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UNIDOGENDER
UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

GUIDE ON GENDER MAINSTREAMING
TRADE CAPACITY-BUILDING PROJECTS

UNITED NATIONS
INDUSTRIAL DEVELOPMENT ORGANIZATION

GUIDE ON GENDER MAINSTREAMING

TRADE CAPACITY-BUILDING PROJECTS

UNITED NATIONS
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ACRONYMS

AIDMO	Arab Industrial Development and Mining Organization
ARAC	Arab Accreditation
BIPM	Bureau International des Poids et Mesures
CAB	Conformity Assessment Body
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
GEEW	Gender Equality and Empowerment of Women
ECOSOC	United Nations Economic and Social Council
GHO	Global Health Observatory
GMSC	Gender Mainstreaming Steering Committee
HACPP	Hazard Analysis and Critical Control Points
HDR	Human Development Report
IAF	International Accreditation Forum
IANWGE	Inter-Agency Network on Women and Gender Equality
IEC	International Electrotechnical Commission
IFC	International Finance Corporation
ILAC	International Laboratory Accreditation Cooperation
ILO	International Labour Organization
IPPC	International Plant Protection Convention
IPU	Inter-Parliamentary Union
IMS	Integrated Management System
IOM	International Organization for Migration
ISID	Inclusive and Sustainable Industrial Development
ISO	International Organization for Standardization
ITU	International Telecommunication Union
IUCN	International Union for the Conservation of Nature
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
NEP	National Enquiry Point
NGO	Non-Governmental Organization
NQI	National Quality Infrastructure
NSB	National Standards Body
OECD	Organisation for Economic Co-operation and Development
OHCHR	Office of the High Commissioner for Human Rights
OIE	World Organisation for Animal Health
OIML	International Organization of Legal Metrology
OSAGI	Office of the Special Adviser to the Secretary-General on Gender Issues and Advancement of Women
QI	Quality Infrastructure
SDC	Swiss Agency for Development & Cooperation
S&T	Science and Technology
SPS	Sanitary and Phytosanitary Measures

STEM	Science, Technology, Engineering and Mathematics
TBT	Technical Barriers to Trade
TCB	Trade Capacity-Building
ToR	Terms of Reference
TRTA	Trade-Related Technical Assistance
UIS	UNESCO Institute for Statistics
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNIDO	United Nations Industrial Development Organization
UNODC	United Nations Office on Drugs and Crime
USAID	United States Agency for International Development
UNSD	United Nations Statistics Division
WBENC	Women's Business Enterprise National Council
WCO	World Customs Organization
WHO	World Health Organization
WEF	World Economic Forum
WID	Women in Development
WOSB	Women-owned Small Business
WTO	World Trade Organization
ZABS	Zambia Bureau of Standards
ZWMA	Zambia Weights and Measures Agency

INTRODUCTION

Why this Guide?

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

By systematically mainstreaming gender into its interventions, UNIDO's Trade Capacity-Building (TCB) Branch can create equal opportunities for women and men, thus furthering the Organization's Inclusive and Sustainable Industrial Development (ISID) agenda and contributing to the achievement of the Millennium Development Goals (MDGs) and the post-2015 development framework. This Guide showcases UNIDO's work in the area of Trade-Related Technical Assistance (TRTA) and gender mainstreaming and also serves as an advocate for gender equality within quality infrastructure (QI) building.

Who is this Guide for?

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

How to use this Guide

The Guide is divided into six chapters and is meant to be read in its entirety. The first two chapters cover the general background of gender concepts and the gender dimensions of trade capacity-building projects, whilst the remaining chapters provide a step-by step roadmap for gender mainstreaming in the different stages of the project cycle. Given the wide scope and diversity of the TCB portfolio, there is necessarily some variation in the degree of relevance and application of the GEEW activities and indicators identified under each level of QI intervention and particular service modules in this Guide to specific TCB projects. In view of this, recommendations need to be considered in the light of each individual project's specificities and should be applied only when and where appropriate. Ideally, this Guide will be of assistance when project formulation is initiated. However where formulation is already under way and where projects are under implementation, these can also benefit from the Guide through adapting ongoing and future activities in order to make them more gender-responsive.

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

Gender and ISID

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

UNIDO considers gender mainstreaming to be a key strategy for achieving gender equality and the empowerment of women. As a result, the Organization has formulated a Policy on Gender Equality and the Empowerment of Women[1] which calls for:

- A gender perspective to be reflected in UNIDO's programmes, policies and organizational practices;
- The overall goal of gender equality and the empowerment of women, particularly the economic empowerment of women, to be advanced;
- The Organization to join forces with partners within the United Nations system and with other public and private sector partners to deploy a diversity of experiences and expertise in order to advance the internationally agreed development goals related to gender equality; and
- The Organization's efforts to achieve the goal of gender balance within its own structures, in particular at decision-making levels, to be accelerated.

[1] UNIDO (2009). *Policy on gender equality and the empowerment of women.* Vienna. Available at: http://www.unido.org/fileadmin/media/documents/pdf/UNIDO_Gender_Policy_20130130.pdf.

