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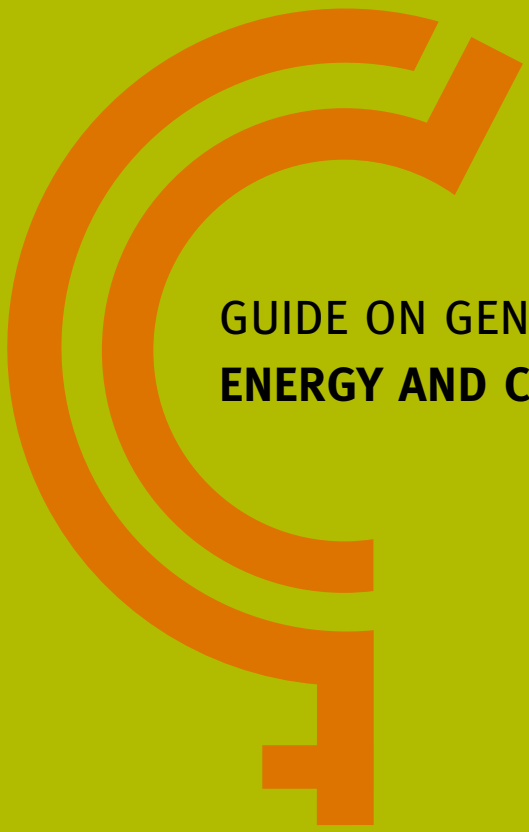

GUIDE ON GENDER MAINSTREAMING
ENERGY AND CLIMATE CHANGE PROJECTS

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GUIDE ON GENDER MAINSTREAMING

ENERGY AND CLIMATE CHANGE PROJECTS

UNITED NATIONS
INDUSTRIAL DEVELOPMENT ORGANIZATION

Vienna, 2014

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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. UNIDO's vision is a world where economic development is inclusive and sustainable and economic progress is equitable. In this context UNIDO 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 as 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 Women (2009) which oversees that:

- A gender perspective is reflected in its programmes, policies and organizational practices.[1]
- The overall goal of gender equality and the empowerment of women, particularly the economic empowerment of women, is advanced.
- The Organization joins forces with partners within the United Nations system and with other public and private-sector partners to deploy a diversity of experiences and expertise 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, are accelerated.

What is gender equality?

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

The concept of 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 offer 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/conceptsandefinitions.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 incorporate it as a cross-cutting 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, and 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-sensitive 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 whole of the 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. 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 challenges existing social structures and places 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, gender mainstreaming addresses the gender inequalities that are at the core of a project, policy or process, leading to more gender-sensitive actions.

Gender mainstreaming is not just about adding stock catchphrases—"special attention will be given to women" or "gender equality activities will be considered"—to policies, programmes or projects. Gender mainstreaming 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 included in the Beijing Platform for Action in 1995 and is most often defined by the 1997 United Nations 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, for example women-targeted interventions. As per 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.

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[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 ENERGY AND CLIMATE CHANGE BRANCH

UNIDO's energy programme provides technical assistance to promote integrated energy solutions for inclusive and sustainable industrial development. It supports developing countries and countries with economies in transition by increasing their economic competitiveness and the viability of their enterprises through sustainable, modern and low-carbon energy solutions. By promoting renewable energy technologies and energy efficiency for industrial applications, the ECC branch aims to reduce the adverse impacts of industrial processes on the environment as well as increase the resilience of communities to climate change.

While the degree of gender dimensions may differ from one ECC project to another, when a project deals with people, it is not gender-neutral. A gender-neutral project assumes women and men have the same needs, priorities, opportunities and expectations. 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.

In this, gender mainstreaming is essential to making sure that the projects and activities of the Branch take into account the differing needs, roles and expectations of both women and men in sustainable industrial development. Energy projects that are sensitive to gender differences consider specific questions in the choice of interventions such as:

- Is there an understanding of the impact each energy intervention has on people and the environment? Will both men and women benefit from these interventions?
- Are women's and men's specific needs and priorities, but also knowledge and skills considered and utilized in the development and transfer of renewable energy and energy-efficient technologies in order to reach maximum uptake?
- Is explicit attention given to ensuring that both women and men participate in and benefit from capacity-building activities and training?
- Are women and men provided the same opportunity to meaningfully contribute in decision-making processes and take on leadership roles in sustainable industrial production?

SEED GENDER EQUALITY AWARDS

The SEED Awards for Entrepreneurship in Sustainable Development is an annual scheme designed to find the most promising and innovative social and environmental entrepreneurs in countries with developing and emerging economies. Starting in 2013, UNIDO and UN Women have partnered to sponsor the SEED Gender Equality Awards.

Each year two or more enterprises that are run or owned by women and that prioritize gender equality and/or women's empowerment as core objectives are selected. They do not only receive a monetary prize and tailored business coaching, but also expert advice from the international law firm Hogan Lovells, which has an established pro bono practice that advises women entrepreneurs across the world.

Through such sponsorships, UNIDO and UN Women offer another modality to promote gender equality and women's empowerment in sustainable development and sustainable energy initiatives.

See: www.seedinit.org

Equal opportunities for women to participate in sustainable industrial development and attain higher-level positions will also create the basis of a more equal society which will generate new needs and encourage the development of new products. This means gender mainstreaming is much more than a women's issue; it is the basis for establishing a level of equality between women and men that can help stimulate economic growth, create higher-level jobs, support communities, raise productivity and reduce poverty. Ultimately, mainstreaming gender in industrial energy projects would result in enhancing the overall effectiveness and sustainability of UNIDO's technical cooperation services while at the same time improve its contribution to the achievement of broader development goals.

Gender and energy

As access to affordable and non-polluting energy services is a prerequisite for achieving economic empowerment and poverty reduction, these inequalities limit economic opportunities for women and also have considerable negative effects on their families and communities.[6]

Most research suggests that women's and men's needs and priorities for energy and access to energy resources often differ based on their roles and responsibilities in societies. This results in gender-differentiated impacts at the individual, household and community levels. For example, without access to modern energy services, rural women and girls in particular have to spend long and exhausting hours performing basic subsistence tasks, including the time-consuming and physically draining task of collecting biomass fuels, which constrains them from accessing decent wage employment, educational opportunities and livelihood-enhancing options, as well as limits their options for social and political interaction outside the household.[7] Cooking from biomass in the absence of clean cooking solutions is particularly detrimental to the health of women and children, who are often associated with household activities and regular exposure to toxic smoke from traditional cook stoves. In fact, illnesses from indoor air pollution result in more deaths of women and children annually than HIV/AIDS, malaria, tuberculosis and malnutrition combined.[8] Moreover, violence against women and girls can occur because of lack of street lighting at night or during day-light hours in situations where resources are scarce and women are obliged to collect fuel from remote and isolated areas.[9]

JOINT PROGRAMME ON ENVIRONMENTAL MAINSTREAMING AND ADAPTION TO CLIMATE CHANGE IN MOZAMBIQUE

In Mozambique, UNIDO has implemented the United Nations Joint Programme on Environmental Mainstreaming and Adaption to Climate Change, together with the Food and Agriculture Organization of the United Nations (FAO), the United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP), the United Nations Human Settlements Programme (UN-HABITAT) and the World Food Programme (WFP).

