage of women's associations and networks Number of women speakers in national and international event | <ul style="list-style-type: none"> Visibility of women's roles and priorities in agribusiness development is increased in national and international fora Women engage and lead discussions on inclusive and sustainable agribusiness development Agribusiness interventions achieve more impact and are more sustainable as women and men are able to equally contribute to and benefit them |
| | <ul style="list-style-type: none"> Dissemination of lessons learned, best practices, research findings, and on-going projects through publications, statistical databases, multimedia production and online platforms. | <ul style="list-style-type: none"> Material (e.g. publications, online platforms etc.) is gender responsive both in text and visual imagery (e.g. using "women and men" instead of people) Lessons learned and best practices on women's empowerment and gender balance are systematically collected and disseminated Online platforms provide specific incentives and facilities for women Sex disaggregated data and gender sensitive information are systematically collected and disseminated (e.g. access and control over resources and benefits, specific opportunities and constraints for women and men in product/value chain). | <ul style="list-style-type: none"> Number of gender mainstreamed publications (e.g. include sex-disaggregated data, gender sensitive information, etc.) Number of online platforms for women | <ul style="list-style-type: none"> Increased quantity and quality of material on gender and agribusiness development Increased access to agribusiness related technical knowledge by women Women engage and lead discussions on inclusive and sustainable agribusiness development |

EGM expert group meeting
GEEW gender equality and the empowerment of women
MSMEs micro, small and medium enterprises
SMEs small and medium enterprises

Gender-responsive budgeting

Gender-responsive budgeting helps to ensure gender equality in outputs and programmes by incorporating a gender perspective into the regular budgetary process. It seeks to address possible differences in the respective roles, contributions and needs of women and men through the allocation of an adequate budget to the relevant project activities under the appropriate output. Gender-responsive budgeting will involve a gender budget analysis to identify the different impact of expenditure on women and men and the potential need for re-allocation of expenditure to ensure fair and equitable distribution of benefits to both sexes. Ultimately, there should be a gender-responsive allocation of resources.

Budget and resources for a gender expert, fieldwork, workshops, gender training for staff, possible new activities identified through gender mainstreaming and activities related to mitigating risks that may adversely impact women or men will need to be taken into consideration in the overall budget of the agribusiness development project and not in a separate “gender budget”. Once again, an initial gender analysis is vital for determining priorities.

GUIDING QUESTIONS FOR GENDER-RESPONSIVE BUDGETING

- Does the distribution of programme funds reflect the level of commitment to gender-related goals?
- Are there sufficient funds to achieve the expected results that support gender equality?
- Are there sufficient funds to include women’s and men’s differentiated needs and consider them in all activities?

The proportion of your budget dedicated to gender-specific activities will depend on the agribusiness development project’s objectives, target group, design and outcomes. The first priority should lie with integrating gender dimensions into project design. If that is done well, a specific budget for “gender activities” may not even be necessary.

Remember...

Mainstreaming gender in project formulation will set the stage on how and to what extent gender dimensions will be integrated into implementation as well as monitoring and evaluation.

Ideally, the goal in this phase of the project cycle is to design a project that analyses the roles and needs of women and men, identifies gender-specific issues and includes actions to address identified gender inequalities, ensuring that women and men can equally access, equally participate and equally benefit from the resources, services, capacity building and other activities that are to be offered by the project.

Practical gender mainstreaming is about asking the right questions so that you fully understand the social implications of your project and can use your resources effectively to address them. Table 5 is a good way to double-check how well gender dimensions have been integrated into a project document—as guided by the previous sections—and can help identify opportunities, if any, for improvement.²¹

²¹ This checklist was adapted from UNDP’s Gender Marker Scoring Template.

Table 5. Gender mainstreaming checklist for projects

| | Question | Yes | No | Partially |
|-----------------------------------|--|-----|----|-----------|
| ANALYSIS/ JUSTIFICATION | 1. Does the project explicitly address a gender issue or issues? If so, please describe how and if not, please provide an 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 AND STATISTICS | 3. Will the project collect and use sex disaggregated data and qualitative information to analyse and track 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 per cent of total budget)? | | | |
| STAKEHOLDERS AND 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 per cent of whichever sex is underrepresented)? | | | |
| GENDER CAPACITIES | 9. Has a gender expert been recruited or do 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 online course—'I Know Gender' on UN Women's eLearning Campus https://trainingcentre.unwomen.org/)? | | | |
| IMPLEMENTATION ARRANGEMENTS | 11. Is there gender balanced recruitment of project personnel and gender balanced representation in project committees? | | | |
| MONITORING AND EVALUATION | 12. Will the monitoring and evaluation of the project cover gender issues and monitor behavioural changes towards greater gender equality? | | | |



5. GENDER MAINSTREAMING IN PROJECT IMPLEMENTATION

In the case of an existing agribusiness development project that is already in the implementation stage, a good starting point for gender mainstreaming would be to review the gender questions in figure 3, Gender Analysis questions, to identify if and how integrating gender dimensions in the project is still possible.