What is gender equality?

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

Gender equality has been enshrined as a human right in a number of declarations and conventions, including the Rio+20 outcome document "The Future We Want",[2] the Beijing Declaration and Platform for Action and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which offer a comprehensive description of this right:

> *"Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men."*[3]

Gender equality is also widely acknowledged as a prerequisite for sustainable development in its three dimensions—economic, social, and environmental. Given women's central role in manufacturing, entrepreneurship and resource management, policies to empower women go hand in hand with efforts to foster inclusive and sustainable industrial development. The achievement of gender equality and the

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

[3] UN Women (source: http://www.un.org/womenwatch/osagi/conceptsandefinitions.htm).

empowerment of women and girls are essential for economic development and the eradication of poverty and hunger, as well as for the achievement of peace and security. The Millennium Development Goals included a gender equality goal with targets on education, wage-employment in the non-agricultural sector and political representation, although, with the exception of primary education, progress has been slow. The post-2015 goals are expected to continue recognizing gender equality as an important goal in its own right and also to incorporate it as a cross-cutting priority in all dimensions of the sustainable development framework.

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

The achievement of gender equality, including in industrial development, requires gender-responsive institutions, strong governance and robust accountability systems, as well as the full, equal and effective participation of women at all levels of decision-making. Gender-sensitive policies and measures that foster transformation in gender relations by addressing both the consequences and underlying root causes of gender inequality are also critical.

It is important to note that gender equality is not only about women and that men are also subject to restrictive gender stereotypes about what they are supposed to do and how they are supposed to behave which can limit their personal and professional life choices. To achieve real gender equality, the entire population must support equal rights and opportunities for women and men and it is critical to also engage, involve and motivate men to be part of the solution.

What is gender mainstreaming?

Gender mainstreaming is not just about including women in development activities. It involves looking at the experience and interests of women and men in the development process and re-imagining these realities by challenging existing social structures and placing women and men on an even footing.

Gender mainstreaming is also not the same as gender balance or gender parity. Gender mainstreaming goes beyond aiming at equal representation. Rather, it addresses the gender inequalities that are at the core of policies, programmes and projects and leads to more gender-sensitive actions.

Gender mainstreaming is not just about adding stock catchphrases—"special attention will be given to women" or "gender equality activities will be considered"—to policies, programmes or projects. It requires a contextual analysis of the needs, priorities, roles and experiences of women and men, as well as the integration of specific actions to address any gender inequalities that may have emerged from this analysis.[4]

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

> *"Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality"*[5]

Given the existing gender gaps in employment, entrepreneurship, wages, access to productive resources and energy, gender mainstreaming should be complemented with additional targeted actions that promote the empowerment of women. In accordance with the Beijing Declaration and Platform for Action, a dual approach that combines gender mainstreaming with specific affirmative measures is essential to the achievement of gender equality.

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[4] UNODC (2013). *Gender mainstreaming in the work of UNODC*. Vienna. Available at: http://www.un.org/womenwatch/directory/docs/UNODC-GuidanceNote-GenderMainstreaming.pdf.

[5] ECOSOC Agreed Conclusions 1997/2.

2. GENDER MAINSTREAMING IN THE TRADE CAPACITY-BUILDING BRANCH

Gender equality and trade

In today's globalized economy, trade plays the leading role in providing developing countries with the opportunity for sustainable economic growth. By exporting to international markets, integrating global value chains and sourcing quality products at best value, producers around the world have the potential to expand their businesses, upscale their production techniques and level of productivity and diversify their outputs. This benefits the local economy as new jobs are created, living conditions improve, consumption and investment patterns grow and durable relationships are built with trading partners around the world, contributing to peace and stability.

Yet trade activities tend to have different effects on women and men who have diverse economic and social roles and varying access to and control over resources. Women tend to be more affected by the negative side effects of trade liberalization and face bigger challenges than men when it comes to taking advantage of the opportunities trade offers. This situation arises out of gender biases in education and training, gender inequalities in income and command over resources, as well as unequal access to productive inputs such as credit, land and technology. All of these lead to significant gender differences in the distribution of jobs.[6]

One of the most pervasive forms of inequality in the world today is gender inequality. Gender inequalities determine the differential impact of trade on women and men, girls and boys. This can happen at *(a)* sector level, in which trade can increase or reduce employment and income opportunities for women, depending on whether the sectors where women work expand or contract as a result of trade liberalization and import competition; *(b)* government level, where fiscal revenue and public expenditure—influenced by changes in tariff earnings as a result of trade liberalization—have an impact on public investment in social infrastructure and services that particularly benefit women, such as health, education, electricity, water, sanitation and other infrastructure to meet household needs; and *(c)* household level, where expenditure may decrease or expand according to the effects of trade on consumer goods prices.[7]

Moreover, women entrepreneurs face a number of additional administrative constraints that do not affect their male counterparts. In a number of countries, women do not have the right to open a bank account, apply for a passport or an identity card without the consent of a male relative or guardian and they can neither register a business nor sign contracts.[8] As a result, the only solution for earning a living for many women is through the informal sector, bringing with it job insecurity, lack of social protection and no access to training and other resources, thus making women particularly vulnerable to poverty and marginalization. For those who do access the formal sector, lack of networks and access to finance still limit their volume of activity and ability to diversify and export. In addition and in contrast to men, the burden of domestic labour and childcare remains traditionally an important part of women's daily tasks, limiting their engagement in economic activity and increasing job insecurity.