Through the Programme, renewable energy systems were installed for water supply, irrigation and electricity supply in seven different communities. Additionally, the capacity of community members was developed through training on various issues, including the maintenance of the installed renewable energy systems.

By providing marginalized communities with renewable energies and clean, accessible drinking water, women's lives were transformed by lessening the burden of fetching unsafe water and increasing opportunities for income generation and other pursuits. Due to the project's very positive impact, the Government of Mozambique and the National Energy Fund (FUNAE) have replicated its best practices and rolled out the initiative in other rural communities.

See: www.mdgfund.org/program/environmentmainstreamingandadaptationclimatechange

[6] UNIDO and UN Women, "Sustainable Energy For All: The Gender Dimensions", 2013.

[7] Danielsen, Katrine, "Gender equality, women's rights and access to energy services", February 2012.

[8] IISD, "Post-2015 Development Agenda Bulletin. Summary of the High Level Meeting on Energy and the Post-2015 Development Agenda", 2013.

[9] ENERGIA/DfID Collaborative Research Group on Gender and Energy (CRGGE), "From the Millennium Development Goals Towards a Gender-Sensitive Energy Policy Research and Practice: Empirical Evidence and Case Studies", March 2006.

Globally, women occupy around 19 per cent of all ministerial posts, but only 7 per cent of these are in environment, natural resources and energy, and a mere 3 per cent are in science and technology.[10] In developed countries, the share of female employees in the energy industry is estimated at only 20 percent, most working in non-technical fields such as administration and public relations, and worldwide, women account for only 9 per cent of the construction workforce and make up only 12 per cent of engineers.[11] However, women's economic contribution to the energy sector, such as fuel collection, is for the most part unpaid, unrecognized and undervalued, thus women's production and consumption patterns of energy are often not accurately reflected in national statistics. As a result, energy planners are often unaware of women's energy demands, and less attention is paid to technology development and investments aimed at improving women's work in comparison to men's.[12]

In the development and transfer of new technologies, the participation of women and men also differs. One reason for this is fewer women than men pursue training in science, technology, engineering or mathematics (STEM) that provides the necessary skills for accessing many green jobs and that contribute to innovation and technology development. Furthermore, the development of new technologies requires start-up finance and access to credit and land, which in many developing countries women are not granted. In addition, globally, women obtain fewer patents than men; the percentage of patents obtained by women is even less in STEM fields.[13] Patents, however, are a key incentive for developing and investing in green technologies and technology transfer from industrialized to developing countries. Gender-sensitive assessments that specifically ask for women's and men's technology requirements constitute an important step in meeting the respective needs more equally. This comes with a series of co-benefits, such as enhanced household productivity and more time for education and income-generation.[14]

As a consequence of these imbalances, women remain marginalized from decision-making processes and the global forums in which global energy issues are identified and potential solutions are proposed tend to have an inadvertent male bias. Moreover, gender-responsive sustainable energy projects and research are still the exception rather than the rule.

Encouraging women and triggering their interest in these sectors, together with facilitating access to information and training for women are further important measures to achieve women's technological literacy and thus, greater gender parity in the workforce. Furthermore, as long as the number of trained women remains significantly smaller than that of trained men, special emphasis can be paid to recruiting women through targeted job advertisements and the establishment of talent pools and rosters of qualified women.

Gender and energy access

Access to modern, sustainable energy services can significantly reduce gender-based time and labour burdens as well as improve the health conditions and opportunities for enterprise and capacity-building in communities.[15] Provision of lighting, for example, provides the option of extended or flexible working hours, and thereby increases the time available for engaging in income-generating activities, particularly for women who often face substantial time constraints due to domestic work obligations. At the same time, access to energy-based technologies such as low-cost domestic appliances, power water wells, drip irrigation systems and labour-saving technologies for agricultural production and post-production, such as grinding and milling, enhances labour productivity and increases the time available for engaging in productive activities outside the household. With access to such technologies, women and men can increase their incomes, and young girls and boys, previously burdened with labour-intensive chores, can attend school.[16]

[10] UN Women, "Gender Justice: Key to Achieving the Millennium Development Goals", 2010; and International Parliamentary Union, "World Averages as of December 2011". Available at: http://www.ipu.org/wmn-e/world.htm

[11] ILO, "Global Employment Trends for Women", 2007.

[12] ENERGIA, "Where energy is women's business", 2007.

[13] Rosser, Sue, "The Gender Gap in Parenting is Technology Transfer: Is Technology Transfer a Feminist Issue?", in NWSA Journal 01/2009.

[14] Gender CC, "Technology Transfer – Technology Exchange". Available at: http://www.gendercc.net/policy/topics/technology-transfer.html.

[15] UNIDO, Industrial Development Report 2011: Industrial energy efficiency for sustainable wealth creation—Capturing environmental, economic and social dividends, 2011.

[16] SELF, "Renewable Energy Empowered Women: A SELF White Paper", 2003.

GENDER MAINSTREAMING IN THE ENHANCING RENEWABLE ENERGY OPTIONS (EREO) PROJECT

The EREO Project (2006-2011), by Practical Action and ENERGIA, aimed to reduce poverty and marginalization of target communities in Sri Lanka by providing reliable renewable energy sources. Gender mainstreaming in EREO's project activities concentrated primarily on liquid biofuels and pico hydro initiatives.

A baseline survey provided information on the energy needs and usage patterns of the beneficiaries. Resulting from the survey, the project ensured that the views of the family as a whole were included in the project processes. Women in particular were recognized as important information assets, possessing vital information impacting positively on the design of the energy project in terms of household energy use and details on water stream flow, usage, etc. Furthermore, an institutional analysis was undertaken to capture the current thinking and to include gender concerns in the institutional frameworks of partners associated with the project, such as NGOs. A project document review was conducted to examine how gender sensitivity was incorporated in organizational policy, programmes and initiatives of EREO project partners, so as to provide a point of reference for the project activities.

The liquid biofuel project facilitated the engagement of the community, where women were included in all project activities, discussions and decision-making processes. From the local assessment baseline survey conducted, it was apparent that one of the greatest requirements of the community was improved access to drinking water. With the installation of a water pump by the main road, a considerable reduction in the number of trips and time taken for women to fetch water was noted. Women in Gurugoda Village now save approximately one and a half hours per day as a result of the intervention. Moreover, women involved in the maintenance of home gardens with fences grown with biofuel plant species were provided with the opportunity to receive training in home gardening and financial support to prepare the land for cultivation.

Source: ENERGIA/Practical Action

However, due to social and legal restrictions on women's rights, including rights to own land, borrow money and make their own economic decisions, women are often ineligible for financing for new equipment that can improve the productivity of their labour.[17] In projects that work to stimulate income-generating activities through access to modern and affordable energy services, it is, therefore, critical to address legal and regulatory frameworks that prevent women from accessing credit and other financial services, as well as electricity (grid and off-grid). Moreover, it is important to recognize the role of women in the energy sector, as mentioned above, in order to ensure that services are designed for both men and women. Awareness-raising as well as the collection and use of sex-disaggregated data could be key activities in this regard.

