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# Employment Promotion for Women for the Green Transformation in Africa (WE4D)

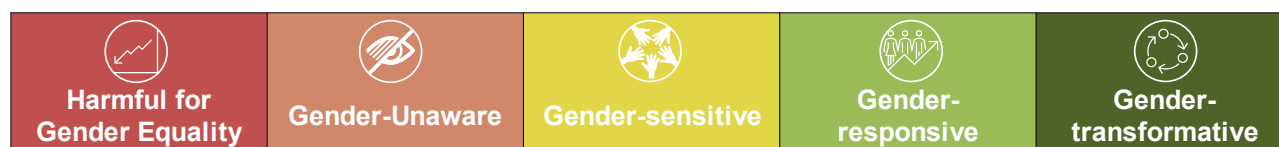
## Gender Equality Guide

Implemented by



# WE4D Guide

## Gender Equality in Project Design and Measurement



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# 1. Objective of the gender equality guide and approach

## 1.1. Background

The regional multi-donor initiative “Employment promotion for women for the green transformation in Africa” (WE4D) is a partnership of the German Federal Ministry for Economic Cooperation and Development (BMZ), the European Union (EU) through various regional Team Europe Initiatives (TEI) as well as the Norwegian Agency for Development Cooperation (Norad).

This guide provides a conceptual framework on women economic empowerment and gender equality especially for the BMZ/Norad interventions of WE4D<sup>1</sup>. The guide presents the programme’s approach in identifying and monitoring gender equality measures across all these WE4D intervention areas. Therefore, the main objective of the guide is to provide practical guidance for project design and gender-related monitoring within the programme context. In addition, the guide may also have ripple effects on co-funded projects implemented by WE4D and influence project design where further guidance is requested.<sup>2</sup>

## 1.2. Gender at WE4D – why is this guide important?

The WE4D programme is measured on the basis of a defined results matrix, which is determined by an by an agreed module objective and outcome and output indicators.

WE4D has set itself ambitious targets in terms of its contribution to gender equality. The programme’s objective is specifically geared towards improving the employment and economic situation of women. It is categorised with a Gender Equality Marker 2, which means that gender equality is the main objective of the project (OECD, 2016). Therefore, in addition to WE4D's objective of promoting green transformation, the contribution to gender equality is central to the success of the programme and must be taken into account throughout its implementation and in all intervention areas. This is particularly relevant in the context of the German Feminist Development Policy, which was launched in March 2023 and places a higher priority on gender equality. This Policy calls for more gender transformative actions and establishes new principles for implementation in German Development Cooperation (BMZ, 2023). Women’s rights and gender equality are also priority areas for the Norwegian foreign and development policy. The Norwegian Ministry of Foreign Affairs launched a new action plan for women's rights and gender equality in Norway's 2023-2030 foreign and development policy.

The main purpose of the gender equality guide is to provide practical guidance on how and to what extent the objective of gender equality can be achieved in the specific output and outcome areas of WE4D. It is important to ensure in the design of new interventions and in monitoring and evaluation that gender equality objectives are met. To this end, the guide defines a set of questions

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<sup>1</sup> While all partners of the WE4D-partnership contribute to the shared objective of employment promotion for women for the green transformation, the TEIs are implemented as separate actions with separate logframes, which are partly integrated in the BMZ logframe. Norad contributes to the overall implementation.

<sup>2</sup> The guide will be shared with the Project Management Units of the TEI OP-VET, TEI IYBA WE4A and TEI IYBA Seed to serve as additional resource for implementation partners. The TEI IYBA WE4A, for instance, may guide partners of the entrepreneurial ecosystem to develop gender-sensitive Business Development Services in line with the gender equality guide.

that can be considered when designing new interventions, developing questionnaires for collecting monitoring data and subsequent reporting on various indicators related to gender equality.

## 1.3. How is this guide structured?

**Chapter 1:** provides a general introduction to the WE4D gender equality guide and its importance.

**Chapter 2:** provides an overview of **important underlying concepts and definitions of gender equality**. It summarises internationally recognised standards related to gender equality and those applied in Germany's Feminist Development Policy. These are also the benchmark against which WE4D is measured.

**Chapter 3:** provides an overview of the categories of the **Gender Continuum and its application to all WE4D indicators**.

**Chapter 4:** provides guidance for designing gender-related measures for each WE4D output and outcome indicator. For each indicator, the guide follows a three-stage approach:

1. **Analysis of gender inequalities:** The starting point for developing appropriate gender-related measures to fulfil the WE4D indicators is an adequate understanding of gender gaps and their underlying drivers, such as discriminatory social norms.
2. **Minimum standard at WE4D:** The minimum standard is derived from the results matrix and specifies the mandatory considerations of gender equality for each indicator respectively.
3. **Beyond the minimum standard:** The guide further provides guidance on how to go beyond this minimum standard and further promote gender equality within the context of WE4D. This category was developed because the standards for measuring gender equality of the defined indicators (results matrix) varies, and – in some instances – a higher standard for measuring gender equality could be pursued in implementation to further support the overarching objective related to gender equality.

**Chapter 5:** provides guidance on gender-related monitoring for each output and outcome indicator. The chapter refers to and builds on chapter 4.

## 2. Concepts of Gender Equality

This chapter introduces key concepts and terms, providing users of this guide with key definitions to navigate the upcoming chapters.

**Gender Equality:** Gender equality refers to ensuring an equilibrium in the rights, responsibilities, and opportunities of women, men, girls, and boys. Gender equality, in this context, does not mean eliminating the differences between women and men, but emphasises that their rights, responsibilities, and opportunities should not depend on their gender. Gender equality requires the acknowledgment of the different interests, needs, and priorities of both women and men, recognising the diverse spectrum within each group. Importantly, gender equality is not solely a

concern for women; it is a shared responsibility that requires active engagement from all members of society and benefits both men and women. Viewing equality between women and men through the lenses of human rights and as a crucial component and indicator of sustainable, people-centred development, its significance in fostering an inclusive and just society becomes even more evident.<sup>3</sup>

**Women's economic empowerment:** Women's economic empowerment refers to the process of enabling women to improve their economic situation and reducing gender-based economic inequalities by improving their access to, use of and power over productive resources<sup>4</sup>. This may include promoting women's access to education, training, employment, entrepreneurship, and financial resources.

**Gender Roles:** Cultural expectations regarding the behaviour of different genders, known as gender roles, are influenced by societal norms. These could include, for instance, the prevalent belief that women are inherently kind and nurturing, while men are expected to display confidence and determination. Deviating from these expectations can result in exclusion and discriminatory treatment, including incidents of hate speech and threats. These expectations, often based on simplified notions of male and female characteristics, are commonly labelled as "gender stereotypes".<sup>5</sup>

**Feminist Approaches:** Feminist approaches are frameworks centred on analysing, criticising, and actively challenging societal structures, norms, and practices that perpetuate gender-based inequalities. Rooted in broader feminist movements, these approaches seek to promote and advance the rights, agency, and equality of individuals, with a particular focus on addressing historical and systemic injustices experienced by women. The **BMZ's strategy for a feminist development policy** recognises that a singular concept of feminism does not exist and that feminism is not a Western invention; rather, it originates from diverse feminist movements worldwide over the past 200 years. Importantly, a feminist approach acknowledges the intersectionality of various social identities, such as race, class, and sexual orientation, recognising that experiences of inequality are often compounded. It advocates for social, political, and economic transformation to create a more just and equitable society for all genders.<sup>6</sup>

**The "three Rs"** (rights, resources, and representation): The three Rs describe key factors and important starting points for BMZ's feminist development policy to promote just, resilient, sustainable and peaceful societies that leave no one behind. More concretely, they stand for strengthening **rights**, eliminating discriminatory laws and social norms, promoting equal access to **resources**, and improving **representation** and opportunities to exert influence.<sup>7</sup>

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<sup>3</sup> <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/terms-and-definitions>

<sup>4</sup> For more information, see p. 21 of the following report [https://gender-and-development.de/fileadmin/user\\_upload/Syspons\\_Report\\_Covid\\_Intersectionality\\_final.pdf](https://gender-and-development.de/fileadmin/user_upload/Syspons_Report_Covid_Intersectionality_final.pdf)

<sup>5</sup> <https://www.bmz.de/resource/blob/153806/bmz-strategy-feminist-development-policy.pdf>

<sup>6</sup> <https://www.bmz.de/resource/blob/153806/bmz-strategy-feminist-development-policy.pdf>

<sup>7</sup> <https://www.bmz.de/resource/blob/153806/bmz-strategy-feminist-development-policy.pdf>

## 3. The Gender Continuum






### 3.1. The categories of the gender continuum

A useful tool for assessing the quality of the intended impact of measures on gender equality is the gender continuum. The continuum comprises five categories (see figure 1); the transitions are fluid and the classification of measures depends on the respective context.

Figure 1: Gender Continuum

#### The Gender Continuum

The Gender Continuum is a tool to assess the quality of the impact of measures on gender equality.

 <b>Harmful for Gender Equality</b>	 <b>Gender-Unaware</b>	 <b>Gender-sensitive</b>	 <b>Gender-responsive</b>	 <b>Gender-transformative</b>
Actively reinforces gender inequalities and discriminating norms.  Threatens or reverses prior progress made towards gender equality.	Neglects gender roles and relations or the varied needs of marginalized populations.  Can inadvertently reinforce gender inequalities and discriminating norms.	Recognizes gender inequalities without targeting gender-specific needs.  <u>Example:</u> Inclusion of a certain number of women in project activities.	Identifies different gender-specific needs and incorporates them comprehensively into the project design.  <u>Example:</u> Provision of childcare facilities during trainings.	Aims explicitly to sustainably change and dismantle gender inequalities and patriarchal power structures as causes of inequalities.  <u>Example:</u> Awareness-raising campaigns on the causes and reasons of gender inequalities.

In line with the „do no harm“ principle

Measures classified as **harmful for gender equality** (also referred to as gender-negative) and measures classified as **gender-unaware** (also referred to as gender-blind) either actively reinforce or risk reinforcing gender inequalities and discriminatory social norms. Therefore, they should not be planned as they do not fulfil the requirements of the do-no-harm principle of German Development Cooperation. To fulfil the do-no-harm approach, it must be ensured that gender-based discrimination and gender inequalities are not reproduced.

When designing measures, it should therefore be ensured that these are at least gender-sensitive. This requires that existing gender inequalities and discriminatory social norms are recognised and analysed in the specific project context. In the case of **gender-sensitive** measures, project managers design activities that do not reinforce existing inequalities without addressing gender-specific needs or comprehensively addressing gender inequalities. This might involve ensuring that a certain number of women attend training programmes, that the language used in training material does not reproduce gender-based discrimination, that recruitment panels are diverse, or that job postings are formulated in ways that attract all genders, especially those underrepresented in the specific sector or position.

In contrast, measures classified as **gender-responsive** respond to gender-specific needs and seek to reduce existing gender inequalities. For example, projects may recognise that women are less likely to attend business events or generally engage in paid work as they continue to carry the

burden of unpaid care. To respond to these circumstances and reduce gender gaps in paid work, projects may promote the expansion of caregiving facilities. Furthermore, projects may address technical knowledge gaps of women transferring to male-dominated fields by providing additional tutoring lessons or providing mentoring programmes to equip women with relevant information and skills needed to advance to leadership positions.

While gender-responsive measures address gender-specific needs and thereby reduce existing gender inequalities, **gender-transformative** measures seek to go beyond addressing the symptoms of gender inequalities and instead tackle the root causes of gender inequalities. These include discriminatory social norms, harmful practices and discriminatory legal frameworks that reinforce patriarchal power structures. By targeting the root causes, gender-transformative measures aim at sustainable change and reshape gender relations.