Although a number of women are engaged in trade-related services, their contribution is often not recognized. Informal cross-border trade is a major economic activity in a number of regions across the globe and particularly on the

[6] United Nations Inter-Agency Network on Women and Gender Equality (IANWGE) (2011). Gender Equality & Trade Policy. *Women watch*. Available at: http://www.un.org/womenwatch/feature/trade/gender_equality_and_trade_policy.pdf.

[7] Ibid.

[8] World Bank (2014). *Women, Business and the Law 2014. Removing Restrictions to Enhance Gender Equality*. Washington D.C. Available at: http://wbl.worldbank.org/~/media/FPDKM/WBL/Documents/Reports/2014/Women-Business-and-the-Law-2014-FullReport.pdf.

African continent where the majority of traders and carriers are women.[9] They often play a critical role in food security, carrying basic food products from their place of production to areas where they are in short supply. Yet they often have to suffer severe delays and even losses at border controls because of ill-treatment, harassment and abuse from government officials—who are mostly men. Lack of information on their rights and also lack of visibility, backed up by cultural beliefs, contribute to perpetuate a highly discriminatory and detrimental situation.

Gender mainstreaming in quality infrastructure

UNIDO's trade capacity-building activities and programmes enhance the capacity of developing countries and economies in transition to participate in global trade and achieve sustainable economic growth. Assisting developing countries to set up the globally recognized conformity assessment infrastructure and services that are a precondition for effective trade participation is the distinct mandate of UNIDO's TCB Branch. The end product of TCB interventions is seen in the achievement of a fully functional national quality system, with adequate political support and economic sustainability measures, together with the appropriate linkages at national, regional and international levels.

Increased concerns over health and security in international markets, on one side, and greater consumer awareness of labour rights and protection of the environment, on the other, have considerably strengthened standards and increased the number of requirements with which exporters around the world must comply. The greatest impact is on agricultural and food products. In some cases, regulations, standards and labelling are reported to account for as much as 87 per cent of the retail price of processed food.[10]

However, limited local capability and resources to fulfil these stringent technical requirements, especially when they involve sophisticated testing instruments and methods, have contributed to hampering the participation of developing countries in international value chains and prevented the upgrading of their production from primary to processed products, restricting the potential benefits from international trade.

Quality infrastructure (QI) refers to the set of policies, laws, regulations, institutions and services within a given economy that guarantee product quality and compatibility, safety and health of plants, animals and human beings, and environmental protection. This involves setting appropriate standards to respond to these concerns, assessing the conformity of products, production and service delivery processes to these standards and providing reliable proof of conformity to consumers and authorities. An operational QI ensures transparency and safety in trade. The national quality infrastructure (NQI) is an integrated system based on several components that are shown in figure I.

TCB gender mainstreaming strategy and gender equality and empowerment of women (GEEW) objectives

While the capacity of a project to address gender inequality may differ from one TCB project to another, because it impacts on the lives of people, no project is gender-neutral. A gender-neutral project would assume that women and men have the same needs, priorities, opportunities and expectations. Gender-neutral approaches often reinforce existing gender-based discrimination or respond to male priorities, especially in societies where power and decision-making are predominately exercised by men.

