**Project Name:** “E-QUALITY”- Digital education for social and financial inclusion and gender equality”

**Contract #** CSO-LA 2020/419-493

**Terms of Reference**

**Promotion of inclusion and participation of women and women-migrants in civic life and labor market with entrepreneurship, digital and leadership skills.**

**Background**

The overall objective of the project “***E-QUALITY - Digital education for social and financial inclusion and gender equality***” is to develop new skills on digital literacy, entrepreneurship and leadership of socially vulnerable groups of the KR such as young migrants and low-skilled women.

In order to properly address the existing challenges and achieve the project objective and associated targets, the evidence-based approach in the form of research, survey, field missions and consultations is required.

Around the world, finding a job is much tougher for women than it is for men. When women are employed, they tend to work in low-quality jobs in vulnerable conditions, and there is little improvement forecast in the near future.

The female Human Development Index (HDI) value for Kyrgyzstan is 0.677 in contrast with 0.707 for males, resulting in a Gender Development Index (GDI) value of 0.957[[1]](#footnote-1). Kyrgyzstan has a Gender Inequality Index (GII) value of 0.369, ranking it 82 out of 162 countries in the 2019 index. In Kyrgyzstan, 99.1 percent of adult women have reached at least a secondary level of education compared to 98.3 percent of their male counterparts. Although there is gender parity in enrolment and completion rates in primary and lower secondary education, female participation in the labour market is 44.8 percent compared to 75.7 percent for men. That’s a difference of nearly 31 percentage points, with some regions facing a gap of more than 50 percentage points.

The freedom to work – by choice, in conditions of dignity, safety and fairness – is integral to human welfare. Guaranteeing that women have access to this right is an important end in itself. From an economic perspective, reducing gender gaps in labour force participation could substantially boost the country GDP. The regions with the largest gender gaps would see huge growth benefits. Preliminary survey questioning women across the country if they preferred to work in paid jobs, care for their families, or do both demonstrated that over 70% of women – regardless of their employment status and age – preferred to work in paid jobs.

In the country at all levels of economic development, a woman’s personal preference is the key factor in determining whether she will seek out and engage in paid work. However, this preference is heavily influenced by socio-economic constraints and pressure to conform to traditional gender roles. Gender roles and the pressures to conform to these roles for women vary across regions, religions and households. One way the pressure to conform manifests itself is through marital status. For instance, in wealthy households women who have a spouse or a partner are less likely to be employed in a paid job or be actively looking for one. This can often arise from the economic stability of a partner’s income that can reinforce the “male breadwinner” bias in some marital arrangements. In poor households, the reverse is true: the economic necessity gives all women little choice but to work despite their marital status.

In this context, it is necessary to identify the conditions for women’s participation in the labour market and gender gaps. It is expected that the study will also identify the conditions for women coming from a migrant background and their level of participation in the labour.

Meanwhile it is clear: women want to be in paid employment, but a persistent set of socio-economic barriers and lack of necessary skills keep them out of the workforce.

The assignment will explore the current situation to get the data behind the trends and learn more about the different barriers and missing skills holding women in the country and abroad back from decent work.

Ultimately, closing gender gaps in the labour force is not just good for women and their households, but for the country economy as a whole.

**Description of the assignment**

Objective:

To identify and quantify existing and emerging barriers and lacking skills enabling the project to develop smarter policy responses for eliminating them and equipping women and those from migrant background with necessary skills.

**Requested services and outputs:**

1. Study the best practices available in the European Union and tailor the most appropriate to the country needs and potential;
2. Survey, needs analysis, case studies and field missions to some country regions (e.g. Issyk-Kul, Naryn, Osh) to ensure necessary data representation of females of 14-30 years of age from different regions, religions and households;
3. Research/Report production reflecting findings, recommendations and suggested training sessions built on training needs;
4. Consultation process with relevant project stakeholders.

**Indicative budget breakdown:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Budget description** | **Unit costs, EUR** | **Number of units** | **Amount**  **EUR** |
| Overview and analysis of existing best practice in EU countries (expert working days) |  |  |  |
| Needs analysis, case studies and survey, incl. field missions (expert working days) |  |  |  |
| Round table/consultations of report findings and recommendations (handouts, renting and meals) |  |  |  |
| Administrative costs, incl. field mission logistics |  |  |  |
| TOTAL (maximum) |  |  | 18,000 |

**Duration and payments:**

The implementation period of the project/sub-contract is **4 months.**

The payment will be made in two tranches:

90% - advance payment upon contract signature.

10% - final payment upon submission of the final report.

1. *HDR 2020: GDI reflects gender inequalities in achievement in three dimensions of the HDI: health, education; and command over economic resources. The closer the ratio is to 1, the smaller the gap between women and men.* [↑](#footnote-ref-1)