## 3.2. Applying the gender continuum

When designing and monitoring measures that are gender-sensitive, -responsive, or -transformative, the following steps and key questions should be considered:

### 1. Context Analysis:

An important prerequisite for developing gender-related activities and measuring their contribution to gender equality, is a sound understanding of existing gender inequalities and their underlying drivers in the specific context. To develop this understanding, existing data sources and studies shall be consulted and, if data is missing, additional information collected or requested from partner organisations, experts and/or the target group. To **analyse gender inequalities in the context of economic participation**, the following questions shall be considered:

- **What gender inequalities exist in the labour market/the specific sector?**  
These may include gender gaps in labour market participation, horizontal gender segregation (e.g. women are underrepresented in specific sectors/occupations), vertical gender segregation (e.g. women are underrepresented in leadership positions), gender gaps in entrepreneurship (e.g. the majority of small and medium-sized enterprises (SMEs) is led by men), gender gaps in the informal sector (e.g. women are overrepresented among domestic workers), gender gaps in higher education or vocational training programmes (e.g. women are underrepresented in vocational training programmes in Science, technology, engineering, and mathematics (STEM) fields), gender wage gaps (e.g. women earn on average lower wages than their male counterparts in a specific sector), etc. A more detailed list of potential gender gaps in the context of economic participation is provided in [Box 1](#).
- **What gender-disaggregated data is available to analyse potential gender gaps?** Possible sources that could be consulted might include data bases by international organisations (e.g. [World Development Indicators](#), [ILOStat](#), [OECD Gender, Institutions and Development Database \(GID-DB\)](#)), national census, as well as data and studies of (local) research institute and organisations.
- **What data could be requested from partner organisations or collected by WE4D** (e.g. the share of women in specific training programmes, the share of women participating in active



labour market measures, the share of women-led companies involved in or benefiting from certain activities)?

- **What (additional) information should be collected?** If little gender-disaggregated data is available, focus group discussions and interviews with key informants could be conducted to receive insights into existing gender inequalities and/or verify hypothesis about gender gaps. Participants of these focus groups might include gender experts (e.g. from universities or women rights organisations) as well as potential final beneficiaries.
- What are the **barriers/dynamics/structures that cause these gender inequalities?** What discriminatory social norms, power dynamics, harmful practices, or discriminatory laws undermine gender equality in this context? These may include traditional gender roles that consider care work as a woman's task or widespread beliefs that certain jobs/fields/positions are more suitable for men than women. Loopholes in legal frameworks that allow for harmful practices such as female genital mutilation (FGM), girl child marriage or domestic violence or discriminatory laws that deny women equal access to inheritance or education (e.g. laws preventing pregnant girls from attending schools) further drive gender gaps.
- **What data is available** to better understand the social barriers underlying gender inequalities? Possible data sources might include large scale surveys of opinion research institutes such as the [World Values Survey](#) or the [Gallup Poll](#)? In addition, the [Social Institutions & Gender Index](#) (SIGI) of the OECD Development Centre collects and analyses data on discriminatory social institutions (i.e. discriminatory laws, social norms and harmful practices) and the World Bank collects data on laws concerning women's economic opportunities (see [Women, Business and the Law](#)).

What other data could be collected/analysed (e.g. conducting online opinion polls or analysing social media posts or newspaper articles)?

*Box 1. Potential gender gaps in the context of economic participation*

**Box 1: Overview of possible gender inequalities and their potential drivers:**

- **Vertical gender segregation in the labour market/sector:** Unequal distribution of men and women across different levels of hierarchies within a sector or organisation. For example, underrepresentation of women in leadership positions (e.g. due to a lack of highly educated/experienced women in the sector; discriminatory gender stereotypes/norms feeding the perception that women are not fit for leadership positions (among hiring managers, supervisors in charge of promotion decisions, or applicants); unequal division of care work and lack of opportunities to occupy leadership positions despite care responsibilities; etc.)
- **Horizontal gender segregation in the labour market:** Concentration of men or women in different types of occupations or sectors. For example, women may have difficulties accessing certain sectors/jobs (e.g. due to lack of skilled women in certain sectors; gender stereotypes and the perception that women are not fit for certain jobs; recruitment processes primarily attracting and targeting male candidates; etc.)
- **Gender gaps in entrepreneurship:** Differences in the rates at which men and women start and manage businesses. Women may face difficulties accessing financial services and networks needed for entrepreneurial success.
- **Gender pay gap:** difference in average earnings between men and women in the workforce/a specific sector. For example, women may earn lower wages than their male counterparts in a specific industry or organisation (e.g. due to gender bias of supervisors, fewer years of experience, low performance in salary negotiations, etc.)
- **Limited access to training/education opportunities:** Women or girls may lack access to training or education as parents might be more willing to invest in their son's rather than their daughter's education or women might have fewer financial resources that they can invest in their education or use to participate in training programmes.
- **Unequal division of unpaid work:** Gender gaps in the division of domestic work and unpaid care (incl. housekeeping and caregiving responsibilities for children or elderly family members) may limit women's ability to engage in paid work and advance their careers.
- **Gender bias in hiring and promotion processes:** Gender biases can influence hiring decisions, leading to inequalities in access to employment opportunities. Gender stereotypes and traditional gender roles that consider certain jobs as fit for men and others suitable for women may influence hiring and consciously or subconsciously adversely affect women's careers. Furthermore, women of childbearing age may encounter discrimination due to concerns about potential maternity leave and caregiving responsibilities which may be perceived as a threat to employee's reliability or commitment in the work context.
- **Gender-based violence in the workplace:** Harmful behaviour or practices directed at individuals based on their gender, including verbal or physical abuse, sexual harassment and sexual violence, creating an unsafe environment with adverse effects on people's well-being and professional experience.
- **Impact on household dynamics:** The impact on household dynamics can be significant when women participate in support programmes that exclude men. This exclusion can lead to tension and conflict within the household, potentially resulting in physical, psychological, and other forms of gender-based violence. Women affected by this situation may be reluctant to seek services due to fear of retaliation or backlash from men who see their participation as challenging their authority or role in the household. This dynamic can worsen power imbalances and create an environment where gender-based violence is more likely to occur.

- **Gender inequality in asset ownership:** Customary practices favour men over women by giving land ownership rights primarily to the father or eldest male relative. This discriminatory practice excludes women from owning or inheriting land, reinforces patriarchal norms that prioritise male control over property, and maintains economic inequalities between the sexes. The result is that women lack assets and can for instance only work in the fields of men who own the land.
- **Paternal control and gender inequality in career paths:** Young women's autonomy in education and employment is restricted by paternal authority. Fathers often decide on their daughters' futures, limiting both their freedom to express preferences and their access to education and employment (school, training, jobs). This practice perpetuates traditional gender roles by prioritising male authority and by limiting women's and girls' education and career opportunities that would contribute to their economic empowerment and independence.
- **Psychological and emotional inequality:** Psychological and emotional inequality often manifests itself in lower self-esteem for women than for men, leading to insecurity in managing their economic circumstances. These challenges are indicative of wider societal barriers that undermine women's confidence and assertiveness in pursuing economic opportunities, such as starting a business, undertaking training or seeking promotion. As a result, psychological and emotional inequality can perpetuate gender gaps in financial empowerment and career advancement.
- **Gender disparity in employment:** Gender inequality in employment is reflected in the gap between the formal and informal sectors. Women are more likely to work in the informal sector, where they lack access to formal jobs and benefits such as insurance. This inequality highlights systemic barriers that limit women's economic independence and reinforce unequal power relations, making gender equality in employment more difficult.

## **2. Design of measures:**

When developing measures to promote gender equality along the gender continuum, the following questions should be asked:

### **Key questions to develop gender-sensitive measures:**

- What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?
  - How could the planned activity be designed in a way that it does not worsen existing gender inequalities?
  - What are adjustments that need to be made to ensure that gender-based discrimination is not reproduced?

### **Key questions to develop gender-responsive measures:**

- What measures can address gender-specific needs and reduce existing gender inequalities in the project context?
  - What gender-specific needs are to be addressed to reduce existing gender inequalities?
  - What measures could be put in place to cater for the specific needs of women?

### **Key questions to develop gender-transformative measures:**

- What measures could tackle the root causes of existing gender inequalities in the project context?

- What are the root causes/underlying drivers of gender inequalities that need to be addressed to bring about lasting change?
- How can measures change discriminatory social norms, harmful gender stereotypes and transform patriarchal power structures?

Chapter 4 provides information for gender-related measures that fulfil the minimum standard and go beyond the minimum standard for each of the output and outcome indicators. These measures are developed according to the questions mentioned above and serve as inspiration for project planning. They also feed into monitoring the indicators.

### **3. Monitoring & Evaluation:**

**In order to measure the results of measures and their contribution to gender equality, indicators can also be classified along the gender continuum.** Figure 2 below provides an overview of all WE4D indicators, colour coded along the gender continuum.

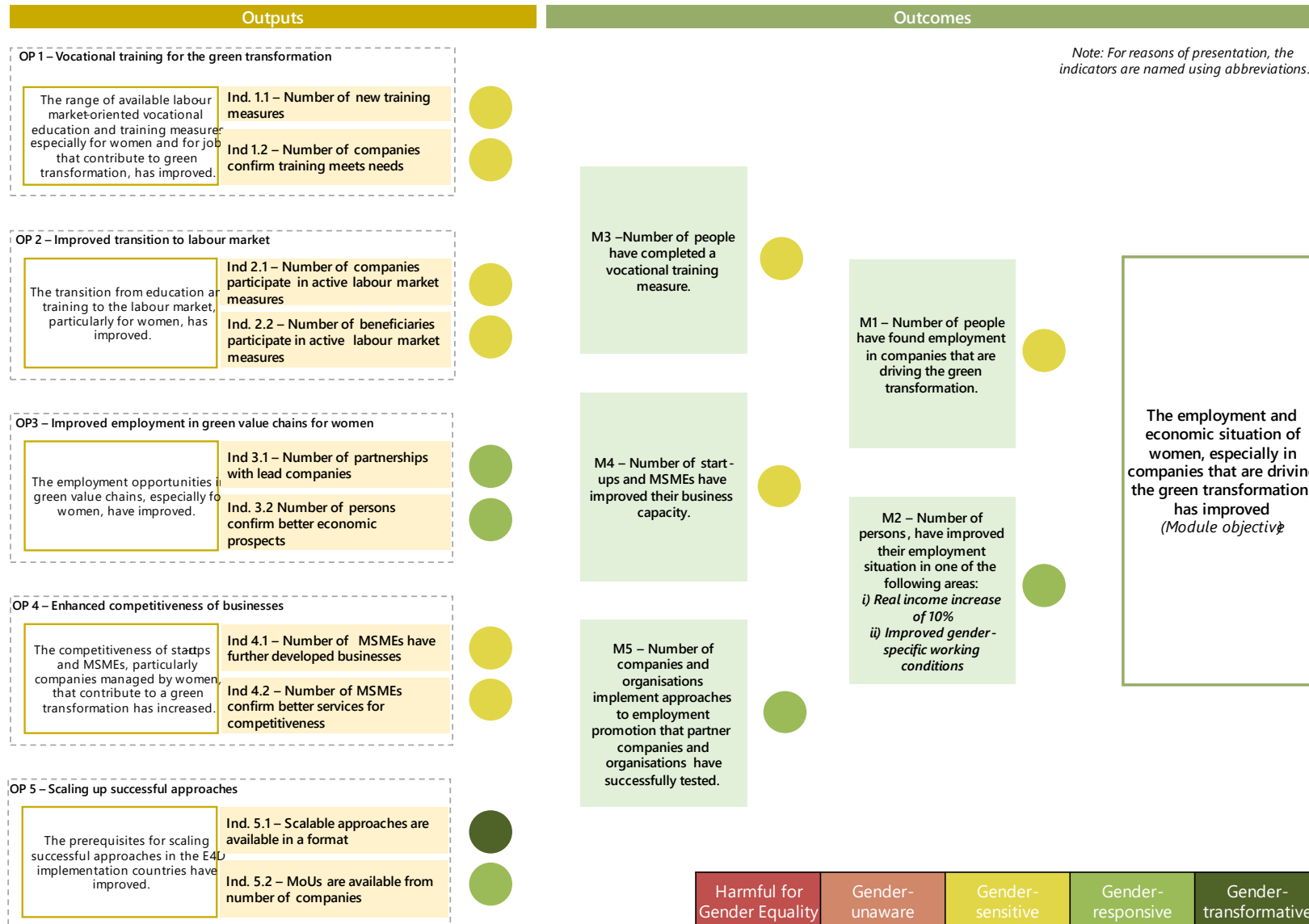
To fulfil gender-sensitive indicators, gender-sensitive measures need to be put in place. The minimum standard for fulfilling these indicators is taking gender-sensitive approaches. Going beyond the minimum standard in this case would mean implementing gender-responsive or -transformative approaches.

Similarly, the minimum standard for fulfilling gender-responsive indicators is the implementation of gender-responsive measures. Going beyond the minimum standard in this case would require implementing gender-transformative activities.

Chapter 5 builds on Chapter 4 and provides information on gender-related monitoring for each of the output and outcome indicators. The chapter looks at whether the indicators, depending on their category on the gender continuum, are met or exceed the minimum standard. The measures suggested in Chapter 4 feed into the gender-related monitoring of each indicator.