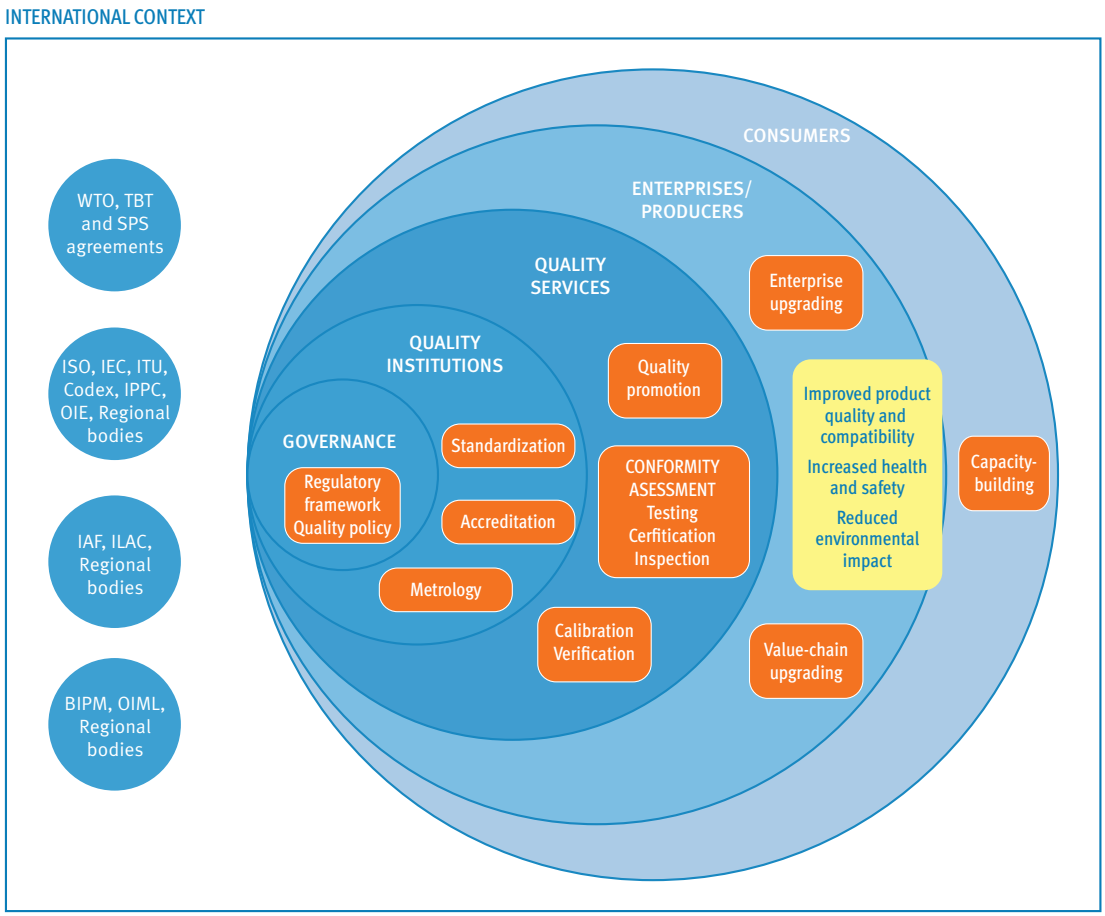
In view of this, gender mainstreaming is essential to making sure that the projects and activities of the Branch take into account the differing needs, roles and expectations of both women and men in sustainable industrial development. Gender-sensitive TCB projects consider specific questions in the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

- Is there an understanding of the impact each TCB intervention has on people and the environment? Will women and men be impacted at the same level by these interventions?
- Are women's and men's specific needs and priorities, and also knowledge and skills, considered and utilized in the development of trade capacity-building activities and programmes in order to achieve maximum uptake?

[9] World Bank (2013). *Women and Trade in Africa. Realizing the Potential*. Washington D.C. Available at: http://documents.worldbank.org/curated/en/2013/01/18490089/women-trade-africa-realizing-potential.

[10] Dean, J. M., Feinberg, R. M., Ferrantino, M. J., Ludema, R. D. and Signoret, J. E. (2006). Estimating the Price Effects of Non-Tariff Measures. *Office of Economics Working Paper*, No. 2006-06-A(r). Available at: http://www.usitc.gov/publications/332/EC200606Ar.pdf.

Figure I. National quality infrastructure



Note: Full names can be found in the list of acronyms on pages v-vi.

- Is explicit attention paid to ensuring that both women and men participate in and benefit from capacity-building activities and training?
- Are women and men given the same opportunity to contribute meaningfully to decision-making processes and to take on leadership roles in trade capacity-building?

