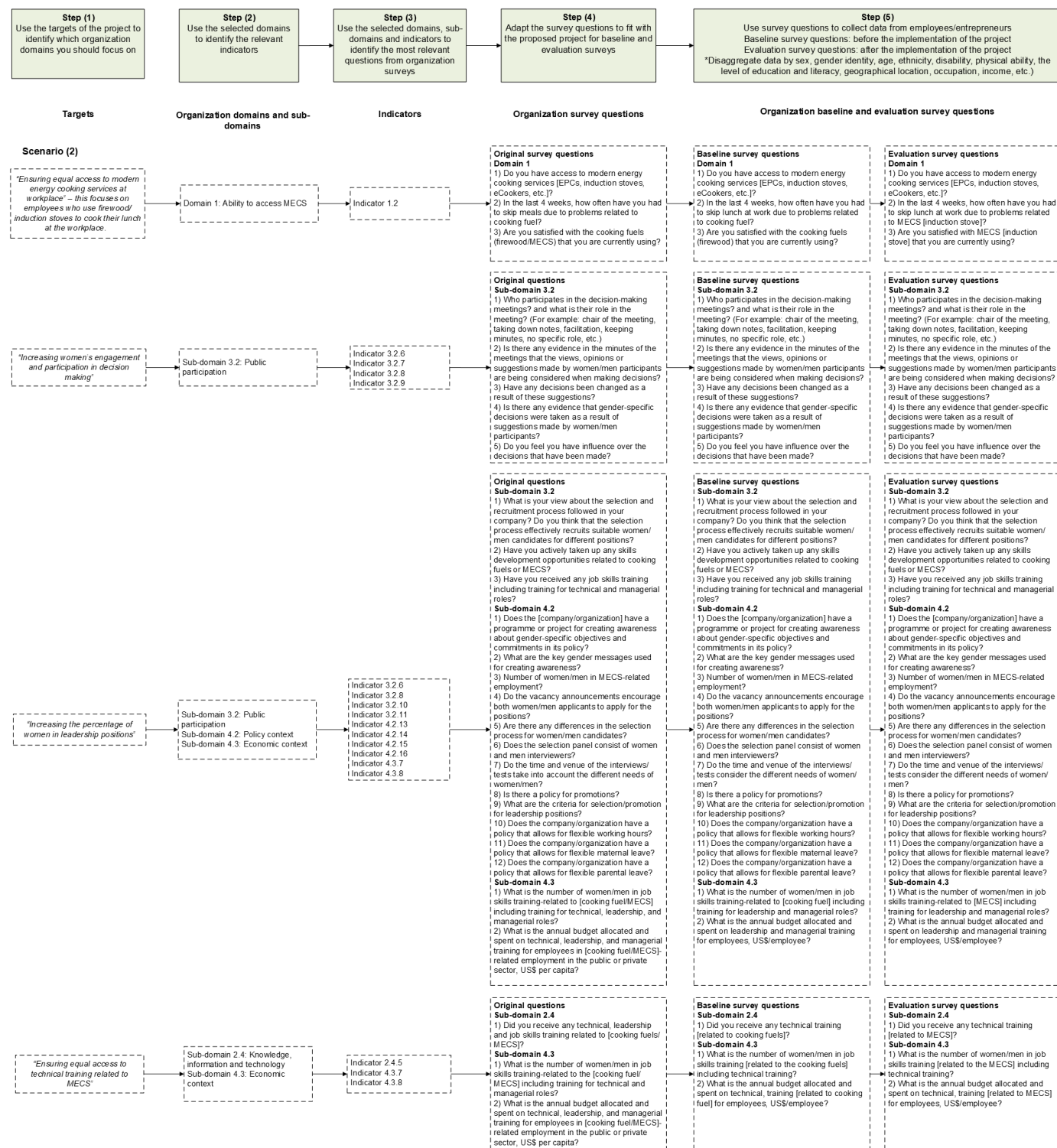


Organization Scenario (2): Promoting gender equality, equity and women's empowerment in the workplace

This scenario has been developed for project developers who are interested in assessing, monitoring and measuring gender impacts on their employees as a result to their employment at the company. Each company has a set of targets to improve their performance towards gender equality, equity and women's empowerment, these targets can be used to identify the domains, indicators and survey questions. For example, a company in Malawi is providing modern energy cooking services in rural areas. This company decided to promote gender equality, equity and women's empowerment by ensuring equal access to modern energy cooking services at workplace (replacing firewood with induction stoves), increasing women's engagement and participation in decision making, increasing the percentage of women in leadership positions (by 40%), and ensuring equal access to technical training related to MECS. This flowchart shows the process of applying the gender framework to assess and monitor gender equality, equity and women's empowerment for scenario (2). Access the full list of domains, indicators and survey questions [here](#).



The following domains and sub-domains (organizational level) can be used to conduct further gender analysis:

- Domain 4: Multi-level enabling environment. This domain focuses on understanding and assessing the contextual factors (such as social, policy, economic, and environmental contexts) that can facilitate or hinder individuals', specifically women's, ability to access MECS and MECS-related resources, as well as their participation and engagement in income-generation activities. Assessing the social, policy, economic, and environmental contexts can help in understanding the contextual factors and developing projects that fit with the local characteristics to ensure women's ability to access MECS, and their participation and engagement in MECS-related income-generation activities.