Figure 2: Overview of all indicators according to the gender continuum

**Overview of WE4D's indicators categorised according to the gender continuum**



## 4. Practical guidance for designing gender-related measures

This chapter provides guidance on designing gender-related activities. It describes gender-related measures for each indicator across the five outputs and five outcomes. Each WE4D indicator is examined separately, and colour coded to reflect the standard for measuring gender equality - from gender-sensitive to gender-responsive and gender-transformative.

In line with the three-stage approach described in chapter 1, this section provides a table for each indicator: I. guidance on analysing gender inequalities, II. an overview of examples of measures to fulfil the minimum standard for gender equality, and III. inspiration for going beyond the minimum standard.

In addition, for each indicator, gender-related examples from WE4D countries are listed, which can be used as inspiration for project managers when designing gender-related activities.

### 4.1. Output Level Indicators

#### Output 1 – Vocational Education and Training

Output 1: The range of available labour-market-oriented vocational education and training measures, especially for women and for jobs that contribute to green transformation, has improved.

Output Indicator 1.1	
Public or private-sector education providers or companies provide new or adapted labour-market oriented, gender-sensitive vocational training measures that contribute to the green transformation (Results Matrix).	
↓	
I. Analysis of gender inequalities	
<b>Analysis of gender inequalities in the green sector/the project context? (prerequisite for do-no-harm)</b>	<p>To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international databases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector).</p> <p>Regarding Output 1, it might for example be worth exploring the share of women/men in education/vocational training programmes relevant for the green sector, gender gaps in employment, and relevant discriminatory social norms. See <a href="#">Box 1</a> for an overview of possible gender inequalities and their underlying drivers, which also affect the area of vocational training. If little gender-disaggregated data is available, hypotheses for gender inequalities can be verified through focus group discussions with</p>

local organisations (e.g. women’s rights organisations), gender experts and potential beneficiaries.



## II. Fulfilling the minimum standard

**Key question: What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?**

Depending on the gender inequalities and social barriers identified in the prior step, possible examples of measures to fulfil the minimum standard of providing gender-sensitive vocational trainings may include the following:

Gender-sensitive measures in the context of vocational training

- Scheduling the vocational training sessions in a **flexible manner to accommodate individuals with caregiving responsibilities** (e.g., evening classes, part-time programmes, online learning options)
- Scheduling the in-person vocational training sessions in **safe locations for all genders** (e.g., safe ways of transport are available for everyone)
- Promoting the vocational training opportunities using **inclusive outreach materials** (e.g., all genders feel addressed by the materials) including the mentioning of the support services to participate (e.g., childcare, transportation assistance)
- Using **gender-sensitive language** that contains inclusive terminology and avoids generic masculine linguistic forms
- Ensuring a high **representation of all genders** among the trainers
- **Attracting a substantial share of women-led enterprises to participate in training programmes** by advertising training programmes on platforms where women frequently engage such as social media groups, fora ([AWLO](#), [WIA](#), [AWDF](#)) and women-centric publications



Examples from WE4D countries

- In **Mozambique**, efforts are being made to offer gender-sensitive vocational trainings. This includes providing **virtual trainings** to accommodate women's needs and hiring **childcare workers** to care for children while mothers participate in the training sessions.
- In **Tanzania**, a project is **promoting and advertising** training courses in places where women spend their time, such as **marketplaces and churches**, to increase women's participation.





## III. Beyond the minimum standard

Gender-responsive measures in the context of

**Key question: How could vocational training programmes address gender-specific needs and reduce existing gender inequalities in the green sector/ project context?**

<p>vocational training</p>	<p><u>Examples of possible gender-responsive measures include the following:</u></p> <ul style="list-style-type: none"> <li>• <b>Addressing women’s limited access to training</b> by providing financial support through scholarships or grants that enable and encourage women to join training programmes.</li> <li>• <b>Addressing the unequal division of unpaid work</b> by providing/financing childcare facilities, enabling women with care responsibilities to participate in vocational training programmes.</li> <li>• Developing training curricula, modules and material that <b>address gender-specific challenges in the workplace</b>, such as navigating biases or work-life balance. Equip participants with strategies to overcome these challenges effectively.</li> <li>• <b>Supporting underrepresented groups (incl. women) participants navigate their career paths</b> by providing mentorship opportunities that connect training participants and mentors in their field. These mentors can provide guidance, share experiences, and offer support.</li> </ul>
<p>Gender-transformative measures in the context of vocational training</p>	<p><b>Key question: How could vocational training programmes tackle the <u>root causes</u> of existing gender inequalities in the green sector/the project context?</b></p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>• <b>Tackling discriminatory social norms and internalised gender stereotypes</b> by implementing leadership programmes at the training institute to boost women’s self-confidence and breaking down preconceived notions about which professions are suitable for men or women.</li> <li>• Implementing a comprehensive diversity and inclusion plan within the vocational training programme that <b>prevents and shifts unequal power dynamics in the organisation</b>. This may include the establishment of a complaint mechanism that provides students with a formal channel to raise concerns against discriminatory actions and inequalities and holds those in power (e.g. trainers, headmasters) accountable for their actions</li> <li>• Integrating modules into vocational training programmes that <b>encourages participants to create a safe environment</b> where students feel comfortable expressing themselves without fear of judgment, discrimination, or harassment, and empowers them to become advocates for gender equality.</li> <li>• Fostering skills through modules in training programmes that <b>enable participants (independent of their gender) to challenge discriminatory social norms</b> such as widespread beliefs that certain jobs or positions are more suitable for men than women).</li> <li>• Providing participants with the opportunity to <b>actively drive or contribute to initiatives addressing structural barriers underlying</b></li> </ul>



	<p><b>gender inequalities</b> within the company (e.g. awareness-raising campaigns on unconscious bias and harmful gender stereotypes).</p>
 <p>Examples from WE4D countries</p>	<ul style="list-style-type: none"> <li>In <b>Tanzania</b>, relevant individuals are being <b>sensitised</b>, such as <b>husbands, fathers, village leaders</b>, and others, about the <b>importance</b> of training programmes for women.</li> </ul> 

**Output Indicator 1.2**

**Number of companies surveyed in the implementation countries, of which a substantial share are managed by women, that confirm that the vocational education and training courses supported by the project mostly or fully meet their needs (Results Matrix).**

I. Analysis of gender inequalities	
<p><b>Analysis of gender inequalities in the project context?</b> (prerequisite for do-no-harm)</p>	<p>To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring the share of women/men in education/vocational training programmes, gender gaps in employment and relevant discriminatory social norms. See <a href="#">Box 1</a> for an overview of possible gender inequalities and their underlying drivers.</p> <p>If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women's rights organisations), gender experts and potential beneficiaries.</p>

II. Fulfilling the minimum standard	
<p><b>Gender-sensitive measures in the context of vocational training</b></p>	<p><b>Key question: What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?</b></p> <p><u>Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.</u></p> <ul style="list-style-type: none"> <li>For measures to <b>provide gender-sensitive vocational training programmes</b>, please see <a href="#">Output indicator 1.1 – Fulfilling the minimum standard – Gender-sensitive measures</a>.</li> </ul>

III. Beyond the minimum standard	
Gender-responsive measures in the context of vocational training	<p><b>Key question: How could vocational training programmes address gender-specific needs and reduce existing gender inequalities in the project context?</b></p> <p><u>Examples of possible gender-responsive measures include the following:</u></p> <ul style="list-style-type: none"> <li>For more example measures on how to develop gender-responsive vocational training programmes, see <a href="#">Output indicator 1.1 – Beyond the minimum standard – Gender-responsive measures</a>.</li> </ul>
Gender-transformative measures in the context of vocational training	<p><b>Key question: How could vocational training programmes tackle the root causes of existing gender inequalities in the project context?</b></p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>For more example measures on how to develop gender-transformative vocational training programmes please see <a href="#">Output indicator 1.1 – Beyond the minimum standard – Gender-transformative measures</a>.</li> </ul>

## Output 2 – Improved Transition to Labour Market

Output 2: The transition from education and training to the labour market, particularly for women, has improved.

Output Indicator 2.1
Number of companies and partner organisations that participate in designing and implementing active labour market measures for job seekers (Results Matrix).



I. Analysis of gender inequalities	
Analysis of gender inequalities in the project context? (prerequisite for do-no-harm)	<p>To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring the share of women/men in education/vocational training programmes, gender gaps in employment and entrepreneurship, and relevant discriminatory social norms. See <a href="#">Box 1</a> for an overview of possible gender inequalities and their underlying drivers.</p> <p>If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women’s rights organisations), gender experts and potential beneficiaries.</p>



## II. Fulfilling the minimum standard

**Key question: What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?**

Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.

Gender-sensitive measures in the context of active labour market measures

- Promoting active labour market measures using **inclusive outreach materials** that appeal to all genders and highlighting available support services like **childcare, overnight stay and transportation assistance**.
- Developing active labour market measures with **flexible scheduling to accommodate** individuals with **caregiving responsibilities**, such as evening sessions, part-time options, and online learning opportunities.
- **Selecting safe locations** for in-person active labour market measures, ensuring accessibility for all genders, and ensuring safe transportation options.
- Developing active labour market measures sensitive to **gender differences, addressing diverse experiences and challenges** without reinforcing stereotypes, particularly regarding the division of labour.
- Using **gender-sensitive language** in all communication materials for active labour market measures, employing inclusive terminology and avoiding gender-specific language.
- Maintaining **high representation of all genders** among facilitators of active labour market measures to provide diverse perspectives and create inclusive environments.
- Conducting **training sessions for employers and companies** on gender-sensitive active labour market measures
- Designing **digital matching platforms to be gender-sensitive** and ensuring that individuals of all genders have equal opportunities to identify business prospects and access market platforms.



Examples from WE4D countries

- In **Mozambique**, projects to develop and implement gender-sensitive labour market policies are working **with large companies** to facilitate this process.
- In the Women in Energy programme, RISE, in **Mozambique**, inclusivity is being prioritised by ensuring that there is always **at least one female trainer** among the trainers delivering activities in the programme.



### III. Beyond the minimum standard

**Key question: How could active labour market measures be designed to address gender-specific needs and reduce existing gender inequalities in the project context?**

Examples of possible gender-responsive measures include the following:

- Encouraging **gender-responsive practices in public procurement** to create economic opportunities for women employees and advance gender equality in the supply chain. This may involve setting targets for the inclusion of women employees in government contracts or providing training and support to enhance women's access to procurement opportunities.
- **Implementing decentralised active labour market measures** aiming to ensure that women residing in remote areas have the opportunity to participate in such services. This approach effectively addresses specific mobility barriers that these women often encounter.
- **Providing job placement services** specifically tailored to the needs and preferences of women that intend to match them with suitable employment opportunities. This may include career guidance, internship programmes, work readiness programmes, mentoring programmes and job search assistance tailored to women's career aspirations and skills.
- Preparing potential employers **through onboarding programmes facilitated by female employees** to effectively integrate and support new female staff members.

Gender-responsive measures in the context of active labour market measures



Examples from WE4D countries

- In **South Africa**, employers are actively being involved in hiring women through speed-matching sessions that bring employers and job seekers together.
- In **Uganda**, women-led companies are being engaged in the design of relevant measures before implementation, ensuring their active participation in shaping gender-responsive initiatives.