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

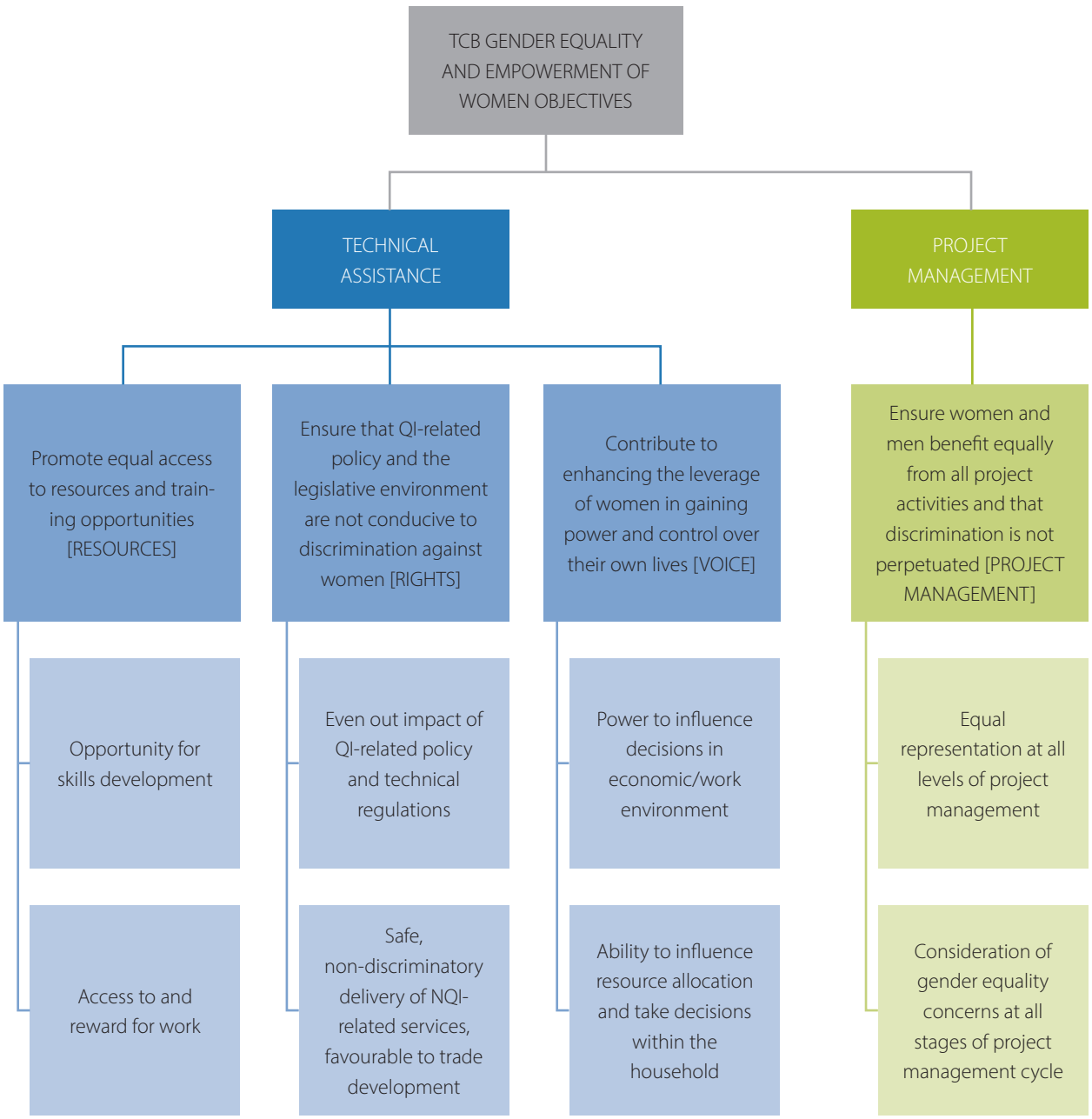
In order to address effectively the challenges of gender equality and women's empowerment when providing technical assistance in the trade capacity-building area, the TCB Branch has developed a gender mainstreaming strategy and GEEW objectives based on three dimensions:

- *Resources*: Promote equal access to resources and training opportunities. This objective will be achieved by the creation of opportunities for skills development and by

facilitating access to employment and reward for work.

- *Rights*: Ensure that quality infrastructure (QI)-related policy and the legislative environment are not conducive to discrimination against women: This objective will be achieved by systematically reviewing and evening out the impact of QI-related policy and technical regulations and also by promoting the safe and non-discriminatory delivery of national quality infrastructure (NQI)-related services, favourable to trade development.
- *Voice*: Contribute to enhancing the leverage of women in gaining power and control over their own lives. This objective will be achieved through the promotion of gender

Figure II. TCB's gender equality and empowerment of women objectives



balance within institutions leading to increased power to influence decisions in the economic and work environment. It will also result in greater ability to influence resource allocation and to take decisions within the household.

In addition, at project management level, the objective is:

- *Project management*: Ensure women and men benefit equally from all project activities and that discrimination is not perpetuated. This objective will be achieved through equal representation at all levels of project management and the consideration of gender equality concerns at all stages of the project management cycle.

Areas for future work

Bearing in mind the objectives and activities outlined to promote GEEW within UNIDO's TCB work, a number of areas for future intervention have been identified as follows:

- A study on potential gender equality hindrances or areas which lend themselves to gender discrimination within quality/food safety policy, technical regulations framework
- A training module on women's effective participation in the standardization process
- Gender-balanced and GEEW promotional flyers on NQI-related jobs
- A study on the relation between gender balance, quality improvement and financial performance
- Gender mainstreaming the TCB technical quality education and training
- A study on women's empowerment through household consumption

3. GENDER MAINSTREAMING THE PROJECT CYCLE

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

Gender mainstreaming the project cycle serves to ensure that the intervention advances women's equal participation as decision makers in shaping the sustainable development of their societies and reduces gender inequalities in access to and control over the resources and benefits of development. These objectives are based on two principles: that women and men have different needs, interests and access to resources and their benefits; and that women and men have to play equally important roles in achieving inclusive and sustainable industrial development.