For projects that are just starting implementation, the selection of the implementation team and key stakeholders is an essential first step.

Selection of the implementation team

In general, women tend to be underrepresented in AGR projects at all levels. When building the project management team, think about having a gender-balanced team at different staff levels. You could promote an increased gender balance by:

- Specifically encouraging women to apply for positions in job advertisements;
- Advertising positions in places where women are more likely to see the advertisement, as well as using women's networks (e.g. women's associations);
- Offering family-friendly working conditions (e.g. flex-time and child-care arrangements);
- Upholding ethical standards in the workplace (e.g. no tolerance for sexual harassment).

To ensure that a gender perspective is integrated into the implementation of the project, consider hiring a gender expert to be part of the project implementation team. For continuity, this could be the gender expert who conducted the gender analysis at the onset of the project. In the implementation phase, the gender expert would undertake the data collection and monitoring of the project's gender dimensions.

If resources are limited, there are several ways to ensure that the project implementation team has a sufficient level of gender competence. One way would be to include gender as a competency in the selection of team members. You should also include gender-responsive activities in the terms of reference of the implementation team (e.g. undertake a gender analysis, monitor and report disaggregated figures).

It is important to note that female staff are not necessarily gender competent or knowledgeable about gender work, so building the whole team's knowledge may still be necessary. To this end, it would be advisable to have an orientation workshop with local staff to sensitize them on gender issues in the context of the project, as well as to inform them on how specific components of the project will address those issues. During the workshop, one could carry out a preliminary assessment of staff gender perceptions, including the challenges and opportunities seen by staff in mainstreaming gender in the project.

In any situation, it would be advisable to think about building the capacity of the international and national industrial experts on gender mainstreaming to ensure that gender equality activities are maintained after the conclusion of the project.

Working with stakeholders

It is imperative that counterparts and project stakeholders are made aware and informed about gender inequality issues and UNIDO's commitment to addressing them. This means assessing and creating gender awareness among potential partners, such as civil society groups, government institutions and private-sector institutions.

The following are guiding questions to briefly assess partners. These questions can also be posed in focus groups or individually, collecting information from women and men separately.

Working with institutions

Providing support to national partners in developing and establishing recognized vocational and educational institutions is an important part of UNIDO's technical assistance within agribusiness development activities. As part of the available scope of gender-responsive actions when dealing with institutions and enterprises, implementing a gender charter is a strategic way to promote gender equality, improve the working conditions of women and men within the organization, and can also act as a tool for recruitment.

Ideally, a gender charter should encompass at least the dimensions in the following chart:

GUIDING QUESTIONS TO ASSESS GENDER POLICY, ATTITUDES AND AWARENESS AMONG PARTNERS

- Does the partner organization have a policy or strategy for gender equality?
- What are the roles among women and men within the partner organization?
- Do women and men equally participate at decision-making levels within the partner organization?
- Are partners aware of gender inequalities among beneficiaries?
- What are their views on such gender inequalities?

| | |
|------------------|---|
| WORK | <ol style="list-style-type: none"> 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 women or men performing the same tasks if required. 3. Technical and working groups to be constituted with gender balance (40-60 per cent) criteria. Meetings to be adjourned if target is not met. |
| MONEY | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 13. Gender-balance objectives (40-60 per cent) at governance, executive/management and technical/operational levels. 14. Requirement of a personal bank account for issuing salaries. |
| HEALTH | <ol style="list-style-type: none"> 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. |

Specific actions may already be in place within an organization without being grouped in a gender charter. The enactment of a gender charter has the advantage of focusing efforts and actions under one roof. In parallel, the human resource department needs to assess the feasibility of elaborating an affirmative action channel for recruitment of staff of whichever gender is underrepresented. An ethical code of conduct where it does not already exist could

be an offspring of the gender charter. An ethical code of conduct reinforces the protection of workers against moral and sexual harassment. Finally, the gender charter should be aligned with national legislation. It will benefit the support of local or international gender equality advocacy initiatives and needs to integrate industry-related recommendations.