**Key question: How could active labour market measures be designed to tackle the root causes of existing gender inequalities in the project context?**

Examples of possible gender-transformative measures include the following:

- Provide active labour market measures such as traineeships or training programmes in **fields where women have traditionally been underrepresented** (e.g., green engineering, leadership positions in the renewable energy sector etc.).
- Offering comprehensive **anti-bias trainings** for companies collaborating/benefiting from active labour market measures.
- Promoting **gender-equitable workplace policies** such as parental leave that can be taken regardless of a person's gender as well as **policies addressing workplace harassment and discrimination.**

Gender-transformative measures in the context of active labour market measures

	<ul style="list-style-type: none"> <li>• Promoting the development of gender pay equity policies to <b>address gender pay gaps</b> and promote equal pay for equal work, such as pay transparency measures, wage audits, and enforcement of anti-discrimination laws, can help change gender relations and ensure that women receive fair compensation for their work.</li> <li>• <b>Incorporating targeted campaigns that challenge gender stereotypes</b>, for instance, through meet-and-greet sessions with women leaders of companies active in the respective sector.</li> </ul>
 <p>Examples from WE4D countries</p>	<ul style="list-style-type: none"> <li>• A planned project in <b>Mozambique</b> is the Women for Green Transportation initiative, which involves a <b>mentoring and training programme</b> designed to empower women to become truck drivers. This programme aims to promote women's inclusion in the transportation sector, where they are commonly underrepresented.</li> <li>• Similarly, the Women in Energy (MUVA) project in <b>Mozambique addresses challenges</b> faced by women in a <b>male-dominated sector</b>. It incorporates surveys to understand gender gaps and develop strategies to overcome them.</li> </ul> 

**Output Indicator 2.2**

**Number of beneficiaries, of whom 70% are women, that have participated in new or improved offers of active labour market policy (e.g., internship programmes, soft skills training courses, careers guidance and advice, and job placement measures) (Results Matrix).**



<b>I. Analysis of gender inequalities</b>	
<p><b>Analysis of gender inequalities in the project context? (prerequisite for do-no-harm)</b></p>	<p>To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring the share of women/men in education/vocational training programmes, gender gaps in employment and entrepreneurship, and relevant discriminatory social norms. See <a href="#">Box 1</a> for an overview of possible gender inequalities and their underlying drivers.</p> <p>If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women's rights organisations), gender experts and potential beneficiaries.</p>



**II. Fulfilling the minimum standard**

Gender-sensitive measures in the context of active labour market measures	<p>Key question: What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?</p> <p><u>Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.</u></p> <ul style="list-style-type: none"> <li>• Please see <a href="#">Output indicator 2.1 – Fulfilling the minimum standard – Gender-sensitive-measures.</a></li> </ul>
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III. Beyond the minimum standard	
Gender-responsive measures in the context of active labour market measures	<p>Key question: How could active labour market measures be designed to address gender-specific needs and reduce existing gender inequalities in the project context?</p> <p><u>Examples of possible gender-responsive measures include the following:</u></p> <ul style="list-style-type: none"> <li>• For measures on active labour market measures addressing gender-specific needs, see <a href="#">Output indicator 2.1 – Beyond the minimum standard – Gender-responsive-measures.</a></li> </ul>
Gender-transformative measures in the context of active labour market measures	<p>Key question: How could active labour market measures be designed to tackle the <u>root causes</u> of existing gender inequalities in the project context?</p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>• For measures on active labour market measures tackling the root causes of existing gender inequalities in the project context, see <a href="#">Output indicator 2.1 – Beyond the minimum standard – Gender-transformative-measures.</a></li> </ul>

## Output 3 – Improved Employment in Green Value Chains for Women

Output 3: The employment opportunities in green value chains, especially for women, have improved.

Output Indicator 3.1	
Number of partnerships with national and/or international lead companies that have been implemented to help them develop or improve their gender-responsive and/or green business models in selected value chains (Results Matrix).	




I. Analysis of gender inequalities	
Analysis of gender	To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed

**inequalities in the green sector/the project context? (prerequisite for do-no-harm)** and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring, gender gaps in employment (especially the green sector), and relevant discriminatory social norms. See [Box 1](#) for an overview of possible gender inequalities and their underlying drivers.

If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women’s rights organisations), gender experts and potential beneficiaries.



II. Fulfilling the minimum standard	
<p><b>Gender-responsive measures in the context of improving employment in green value chains for women</b></p>	<p><b>Key question: How could gender related business models address gender-specific needs and reduce existing gender inequalities in the project context?</b></p> <p><u>Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following:</u></p> <ul style="list-style-type: none"> <li>• <b>Offering supportive parental and caregiving policies</b> by ensuring compliance with laws and regulations regarding parental leave and providing additional support, such as paid sick leave for childcare, demonstrates an organisation's commitment to supporting employees' family responsibilities, promoting a healthier work-life balance.</li> <li>• <b>Creating an inclusive work environment</b> by establishing facilities like breastfeeding spaces and kindergarten programmes, implementing flexible work arrangements, and offering mentorship programmes for women's professional development are crucial steps in fostering a workplace culture that values diversity and empowers all employees to thrive, regardless of gender or caregiving responsibilities.</li> <li>• Providing <b>access to funding and resources</b> by fostering partnerships with financial institutions or development agencies that are addressing the lack of access to funding and resources that often hinders women's participation in the green sector.</li> <li>• Creating a special track for women mentorship and trainings to <b>empower women to take more leadership roles.</b></li> <li>• <b>Implementing gender-responsive health and hygiene policies</b> that consider the unique health needs and challenges faced by employees of different gender. For example, providing menstrual hygiene support by offering free or subsidised sanitary products to female employees.</li> </ul>
	<ul style="list-style-type: none"> <li>• In <b>Mozambique</b>, the "Women's Hub" programme helps women access opportunities in green businesses.</li> </ul> 



#### Examples from WE4D countries

- In **Kenya**, there are plans to collaborate with 7,500 enterprises in the gum value chain, with a specific focus on sustainable harvesting, promoting gender equality, and implementing effective waste management practices. 
- In **South Africa**, a women's value chain development approach was adopted that included networking and exchanges with foreign buyers and suppliers. This significantly increased engagement, gathered valuable input and facilitated product redesign, resulting in immediate positive impacts on women-owned enterprises. This strategy aimed to strengthen women-owned enterprises by using international networks to expand market opportunities and improve product quality and relevance. 



### III. Beyond the minimum standard

**Key question: How could gender-related business models tackle the root causes of existing gender inequalities in the project context?**

Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following:

Gender-transformative measures in the context of improving employment in green value chains for women

- Developing awareness-raising campaigns aiming to **change widespread discriminatory social norms** (e.g. beliefs that men are better leaders or more suitable for certain professions).
- Conducting an annual **gender pay gap** analysis to trace, identify, and rectify pay inequalities. The gender pay gap contributes to a **broader system of structural inequalities** that hinder women's financial independence.
- Establishing organisation-wide safeguarding mechanisms institutionalised through a comprehensive safeguarding policy. This measure contributes to fostering a **safer and harassment-free work environment for women**.
- Implementing **gender-inclusive hiring practices** by prioritizing gender balance in hiring committees, utilizing anonymous recruitment techniques, and consciously prioritizing women candidates when qualifications are equal, fostering a **more diverse and equitable workforce from the recruitment stage onwards (Gender Diversity Management)**.
- **Raising awareness to social barriers in the green economy** by integrating modules on gender inequalities and their underlying drivers (such as discriminatory social norms) in training modules on inclusive and green business models.



### Output Indicator 3.2

Number of persons trained within the scope of the partnerships with companies, 70% of whom are women, confirm that their economic prospects have improved as a result of the inclusive and green business models supported by the programme (Results Matrix).

#### I. Analysis of gender inequalities

Analysis of gender inequalities in the green sector/the project context? (prerequisite for do-no-harm)

To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring gender gaps in employment (especially the green sector), and relevant discriminatory social norms. See [Box 1](#) for an overview of possible gender inequalities and their underlying drivers.

If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women's rights organisations), gender experts and potential beneficiaries.

#### II. Fulfilling the minimum standard

Gender-responsive measures in the context of improving employment in green value chains for women

**Key question: How could inclusive and green business models address gender-specific needs and reduce existing gender inequalities in the project context?**

Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.

- For more measures on how partnerships with national and/or international lead companies can address gender-specific needs, see [Output indicator 3.1 – Fulfilling the minimum standard – Gender-responsive-measures](#).

#### III. Beyond the minimum standard

Gender-transformative measures in the context of improving employment in green value chains for women

**Key question: How could inclusive and green business models tackle the root causes of existing gender inequalities in the project context?**

Examples of possible gender-transformative measures include the following:

- For more measures on how partnerships with national and/or international lead companies can tackle the root causes of existing gender inequalities, see [Output indicator 3.1 – Beyond the minimum standard – Gender-transformative-measures](#).

## Output 4 – Enhanced Competitiveness of Businesses

Output 4: The competitiveness of start-ups and MSMEs, particularly companies managed by women that contribute to a green transformation has increased.

### Output Indicator 4.1

Number of start-ups and MSMEs that have further developed their ecologically sustainable, climate-friendly products, services and business models. Of these, 60% are managed by women (Results Matrix).



#### I. Analysis of gender inequalities

Analysis of gender inequalities in the green sector/the project context? (prerequisite for do-no-harm)

To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring the share of women/men in training programmes relevant for the green sector, gender gaps in employment, and relevant discriminatory social norms. See [Box 1](#) for an overview of possible gender inequalities and their underlying drivers.

If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women's rights organisations), gender experts and potential beneficiaries.





#### II. Fulfilling the minimum standard

Gender-sensitive measures in the context of enhanced competitiveness of businesses

**Key question: What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?**




Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.



- Providing **flexibility** in scheduling initiatives to accommodate individuals with **caregiving responsibilities**, including evening sessions, part-time options, and online learning opportunities.
- Ensuring that **venues** chosen for in-person activities are **safe and accessible to all genders**, with provisions for safe transportation.
- **Utilising inclusive outreach materials** to promote initiatives, appealing to individuals of all genders, and highlighting available support services like childcare and transportation assistance.
- Developing **initiatives** that are **sensitive to gender differences**, addressing diverse experiences and challenges without perpetuating stereotypes, particularly concerning labour division.

	<ul style="list-style-type: none"> <li>• Incorporating <b>gender-sensitive language</b> in all communication materials related to the initiatives, utilising inclusive terminology and avoiding gender-specific language.</li> <li>• Maintaining <b>high representation of all genders</b> among facilitators and leaders of the initiatives to offer diverse perspectives and foster inclusive environments.</li> <li>• Developing <b>trust-building mechanisms for communication, networking, and mutual support</b>, such as utilising WhatsApp groups.</li> </ul>
 <p>Examples from WE4D countries</p>	<ul style="list-style-type: none"> <li>• In <b>South Africa and Mozambique</b>, WhatsApp groups were created for beneficiaries, leading to better engagement and communication among beneficiaries. This resulted in more interaction, more responses and better connections among beneficiaries.</li> </ul> 



III. Beyond the minimum standard	
<p>Gender-responsive measures in the context of enhanced competitiveness of businesses</p>	<p><b>Key question: How could initiatives promoted by WE4D address gender-specific needs and reduce existing gender inequalities in the project context? And how could the project improve women’s accessibility to activities and initiatives that promote developing climate friendly products, services and business models?</b></p> <p><u>Examples of possible gender-responsive measures include the following:</u></p> <ul style="list-style-type: none"> <li>• <b>Implementing targeted outreach campaigns to reach women from diverse backgrounds</b> and ensure their awareness and participation in activities promoting climate-friendly initiatives. This can involve collaborating with women’s organisations, community groups, and local leaders to disseminate information and facilitate engagement.</li> <li>• <b>Improving women’s economic opportunities by providing financial support, grants, and incentives to women entrepreneurs</b> that are developing climate-friendly products and services. This can include seed funding, low-interest loans, or tax incentives to facilitate the startup and growth of women-led ventures in the green economy.</li> <li>• Providing training programmes tailored to women to <b>enhance their understanding of climate issues, sustainable practices, and green technologies</b>. This empowers women to make informed decisions about adopting climate-friendly products and services and enables them to actively participate in sustainability initiatives. For example, providing training to female farmers, ensuring their equal participation in eco-friendly agricultural practices.</li> <li>• Creating a pool of <b>information on available funding programmes</b> for women-led companies and providing women-led MSMEs and start-ups with access to networks and mentorship programmes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Fostering skills through courses that incorporate sensitivity and <b>knowledge surrounding gender differences</b>, elevating awareness of the unique experiences and challenges faced by all genders in the workplace.</li> <li>• <b>Improving women’s economic opportunities by providing access to markets</b>, including targeted support programmes, networking events, and procurement initiatives that prioritise and amplify opportunities for women entrepreneurs to connect with buyers, partners, and markets. This initiative aims to address barriers faced by women-led businesses and promote their economic empowerment <b>through increased market access and visibility</b>.</li> <li>• Organising workshops and training sessions focused on <b>financial literacy, budgeting, savings, and basic business accounting</b>. These workshops are designed to empower women with the knowledge and skills needed <b>to manage their finances effectively</b>.</li> </ul>
 <p>Examples from WE4D countries</p>	<ul style="list-style-type: none"> <li>• In <b>Mozambique</b>, strengthening peer-to-peer links through initiatives such as the “Women's hubs” and entrepreneurial events has strengthened networking among women entrepreneurs. </li> <li>• In <b>Kenya</b>, partnerships were established with the financial sector and market players to facilitate access to finance and investment opportunities. This included the organisation of investor matchmaking activities and events with banks, microfinance institutions, angel investors and venture capitalists. The aim of these initiatives was to support the growth and sustainability of entrepreneurs, particularly women-owned businesses, by improving their access to finance and investment resources. </li> <li>• Additionally, a project is being developed in <b>Kenya</b> in partnership with ABSA Bank to empower women entrepreneurs by providing support in capacity building, access to financing, and market opportunities. This initiative aims to enhance the participation and success of women-led businesses in the selected value chain.</li> </ul>
<p>Gender-transformative measures in the context of enhanced competitiveness of businesses</p>	<p><b>How could specific initiatives promoted by WE4D tackle the root causes of existing gender inequalities in the green sector/the project context?</b></p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>• Supporting companies in developing climate friendly products, services or business models that <b>challenge and contribute to changing traditional gender roles</b>.</li> <li>• Cultivating <b>safe and supportive learning/working environments</b> where individuals can <b>freely express themselves and are empowered to advocate for gender equality</b>. By nurturing such environments, women are encouraged to express their ideas and develop climate-friendly solutions.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Involving men in discussions within men-owned companies</b> to emphasise that promoting gender equality is a collective responsibility and a key factor for increased competitiveness. For example, encouraging male managers to participate in gender equality training, demonstrating that fostering an inclusive workplace is essential for the company's success.</li> <li>• <b>Fostering the representation and participation of women</b> and marginalised persons in the companies at important decision-making levels by promoting them to higher positions within companies.</li> <li>• Using <b>female role models</b>, especially successful women entrepreneurs, to encourage engagement and inspire other women.</li> </ul>
 <b>Examples from WE4D countries</b>	<ul style="list-style-type: none"> <li>• In <b>Tanzania</b>, specific training for women-owned MSMEs is being provided to improve their business skills and identify the most pressing barriers facing women-owned businesses, contributing to the empowerment of women in the country. </li> </ul>