Gender and renewable energy

Energy projects that support the use of locally available renewable energy sources for productive uses can provide opportunities for women's entrepreneurship, for example, in local enterprises that can deliver reliable energy services based on renewable energy technologies. Women play a critical role in energy provision and consumption within households and communities in many countries, and they therefore possess valuable knowledge relevant to sustainable energy solutions. Moreover, women can draw on their natural circles of family, friends and community for customers, which has been shown to be an effective way of distributing renewable energy technology to rural households.[18] Thus, renewable energy projects can enhance women's economic autonomy and social status, allowing them to earn an income and giving them the opportunity to take part in and drive sustainable development of their local communities.[19]

[17] ETC/ENERGIA in association with Nord/Sør-konsulenterne, "Gender Equity in Access to and Benefit from Modern Energy and Improved Energy Technologies", September 2011.

[18] www.solarsister.org

[19] UNIDO and UN Women, "Sustainable Energy For All: The Gender Dimensions", 2013.

More so than men, however, women entrepreneurs face barriers, such as lack of access to information about new forms of energy, lack of education and training on business management and technical aspects of renewable energy technology, and lack of access to credit and other financial services necessary to start up businesses. Moreover, in some countries, gender stereotypes in the labour market reinforce the conception that modern energy technology businesses are "men's work", while women are expected to operate more traditional, and less proficient, biomass-based micro-enterprises.[20]

Project managers need to take conscious steps to minimize these problems, as well as to highlight the issues to the SMEs they work with. It is important that projects focus on training both women and men, as well as on changing stereotypical perceptions of women's work, which can be facilitated, for example, by strengthening women's leadership and participation in the energy industry. Some degree of mentoring in developing business management skills might also be needed to help women expand their enterprises or start new ones.[21]

Additionally, it is important to work to improve women's access to microcredit and loans to help them make the transition from micro-scale, informal operations to larger businesses that are recognized within the formal sector. With accessible financing opportunities, it is easier for women to get involved in new energy-related businesses, for example by producing and marketing more efficient stoves; selling and installing solar-home products; managing village-level power systems (including micro hydropower generators, wind turbines and multifunctional platforms); constructing and marketing biogas digesters; or producing biodiesel fuels from locally grown crops.[22]

SOLAR SISTER—A WOMEN-POWERED CLEAN ENERGY REVOLUTION

The Solar Sisters initiative in sub-Saharan Africa is an innovative social enterprise with the mission to achieve sustainable, scalable impact at the nexus of women's empowerment, energy poverty and climate change. It combines the breakthrough potential of portable solar technology with a women-driven direct sales network to bring light and economic opportunity to a range of communities without reliable electricity access.

The initiative provides women entrepreneurs with training and a start-up kit to equip them to operate, maintain and sell solar technology, such as solar lamps, in their communities. Evaluations reveal multiple benefits of the initiative: the solar business allows the entrepreneurs to double their household income; the income generated by the entrepreneurs is reinvested 90 per cent back into their families, thus providing benefits for the next generation; and women who buy the solar lamps can reduce household expenses by 30 per cent when solar energy replaces expensive kerosene.

Source: www .solarsister.org; and http://unfccc.int/secretariat/momentum_for_change/items/7072 .php

[20] Danielsen, Katrine, "Gender equality, women's rights and access to energy services", February 2012.

[21] Karlsson, Gail and Ana Rojas. "The Benefits of Gender Balance in Climate Change Mitigation Investments and Sustainable Energy Initiatives". Available at: www.gender-climate.org/Content/Docs/Publications/ENERGIA_GenderBalanceClimateChangeMitigationInvestments.pdf

[22] Ibid.

Gender and energy efficiency

In energy efficiency projects, it is important to ensure that gender relations do not become invisible under assumptions of neutrality. Women and men have different roles, perceptions and opportunities in contributing to and benefiting from energy-efficient industrial technologies, which need to be taken into consideration.

In most developing countries, the provision of energy for the household (e.g. for cooking, heating or lighting) is usually a woman's job, and women often resort to the energy-inefficient and toxic open burning of biomass such as wood, charcoal or agricultural waste. Even when households are connected to an electricity network, evaluations show that the power available is usually only used for smaller electrical gadgets and for lighting, and not as a substitute for biomass, particularly in rural areas. The use of efficient energy systems at the household level (e.g. special cooking stoves and ovens) can therefore lower emissions, at the same time reducing women's time spent on collecting biomass and improving women's health by reducing indoor air pollution.[23]

Moreover, in many countries, both rural and urban, women are engaged in highly fuel-intensive small- and medium-scale enterprises and home industries, such as food processing, baking, brewing beer, and making soap and shea butter products. More efficient types of fuels and equipment would allow women to increase the profitability and productivity of these activities and move into other types of business enterprises, while simultaneously reducing emissions of greenhouse gases and other air pollutants.[24]

Thus, improving the efficiency with which women use energy and facilitating the adoption by women of energy-efficient technologies is critical to enhancing women's economic empowerment, as well as to achieving sustainable industrial development—and it loosens the link between economic growth and environmental degradation. However, since energy technology by definition is a highly technical field dominated by engineers, energy planners, etc.—who are predominately male—women's knowledge tends to be disregarded in the development of energy-efficient technologies and solutions.[25] This can result in the design of technologies that do not meet women's specific needs and preferences, and therefore, are ultimately not adopted by women. Moreover, since the adoption of energy-efficient technologies involves the acquisition of increasingly sophisticated technological capabilities, lack of necessary skills or access to financing can be further barriers for women.

For energy efficiency projects, therefore, it is important to take into account women's and men's differentiated knowledge of, access to and use of energy-efficient industrial technologies, as well as their attitudes towards the risks and benefits connected to adopting new energy-efficient technologies (for example, in terms of time and work burdens, space heating, child safety, etc.). It is important to involve women in all stages of the design process and to work to improve their skills in order to enable them to contribute to innovation and technology development. Participatory project design and implementation with linkages between headquarters-based staff and field practitioners, as well as training of women trainers who take the lead in energy efficiency measures and sensitization campaigns, should be considered.

In order to enhance the effectiveness, sustainability and development impact of energy projects and to reduce gender inequalities in, access to and control over resources and benefits of development, it is therefore critical to consider gender differences throughout all stages of the energy project cycle and in all energy projects.

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[23] Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ). "Climate change and gender: economic empowerment of women through climate mitigation and adaptation?" Working paper, 2010. Available at: http://www.climatehealthconnect.org/sites/climatehealthconnect.org/files/esources/17353_diskussionspapierenlayoutgc12941558.pdf

[24] Karlsson, Gail and Ana Rojas. "The Benefit of Gender Balance in Climate Change Mitigation Investments and Sustainable Energy Initiatives".

[25] NREL, "The Role of Women in Sustainable Energy Development", 2000.

ENERGY-EFFICIENT COOK STOVES EMPOWERING WOMEN IN BURKINA FASO

In Burkina Faso, a UNIDO project working with the traditional beer-brewing sector, predominantly led by women, has installed over 1,000 energy-efficient cook stoves to not only promote clean technologies but also ensure safe and decent work.