A model gender charter is provided in Annex V.

6. GENDER MAINSTREAMING IN PROJECT MONITORING AND EVALUATION

Essential to establishing and maintaining a gender-responsive M&E system is commitment at the decision-making level and shared responsibility among all project team members, including partners and beneficiaries of the project, on the relevance and importance of gathering data to monitor gender results.

A good M&E system should collect and report sex-disaggregated information on all project components where possible and relevant. To this end, a baseline, including targets and benchmarks, should be identified at the formulation stage in order to effectively monitor and evaluate the impact of the project on women and men. The logical framework of the project should include and build on these baselines.

Monitoring gender results

The monitoring process can be made more gender-responsive by including a gender expert in the implementation team or by making sure that the implementation partners are gender-sensitized so that data on women and men is effectively collected and monitored. However, a more strategic approach would be to allow for the monitoring function to be the shared responsibility of partners as well as women and men of the beneficiary groups, in cooperation with UNIDO. This can serve to build capacity among partners and beneficiaries, as well as strengthen the sustainability of the project.

Part of monitoring and evaluation includes the systematization of good practices. This includes the regular assessment and reporting of gender-responsive indicators and gender results in progress reports.

Evaluating gender results

As with monitoring, the evaluation process can be made more gender-responsive by including a gender expert as part of the evaluation team or by making sure that the evaluator's terms of reference specify the need for some gender expertise.

Any explicit gender components of the project (e.g. gender objectives, outcomes or outputs) will be a good reference point to evaluate. To this end, gender-specific evaluation questions should be identified and integrated

into the terms of reference for the project's evaluation in line with the UNIDO Evaluation Group's guidelines on integrating gender into evaluations.²² Moreover, it would be beneficial to integrate an evaluation component that identifies good practices and lessons learned from the intervention with regard to gender equality and the empowerment of women.

Even if the project does not explicitly address gender issues, it could still be evaluated against gender criteria. This is because gender awareness can be implicit in the decision-making that went into project planning and implementation (e.g. "soft issues" such as gender or beneficiary participation can be subsumed in projects).

The following is a quick checklist to ensure a gender-responsive evaluation:

GENDER-RESPONSIVE EVALUATION^a

- Evaluation methodology and tools integrate gender (e.g. participatory methods of data collection, gender-sensitive questions and indicators)
- Evaluation terms of reference are engendered (e.g. gender issues are integrated into evaluation's objectives, explicit reference to gender and gender-specific evaluation questions are included)
- Evaluators or evaluation teams demonstrate gender competency and gender balance
- Evaluation report is written from a gender perspective (e.g. report explicitly presents methodology as engendered, includes data and analysis on results for women and men)
- Evaluation report uses gender-sensitive language (e.g. the terms women and men are equally used, no sexist stereotypes)

^aInternational Service for National Agricultural Research (ISNAR), 2001. Available at: <http://www.seachangecop.org/sites/default/files/documents/2001%2006%20FAO%20Engendered%20Logframe%20Approach.pdf>.

²² For more detailed information, please refer to Annex V for the UNIDO Evaluation Group Guide for integrating gender into evaluations of UNIDO projects and programmes.

Building case studies

Case studies are another useful tool for monitoring and evaluating your gender results. They can provide a more in-depth look into the impact the project has made on the behaviour, attitudes and perceptions of the communities involved. This is important for monitoring the progress of gender results given that the social or cultural norms and values of a community are often the underlying root causes of gender discrimination and inequality.

Case studies can be systematized in the M&E process or utilised in an ad hoc manner.²³ The development of case studies involves the qualitative assessment of the progress (monitoring) or presence (evaluation) of predefined indicators within specific groups of beneficiaries or project partners. Ad hoc case studies can be developed for on-the-spot assessments or to highlight specific results not readily available through quantitative analysis.

Communicating gender results

Disseminating gender results in a way that is understandable and useful for different stakeholders is one of the main chal-

lenges for gender mainstreaming. Usually, there is a general information gap and lack of understanding among partners on:

- The situation in the field from a gender perspective;
- Government or organizational mandates on gender equality;
- Policies and programmes targeting gender equality;
- Efforts of stakeholders and other actors in promoting gender equality;
- Commitments of stakeholders to contribute to gender equality;
- Good practices in women's empowerment and gender equality as experienced by the partners or by others in areas related to the project.