**Output Indicator 4.2**

**Number of owners (80%) of MSMEs and start-ups, of whom 60% are women, confirm that the new or improved advice and support services from actors in the entrepreneurship and startup ecosystem are useful for improving their competitiveness (Results Matrix).**

I. Analysis of gender inequalities	
<b>Analysis of gender inequalities in the green sector/the project context? (prerequisite for do-no-harm)</b>	<p>To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth the share of women/men in training programmes relevant for the green sector, gender gaps in employment, and relevant discriminatory social norms. See <a href="#">Box 1</a> for an overview of possible gender inequalities and their underlying drivers.</p> <p>If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women's rights organisations), gender experts and potential beneficiaries.</p>

II. Fulfilling the minimum standard	
<b>Gender-sensitive measures</b>	<b>Key question: What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?</b>

in the context of enhanced competitiveness of businesses	<p>Depending on the gender inequalities and social barriers identified, <u>possible examples of measures to fulfil the minimum standard may include the following.</u></p> <ul style="list-style-type: none"> <li>Please see <a href="#">Output indicator 4.1 – Fulfilling the minimum standard – Gender-sensitive-measures.</a></li> </ul>
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III. Beyond the minimum standard	
Gender-responsive measures in the context of enhanced competitiveness of businesses	<p><b>Key question: How could activities by WE4D address gender-specific needs and reduce existing gender inequalities in the project context? And how could the project improve women’s accessibility to these services?</b></p> <p><u>Examples of possible gender-responsive measures include the following:</u></p> <ul style="list-style-type: none"> <li>For further measures on providing accessibility for women and promoting services that meet gender-specific needs, see <a href="#">Output indicator 4.1 – Beyond the minimum standard – Gender-responsive-measures.</a></li> </ul>
Gender-transformative measures in the context of enhanced competitiveness of businesses	<p><b>Key question: How could activities by WE4D tackle the <u>root causes</u> of existing gender inequalities in the green sector/the project context?</b></p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>For further gender-transformative measures, see <a href="#">Output indicator 4.1 – Beyond the minimum standard – Gender-transformative-measures.</a></li> </ul>

## Output 5 – Scaling up Successful Approaches

Output 5: The prerequisites for scaling successful approaches in the E4D implementation countries have improved.

Output Indicator 5.1	
Number of successfully tested, scalable approaches to promoting female employment that are available in a prepared format, of which a specific number are gender-transformative approaches and some are approaches to ecologically sustainable, climate-sensitive products, services, and business models (Results Matrix).	



I. Analysis of gender inequalities	
Analysis of gender inequalities in the green	To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as

sector/the project context? (prerequisite for do-no-harm)

suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring gender gaps in entrepreneurship, and relevant discriminatory social norms. See [Box 1](#) for an overview of possible gender inequalities and their underlying drivers.

If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women's rights organisations), gender experts and potential beneficiaries.



## II. Fulfilling the minimum standard

**Key question: How could approaches to promoting female employment tackle the root causes of existing gender inequalities in the green sector/the project context?**

Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.

- Develop **holistic training programmes** designed to address market demands and overcome gender-specific barriers, equipping women with the **mental, technical, and physical skills** necessary to enter and thrive in **traditionally male-dominated sectors**.
- Offering comprehensive **credit and savings services** tailored to women entrepreneurs, to **boost economic independence and encourage investment in entrepreneurship or education for women**.
- Involving **local change agents**, including community leaders, women groups, big companies and men, etc. in initiatives (e.g., roundtables, hackathons, campaigns, dialogues, etc.) that challenge gender norms and empower women to **transform societal attitudes towards women's roles and encourage community support for women in the workforce**.
- Implementing programmes that focus on developing leadership skills (e.g. combating imposter syndrome) and questioning internalised gender stereotypes among women to **promote gender equality** in decision-making positions and to prepare them for leadership roles in green sectors.
- **Implementing gender-equitable recruitment and workplace policies/practices**, including parental leave that can be taken regardless of a person's gender, policies addressing workplace harassment and discrimination, and active encouragement of women to apply for positions in traditionally male-dominated fields and positions.
- Implementing **comprehensive diversity and inclusion policies** within organisations, including setting targets for female representation at all levels to **create a more inclusive environment and ensure equal opportunities for career advancement for women**.

Gender-transformative measures in the context of approaches for promoting female employment



Examples from WE4D countries

- In **Mozambique**, a transformative gender measure involves collaborating with private partners committed to enhancing gender equality and inclusion. This includes initiatives such as mentoring programmes for youth entering the labour market, especially focusing on sectors like renewable energy, and conducting maternity experience surveys along with coaching sessions to support women returning to work after maternity leave. These efforts aim to create more inclusive and supportive workplaces that empower women and promote gender equality. 
- In **Kenya**, a pilot programme has been implemented to focus on innovative capacity development and providing tailored support for female-led businesses. Efforts are also underway to involve men in promoting women's decision-making and leadership roles within companies, organisations, and society at large. 

### Output Indicator 5.2

Written consent for integration of the successfully tested, gender-responsive approaches to promoting female employment or promoting the green transformation are available from 50 additional companies and organisations (Results Matrix).



#### I. Analysis of gender inequalities

Analysis of gender inequalities in the green sector/the project context? (prerequisite for do-no-harm)

To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring the share of women/men in the green sector, gender gaps in employment, and relevant discriminatory social norms. See [Box 1](#) for an overview of possible gender inequalities and their underlying drivers.

If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women's rights organisations), gender experts and potential beneficiaries.



#### II. Fulfilling the minimum standard

Gender-responsive measures in the context of approaches for promoting

Key question: How could gender-responsive approaches to promoting female employment or the green transformation address gender-specific needs and reduce existing gender inequalities in the green sector/ project context?



<b>female employment</b>	<p><u>Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.</u></p> <ul style="list-style-type: none"> <li>• Establishing mentorship and networking programmes that connect women with experienced professionals to <b>provide support, guidance, and opportunities for career advancement.</b></li> <li>• Initiating programmes that <b>encourage women to participate in green jobs</b> to not only promote environmental sustainability, but also creating new employment opportunities for women in the green economy.</li> <li>• <b>Implementing a supply chain approach</b> that involves larger companies to facilitate collaboration with women-led small and medium sized enterprises (SMEs), enabling these enterprises to adapt to new market demands through partnerships with larger suppliers.</li> </ul>
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<b>III. Beyond the minimum standard</b>	
<b>Gender-transformative measures in the context of approaches for promoting female employment</b>	<p><b>Key question: How could approaches to promoting female employment or promoting the green transformation tackle the <u>root causes</u> of existing gender inequalities in the green sector/the project context?</b></p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>• For further measures to tackle the root causes of existing gender inequalities, see <a href="#">Output indicator 5.1 – Fulfilling the minimum standard – Gender-transformative-measures.</a></li> </ul>

## 4.2. Outcome Level Indicators

### Outcome 1: New Employment

<b>Outcome Indicator 1</b>	
<b>Number of people who have found employment in companies that are driving the green transformation. Of these, 70% are women and 40% are young people (Results Matrix).</b>	







<b>I. Analysis of gender inequalities</b>	
<b>Analysis of gender inequalities in the project context?</b>	<p>To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be</p>

(prerequisite for do-no-harm)	<p>worth exploring the share of women/men in the green sector, gender gaps in employment, and relevant discriminatory social norms. See <a href="#">Box 1</a> for an overview of possible gender inequalities and their underlying drivers.</p> <p>If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women’s rights organisations), gender experts and potential beneficiaries.</p>
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## II. Fulfilling the minimum standard

<p>Gender-sensitive measures in the context of accessing employment</p>	<p><b>Key question: What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?</b></p> <p><u>Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.</u></p> <ul style="list-style-type: none"> <li>• <b>Creating inclusive outreach materials that resonate with all genders</b>, featuring support services like childcare and transportation assistance to help women overcome employment barriers.</li> <li>• Ensuring a high <b>representation of all genders among leaders and facilitators of job-related initiatives</b> (e.g. job fairs, workshops, trainings) to foster inclusive environments conducive to women's participation. By providing diverse perspectives, these initiatives are likely to be more effective in reaching and attracting women in all their diversity.</li> <li>• Incorporating gender-neutral language in all job-related communications to <b>promote inclusivity and prevent the reinforcement</b> of gender stereotypes.</li> </ul>
 <p>Examples from WE4D countries</p>	<ul style="list-style-type: none"> <li>• In <b>South Africa</b> gender-sensitive language will be applied to all newly developed training materials and adapt existing materials to ensure inclusivity and gender sensitivity in job search trainings. </li> <li>• In <b>Mozambique</b>, as part of the Mozyouth project, interns of all genders receive stipends to facilitate their participation. These stipends encompass transportation costs, ensuring that interns can attend and actively participate in project activities without financial obstacles. This approach is designed to foster the professional development and inclusion of all interns, promoting equitable access to job opportunities and resources within the project. </li> <li>• In <b>Uganda</b>, the DRIVe project is developing a gender-sensitive curriculum to encourage greater participation among women in job search activities. As part of this initiative, female trainers are actively </li> </ul>

involved in the project to serve as role models and mentors for women participants.



### III. Beyond the minimum standard

<p>Gender-responsive measures in the context of accessing employment</p>	<p><b>Key question: How could specific measures address gender-specific needs and reduce existing gender inequalities in the green sector/ project context?</b></p> <p><b>Specifically which responsive measures could lead to increased employment for women?</b></p> <p><u>Examples of possible gender-responsive measures include the following:</u></p> <ul style="list-style-type: none"> <li>Reducing maternity discrimination by providing anti-discrimination training to managers and HR staff on <b>recognising and addressing maternity discrimination in the workplace</b>. This training should emphasise legal obligations, best practices for accommodating pregnant employees, and strategies for preventing discrimination during the hiring and promotion processes.</li> <li>For further responsive measures on increasing female employment, see <a href="#">Output indicator 5.2 – Fulfilling the minimum standard – Gender-responsive-measures</a>.</li> </ul>
<p>Examples from WE4D countries</p> 	<ul style="list-style-type: none"> <li>In <b>South Africa</b>, efforts are being made to increase full-time employment opportunities for women in agriculture by creating safe spaces for their children within the agricultural practices. </li> <li>In <b>Kenya</b>, targeted job matching and placement activities with a focus on gender inclusiveness are being implemented. These include the organisation of job fairs specifically designed to facilitate the recruitment of more women in various sectors. In addition, targeted career guidance and counselling services are provided to increase the employment opportunities and retention of women in the workforce. </li> </ul>
<p>Gender-transformative measures in the context of accessing employment</p>	<p><b>Key question: How could specific measures tackle the <u>root causes</u> of existing gender inequalities in the green sector/the project context?</b></p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>Addressing the causes of biased hiring and promotion decisions by providing training to hiring managers and employees on unconscious bias and mitigation techniques <b>to tackle negative gender stereotypes and their effects on decision-making</b>.</li> <li><b>Boosting women’s self-confidence and promoting their career advancement in male-dominated fields</b> by offering mentorship programmes that pair underrepresented candidates with experienced professionals to (a) break down internalised gender</li> </ul>

stereotypes and (b) strengthen networks that sustainably transform patriarchal power structures.