UNIDO's intervention in Burkina Faso also focuses on developing four clusters of women beer brewers to generate collective gains and facilitate their integration into the local value chain. In addition to increased productivity and energy efficiency, the project has improved the health and environmental conditions for over 1,600 women. By providing energy efficient cook stoves and reducing the amount of firewood consumed by 40-50 per cent, the project lessened the frequency of vulnerability and risk of physical and sexual violence imposed on women and girls when collecting fuel.

Moreover, the project increased women's profits and incomes, empowering them economically and improving their social standing the community. In order to ensure that the project provides a continued and reliable income stream, a credit line enabling women to purchase the energy-efficient cook stoves has been established. The financing is provided by a regional African bank and implemented by a local financial institution. Additionally, the project builds local capacity for preparing projects and facilitating financing through the carbon markets.

See: www .thegef.org/gef/content/promoting-energy-efficiency-technologies-beer-brewing-sector

A joyous dolotière beer brewer

UNIDO energy efficiency project, Burkina Faso

3. GENDER MAINSTREAMING THE PROJECT CYCLE

Gender mainstreaming goes beyond simply having a specific women's component in a project or programme. Good gender mainstreaming in practice involves all stakeholders and partners, both women and men, to collectively tackle the issue at hand. This approach recognizes the need to use participatory methodologies (i.e. including both women and men) in order to address gender inequality and 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 for the specific interventions by the ECC 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.

ECOWAS PROGRAMME ON GENDER MAINSTREAMING

The ECOWAS Programme on Gender Mainstreaming in Energy Access (ECOW-GEN) is a flagship programme being implemented by the ECOWAS Regional Center for Renewable Energy and Energy Efficiency (ECREEE) with the objective to meet the Sustainable Energy for All (SE4ALL) goals in West Africa. The programme's strategy includes building and strengthening capacities for gender mainstreaming in energy policies and projects, supporting the development of gender-sensitive policies, promoting knowledge management, creating awareness and advocacy on gender and energy issues, and implementing gender-responsive investment and business promotion in sustainable energy development. Additionally, the ECOW-GEN programme is being integrated into ECREEE's other programmatic activities to ensure the mainstreaming of gender across all areas of work, including the elaboration of national renewable energy and energy efficiency action plans, supporting the ECOWAS Bioenergy Programme and its initiative, the West African Clean Cooking Alliance, and implementing projects that improve energy access in West Africa.

As a result, gender considerations have been incorporated in institutional frameworks, networking and knowledge sharing, capacity-building, and clean energy interventions within the region. This programme also helped organize a Ministerial Conference on Energy and Gender for the Mano River Union (MRU) in May 2013, resulting in the development of a framework action plan on women's economic empowerment through energy access in the MRU subregion, which was adopted by the Energy and Gender Ministers from the MRU member countries. In addition, a working group on "Women and Sustainable Energy" was established with the mandate to coordinate and implement the activities agreed in the framework action plan. ECREE is also in the process of developing a regional policy for Gender Mainstreaming in Energy Access. It is envisaged that through this regional policy barriers that may hinder the equal participation of women and men in improving energy access in West Africa and, by the extension, the success of the SE4ALL initiative and the ECOWAS Regional Policies on Renewable Energy and Energy Efficiency, will be addressed.

Through these gender mainstreaming efforts, ECREEE aims to ensure universal access to energy services in the region. ECOW-GEN is implemented in close partnership with the ECOWAS Department of Gender and Social Affairs, of the ECOWAS Commission, UNIDO, ENERGIA, ADA and the Gender and Energy Program of the Africa Renewable Energy and Access (AREA) Program of the World Bank.

See: www.ecreee.org/page/ecowas-program-gender-mainstreaming-energy-access-ecowgen

Table 1. Gender mainstreaming the project cycle tool

Stage	Formulation	Implementation	Evaluation
PURPOSE	To formulate a project that analyses the roles and needs of women and men, and addresses any gender inequalities so that women and men can equally access, equally participate in and equally benefit from the resources, services, capacity-building and other activities offered by the project.	To implement project activities that ensure women and men can equally access project resources and services, equally participate in project activities and decision-making processes, and equally benefit from training or other capacity-building activities offered by the project.	To ensure women and men equally participate in monitoring and evaluation activities and decision-making processes and data is collected on women and men so that gender impacts are tracked to assess if the project equally benefits women and men.
KEY ACTIVITIES	• Assess and categorize the project's potential to integrate gender dimensions and contribute to the advancement of gender equality. • Collect and analyse sex-disaggregated data and qualitative information to understand roles and needs of women and men. • Design project activities to meet the specific needs of women and men. Example activity: 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). *Example activity: 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. *Example target/indicator: 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 the equal access to, equal participation in and/or equal benefit from project activities among women and men. *Example activity: Identify if there are any cultural/religious/legal restrictions that would not allow women or men to access or participate in project activities.	• If the project is considered gender relevant, conduct a more comprehensive gender analysis in the field and establish a baseline. • Ensure women and men can equally access project resources and services. *Example activity: Include targeted 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 activities. *Example activity: Include special transportation or have mobile training units to address any security or distance challenges; to enhance women's participation, provide childcare services and/or, specifically target women 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. *Example activity: Ensure project manager completes basic gender course ("I know Gender") on UN Women's eLearning Campus (https://trainingcentre.unwomen.org) • Engage with gender focal points in-country (women's groups, associations, NGOs) as project counterparts and/or as gender advisors.	• Collect sex disaggregated data to track gender equality results and assess gender impacts. • Monitor access, participation, and benefits among women and men and incorporate remedial action that redresses any gender inequalities in project implementation. • Regularly report on how gender is mainstreamed and ensure that mid-term reviews, assessments, audits, etc. include gender as a specific criteria/component. • Ensure gender balance in evaluation team and recruit a 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. *Example activity: If evaluation calls for interviews, ensure that both women and men can participate, taking into account transportation, language, and time requirements. • Integrate gender-specific evaluation questions and components in the Evaluation ToRs in line with UNIDO Evaluation Group Guide for integrating gender so that the evaluation report includes an assessment of gender equality results and impacts. • Identify good practices and lessons learned on project outcomes/outputs or activities that promote gender equality and/or women's empowerment. • Incorporate a gender dimension in project staff's performance appraisals (e.g. by incorporating gender-related tasks in project staff's job description).

KEY ACTIVITIES

- 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 share ECC gender mainstreaming guide.

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4. GENDER MAINSTREAMING IN PROJECT FORMULATION

Energy projects take place in specific social and economic contexts where the division of labour, decision-making power, access to education and other differentials between men and women are embedded. This chapter will provide a number of tools, such as the gender categorization and gender analysis tool, to effectively mainstream gender during the project formulation phase.[26]

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 that are needed to guarantee that any project is—within its interventions and scope of activities—as gender-responsive as possible.

[26] 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 ECC.