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

Table 1. Gender mainstreaming the project cycle tool

Stage	Formulation	Implementation	Monitoring and evaluation
PURPOSE	To formulate a project that analyses the roles and needs of women and men, and addresses any gender inequalities so that women and men can equally access, equally participate in and equally benefit from the resources, services, capacity-building and other activities offered by the project.	To implement project activities that ensure women and men can equally access project resources and services, equally participate in project activities and decision-making processes, and equally benefit from training or other capacity-building activities offered by the project.	To ensure women and men participate equally in monitoring and evaluation activities and decision-making processes and data is collected on women and men so that gender impacts are tracked to assess if the project brings equal benefits to women and men.
KEY ACTIVITIES	• Assess and categorize the project's potential to integrate gender dimensions and contribute to the advancement of gender equality. • Collect and analyse sex-disaggregated data and qualitative information to understand roles and needs of women and men. • Design project activities to meet the specific needs of women and men. Example activity: For capacity-building activities, ensure training curricula and tools are developed to accommodate the different education/skill levels that may exist between women and men. • Incorporate mechanisms to ensure gender balanced representation and participation in project activities and decision-making processes (target at least 40 per cent of whichever sex is underrepresented). Example activity: Targeted awareness outreach activity to increase women's participation in project activities. • Develop gender-specific targets or performance indicators that track gender results and impact. Example target/indicator: Number of national or regional industry-related legislation, policies, strategies or plans that incorporate a gender perspective. • Take into account any adverse impacts or risks that may affect the equal access to, equal participation in and/or equal benefit from project activities among women and men. Example activity: Identify if there are any cultural/religious/legal restrictions that would not allow women or men to access or participate in project activities.	• If the project is considered gender relevant, conduct a more comprehensive gender analysis in the field and establish a baseline. • Ensure women and men can equally access project resources and services. Example activity: Include targeted trainings for women or men who need to upgrade their skills in order to access new technologies provided by the project; take into account particular social or legal restrictions that may prohibit women or men from accessing resources, such as finance/credit. • Make sure women and men can equally participate in project activities such as trainings or capacity-building activities. Example activity: Include special transportation or have mobile training units to address any security or distance challenges; to enhance women's participation, provide childcare services and/or, specifically target women networks in awareness building/outreach. • Recruit gender expert or ensure at least one member of the project management team is knowledgeable about gender issues and gender mainstreaming. Example activity: Ensure project manager completes basic gender course ("I know Gender") on UN Women's eLearning Campus (https://trainingcentre.unwomen.org) • Engage with gender focal points in-country (women's groups, associations, NGOs) as project counterparts and/or as gender advisors.	• Collect sex-disaggregated data to track gender equality results and assess gender impacts. • Monitor access, participation, and benefits among women and men and incorporate remedial action that redresses any gender inequalities in project implementation. • Regularly report on how gender is mainstreamed and ensure that mid-term reviews, assessments, audits, etc. include gender as a specific criteria/component. • Ensure gender balance in evaluation team and recruit a gender evaluation expert to be part of evaluation team. If this is not feasible, make sure at least one member of the evaluation team is knowledgeable about gender issues and gender mainstreaming. • Ensure women and men are able to participate in monitoring and/or evaluation processes. Example activity: If evaluation calls for interviews, ensure that both women and men can participate, taking into account transportation, language, and time requirements. • Integrate gender-specific evaluation questions and components in the Evaluation ToRs in line with the UNIDO Evaluation Group's Guide for integrating gender so that the evaluation report includes an assessment of gender equality results and impacts. • Identify good practices and lessons learned on project outcomes/outputs or activities that promote gender equality and/or women's empowerment. • Incorporate a gender dimension in project staff's performance appraisals (e.g. by incorporating gender-related tasks in project staff's job descriptions).

KEY ACTIVITIES

- Ensure equal opportunity for women and men in the management and implementation arrangements of project.
  Example activity: Create terms of reference (ToR) for project management that include gender sensitivity/respect for diversity as a competency and/or include incentives for women to apply.
- Allocate sufficient financial resources for gender equality and women's empowerment activities.
  Example activity to fund: Recruit gender expert to ensure gender issues are addressed during implementation; conduct gender equality training; undertake a comprehensive gender analysis and baseline exercise in the field at project inception.
- Identify and consult with women/gender groups, associations or stakeholders on project formulation.
- Consider lessons learned from previous projects with gender dimensions and integrate them into project formulation where relevant.
- Build capacity within the project team and among stakeholders to ensure gender-responsive implementation and the continued integration of a gender perspective within the sector/area of intervention after the project ends.
  Example activities: i) Involve gender focal point or gender/women-focused groups in "train the trainer" programmes and/or project monitoring activities to ensure sustainability. ii) Provide gender sensitization training to all project personnel and distribute TCB gender mainstreaming guide.