Gender results should be integrated into the regular means of communication (e.g. newsletters, progress reports or social media channels, website) to promote information sharing and contribute to awareness-building and advocacy efforts. Alongside this, it would be beneficial to consider communicating gender results in specific reports developed to highlight the gender dimensions of the intervention. Other possible means to communicate information on gender issues and results are through workshops, e-discussions or the dissemination of case studies and success stories.

It is important for the communication team to be aware the need to bridge the information gap to suit the different types of stakeholders (e.g. donors, policymakers, entrepreneurs, project staff, etc.) through using channels adapted to their specific needs and realities, as well as adopting gender-sensitive language.

²³ Additional resources:

UICN (2000): Taking the Pulse of Gender. Gender-Sensitive Systems for Monitoring and Evaluation. Available at: www.genderandenvironment.org/generoyambiente.org/index.php/en/knowledge-center/doc_download/1787-module-4-taking-the-pulse-of-gender-gender-sensitive-systems-for-monitoring-and-evaluation.

UNDP (2009): A user's guide to measuring gender-sensitive basic service delivery. Available at: www.undp.org/content/undp/en/home/librarypage/womens-empowerment/a-users-guide-to-measuring-gender-sensitive-basic-service-delivery

BRIDGE (2007): Cutting Edge Packs. Gender and Indicators. Available at: www.bridge.ids.ac.uk/go/bridge-publications/cutting-edge-packs/gender-and-indicators/gender-and-indicators

IDS Participatory methods website: www.participatorymethods.org



ANNEXES

ANNEX I. TERMS OF REFERENCE FOR GENDER EXPERT FOR PROJECT FORMULATION



UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

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

| | |
|---------------------------------|---|
| Title: | Gender Expert for Project Design ^a |
| 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 within its mandate to advance the well-being 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

Briefly provide the context of the project.

^a 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

During 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 below.

| Duties | Concrete/measurable outputs | Expected duration | Location |
|---|--|-------------------|-------------|
| <ul style="list-style-type: none"> 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 on Gender Mainstreaming Agribusiness Development Projects (2014). Conduct a detailed gender analysis as indicated in UNIDO's Guide on Gender Mainstreaming AGR Projects, particularly emphasizing gender-based 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. | <ul style="list-style-type: none"> In-depth gender analysis is conducted | 10+ days | Field-based |
| <ul style="list-style-type: none"> Assess and identify potential gender-differentiated impacts of the project. | <ul style="list-style-type: none"> Impacts and risks are identified | | |
| <ul style="list-style-type: none"> Collect sex-disaggregated baseline data that could be used to monitor potential gender impacts. | <ul style="list-style-type: none"> Baseline is established | | |
| <ul style="list-style-type: none"> Identify government agencies, NGOs, community-based organizations and women's associations or groups whose work focuses on gender and agribusiness development generating information that can be of use during project preparation and implementation. Assess their capacity. | <ul style="list-style-type: none"> Relevant government agencies, NGOs, community-based organizations and women's associations or groups in-country are identified and consulted | | |
| <ul style="list-style-type: none"> 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 logical framework 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. | <ul style="list-style-type: none"> Plan of action for gender mainstreaming is developed and costs of implementation are estimated | 5 days | Home-based |
| <ul style="list-style-type: none"> Integrate relevant gender components from the plan of action for gender mainstreaming in the project document, including cost estimates of their implementation. | <ul style="list-style-type: none"> Project document is gender-mainstreamed | | |
| <ul style="list-style-type: none"> Prepare terms of reference for gender specialist to implement the gender-responsive components of the project. | <ul style="list-style-type: none"> ToR for gender specialist for project implementation are 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. Strategy and direction
2. Judgement and decision-making

MINIMUM ORGANIZATIONAL REQUIREMENTS

Education

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

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 agribusiness development;
- Thorough understanding of the gender context in [country name], and experience working with government institutions and international or non-governmental organizations supporting gender and agribusiness development work;
- 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.

Local language would be an asset.

ANNEX II. TERMS OF REFERENCE FOR GENDER EXPERT FOR PROJECT IMPLEMENTATION



UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

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

| | |
|---------------------------------|---|
| Title: | Gender Expert for Project Implementation ^a |
| 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 within its mandate to advance the well-being 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

Briefly provide the context of the project.