- For further transformative measures, see [Output indicator 5.1 – Fulfilling the minimum standard – Gender-transformative-measures](#).

## Outcome 2: Improved working conditions

### Outcome Indicator 2

Number of persons, 70% of whom are women and 40% young people, that have improved their employment situation in one of the following areas: (i) Real income increase of 10%; (ii) improved gender-specific working conditions (Results Matrix).

#### I. Analysis of gender inequalities

Analysis of gender inequalities in the project context? (prerequisite for do-no-harm)

To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring the share of women/men in the green sector, gender gaps in employment, and relevant discriminatory social norms. See [Box 1](#) for an overview of possible gender inequalities and their underlying drivers.

If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women's rights organisations), gender experts and potential beneficiaries.

#### II. Fulfilling the minimum standard

Gender-responsive measures in the context of improving employment situation

**Key question: How could measures address gender-specific needs and reduce existing gender inequalities in the green sector/ project context?**

Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.

- Implement a **wage equity initiative** within the companies that ensures **fair and equal pay for women**. These measures involve conducting gender pay gap audits, establishing transparent salary structures based on skills and experience rather than gender.
- **Offering supportive parental and caregiving policies** by ensuring compliance with laws and regulations regarding parental leave and providing additional support, such as paid sick leave for childcare, demonstrates an organisation's commitment to supporting employees' family responsibilities, promoting a healthier work-life balance.

- Promoting the development of gender pay equity policies to **address gender pay gaps** and promote equal pay for equal work, such as pay transparency measures, wage audits, and enforcement of anti-discrimination laws, can help ensure that women receive fair compensation for their work.



### III. Beyond the minimum standard

**Key question: How could vocational training programmes tackle the root causes of existing gender inequalities in the green sector/the project context?**

Examples of possible gender-transformative measures include the following:

Gender-transformative measures in the context of improving employment situation

- **Incorporating targeted campaigns that challenge gender stereotypes**, for instance, through meet-and-greet sessions with women leaders of companies active in the respective sector.
- Establishing organisation-wide safeguarding mechanisms institutionalised through a comprehensive safeguarding policy. This measure contributes to fostering a **safer and harassment-free work environment for women**.
- **Creating an inclusive work environment** by establishing facilities like breastfeeding spaces and kindergarten programmes, implementing flexible work arrangements, and offering mentorship programmes for women's professional development are crucial steps in fostering a workplace culture that values diversity and empowers all employees to thrive, regardless of gender or caregiving responsibilities.



Examples from WE4D countries

- In **Uganda**, an eco-tourism project is providing training on sexual harassment. These are specifically tailored for workers in the tourism sector, with a focus on women. Through these initiatives, women are trained to address and prevent sexual harassment, which disproportionately affects women in the industry. Additionally, efforts are made to encourage other companies within the sector to adopt similar training programmes and policies, promoting a safer and more respectful work environment for all employees.



## Outcome 3: Completed vocational training

### Outcome Indicator 3

Number of people, 70% of whom are women and 40% young people, that have successfully completed a vocational training measure (Results Matrix).





I. Analysis of gender inequalities	
<p><b>Analysis of gender inequalities in the project context?</b> (prerequisite for do-no-harm)</p>	<p>To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring the share of women/men in education/vocational training programmes relevant for the green sector, gender gaps in employment, and relevant discriminatory social norms. See <a href="#">Box 1</a> for an overview of possible gender inequalities and their underlying drivers.</p> <p>If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women’s rights organisations), gender experts and potential beneficiaries.</p>



II. Fulfilling the minimum standard	
<p><b>Gender-sensitive measures in the context of vocational training</b></p>	<p><b>Key question: What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?</b></p> <p><u>Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.</u></p> <ul style="list-style-type: none"> <li>For measures on how to develop gender-sensitive vocational training programmes, see <a href="#">Output indicator 1.1 – Fulfilling the minimum standard – Gender-sensitive-measures</a>.</li> </ul>



III. Beyond the minimum standard	
<p><b>Gender-responsive measures in the context of vocational training</b></p>	<p><b>Key question: How could vocational training programmes address gender-specific needs and reduce existing gender inequalities in the green sector/ project context?</b></p> <p><u>Examples of possible gender-responsive measures include the following:</u></p> <ul style="list-style-type: none"> <li>For measures on vocational training programmes addressing gender-specific needs, see <a href="#">Output indicator 1.1 – Beyond the minimum standard – Gender-responsive-measures</a>.</li> </ul>
<div style="display: flex; align-items: center;">  <p><b>Examples from WE4D countries</b></p> </div>	<ul style="list-style-type: none"> <li>In Kenya, scholarships or fee subsidies were offered for certain programmes to encourage participation in training, especially considering the high costs associated with some courses. Additionally, a specialized gender training module was developed based on a gender needs assessment to address specific gender-related challenges and promote inclusivity in training programmes.</li> </ul> <div style="text-align: right;">  </div>

<b>Gender-transformative measures in the context of vocational training</b>	<p><b>Key question: How could vocational training programmes tackle the <u>root causes</u> of existing gender inequalities in the green sector/the project context?</b></p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>• For measures on vocational training programmes tackling the root causes of existing gender inequalities, see <a href="#">Output indicator 1.1 – Beyond the minimum standard – Gender-transformative-measures</a>.</li> </ul>
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## Outcome 4: Improved business capacity

<b>Outcome Indicator 4</b>
<b>Number of start-ups and micro, small and medium-sized enterprises (MSMEs) supported by the project that contribute to the green transformation, of which 60% are managed by women, have improved their business capacity (Results Matrix).</b>



<b>I. Analysis of gender inequalities</b>	
<b>Analysis of gender inequalities in the green sector/the project context? (prerequisite for do-no-harm)</b>	<p>To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring the share of women/men in the green sector, gender gaps in employment, and relevant discriminatory social norms. See <a href="#">Box 1</a> for an overview of possible gender inequalities and their underlying drivers.</p> <p>If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women’s rights organisations), gender experts and potential beneficiaries.</p>



<b>II. Fulfilling the minimum standard</b>	
<b>Gender-sensitive measures in the context of improving business capacity</b>	<p><b>Key question: What measures are needed to avoid reinforcing gender inequalities in the project context (without thoroughly addressing gender-specific needs)?</b></p> <p><u>Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.</u></p> <ul style="list-style-type: none"> <li>• <b>Attracting a substantial share of women-led enterprises to participate in training programmes by advertising training</b></li> </ul>

programmes on platforms where women frequently engage such as social media groups, forums, and women-centric publications.

- **Reaching the target audience** by featuring testimonials or success stories from women who have improved their business capacities from similar training programmes to provide inspiring narratives.



### III. Beyond the minimum standard

**Key question: How could measures address gender-specific needs and reduce existing gender inequalities in the green sector/ project context?**

Examples of possible gender-responsive measures include the following:

- **Providing specific programmes to help women access capital and scale up small businesses in the green sector**, including tailored financial services to support the start and growth of their businesses.
- **Providing financial support, grants, and incentives to women entrepreneurs and businesses** that are developing climate-friendly products and services. This can include seed funding, low-interest loans, or tax incentives to facilitate the startup and growth of women-led ventures in the green economy.
- Providing educational resources and training programmes tailored to women to **enhance their understanding of climate issues, sustainable practices, and green technologies**. This empowers women to make informed decisions about adopting climate-friendly products and services and enables them to actively participate in sustainability initiatives.
- Strengthening associations of women-led SMEs, **linking them to business associations, supporting their participation in exhibitions and trade fairs, and facilitating access to markets** for economic empowerment.

Gender-responsive measures in the context of improving business capacity





Examples from WE4D countries

- In **Kenya**, Business Startup Toolkits are provided to empower women interested in starting their own businesses. These toolkits are designed to provide essential **resources and support tailored to the specific needs of women entrepreneurs**, enabling them to successfully start and grow their businesses.
- In **South Africa**, effort is made to work with women-owned businesses that are operating in the green sector. This strategic approach ensures that working with businesses is in line with the objectives of supporting women's leadership and promoting sustainability initiatives.
- In **Mozambique**, the "Bom Dia Leoas" (Lionesses of Africa) impact network has been established, including a website that provides women with valuable information on business, marketing and opportunities to network with other women entrepreneurs.





<p>Gender-transformative measures in the context of improving business capacity</p>	<p><b>Key question: How could measures tackle the <u>root causes</u> of existing gender inequalities in the green sector/the project context?</b></p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>• Initiating leadership programmes aimed at <b>empowering women, enhancing their self-confidence, and challenging ingrained gender biases</b>. These initiatives seek to dismantle societal expectations regarding gender-specific professions, empowering women to confidently pursue careers in environmentally sustainable industries.</li> <li>• Establish and implement a comprehensive diversity and inclusion strategy to address <b>disparities in power dynamics and discrimination</b>. This strategy includes implementing formal channels for reporting discriminatory behaviour and holding individuals in positions of authority accountable. By fostering an inclusive environment, women can fully engage in activities without fear of discrimination, thus enhancing their involvement in eco-friendly initiatives.</li> </ul>
<p>Examples from WE4D countries</p> 	<ul style="list-style-type: none"> <li>• In <b>Kenya</b>, efforts are made to promote gender diversity within partner companies and throughout value chains.</li> <li>• In addition, in <b>Kenya</b>, support is provided through access to finance (A2F) initiatives, networking opportunities and linkages to government services to strengthen the sustainability of women-owned businesses, thereby addressing the root causes of women's economic inequality in Kenya.</li> </ul> 

## Outcome 5: Approaches to employment promotion and promotion of the green transformation

Outcome Indicator 5	
<p>Number of companies and organisations that implement the gender-responsive approaches to employment promotion for women and promotion of the green transformation that partner companies and organisations have successfully tested (Results Matrix).</p>	



I. Analysis of gender inequalities	
<p>Analysis of gender inequalities in the green sector/the project context?</p>	<p>To understand gender inequalities and identify gender-specific barriers in the project context, gender-disaggregated data need to be analysed and/or relevant studies consulted (see international data bases as suggested in chapter 3, national data (e.g. census), and existing gender analyses or studies on gender gaps in the respective sector). It might be worth exploring the share of women/men in the green sector, gender</p>

(prerequisite for do-no-harm) gaps in employment, and relevant discriminatory social norms. See [Box 1](#) for an overview of possible gender inequalities and their underlying drivers.

If little data is available, hypotheses for gender inequalities can be verified through focus group discussions with local organisations (e.g. women’s rights organisations), gender experts and potential beneficiaries.



## II. Fulfilling the minimum standard

<p>Gender-responsive measures in the context of approaches for employment promotion for women</p>	<p><b>Key question:</b> How could gender-responsive approaches to employment promotion for women and promotion of the green transformation address gender-specific needs and reduce existing gender inequalities in the green sector/project context?</p> <p><u>Depending on the gender inequalities and social barriers identified, possible examples of measures to fulfil the minimum standard may include the following.</u></p> <ul style="list-style-type: none"> <li>• For gender-responsive measures on increasing employment for women and promoting the green transformation, see <a href="#">Output indicator 5.2 – Fulfilling the minimum standard – Gender-responsive-measures.</a></li> </ul>
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## III. Beyond the minimum standard

<p>Gender-transformative measures in the context of approaches for employment promotion for women</p>	<p><b>Key question:</b> How could approaches to promoting female employment and the green transformation tackle the <u>root causes</u> of existing gender inequalities in the green sector/the project context?</p> <p><u>Examples of possible gender-transformative measures include the following:</u></p> <ul style="list-style-type: none"> <li>• For gender-transformative measures on increasing employment for women and promotion of the green transformation, see <a href="#">Output indicator 5.1 and 5.2 – Beyond the minimum standard – Gender-transformative-measures.</a></li> </ul>
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## 5. Practical guidance for gender-related monitoring

This chapter provides detailed guidance on how to monitor gender progress for each output and outcome indicator. It explains what needs to be achieved for an indicator to be considered fulfilled at its minimum standard in terms of gender. It also offers gender-related monitoring that goes beyond the minimum standard. The gender related monitoring will be carried out at project level. The information is to be completed by either project managers or beneficiaries, depending on the specific indicator being assessed.