4. GENDER MAINSTREAMING IN PROJECT FORMULATION

Trade capacity-building projects are carried out in specific social and economic contexts within which the division of labour, decision-making power, access to education and other differentials between women and men are embedded. This chapter will provide a number of tools, such as the gender categorization tool and a checklist of questions to be used in gender analysis in order to mainstream gender effectively during the project formulation phase.[11]

Gender categorization

Projects address women's and men's distinct needs and vulnerabilities and utilize their capacities and skills in different ways and to varying degrees. Depending on the type of intervention and scope of activities, some projects have clear and direct gender dimensions while others affect gender relations and issues indirectly or to a very limited extent only. Table 2, illustrating the gender categorization tool, provides a means to categorize UNIDO's technical cooperation projects based on their "gender relevance" and expected contribution to gender equality and/or the empowerment of women within the context of inclusive and sustainable industrial development. Overall, projects can be classified into four categories: gender-targeted projects; projects with significant gender mainstreaming; projects with limited gender mainstreaming; and projects with minimal gender mainstreaming. Assigning projects to these categories makes it easier to ensure that the respective minimum requirements with regard to gender are fulfilled and, moreover, it helps in determining the scope and type of gender mainstreaming activities needed to guarantee that any project is—within its interventions and scope of activities—as gender-responsive as possible.

[11] All tools presented in this chapter are work in progress and will be further developed as part of UNIDO's ongoing gender mainstreaming efforts.

Table 2. Gender categorization tool

	Definition	Project requirements
GENDER-TARGETED PROJECTS	This category includes projects that state gender equality and/or women's empowerment as their principal objective and those projects whose components explicitly address gender issues that have been identified through a gender analysis. This means that projects in this category: *(a)* Target women or men who have special needs, are disadvantaged, or suffer from discrimination, or; *(b)* Focus all activities on building gender-specific services/capacities or more equal relations between women and men (e.g. to be measured by the degree of access to means of production and/or to management positions in a specific industry).	If the project falls under this category, it will: • Collect and use sex-disaggregated data and qualitative information to understand the different needs, roles, challenges and opportunities of women and men within the project context and to track gender impacts of the project (i.e. undertake an in-depth gender analysis) • Ensure project objective and key results address one or more clearly defined gender issue(s) • Design gender-focused outputs and activities to address identified gender issue(s) • Formulate gender-responsive targets, indicators and a baseline to monitor and evaluate gender equality results • Consult and/or involve women/gender-focused groups, associations or stakeholders throughout all phases of the project cycle • Ensure project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced • Ensure key project personnel have gender expertise and all project staff are sensitized to gender
PROJECTS WITH SIGNIFICANT GENDER DIMENSIONS	Projects that fall into this category are strongly linked to gender-related aspects and are expected to significantly contribute to gender equality and/or women's empowerment. These projects possess multiple entry points for gender mainstreaming activities and/or affirmative action but do not explicitly state gender equality and/or women's empowerment as their principal objective. Rather, gender equality and/or women's empowerment is a secondary objective and the project has corresponding outputs and indicators that measure how gender equality will be advanced.	If the project falls under this category, it will: • Identify gender issue(s) in a stand-alone gender analysis • Have gender equality and/or women's empowerment as a key result within a thematic area; • Ensure at least 50 per cent of the project outputs have activities promoting gender equality and/or the empowerment of women • Collect and use sex-disaggregated data and qualitative information to understand the different needs, roles, challenges and opportunities of women and men within the project context (i.e. gender analysis) and to track gender impacts of the project • Design and include outputs and activities to address identified gender issue(s) • Formulate gender-responsive targets, indicators and a baseline to monitor gender equality results • Allocate sufficient financial resources for proposed gender activities • Ensure that both women and men can provide inputs to, access and participate in project activities (target is at least 40 per cent of whichever sex is underrepresented) • Consult and/or involve women/gender-focused groups, associations or stakeholders • Ensure that project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced • Ensure that key project personnel have gender expertise and all staff is sensitized to gender

PROJECTS WITH LIMITED GENDER DIMENSIONS	Projects that fall into this category are expected to contribute to gender equality and/or women's empowerment in a limited way. These projects possess only few gender dimensions and entry points for gender mainstreaming activities and/or affirmative action are rare.	If the project falls under this category, it will: • Identify gender issue(s) in either an environmental and social impact assessment or in stand-alone gender analysis • Ensure at least 20 per cent of the project outputs have clearly identified activities promoting gender equality and/or the empowerment of women, including gender-responsive indicators and a corresponding budget or at least one indicator in each project output refers to gender in some way. • Design and include outputs and activities to address the identified gender issue(s) • Formulate gender-responsive targets, indicators and a baseline to monitor gender results • Allocate sufficient financial resources for the gender components of the project • Ensure that both women and men can provide inputs, access and participate in project activities (target is at least 40 per cent of whichever sex is underrepresented) • Consult and/or involve women/gender-focused groups, associations or stakeholders • Ensure project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced • Ensure key project personnel have gender expertise and project staff are gender-sensitized
PROJECTS WITH MINIMAL GENDER DIMENSIONS	This category includes projects that have no visible potential to contribute to gender equality and/or women's empowerment. Women and men are not expected to be affected differently by the project (in terms of their rights, needs, roles, opportunities, etc.), and there are hardly any entry points for gender mainstreaming activities and/or affirmative action.	If the project falls under this category, it will: • Include a description of why the project is not expected to contribute noticeably to gender equality and/or women's empowerment. For example, the project does not have direct contact with communities or the project does not directly affect or determine the use of resources, goods, or services accessed by women and men • Ensure project management and implementation arrangements respect the principles of gender equality and equal opportunities (i.e. project personnel and project committee compositions are gender-balanced) • Ensure both women and men can provide inputs, access and participate in project activities within their limited scope

Gender analysis

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

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

Ideally, a gender expert who is knowledgeable about the regional and contextual background of the intervention undertakes the gender analysis.[12] If, however, resources are limited, project managers and staff can also undertake a gender analysis with support from the appropriate tools and guidance presented in the following sections.