^a 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

During the assignment, the Gender Expert is expected to act as the main focal point for all gender-related activities in 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 below as guided by the gender analysis conducted as well as by UNIDO's Guide on Gender Mainstreaming TCB Projects (2014) and, where necessary, adjust project components to ensure full gender-responsiveness.

| Duties | Concrete/measurable outputs |
|---|---|
| <ul style="list-style-type: none"> • If not already done, collect sex-disaggregated baseline data that will be used to monitor gender impacts. | <ul style="list-style-type: none"> • Baseline established |
| <ul style="list-style-type: none"> • Assess the gender "awareness" and "sensitivity" of project beneficiaries and stakeholders. | <ul style="list-style-type: none"> • Assessment of gender awareness/sensitivity of project stakeholders is undertaken |
| <ul style="list-style-type: none"> • Conduct gender-sensitization training for project staff at all levels and maintain the desired level of gender awareness. | <ul style="list-style-type: none"> • Gender-sensitization training is conducted |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Gender-sensitive ToR including gender-related competencies are drafted and used. |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Site visits conducted and data is collected on a regular basis. Gender results are systematically monitored and regularly reported |
| <ul style="list-style-type: none"> • Identify any unanticipated risks and/or negative gender impacts. Adjust and/or develop project activities to mitigate these issues as needed. | <ul style="list-style-type: none"> • Unanticipated risks and/or negative gender impacts, if any, are identified and addressed |
| <ul style="list-style-type: none"> • 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 agribusiness development in order to facilitate collaboration and enhance gender results of project implementation. | <ul style="list-style-type: none"> • 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. Strategy and direction
2. Judgement and decision-making

MINIMUM ORGANIZATIONAL REQUIREMENTS

Education

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

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 agribusiness development;
- Thorough understanding of the gender context in *[country name]* and experience working with government institutions and international or non-governmental organizations supporting gender and agribusiness development work;
- Familiarity with gender analysis tools and methodologies relating to agribusiness development;
- Strong communication skills and ability to liaise with various stakeholders, including government officials.

Languages

Fluency in written and spoken English is required.

Local language would be an asset.

ANNEX III. GENDER ANALYSIS AT THE REGIONAL/COUNTRY LEVEL

A gender analysis should start at the regional/country level, addressing the national context/s that frame the Montreal Protocol project's area of intervention.

At the national level, the context analysis has many dimensions: social, economic, political, and cultural and environmental. This analysis will determine the conditions, limitations and opportunities surrounding the implementation of the project while identifying gender inequalities in place.

The following checklist provides some key questions for gender analysis at the regional/country level.

GENDER ANALYSIS AT THE REGIONAL/NATIONAL LEVEL

Guiding questions

Policy framework analysis

- What are the legally binding international and regional human rights instruments, commitments and policies that have been signed by the country? (e.g. CEDAW; as a quick resource, refer to the universal human rights index: www.universalhumanrightsindex.org)
- Are there any government programmes relevant to the project that address gender inequalities?
- Are there any relevant gender indicators that are regularly monitored at the national level, e.g. by the National Office of Statistics or by an agency responsible for reporting on national development plans?

Political and empowerment framework analysis

- What is the percentage of seats that women and men hold in parliament and what is the percentage in decision-making ministerial and regional posts, and particularly in the ministry/agency responsible for your project?
- What is the percentage of women/men in high-paying positions in the project sector?
- What is the percentage of women in professional, technical, managerial and administrative jobs in the country?
- 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 analysis

- What is the division of labour between women and men in the country?

- What is the percentage 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?

Economic and financial framework analysis

- What is the percentage of women in relation to men who have access to land tenure and credit in the country?
- What is the availability of outreach programmes to women that target the provision of business development and/or financial services through government initiatives, private lenders and others in general and are relevant to the sectors/localities of the project?

Social and cultural framework analysis

- What are the social or 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?
- Are there gender gaps in access to health?
- What is the level of gender-based violence in the country?

Environmental and industry framework analysis

- What are the key country-level gender issues related to environmental sustainability and to industry of which the project must be aware and could possibly deal with?
- Are there QI-related policies relevant to the intervention? Are these policies gender-mainstreamed?

ANNEX IV. GENDER ANALYSIS AT THE SECTORAL LEVEL

It is crucial to have a good understanding of the differences between women and men in order to not only understand and prioritize gender issues but also to effectively identify the sector where intervention will make the most sustainable impact.