Table 2. Gender categorization tool

	Definition	Project requirements
GENDER-TARGETED	This category includes projects that state gender equality and/or women's empowerment as their principal objective. This means that projects in this category: *(a)* Target women or men who have special needs, are disadvantaged, or suffer from discrimination; or *(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 access to means of production and/or to management positions in a specific industry).	• Collect and use sex-disaggregated data and qualitative information to understand the differential 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 is sensitized to gender
SIGNIFICANT GENDER DIMENSIONS	Projects that fall into this category are strongly linked with 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.	• Identify gender issue(s) in a stand-alone gender analysis • 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 differential needs, roles, challenges and opportunities of women and men within 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

LIMITED GENDER DIMENSIONS	Projects that fall into this category are expected to contribute to gender equality and/or women's empowerment in a limited way; there are only few gender dimensions and entry points to mainstream gender are rare. Gender equality and/or women's empowerment is not an objective of the project, but the project still addresses key gender issues.	• 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
MINIMAL GENDER DIMENSIONS	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 and/or affirmative action.	• Include a description of why the project is not expected to noticeably contribute 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, and opportunities of 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. Ideally, a gender expert who is knowledgeable about the regional and contextual background of the intervention undertakes the gender analysis.[27] 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.

[27] 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.

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, consultations, and 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 through databases, can support the analysis.

Table 3 provides a set of questions to be considered as part of the gender analysis. While this set of questions is not exclusive, 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 table are broad and provide overall guidance that is applicable to all projects and sectors. The questions in the third column are more specific to sustainable energy interventions.

Table 3. Gender analysis

	General questions applicable to all sectors/ projects	Questions specific to the energy and climate change 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 among women and men? What are commonly held beliefs, perceptions and stereotypes relating to gender?	What is the share of women and men enrolled in STEM fields? 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 energy and industrial 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 participation between women and men in the formal/informal economy? Who manages the household? Who participates in the care of children and of the elderly?	Are women and men involved in the design and transfer of 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? 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 equal access to and control over energy? 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 new technologies? Do women and men have (equal) access to information and capacity-building in STEM fields or related to sustainable development?
Who decides?	Who participates in the decision-making in the household? Are the bargaining positions of women and men different? Are women involved in making economic decisions? Is there 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 sustainable development (e.g. in small and medium enterprises, in instituions)? Are women and men equally represented at global, regional and national sustainable development conferences and events? Are gender focal points or organizations working on gender equality and women's empowerment consulted in project/sector-related planning and decision-making?
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 technology, 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. childcare 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 data and information collected from the above suggested questions serve to identify the potential of the project to affect the conditions and opportunities of women and men in general, as well as those at a disadvantage in particular. The analysis of data from a gender perspective will also help to determine the following:

- Can women and men be addressed by the project in the same way without the risk of worsening existing gender gaps?
- What are the risks and consequences of (not) mainstreaming gender in the project?
- Which project activities may be considered "gender-neutral" and which ones require specific action to be more gender-responsive?
- Which aspects (e.g. access to training, mobility, workload, others) must be taken into account to establish project goals, indicators and activities that will promote gender equality?
- Which supporting tools, expertise and/or alliances are necessary to meet gender equality goals in the project?

Integration of gender analysis findings

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 impacts 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 following sections provide more in-depth guidance on how to integrate the findings from the gender analysis into projects in a meaningful way.

Mapping of potential partners and stakeholders

One key way to integrate a gender perspective into projects is during stakeholder mappings. 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, 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 it men or women—and raise awareness among them may be needed. This is a question of accountability and credibility.

KEY QUESTIONS TO CONSIDER WHEN MAPPING POTENTIAL PARTNERS AND STAKEHOLDERS INCLUDE:

- Do key stakeholders include individuals or groups with a gender perspective (e.g. ministries of women and/or social affairs, a committee or membership organization related to promoting gender equality, women's rights or the empowerment of women)?
- Is there a balanced gender representation among key stakeholders?
- Is there at least one stakeholder who has the necessary skills and expertise to provide gender mainstreaming inputs?
- Are stakeholders willing to ensure equal participation of both women and men during the implementation?

Formulation of gender outcomes, outputs and indicators

As part of gender mainstreaming during the project cycle, a project should also consider formulating and integrating specific gender equality and women's empowerment outcomes, outputs and indicators to the project in order to enhance gender results.

A project with explicit gender components enables better monitoring and tracking of the progress of gender activities. It also can offer a better gauge on if and to what extent project activities contribute to the advancement of gender equality and the empowerment of women.

TO FURTHER IDENTIFY ENTRY POINTS FOR INTEGRATING GENDER DIMENSIONS INTO YOUR PROJECT, CONSIDER THE FOLLOWING:

- How will women and men be targeted and reached?
- Are there any women's groups, associations or NGOs in the country that the project can partner with?
- Is the project responding to gender-differentiated patterns of division of labour, wage gaps, etc.?
- How will the activities and services of the project benefit women and men?
- Is the project likely to have adverse effects on women or men?
- How will the project affect relations between women and men?
- How will the project ensure women and men have equal access to the opportunities and services that the project provides?
- How can the project ensure and enhance women's participation in the activities or services provided?

The matrix in table 4 provides potential gender outcomes, outputs and indicators related to the specific interventions of the Energy and Climate Change Branch to be considered during project formulation.

Monitoring and evaluation plan

Central to a gender-responsive monitoring and evaluation plan is the identification and inclusion of women-specific targets and sex-disaggregated performance indicators. Women-specific targets and gender-responsive indicators are essential tools to track progress and impact of the 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.

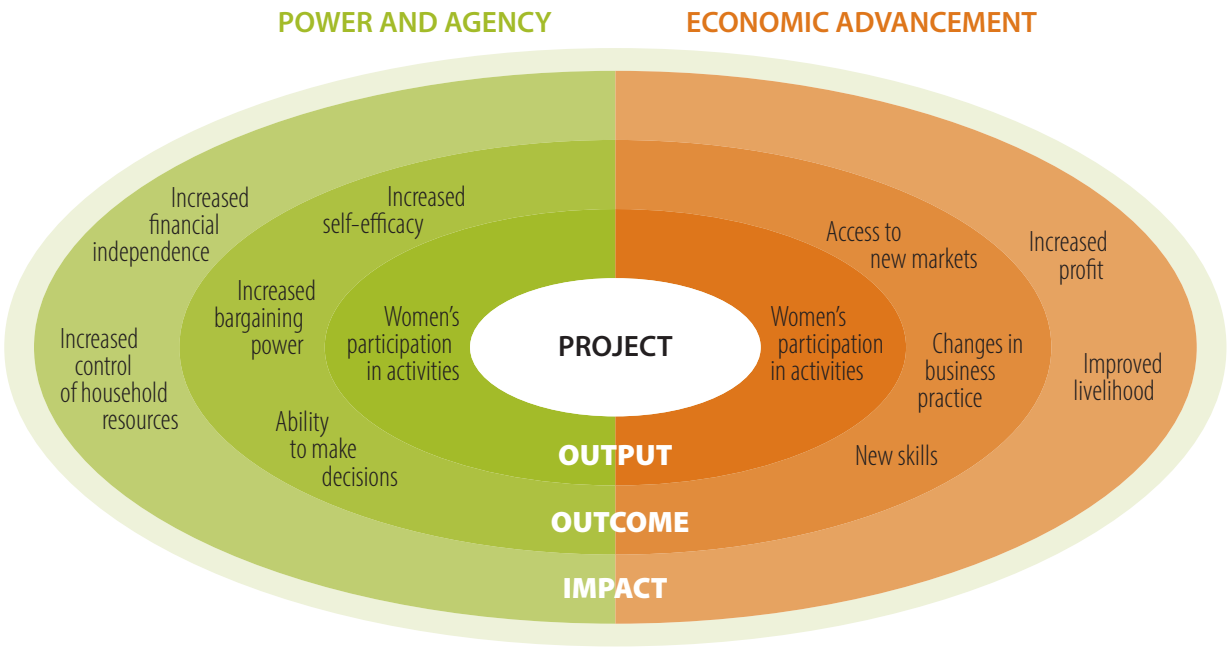
Gender-responsive indicators should identify whether the situation has changed and how or whether the project has contributed to gender equality and economic empowerment or has perpetuated or even increased existing inequalities. Such indicators can be formulated to be quantitative (e.g. monitoring sex-disaggregated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

Figure I presents a matrix for measuring women's economic empowerment from the International Center for Research on Women (ICRW), which uses sample indicators to show different stages at which results can be measured. These stages range from project outputs and immediate outcomes to intermediate and longer term impacts. Determining which stage to measure depends on what is feasible to measure given the project's resources, expected impact and timeframe.