### 5.1. Output level indicators

#### Output 1 – Vocational Education and Training

**Output Indicator 1.1**

**Public or private-sector education providers or companies provide new or adapted labour-market oriented, gender-sensitive vocational training measures that contribute to the green transformation (Results Matrix).**



<ul style="list-style-type: none"> <li>To fulfil this indicator in terms of gender objectives, the vocational training measures need to be at least <b>gender sensitive</b>.</li> <li>Gender-related monitoring is implemented through <u>information provided</u> about the vocational training measure <u>by the WE4D project managers</u>.</li> </ul>	
<p><b>Minimum Standard – for counting the vocational training measures as gender-sensitive ...</b></p> <ol style="list-style-type: none"> <li>An identification of gender inequalities must have taken place in [2]</li> <li>At least one measure needs to be selected in [4]</li> <li>A link to the identified barriers needs to be described in [5]</li> </ol>	<ol style="list-style-type: none"> <li><b>Which vocational training measures were designed and implemented in the project to address gender inequality?</b> <i>If multiple vocational training measures have been developed, all options that apply can be selected (e.g. if one measure was designed gender-sensitive and one gender-transformative, select gender-sensitive and gender-transformative)</i> <ol style="list-style-type: none"> <li>Training is designed and implemented in a <b>gender-sensitive way = minimum standard</b></li> <li>Training is designed and implemented in a <b>gender-responsive way</b></li> <li>Training is designed and implemented in a <b>gender-transformative way</b></li> <li><b>None</b> of the above</li> </ol> </li> </ol>
	<b>Identification of gender inequalities</b>
	<ol style="list-style-type: none"> <li><b>Please specify which gender inequalities and/or gender-specific barriers have been identified during the design of the vocational training measures in the project context.</b> [qualitative response]</li> </ol>
<b>Fulfilling the minimum standard</b>	

	<p><b>If gender-sensitive has been selected in [1]</b></p> <p>3. How many vocational training measures were gender-sensitive? [quantitative response]</p> <p>4. Which measures have been applied in the project to ensure that the vocational training avoids reinforcing gender inequalities? Please select from the list. Note: This list can be adapted to include other potential gender-specific results of the project. Please involve HQ for a confirmation of the adapted list.</p> <ol style="list-style-type: none"> <li>Scheduling the vocational training sessions in a flexible manner to accommodate individuals with caregiving responsibilities (e.g., evening classes, part-time programmes, online learning options)</li> <li>Scheduling the in-person vocational training sessions in safe locations for all genders (e.g., safe ways of transport are available for everyone)</li> <li>Promoting the vocational training opportunities using inclusive outreach materials (e.g., all genders feel addressed by the materials) including the mentioning of the support services to participate (e.g., childcare, transportation assistance)</li> <li>Using gender-sensitive language that contains inclusive terminology and avoids generic masculine linguistic forms</li> <li>Ensuring a high representation of all genders among the trainers</li> <li>Attracting a substantial share of women-led enterprises to participate in training programmes by advertising training programmes on platforms where women frequently engage such as social media groups, fora and women-centric publications.</li> <li><u>Other measures have been implemented (please specify):</u></li> </ol> <p>5. Please briefly specify how these measures respond to the identified barriers? [qualitative response]</p>
<p>For counting as gender-responsive/transformative ...</p> <ol style="list-style-type: none"> <li>An identification of gender inequalities must have taken place in [2]</li> <li>A qualitative description must reasonably justify how gender-specific needs/ gender</li> </ol>	<p style="text-align: center;"><b>Beyond the minimum standard</b></p> <p><b>If gender-responsive has been selected in [1]</b></p> <p>6. How many vocational training measures were gender-responsive? [quantitative response]</p> <p>7. Please briefly specify how these measures respond to gender-specific needs and reduce existing gender inequalities in the green sector/ project context. Please see examples in Chapter 4.</p>

<p>inequalities are addressed in [7]/[10].</p> <p>3. A (qualitative) confirmation that the gender-related aspects are part of the core of the measure must exist in [8]/[11]</p>	<p>[qualitative response]</p> <p>8. Have the described measures been part of the core of the measure? <i>Note: The core of the measure means that this measure significantly addresses gender inequalities in the design of the project.</i></p> <p>a. Yes (please briefly describe how it is the core of the activity)</p> <p>b. No</p>
	<p><b>If gender-transformative has been selected in [1]</b></p> <p>9. How many vocational training measures were gender-transformative? [quantitative response]</p> <p>10. Please briefly specify how the vocational training measure tackles the root causes of the identified gender inequalities in the green sector/the project context. <i>Please see examples in Chapter 4.</i> [qualitative response]</p> <p>11. Have the gender-related aspects been part of the core of the vocational training measure? <i>Note: The core of the measure means that this measure significantly addresses gender inequalities in the design of the project</i></p> <p>a. Yes (please briefly describe how it is the core of the activity):</p> <p>b. No</p>

#### Output Indicator 1.2

Number of companies surveyed in the implementation countries, of which a substantial share is managed by women, confirm that the vocational education and training courses supported by the project mostly or fully meet their needs (Results Matrix).



- To fulfil this indicator in terms of gender objectives, the described **share of women-led enterprises** needs to benefit from the vocational education and training courses and confirm support to their needs in a survey.
- Gender-related monitoring is implemented through information provided by representatives of enterprises whose employees participated in training measures (including breakdown of company owners / managers by gender).

## Output 2 – Improved Transition to Labour Market

#### Output Indicator 2.1

Number of companies and partner organisations that participate in designing and implementing active labour market measures for job seekers (Results Matrix).



- To fulfil this indicator in terms of gender objectives, the active labour market measures need to be at **least gender sensitive**.
- Gender-related monitoring is implemented through information provided about active labour market measures by the WE4D project managers.

<p>Minimum Standard – for counting active labour market measures as gender-sensitive ...</p> <p>1. An identification of gender inequalities must have taken place in [2]</p> <p>2. At least one measure needs to be selected in [4]</p> <p>3. A link to the identified barriers needs to be described in [5]</p>	<p>1. <b>What kind of active labour market measures were designed and implemented in the project to address gender inequality?</b> <i>If multiple active labour market measures have been developed, all options that apply can be selected (e.g. if one measure was designed gender-sensitive and one gender-transformative, select gender-sensitive and gender-transformative)</i></p> <p>a. Active labour market measures are designed and implemented in a <b>gender-sensitive</b> way = <b>minimum standard</b></p> <p>b. Active labour market measures are designed and implemented in a <b>gender-responsive</b> way</p> <p>c. Active labour market measures are designed and implemented in a <b>gender-transformative</b> way</p> <p>d. None of the above</p>
	<p><b>Identification of gender inequalities</b></p>
	<p>2. <b>Please specify which gender inequalities and/or gender-specific barriers have been identified during the design of the active labour market measure.</b></p> <p>[qualitative response]</p>
	<p><b>Fulfilling the minimum standard</b></p>
	<p><b>If gender-sensitive has been selected in [1]</b></p> <p>3. <b>How many active labour market measures were gender-sensitive?</b></p> <p>[quantitative response]</p> <p>4. <b>Which measures have been applied to ensure that the active labour market measures avoid reinforcing gender inequalities?</b> <i>Please select from the list. Note: This list can be adapted to include a list of potential gender-specific results of the projects. Please involve HQ for a confirmation of the adapted list.</i></p> <p>a. Promoting active labour market measures using inclusive outreach materials that appeal to all genders and highlighting available support services like childcare, overnight stay and transportation assistance.</p> <p>b. Developing active labour market measures with flexible scheduling to accommodate individuals with caregiving responsibilities, such as evening sessions, part-time options, and online learning opportunities.</p> <p>c. Selecting safe locations for in-person active labour market measures, ensuring accessibility for all genders, and ensuring safe transportation options.</p>

	<p>d. Developing active labour market measures sensitive to gender differences, addressing diverse experiences and challenges without reinforcing stereotypes, particularly regarding the division of labour.</p> <p>e. Using gender-sensitive language in all communication materials for active labour market measures, employing inclusive terminology and avoiding gender-specific language.</p> <p>f. Maintaining high representation of all genders among facilitators of active labour market measures to provide diverse perspectives and create inclusive environments.</p> <p>g. Conducting training sessions for employers and companies on gender-sensitive active labour market measures</p> <p>h. Designing digital matching platforms to be gender-sensitive and ensuring that individuals of all genders have equal opportunities to identify business prospects and access market platforms.</p> <p>i. <u>Other measures have been implemented (please specify):</u></p> <p>5. <b>Please briefly specify how these measures respond to the identified barriers in the project context?</b> [qualitative response]</p>
<p>For counting as gender-responsive/transformative ...</p> <p>1. An identification of gender inequalities must have taken place in [2]</p> <p>2. A qualitative description must reasonably justify how gender-specific needs/ gender inequalities are addressed in [7]/[10].</p> <p>3. A (qualitative) confirmation that the gender-related aspects are part of the core of the measure must exist in [8]/[11]</p>	<p><b>Beyond the minimum standard</b></p>
	<p><b>If gender-responsive has been selected in [1]</b></p> <p>6. <b>How many active labour market measures were gender-responsive?</b> [quantitative response]</p> <p>7. <b>Please briefly specify how the active labour market measures respond to gender-specific needs and reduces existing gender inequalities in the project context. <i>Please see examples in Chapter 4.</i></b> [qualitative response]</p> <p>8. <b>Have the gender-related aspects been part of the core of the active labour market measures? <i>Note: The core of the measure means that this measure significantly addresses gender inequalities in the design of the project</i></b></p> <p>a. Yes (please briefly describe how it is the core of the activity):</p> <p>b. No</p>
	<p><b>If gender-transformative has been selected in [1]</b></p> <p>9. <b>How many active labour market measures were gender-transformative?</b> [quantitative response]</p> <p>10. <b>Please briefly specify how the active labour market measures tackle the root causes of identified gender inequalities in the sector/project context. <i>Please see examples in Chapter 4</i></b> [qualitative response]</p>

11. Have the gender-related aspects been part of the core of the active labour market measures? *Note: The core of the measure means that this measure significantly addresses gender inequalities in the design of the project*
- Yes (please briefly describe how it is the core of the activity):
  - No

#### Output Indicator 2.2

Number of beneficiaries, of whom 70% are women, that have participated in new or improved offers of active labour market policy (e.g., internship programmes, soft skills training courses, careers guidance and advice, and job placement measures) (Results Matrix).

- To fulfil this indicator in terms of gender objectives, the described share of **female beneficiaries** was awarded a proof of completion and/or reception of new or improved active labour market measures and/or services.
- Gender-related monitoring includes a **breakdown of beneficiaries by gender** as well as through **information provided by WE4D project managers under OP2.1**.

### Output 3 – Improved Employment in Green Value Chains for Women

#### Output Indicator 3.1

Number of partnerships with national and/or international lead companies that have been implemented to help them develop or improve their gender-responsive and/or green business models in selected value chains (Results Matrix).

- To fulfil this indicator in terms of gender objectives, developed or improved business models through established partnerships need to be at least **gender-responsive**.
- Gender-related monitoring is implemented through **information provided** about the business models **by the WE4D project managers**.



<p>Minimum Standard – for counting business models as gender-responsive ...</p> <ol style="list-style-type: none"> <li>1. An identification of gender inequalities must have taken place in [2]</li> <li>2. At least one measure needs to be selected in [4]</li> <li>3. A link to the identified barriers needs to be described in [5]</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent has the partnership addressed gender equality? <i>If multiple business models have been developed, all options that apply can be selected (e.g. if one business model was designed gender-responsive and one gender-transformative, select gender-responsive and gender-transformative)</i> <ol style="list-style-type: none"> <li>a. Through the partnership, gender-responsive business models have been developed and / or improved in the value chain = minimum standard</li> <li>b. Through the partnership, gender-transformative business models have been developed and / or improved in the value chain</li> <li>c. None of the above</li> </ol> </li> </ol> <p style="text-align: center;"><b>Identification of gender inequalities</b></p> <ol style="list-style-type: none"> <li>2. Please specify which gender inequalities and/or gender-specific barriers have been identified with the lead company in the selected value chain. [qualitative response]</li> </ol> <p style="text-align: center;"><b>Fulfilling the minimum standard</b></p> <p><b>If gender-responsive has been selected in [1]</b></p> <ol style="list-style-type: none"> <li>3. How many gender-related business models were gender-responsive? [quantitative response]</li> <li>4. Please briefly specify how business models of lead companies respond to gender-specific needs and reduces existing gender inequalities in the green sector/ project context. <i>Please also specify how the business model responds to the identified barriers. Please see examples in Chapter 4.</i> [qualitative response]</li> <li>5. Are the gender-related aspects part of the core of the business models? <i>Note: The core of the measure means that this measure significantly addresses gender inequalities in the design of the project</i> <ol style="list-style-type: none"> <li>a. Yes (please briefly describe how it is the core of the activity):</li> <li>b. No</li> </ol> </li> </ol>
<p>As above but [7]/[8]</p>	<p style="text-align: center;"><b>Beyond the minimum standard</b></p> <p><b>If gender-transformative has been selected in [1]</b></p> <ol style="list-style-type: none"> <li>6. How many gender-related business models were gender-transformative? [quantitative response]</li> <li>7. Please briefly specify how business models of lead companies tackle the root causes of identified gender</li> </ol>

	<p><b>inequalities in the sector/project context.</b> <i>Please see examples in Chapter 4.</i> [qualitative response]</p> <p><b>8. Have the gender-related aspects been part of the core of the business models?</b> <i>Note: The core of the measure means that this measure significantly addresses gender inequalities in the design of the project</i></p> <p>a. Yes (please briefly describe how it is the core of the activity):</p> <p>b. No</p>
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**Output Indicator 3.2**

**Number of persons trained within the scope of the partnerships with companies, 70% of whom are women, confirm that their economic prospects have improved as a result of the inclusive and green business models supported by the programme (Results Matrix).**



- To fulfil this indicator in terms of gender objectives, the defined **share of women** needs to be trained within the scope of the partnership and confirm improved economic prospects as a result of supported business models in a tracer survey.
- Gender-related monitoring is implemented through **information provided by beneficiaries** of the project (including breakdown by gender).