There are considerable differences in availability of information by sector in relation to gender. Fields such as governance, environment and rural development may offer more information than sectors such as industry, transport and infrastructure. Often, dispersed information is available in decentralized offices, municipal or district plans and also in documents produced by the private sector. When written information is not available, interviews with key informants, meetings and workshops may be used to gather information. The boxes below provide some key questions for gender analysis at the sectoral level. The sectoral context review will equip you with useful arguments to successfully discuss gender mainstreaming of your projects with counterparts and stakeholders.

The following checklist provides some key questions for gender analysis at the sectoral level.

GENDER ANALYSIS AT THE SECTORAL LEVEL

Guiding questions

Questions specific to textiles

- How could the project address the differences in entrepreneurial, organizational and financial experience between men and women?
- Are there differences based on gender regarding opportunities in accessing credit, skills and marketing? If yes, how the project could address them?
- Is there any risk of unintentionally displacing men or women from a source of income? How is it possible to address this issue?
- Is there any risk of unintentionally reinforcing women's position in the lowest echelons of the value chain?

Questions specific to leather industries

- Are national/regional and social factors that influence human exposure to hazardous substances or procedures identified/covered? Are these risks associated with gender division of labour?
- Are there differences to access and quality of medical services available to women and men if they are exposed to hazardous substances while on the job?
- Are there differences based on gender regarding opportunities in accessing credit, skills and marketing? If yes, how the project could address them?

Questions specific to forest products

- Are there gender based differences in the production and consumption of forest products?
- Do customary norms restrict the possession of valuable species by women?
- Do women and men have equal access to market information?
- Are there equal opportunities for women and men for functional upgrading (e.g. women's production cooperative taking on new functions such as export marketing)? For chain upgrading?

Questions specific to agro-machinery

- How to promote women's and men's participation in identifying and validating innovations, according to their specific role in the production/processing?
- Is there room for the project to relieve women's and men's workload in their specific productive/processing roles through agro-machinery/tools development?
- Do women and men have equal access to agro-machinery/tools as well as knowledge on how to use them?

Questions specific to value chains of agro-commodities

- Is the project design ensuring gender balanced participation along the value chain through consultation processes and training; promotion of male and female leadership; or provision of incentives to both men and women?
- Are there opportunities to ensure women and men are participate in value chains as full partners and decision makers?
- Does women's access to and control over productive resources and household level decisions effect their participation in value chains?

Questions specific to food security

- Are there differences through which women and men access and produce food?
- Are there gender based vulnerabilities present in food insecurity/nutritional levels/decision making power?

Questions specific to biotechnology

- Are there differences in women's and men's knowledge, access to and use of genetic resources; attitudes towards biotechnology adoption, risks and benefits perceived on economic and self-sufficiency terms as well as direct benefits and cost (time, work)?
- Is there room to assert women's as well as men's rights as breeders and biodiversity keepers? (e.g. by specifically describing who does what and how in plant breeding and in preserving biodiversity and involving both, women and men, in technology innovation?)
- Does the project have gender-sensitive indicators on women-men participation at all levels of the process (research, extension, policy design)?

Questions specific to rural enterprises

- What specific barriers do women have to entrepreneurial activities. (e.g. access to education; access to credit; land tenure; lack of experience in businesses; 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?
- Is the project contributing to the education, training and professional development for women?
- Is the project design including women's empowerment indicators (e.g. increase income for women)?
- Is the project design considering women as a homogeneous group or it is taking into account also economic-ethnic-cultural differentiations in order to favour those who need it most?

Questions specific to human security

- How is the project design considering the different impact of the insecure/new situation on women and men?
- Do women and men have specific vulnerabilities with respect to human security?

Questions specific to creative industries

- What specific barriers do women have to entrepreneurial activities. e.g. access to education; access to credit; land tenure; lack of experience in businesses; difficulties in connecting to the markets?
- Is there any risk that technology could replace women's and men's traditional ways of handcraft/creative production and eliminate sources of income?
- Is the project design giving room for male and female participation in consultation, design, training, production and marketing?

ANNEX V. MODEL GENDER CHARTER

[Institution's name]

GENDER CHARTER

[creation/revision date]

A charter for gender equality and the empowerment of women aiming at the full participation of women and men 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:

WORK

- 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 per cent) criteria. Meetings to be adjourned if target is not met.