The framework emphasizes the importance of not focusing exclusively on impact indicators in developing monitoring and evaluation (M&E) plans. It is equally important to prioritize the measurement of process, output and outcome indicators, such as women's participation in the project and which women participated. All projects should measure basic process outputs and outcomes. These indicators can provide initial assessments of whether a project is on the right track and whether it is engaging women as intended. They are usually more straightforward to measure than indicators of deeper or longer-term impact. According to ICRW, not all indicators can or should be measured at the highest level and often it is not realistic to expect to be able to measure the deepest, long-term impact within the project's time frame.[28]

[28] ICRW, Understanding and Measuring Women's Economic Empowerment, 2011. Available at: http://www.icrw.org/publications/understanding-and-measuring-womens-economic-empowerment

Figure I. Measuring women's economic empowerment



The following matrix (table 4) provides suggested indicators for specific interventions undertaken by ECC.

Table 4. Energy and climate change indicator framework for monitoring gender-related impacts

Type of intervention	ECC outputs and activities	Possible GEEW outputs	Possible GEEW indicators	Indicative GEEW outcomes
POLICY FORMULATION	• Supporting development of sustainable energy policies and regulatory frameworks for industry	• Associations and networks focusing on gender equality and women's empowerment are included in policy consultations • Impact assessments of possible gender-differentiated outcomes of policy options are undertaken • Policymakers receive appropriate training on gender implications of sustainable energy polices and regulatory frameworks • Sex-disaggregated and gender-relevant data is collected (e.g. data related to access to and control over resources, energy use patterns, division of labour in the energy sector, and impacts of energy development)	• Percentage of women and men in policymaking organs/structures • Percentage of policy decisions in which associations focusing on gender equality and women's empowerment have been consulted • Number of impact assessments • Number of gender-specific recommendations for mitigating impact of policy decisions on women • Number of gender-specific targets included in energy policy	• Women's participation and leadership in energy governance is promoted • An increased number of women participate in decision-making processes and structures • Policies recognize women and men as key users of energy services and enable them to benefit equally from access to modern energy services and energy efficiency technologies • Women have improved access to sustainable energy for productive uses • Environment is created that enables women and men to benefit equally from modern energy services and technologies, including RETs and EE measures
AWARENESS-RAISING AND CAPACITY-BUILDING	• Awareness-raising of RE and EE potentials and benefits	• All stakeholders are gender-sensitized and aware of the benefits (especially economic benefits) of gender mainstreaming • Associations and networks focusing on gender equality and women's empowerment are included in awareness-raising workshops	• Percentage of women and men participants at workshops • Percentage of time dedicated to gender aspects of RE and EE potentials and benefits for each awareness-raising effort • Number of events that include dedicated gender sessions	• Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs
	• Support in development and provision of professionally recognized engineering programmes and vocational higher-education institutions	• A national campaign promotes and favours enrolment of girls and young women in STEM fields • An education initiative (e.g. fellowship/scholarship) supports girls and young women who pursue higher education in STEM fields • Partnerships with energy institutions to establish management-level career tracks for girls and young women • Energy related mentorship-networks and programmes focusing on gender equality and women's empowerment are created	• Percentage of girls and young women and boys/young men enrolled in STEM educational programmes • Percentage of women and men professionals, engineers, technicians in targeted sectors • Percentage of women- and men-owned businesses newly engaged in RE and EE	• Women's leadership in energy institutions is more prominent • Women have more technical expertise and experience in sustainable energy issues

Type of intervention	ECC outputs and activities	Possible GEEW outputs	Possible GEEW indicators	Indicative GEEW outcomes
AWARENESS-RAISING AND CAPACITY-BUILDING	• Development of training materials and conducting training sessions - RE: RETs, RE standards, sustainability measure for biofuels, environmental impacts of RETs, etc. - EE: Energy systems optimization, ISO 50001 (lead auditor programmes), EnMS - Financing mechanisms and risk mitigation	• Training opportunities are available for women with specific incentives and facilities • Training materials are developed to sensitize trainers and trainees on gender dimensions of respective RE/EE measures • All stakeholders are trained on the associated gender implications and opportunities of sustainable energy	• Percentage of women and men participants at training sessions • Number of workshops that include dedicated gender sessions • Percentage of women and men professionals, engineers, technicians for targeted sectors • Percentage of technical interventions with high GEEW impact potential	• An increased number of women engage and lead discussions on sustainable energy solutions • Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs
TECHNOLOGY DEMONSTRATION AND TRANSFER	• Demonstration of RE/EE potentials such as: - Construction and operation of pilot facilities employing renewable energy technology - Implementation of EE measures • Facilitation of technology transfer, including South-South cooperation, such as: - Localization of EE/RE technologies and introduction to the local market	• Impact assessments of possible gender outcomes of RE/EE potentials are undertaken • Dialogues are facilitated among key stakeholders from government, civil society, private sector and community leaders to discuss gender implications of the demonstration/technology transfer • Operational plan of pilot facilities and management systems includes compulsory gender training and specific conditions for technical training opportunities for women	• Number of impact assessments • Number of gender-relevant dialogues facilitated • Percentage of women and men trained on new technologies • Percentage of women and men working in pilot facilities • Number of new/improved technologies for women in sustainable energy	• An increased number of women lead sustainable development solutions in local communities • Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs • Environment is created that enables women and men to benefit equally from modern energy services and technologies including RETs and EE measures • Gender-based drudgery decreased in the workplace through RE/EE technology improvements
INVESTMENT PROMOTION AND ENTREPRENEUR-SHIP DEVELOPMENT	• Support development of sustainable energy technologies including RETs and EE measures (innovation, R&D)	• Sex-disaggregated and gender relevant data is collected on benefits and impacts of innovations/developments of energy technologies (e.g. assess how women's and men's time and labour burdens are impacted by innovations/developments)	• Number of gender-specific recommendations concluded from research	• Gender-based drudgery decreased in the work-place through RE/EE technology improvements