**Optional:** To receive beneficiaries' perspective in terms of gender equality, the following questions will be asked in tracer studies. This is however not decisive for the fulfilment of the indicator (i.e., beneficiaries must "only" confirm improvement in their economic prospects).

<p><b>Optional:</b> To gain more perspective on how partnerships have improved gender-related working conditions, the responses of the beneficiaries for [1] and [2] are analysed.</p>	<p><b>1. How have your gender-related working conditions improved?</b></p> <p>a. They respond to the unique needs of different genders (like offering childcare facilities).</p> <p>b. They work towards changing traditional gender roles (through plans that promote diversity and inclusion)</p> <p>c. They did not improve.</p> <p><b>2. Please provide a practical example on how your gender-related working conditions have improved.</b> [qualitative response]</p>
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## Output 4 – Enhanced Competitiveness of Businesses

**Output Indicator 4.1**

**Number of start-ups and MSMEs that have further developed their ecologically sustainable, climate-friendly products, services, and business models. Of these, 60% are managed by women (Results Matrix).**



- To fulfil this indicator in terms of gender objectives, the defined **share of women-managed start-ups and MSMEs** have further developed their ecologically sustainable, climate-friendly products, services and business models.
- Gender-related monitoring is implemented through information provided by **representatives of start-ups and MSMEs (including breakdown of company owners / managers by gender)**.

**Optional:** To receive further information of start-ups and MSMEs in terms of gender objectives, the following questions will be asked. This is however not decisive for the fulfilment of the indicator (i.e., only share of women-managed start-ups and MSMEs counts).

**Optional:** To gain beneficiary's perspective on how their products, services and business models address gender inequality, the responses of the beneficiaries for [1] and [2] are analysed

1. **How do your eco-friendly products, services, and business models address gender inequality?**
  - a. They acknowledge that people are different (considering different needs for different genders).
  - b. They respond to the unique needs of different genders (tailored products for different genders).
  - c. They work towards changing traditional gender roles (promoting gender equality in the business model)
  - d. **None of the above**
2. **Please provide a practical example of how your ecologically sustainable, climate-friendly products, services and business models address gender inequality from your perspective?**  
[qualitative response]

#### Output Indicator 4.2

**Number of owners (80%) of MSMEs and start-ups, of whom 60% are women, who confirm that the new or improved advice and support services from actors in the entrepreneurship and startup ecosystem are useful for improving their competitiveness (Results Matrix).**

- To fulfil this indicator in terms of gender objectives, the defined **share of women-managed start-ups and MSMEs** confirm improving their competitiveness.
- Gender-related monitoring is implemented through information provided by **representatives of start-ups and MSMEs (including breakdown of company owners / managers by gender)**

**Optional:** To receive beneficiaries' perspective in terms of gender equality, the following questions will be asked in tracer studies. This is however not decisive for the fulfilment of the indicator (i.e., beneficiaries must "only" confirm improvement to their competitiveness)

<p><b>Optional:</b> To gain more perspective on how beneficiaries improved their competitiveness through the new or have improved advice and support services from actors in the entrepreneurship and startup ecosystem, the responses of the beneficiaries for [1] and [2] are analysed</p>	<p><b>1. How have better advice and support services from actors in the entrepreneurship and startup ecosystem helped improve your competitiveness?</b></p> <p>a. I got advice/services that considered my gender needs (specific challenges faced by my gender).</p> <p>b. I received support tailored for different genders (programmes designed for men and women).</p> <p>c. I received support that promotes gender equality in my business.</p> <p>d. None of the above</p> <p><b>2. Please provide a practical example of how your competitiveness has improved in relation to gender aspects.</b> [qualitative response]</p>
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## Output 5 – Scaling up Successful Approaches

<p><b>Output Indicator 5.1</b></p> <p><b>Number of successfully tested, scalable approaches to promoting female employment that are available in a prepared format, of which a specific number are gender-transformative approaches and approaches to ecologically sustainable, climate-sensitive products, services, and business models (Results Matrix).</b></p>
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<ul style="list-style-type: none"> <li>To fulfil this indicator in terms of gender objectives, the tested, scalable approaches must be <b>gender-transformative</b>.</li> <li>Gender-related monitoring is implemented through <b><u>information provided by the WE4D project managers</u></b>.</li> </ul>	
<p><b>For counting approaches as gender-responsive ...</b></p> <p>1. An identification of gender inequalities must have taken place in [2]</p> <p>2. At least one measure needs to be selected in [4]</p> <p>3. A link to the identified barriers needs to be described in [5]</p>	<p><b>1. What kind of scalable approaches to promoting female employment have been successfully tested?</b> <i>If multiple approaches have been tested, all options that apply can be selected (e.g. one approach was designed gender-responsive and one gender-transformative, select gender-responsive and gender-transformative)</i></p> <p>a. Gender-responsive approaches</p> <p>b. Gender-transformative approaches</p> <p>c. None of the above</p>
	<p><b>Identification of gender inequalities</b></p>
	<p><b>2. Please specify which gender inequalities and/or gender-specific barriers have been identified during the design of approaches for promoting female employment.</b> [qualitative response]</p>
	<p><b>For gender-responsive approaches</b></p>

	<p><b>If gender-responsive has been selected in [1]</b></p> <p>3. How many approaches were responsive? [quantitative response]</p> <p>4. Please briefly explain how strategies for promoting female employment responds to gender-specific needs and reduces existing gender inequalities in the green sector/project context. <i>Please also specify how the approaches respond to the identified barriers. Please see examples in Chapter 4.</i> [qualitative response]</p> <p>5. Are the gender-related aspects part of the core of the approaches? <i>Note: The core of the measure means that this measure significantly addresses gender inequalities in the design of the project</i></p> <p>a. Yes (please briefly describe how it is the core of the activity):</p> <p>b. No</p>
<p>Minimum Standard – for counting approaches as gender-transformative ...</p> <p>1. An analysis of gender inequalities must have taken place in [2]</p> <p>2. At least one measure needs to be selected in [7]</p> <p>3. A link to the identified barriers needs to be described in [8]</p>	<p style="text-align: center;"><b>For gender-transformative approaches</b></p> <p><b>If gender- transformative has been selected in [1]</b></p> <p>6. How many approaches were transformative? [quantitative response]</p> <p>7. Please briefly specify how approaches for promoting female employment are tackling the root causes of identified gender inequalities in the sector/project context. <i>Please see examples in Chapter 4.</i> [qualitative response]</p> <p>8. Have the gender-related aspects been part of the core of the approaches? <i>Note: The core of the measure means that this measure significantly addresses gender inequalities in the design of the project</i></p> <p>a. Yes (please briefly describe how it is the core of the activity):</p> <p>b. No</p>

### Output Indicator 5.2

Written consent for integration of the successfully tested, gender-responsive approaches to promoting female employment or promoting the green transformation that are available from 50 additional companies and organisations (Results Matrix).



- To fulfil this indicator in terms of gender objectives, the approaches for which a written consent for integration is available must be at least **gender-responsive**.
- Gender-related monitoring, including the criteria for defining gender-responsive approaches, is **based on Output indicator 5.1** given the direct connection.

## 5.2. Outcome level indicators

### Outcome 1: New employment

#### Outcome Indicator 1

Number of people who have found employment in companies that are driving the green transformation. Of these, 70% are women and 40% are young people (Results Matrix).

- To fulfil this indicator in terms of gender objectives, the defined share of **female beneficiaries** needs to have found employment through activities provided by the programme.
- Gender-related monitoring includes a **breakdown of beneficiaries by gender**. The contribution of individual projects to gender equality is monitored based on the projects' output activities (see output indicators).

### Outcome 2: Improved working conditions

#### Outcome Indicator 2

Number of persons, 70% of whom are women and 40% young people, who have improved their employment situation in one of the following areas: (i) Real income increase of 10%; (ii) improved gender-specific working conditions (Results Matrix).

- To fulfil this indicator in terms of gender objectives, the defined share of female beneficiaries needs to have a real income increase or **improved gender-specific working conditions** through activities provided by the programme.
- Gender-related monitoring includes a **breakdown of beneficiaries by gender** as well as monitoring of beneficiary's employment situation through company or tracer surveys.

#### Fulfilling the minimum standard

Minimum Standard – for counting as gender-responsive, at least one response	1. Has your company implemented any improvements for employees in one of the following categories since [project start]?
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<p>from [2] must be selected. Practical examples from [3] can be used to further analyse results in terms of contribution to gender equality.</p>	<ol style="list-style-type: none"> <li>a. Income increases for employees</li> <li>b. Improved or introduced gender-specific working conditions</li> </ol> <p><i>If [b] is selected.</i></p> <ol style="list-style-type: none"> <li>2. <b>Which gender-specific working conditions have been improved to address gender-specific needs? Please select from the list. Note: This list can be adapted to include potential gender-specific results of the projects. Please involve HQ for a confirmation of the adapted list.</b> <ol style="list-style-type: none"> <li>a. The availability of paid sick leave for childcare</li> <li>b. Facilities like breastfeeding spaces and kindergarten programmes</li> <li>c. Opportunities for employees to participate in mentorship programmes for women’s professional development</li> <li>d. Flexible working hours (to support work-life balance and accommodate diverse needs, particularly for women with caregiving responsibilities)</li> <li>e. Option to work part-time (to support work-life balance and accommodate diverse needs, particularly for women with caregiving responsibilities)</li> <li>f. Opportunities to work remotely (to support work-life balance and accommodate diverse needs, particularly for women with caregiving responsibilities)</li> <li>g. <u>Other measures have been implemented (please specify):</u></li> </ol> </li> <li>3. <b>Please provide a practical example of how the gender-specific working condition has improved from your individual perspective?</b> [qualitative response]</li> </ol>
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### Outcome 3: Completed vocational training

**Outcome Indicator 3**

Number of people, 70% of whom are women and 40% young people, who have successfully completed a vocational training measure (Results Matrix).



- To fulfil this indicator in terms of gender objectives, the defined share of **female beneficiaries** were awarded a proof of completion of a vocational training measure.
- Gender-related monitoring includes a **breakdown of beneficiaries by gender**. The contribution of individual vocational training measures to gender equality is monitored based on the projects' output activities (see output 1 indicators).

## Outcome 4: Improved business capacity

### Outcome Indicator 4

Number of start-ups and micro, small and medium-sized enterprises (MSMEs) supported by the project that contribute to the green transformation, of which 60% are managed by women, have improved their business capacity (Results Matrix).



- To fulfil this indicator in terms of gender objectives, the defined share of **female-managed MSMEs** have confirmed an improvement of their business capacity.
- Gender-related monitoring **includes a breakdown of enterprise managers by gender**. The contribution of support activities to gender equality is monitored based on the projects' output activities (see output indicators).

## Outcome 5: Approaches to employment promotion and promotion of the green transformation

### Outcome Indicator 5

Number of companies and organisations implement the gender-responsive approaches to employment promotion for women and promotion of the green transformation that partner companies and organisations have successfully tested (Results Matrix).



- To fulfil this indicator in terms of gender objectives, the implemented approaches must be at least **gender-responsive**.
- Gender-related monitoring, including the criteria for defining gender-responsive approaches, is **based on Output indicator 5.1** given the direct connection.



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