REMUNERATION

- D. Equal remuneration for women and men for work of equal value.
- E. Equal access to employee benefits (e.g. provision for pension schemes, holiday entitlements, health insurance, etc.)

KNOWLEDGE RESOURCES

- F. No discrimination in access to information (e.g. career opportunities).
- G. Equal opportunities for training and professional development.
- H. Specific training opportunities for workers recruited under affirmative action channel.

TIME

- I. Provision for child-care facilities.
- J. Flexibility of working time—fair overtime schedules.
- K. Equal length of paid paternity and paid maternity leaves.
- L. Equal duration of working life years.

VOICE

- M. Gender-balance objectives (40–60 per cent) at governance, executive/management and technical/operational levels.
- N. Requirement of a personal bank account for issuing salaries.

HEALTH

- O. Secure channel for reporting sexual harassment and protection against retaliation.
- P. 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 for the advancement of gender equality objectives within [Institution's name] and contributing to a safe working environment for all their colleagues.

ANNEX VI. ETHICAL CODE OF CONDUCT

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) defines discrimination against women as “any distinction, exclusion or restriction made on the basis of gender which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field^a”.

In their daily work, inspection and verification officers may face decisions that have moral and ethical implications, which may restrict or broaden women’s opportunities, contribute to further discrimination or not. In order to support their activities, UNIDO’s assistance needs to be fashioned in such a way as to ensure adherence to the following rights and obligations of producers, traders and officials^b:

ETHICAL CODE OF CONDUCT

1. All individuals should be able to undergo inspection or verification procedures or cross international borders without verbal or physical abuse or harassment, including but not limited to sexual and gender-based violence.
2. Inspections or verifications, including border inspections, shall be carried out in an efficient and timely manner without discrimination. A receipt must be provided to the producer, trader or carrier for any payment made and the payment properly recorded.
3. Only officials of the approved bodies shall be present during inspection or verification procedures or at the border, and all verification or inspection officials shall wear uniforms or identification badges that indicate their respective body.
4. Details of all duties, fees, and taxes and the basis for their calculation shall be publicly available prior to the inspection or verification and at border control posts. Any change to duties, fees, and taxes must be publicly announced, with reasonable time allowed for producers, traders, and carriers to prepare for their application. No unpublished fees or charges shall be demanded during the inspection or verification procedure.
5. Documentary requirements shall be clearly stated and publicly available prior to the inspection or verification and at border control posts. Any change in required documentation must be publicly announced, with reasonable time allowed for producers, traders, and carriers to prepare before implementation. Simplified procedures should be applied to small producers, traders, and carriers.
6. Producers, traders and carriers should be aware of their rights and obligations when undergoing inspection or verification or crossing international borders. Producers, traders and carriers must present required documentation and pay appropriate duties if required and obtain a receipt for any payments made to an official. Producers, traders and carriers shall not attempt to bribe any official in order to avoid payment of duties or to obtain preferential treatment in any way, including avoiding queues.

In addition, supporting the implementation of Integrated Management System (IMS) certification within conformity assessment bodies allows for increased transparency and acts as a signal for responsible management towards end users. UNIDO needs to actively support the demand for IMS implementation and certification, especially within the legal metrology and inspection services areas.

^a Convention on the elimination of all forms of discrimination against women, New York, 18 December 1979, art. 1. Available at: <http://www.ohchr.org/en/ProfessionalInterest/pages/cedaw.aspx>.

^b World Bank (2013): Women and trade in Africa: realizing the potential. Available at: http://www-wds.worldbank.org/external/default/WDSCContentServer/WDSP/IB/2013/11/08/000442464_20131108144416/Rendered/PDF/825200WP0Women00Box379865B00PUBLIC0.pdf.

ADDITIONAL RESOURCES

- World Customs Organization/Capacity building: www.wcoomd.org/en/topics/capacity-building.aspx
- United Nations Organization on Drugs and Crime: www.unodc.org/unodc/en/corruption/index.html
- International Organization for Migration/Immigration and Border Management Division: www.iom.int/cms/tcm

ANNEX VII. GENDER-RESPONSIVE TRAININGS

The following check-list will help project staff ensure gender equality concerns are taken into consideration when organizing trainings:^a

CHECKLIST FOR THE ORGANIZATION OF TRAININGS

Before the training, make sure that:

1. Training objectives take into consideration gender interests.
2. GEEW outputs and indicators are set.
3. Trainers receive GEEW awareness briefing and relevant UNIDO GEEW material.
4. The training site is located in an accessible, central area, with easy transport facilities.
5. The training schedules provide for travel time and arrangements to suit women participants.
6. Call for participation is widely disseminated, using both female and male-oriented communication channels.
7. Training material is screened for gender sensitive data, language and illustrations and proposed activities are checked for cultural, religious or ethnic bias.