• Training on business skills, such as: - Financial analysis of new business models employing RE/EE measures - Mentoring of start-up entrepreneurs and SMEs including through business clinics	• Training opportunities are available for women with specific incentives and facilities • Clear and functional technical guidelines are developed to facilitate gender mainstreaming in their business models • RE/EE needs of women and men explicitly considered in investment – promotion and entrepreneurship development • Networks and mentorship programmes for start-up entrepreneurs and SMEs , including those with a focus on gender equality and women's empowerment, are established	• Number of new enterprises owned and/or managed by women • Percentage of women- and men-owned business newly engaged in RE and EE • Number of additional jobs for women and men in sustainable energy sector • $ income increase for women and men in targeted industries • Number of new/improved sustainable energy technologies for women and men • Number of women and men with access to sustainable energy technologies	• Women and men are equally empowered to become energy entrepreneurs • Gender-based drudgery decreased in the work-place through RE/EE technology improvements • Women and men are equally empowered to engage in income generating activities • Increased participation of women in green industry jobs
• Support in the development of bankable RE/EE project proposals and business models - Resource assessment of renewable energy potentials and identification of appropriate technologies - Development of portfolio of potential projects and sites, and match making with potential investors	• Resource assessment should include a gender dimension where possible (e.g. assessment of access to and control of RE potentials) • Partnerships with potential investors to support projects with high GEEW impact potential	• Number of gender-specific recommendations included in assessments • Number of new enterprises owned and/or managed by women and men using sustainable energy • Number of additional jobs for women and men in sustainable energy • $ income increase for women and men in targeted industries • Number of new/improved technologies for women and men in sustainable energy • Number of new ventures with high GEEW impact potential created	• Women and men are equally empowered to become energy entrepreneurs • Gender-based drudgery decreased in the work-place through RE/EE technology improvements • Women and men are equally empowered to engage in income generating activities • Increased participation of women in green industry jobs
• Business networks established among RE/EE service providers, and among target industries	• Energy-related networks focusing on gender equality and women's empowerment are established, including linkages to international forums	• Number of new networks with high GEEW impact potential established • Number of women and men speakers at national and international industry events	• An increased number of women lead sustainable development solutions in local communities • Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs • Women have more technical expertise and experience on sustainable energy issues

Type of intervention	ECC outputs and activities	Possible GEEW outputs	Possible GEEW indicators	Indicative GEEW outcomes
GLOBAL FORUM	• Organization of conferences/EGMs to raise awareness, promote partnerships and disseminate information	• All stakeholders are gender-sensitized and are aware of the benefits of gender mainstreaming • Associations and networks focusing on gender equality and women's empowerment participate in conferences and EGMs	• Percentage of women and men participants at the conferences and EGMs • Percentage of women and men professionals, engineers, technicians for targeted sectors • Percentage of women-owned and man-owned business newly engage in RE and EE • Number of women and men speakers	• Visibility of gender-specific needs and priorities as related to sustainable energy is increased • Increased number of women engage and lead discussions on sustainable energy solutions • Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs
	• Network of partner institutions and regional economic communities, including assistance in the establishment and operation of regional sustainable energy centres (e.g. ECOWAS Centre for Renewable Energy and Energy Efficiency)	• A national/regional strategy is developed on achievement of GEEW goals • A steering committee is established whose specific focus is to mainstream gender in the establishment and operation of regional sustainable energy centres	• Percentage of GEEW goals integrated in overall implementation of sustainable energy centres • Percentage of regional sustainable energy centres that employ a gender-responsive approach to management and operations	• Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs
	• Publications of lessons learned, best practices, research findings and knowledge management initiatives, including online platforms, are developed	• Publications focusing on gender dimensions of sustainable energy developed and widely disseminated • Business case and evidence-based case studies prepared • Gender is mainstreamed in any knowledge material developed • Online platforms include gender-relevant content where appropriate • Research and sex-disaggregated, gender-relevant data is collected (e.g. data related to access to and control over resources, energy use patterns, division of labour in the energy sector and impacts of energy development)	• Number of specific knowledge material developed on gender • Number of gender references in information/knowledge material produced • Number of online platforms developed	• Visibility of gender-specific needs and priorities as related to sustainable energy is increased • An increased number of women engage and lead discussions on sustainable energy solutions • Sustainable energy interventions have greater impact as women and men equally contribute to and benefit from implemented activities and outputs

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 energy 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).

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

RISK ASSESSMENT GUIDING QUESTIONS

- 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, childcare duties, missing transport, 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 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 decreases, will this involve loss of income?

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 roles, contributions and needs for 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 impacts of expenditures 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-sensitive 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 sustainable energy project and not in a separate "gender budget". Once again, an initial gender analysis is vital for determining priorities.

The proportion of your budget dedicated to gender-specific activities will depend on the sustainable energy 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.

GENDER-RESPONSIVE BUDGETING GUIDING QUESTIONS

- 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?

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.[29]

[29] 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 a basic online course ; staff will complete a basic online course; I Know Gender Course 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?			

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5. GENDER MAINSTREAMING IN PROJECT IMPLEMENTATION

In the case of an existing ECC project that is already in the implementation stage, a good starting point for gender mainstreaming would be to review the gender questions in table 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 ECC 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 childcare 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.

ASSESSMENT OF 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 at the partner organization?
- Are partners aware of gender inequalities among beneficiaries?
- What are their views on such gender inequalities?
- Which population groups are generally served by the partner organization?

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-sensitive 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 of the project's evaluation in line with the UNIDO Evaluation Group's guidelines on integrating gender into evaluations.[30] 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)

[a] International Service for National Agricultural Research (ISNAR), 2001. Available at: www.fao.org/sd/dim_pe1/pe1_040702_en.htm

[30] 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.

Communicating gender results

Disseminating gender results in a way that is understandable and useful for different stakeholders is one of the main challenges 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 for 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 of bridging 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.

ANNEXES

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

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 with 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 and gender team; United Nations agencies or NGOs focused on women, women's groups or associations in the region of intervention.

DUTIES

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

Duties	Concrete/measurable outputs	Expected duration	Location
• Review relevant UNIDO documents on the requirements for gender mainstreaming, including UNIDO's Policy on Gender Equality and the Empowerment of Women (2009) and UNIDO's Guide to Gender Mainstreaming in ECC Projects (2014). • Conduct a detailed gender analysis as guided by UNIDO's Guide to Gender Mainstreaming in ECC Projects, particularly emphasizing access to energy services and use of energy services, gender division of labour, control of energy sources and technologies, women's and men's energy needs and preferences, and opportunities for and constraints on women's participation.	• In-depth gender analysis is conducted	10+ days	Field-based
• Assess and identify potential gender-differentiated impacts of the project.	• Impacts and risks are identified		
• Collect sex-disaggregated baseline data that could be used to monitor potential gender impacts.	• Baseline is established		
• Identify government agencies, NGOs, community-based organizations and women's associations or groups whose work focuses on gender and energy or climate change that can be utilized during project preparation and implementation. Assess their capacity.	• Relevant government agencies, NGOs, community-based organizations and women's associations or groups in-country are identified and consulted		
• Based on gender analysis, develop a plan of action that identifies opportunities and entry points for mainstreaming gender into the project. The plan of action for gender mainstreaming should mirror the project's log frame and include the development of gender-specific project components, gender-responsive targets and indicators, timelines, assigned responsibilities and implementation arrangements. • Provide cost estimates for the implementation of the plan of action for gender mainstreaming.	• Plan of action for gender mainstreaming is developed and costs for implementation are estimated	5 days	Home-based
• Integrate relevant gender components from the plan of action for gender mainstreaming in the project document, including cost estimates for its implementation.	• Project document is gender-mainstreamed		
• Prepare terms of reference for gender specialist to implement the gender-responsive components of the project.	• ToR for gender specialist for project implementation is finalized		

REQUIRED COMPETENCIES

Core values

1. Integrity
2. Professionalism
3. Respect for diversity

Core competencies

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

Managerial competencies (as applicable)

1. 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 another relevant discipline, preferably with a specialization in gender, project cycle management and/or energy.