During the training, make sure that:

8. Trainers provide opportunities for men and women to engage equally.
9. Trainers allow for non-dominant views to be expressed.
10. Sex-disaggregated data is collected, including participants' feedbacks and experiences.

After the training, make sure that:

11. The achievement of GEEW outputs and indicators is evaluated.
12. The trainers' performance in relation to gender sensitivity is assessed.
13. Feedback and experience of female and male participants are taken into consideration.

^a Additional Resources:

International Union for the Conservation of Nature IUCN (2000): Seek and ye shall find. Creating participatory appraisals with a gender perspective. Available at: www.genderandenvironment.org/generoyambiente.org/index.php/en/knowledge-center/doc_download/1785-module-2-see-and-ye-shall-find-participatory-appraisals-with-a-gender-equity-perspective.

Swiss Agency for Development & Cooperation (SDC) (2005): Gender in Training: Mainstreaming gender equality and the planning, realisation, and evaluation of training programmes. Available at: www.sdc-gender-development.net/en/Home/Publications/document.php?itemID=4260&langID=1. UNESCO (1999): Guidelines on gender-neutral language. Available at: unesdoc.unesco.org/images/0011/001149/114950mo.pdf.

ANNEX VIII. UNIDO EVALUATION GROUP GUIDE FOR INTEGRATING GENDER INTO EVALUATIONS OF UNIDO PROJECTS AND PROGRAMMES

GUIDANCE ON INTEGRATING GENDER IN EVALUATIONS OF UNIDO PROJECTS AND PROGRAMMES

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: **(a)** Those where promotion of gender equality is one of the key aspects of the project/programme; and **(b)** Those where there is limited or no attempted integration of gender.

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

^a Bibliography:

United Nations Industrial Development Organization (UNIDO), “Policy on gender equality and the empowerment of women”. UNIDO/DGB(M).110 (April 2009) and UNIDO/DGB(M).110/Add.1 (May 2010).

United Nations Evaluation Group (UNEG) (2009), “Integrating Human Rights and Gender Equality Perspectives in Evaluations in the UN system”.

Canadian International Development Agency (CIDA) (2008), “How to Perform Evaluations—Gender Equality”.

International Labour Organization (ILO) (2007), “Considering Gender in Monitoring and Evaluation of Projects”.

United Nations Educational, Scientific and Cultural Organization (UNESCO) (1997), “Checklist for the Integration of Gender Equality Issues in the Evaluation of UNESCO's Programmes”.

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^b and national policies on gender equality and the empowerment of women?
- Were gender issues identified at the design 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?

^b Once the gender mainstreaming strategy and action plans to guide the process of addressing gender issues in industrial development interventions are developed, the project/programme should align to the strategy or action plans.

II. Making evaluations gender-mainstreamed

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.^c 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 design, 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.

^c Experience from other organizations indicates that the assessment of gender equality brings an additional dimension to traditional evaluation and requires additional time and resources.

ANNEX IX. GENDER GLOSSARY

Gender analysis: is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, skills and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of men and women. 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 programmes. 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: 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, programmes 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 in the hands of men.

Gender competence: is the knowledge and the ability to recognize gender blindness 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.^a

Gender equity: is the process of being fair to men and women, boys and girls. 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 men and women, 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 programmes, 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 programmes 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.^b

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

^b United Nations Economic and Social Council (ECOSOC) July 1997.

Gender neutral: gender is not considered relevant to development outcomes. 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 men or women 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 men and women's specific needs. It intentionally targets and benefits a specific group of women or men to achieve certain policy or programme goals or meet certain needs.

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

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.

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 interrelated 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 (well-being outcomes).^c

^c Kabeer, N. (1999). Resources, Agency, Achievements: Reflections on the measurements of Women's Empowerment. *Development and Change*, 30, 435-464.

^d International Center for Research on Women. (2011). Understanding and Measuring Women's Economic Empowerment. Washington D. C. Available at: <http://www.icrw.org/sites/default/files/publications/Understanding-measuring-womens-economic-empowerment.pdf>.





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