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 the energy sector, including renewable energy systems and/or industrial energy efficiency
- Thorough understanding of the gender context in [country], and experience working with government institutions and international or non-governmental organizations supporting gender and development work in the energy sector
- Familiarity with gender analysis tools and methodologies in the energy sector
- 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 with 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 and gender team; United Nations agencies or NGOs focused on women, women's groups or associations in the region of intervention.

DUTIES

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

REQUIRED COMPETENCIES

Core values

1. Integrity
2. Professionalism
3. Respect for diversity

Core competencies

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

Managerial competencies (as applicable)

1. 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 another relevant discipline, preferably with a specialization in gender, project cycle management and/or energy.

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 the energy sector, including renewable energy systems and/or industrial energy efficiency
- Thorough understanding of the gender context in [country], and experience working with government institutions and international or non-governmental organizations supporting gender and development work in the energy sector
- Familiarity with gender analysis tools and methodologies in the energy sector
- 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/ SECTORAL LEVEL

Gender analysis at the regional/country level

A gender analysis should start at the regional/country level, addressing the national contexts that frame the sustainable energy 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 to implement the project while being aware of gender inequalities in place.

The data published by the United Nations is a good source of information for specific gender indicators at the national level. They include the Gender-related Development Index (GDI) and the Gender Empowerment Measure (GEM), which were introduced in 1995 in the Human Development Report published by the United Nations Development Programme (UNDP).[a] Other useful data include the Gender Inequality Index (GII), the Women's Economic Opportunity Index (WEOI) and the Global Gender Gap Index (GGI). There is also gender information at the country level in a database that collects human rights data at www.universalhumanrightsindex.org. Gender violence-related information at the country level may also be found at this website. Additionally, in many countries, indicators are being nationalized and data is collected in relation to their national needs by national bureaux of statistics and ministries of industry, trade, economy, labour and/or social affairs.

The following 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 polices 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 Bureau 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 have in parliament and in decision-making ministerial and regional posts, and particularly in the ministry/ agency responsible for your project?
- What is the percentage of men/women 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?

[a] The GDI identifies gender gaps in life expectancy, education and incomes. The GEM is based on estimates of women's relative economic income, participation in high-paying positions with economic power and access to professional and parliamentary positions. It is indicative of the relative empowerment of women in a given country.

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 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 energy-related gender issues that the project must be aware of, and could possibly deal with?
- Are there policies on sustainable energy/green industry related to the intervention? Are these policies gender-mainstreamed?

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 for intervention that 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 even in documents produced by the private sector. When written information is not available, interviews with key informants, meetings and even workshops may be employed 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.

GENDER ANALYSIS AT THE SECTORAL LEVEL

Guiding questions

General framework analysis

- Are there sector policies supporting or causing gender inequalities?
- Is there a gender focal point in the counterpart ministry?
- What is the most common division of labour in the industry by gender? Are there wage gaps between women and men working in the sector of the project?
- How many small and medium enterprises are owned or managed by women in the sector?
- What are the barriers/challenges that reinforce gender inequalities? How might this affect different groups' ability to participate in energy project interventions?
- Are there any similar energy projects currently being implemented that address gender issues?
- Will women's workloads increase/decrease as a result of innovation and changes in technology? If their workload is decreases, will this involve loss of income?
- How can women's awareness of rights, entitlements and opportunities be raised?
- Does the project contribute to the education, training and professional development of women in sustainable energy?
- Which activities address non-traditional roles of women, such as marketing and promotion of women in STEM (science, technology, engineering and mathematics) fields of education?
- Does the project design make clear its commitment to contributing to gender equality (e.g. in the objectives, specific outputs and indicators)?

QUESTIONS SPECIFIC TO ENERGY ACCESS

- Does the project address energy service needs of both women and men?
- Does the project consider women's time burdens due to childcare, long distances and domestic responsibilities; social and cultural norms, etc., which might affect their ability to attend training sessions on energy services?
- Does the project provide power to key "social" infrastructure (e.g. water distribution, public lighting, training and health centres)?
- Is there room for the project to relieve women's and men's workloads in their specific productive/processing roles through energy-facilitated technologies?
- How could the project address the fact that female-headed households might not be able to pay for initial connection costs and the purchase of appliances that could be used for income generation?
- Is there room for the project to address women's barriers to credit and to provide financing mechanisms for adoption of energy technologies and fuels?
- Does the project assess market outreach and services for gender balance and potential banking alternatives (mobile banking, women's funds/group lending)?
- How can women's leadership and participation in energy decision-making be promoted?
- In off-grid locations, are women included in training on maintenance and development of energy services?
- In large-scale energy infrastructure projects, does the project address the fact that displacement, resettlement, loss of livelihood and job creation triggered by the project can be unequal between men and women?
- Does the project train women in jobs related to construction and operation in order to improve local income generation related to large-scale energy infrastructure?
- Does the project design consider women as a homogeneous group or does it also take into account economic, ethnic and cultural differentiations in order to favour those who need it most?
- What objectives and activities take into consideration women's disadvantages, if any, in education, access to credit, land tenure, lack of experience in energy businesses, difficulties in connecting to the markets, etc.?

QUESTIONS SPECIFIC TO RENEWABLE ENERGY AND ENERGY EFFICIENCY

- How can the project facilitate the establishment of women's sustainable local enterprises (e.g. biogas production, PV distribution enterprises, energy efficiency, others)?
- How could the project address the fact that women traditionally have less access to information about new forms of energy, such as renewables and energy efficiency?
- How could the project address intra-household power relations that might prevent women from benefiting from or purchasing the energy services provided?
- Does the project design ensure that information and training on renewable energy technologies or energy efficiency targets both women and men; and also considers women in household-level training?
- Is there room for women and men to functionally upgrade their traditional roles, for example, in export, marketing, new forms of organization in cooperatives or self-help groups? In which activities can women's leadership in renewable energy or energy efficiency be promoted and how?
- Does the project design include women's empowerment indicators (e.g. increased income for women from renewable energy enterprises)?
- How can the project ensure that women are involved in the energy technology design process?
- Have both women's and men's views, concerns and expectations about energy technology options and design features been taken into account?
- Does the project also include women-owned or managed small and medium enterprises for renewable energies and energy efficiency interventions? If not, why?
- How can the project address the fact that lack of awareness can prevent women and men from adopting new low-carbon energy- saving technology and efficiency options?
- Is there room for promoting consumer energy-efficiency awareness by, for example, mobilizing women's groups and social compacts?
- Does the project promote engagement of utilities with communities, specifically including women in demand-side management programmes?

ANNEX IV. 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 V. 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 programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and 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 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]

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.

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

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

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INCLUSIVE SUSTAINABLE INDUSTRIAL DEVELOPMENT

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