Mapping of potential partners and stakeholders

One key way to integrate a gender perspective into projects is during stakeholder mappings. Among the key stakeholders that could be involved throughout the process are gender focal points of the relevant national ministries (e.g. industry, labour, trade), industry associations, labour organizations, laboratories, universities, non-governmental organizations (NGOs), civil society organizations, etc. Additionally, if a strong gender imbalance exists among the project stakeholders, measures to involve more of the underrepresented sex—be they women or men—may be needed. This is a question of accountability and credibility.

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

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

Collection of information

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

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

[12] Examples of terms of reference/job descriptions, including the specific tasks and qualifications of the gender experts, are presented in annex VII. More detailed information on gender analysis at the regional/country level and the sectoral level is presented in annex VI.

Table 3. Gender analysis questions

	General questions applicable to all sectors/projects	Questions specific to industrial development projects
What is the context?	What is the legal status of women in the country of intervention? What are the gender norms and values? What are the training and education levels of women and men? What are commonly held beliefs, perceptions, and stereotypes in relation to gender?	What is the share of women and men enrolled in STEM (science, technology, engineering and mathematics) fields? Do women and men have equal access to the sectoral labour market? Are there any barriers that impede women's or men's engagement in the sector? Do QI-related policies include a provision on gender equality and women's empowerment in the sectors? Are there sector policies supporting or causing gender inequalities?
Who does what?	What is the division of labour among women and men? What is the situation of women and men in the specific sector of intervention? What is the share of women and men in the formal/informal economy? Who manages the household? Who takes responsibility for the care of children and the elderly?	Are women and men involved in the design and transfer of technologies? Have both women's and men's views about QI and technology options been taken into account? What is the share of women and men in the sectoral labour market? What positions do women and men predominantly have in the sector in terms of hierarchy?
Who has what?	Do women and men have equal access to resources including finance, technologies, information and services (at national, sectoral and local level)? Who has control over these resources? Do women and men equally benefit from these resources? Do women and men have equal access to education, technical knowledge, and/or skills upgrading?	Do women and men have (equal) access to credit? How many small and medium enterprises are owned or managed by women and men in the sector? Are there wage gaps between women and men? Do women and men have (equal) access to new technologies? Do women and men have (equal) access to information and capacity-building in STEM fields or related to sustainable development?
Who decides?	Who participates in the decision-making in the household, the public sector, and at corporate level? Are the bargaining positions of women and men different? Are women involved in making economic decisions? Is there an equal participation of women and men in the political sphere? Who has political influence?	What is the share of women and men in leadership positions in sustainable development (e.g. in small and medium enterprises, in institutions)? Are women and men equally represented at global, regional and national sustainable development conferences and events? Are gender focal points or organizations working on gender equality and women's empowerment consulted in project/sector-related planning and decision-making?

Who benefits?	Where are the opportunities or entry points to ensure equal participation and benefits? Does the project address the different needs and priorities of women and men? Will the services and technologies provided by the project be available and accessible to both women and men? Does the project recognize the distinct vulnerabilities of women and men (e.g. health vulnerabilities) and develop specific response strategies for each target group?	Will women's workloads increase/decrease as a result of innovation and changes in technology and, if their workload is decreased, will this involve a loss of income? Does the project provide space to relieve women's and men's workloads in their specific productive/processing roles through new technologies? Are provisions in place to support women in combining their productive and reproductive tasks (e.g. childcare options, safe and affordable transport, flexible working hours)? Is gender a requirement in project-related recruitment processes (gender balance as well as gender competence of staff)? Do the training and capacity-building initiatives of the project take into account the needs of women and men (e.g. time or mobility restrictions)?

Analysis of findings

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

- ☑ Address any gender inequalities real or potential within the scope of the project
- ☑ Ensure the needs and vulnerabilities of women and men are addressed in project activities
- ☑ Ensure women's and men's distinct capacities and skills are considered and utilized
- ☑ Ensure women and men have equal access to project resources, services and capacity-building
- ☑ Ensure equal participation of women and men in both the project management arrangements and as beneficiaries, partners and key stakeholders of the project
- ☑ Ensure equal voice among women and men in the decision-making processes of the project
- ☑ Ensure women and men equally benefit from the trainings and all other services offered by the project
- ☑ Collect and analyse sex-disaggregated data and qualitative information to monitor and evaluate the real gender impacts of the project
- ☑ Ensure coordination among key development actors to further enhance gender mainstreaming and promote gender equality and/or the empowerment of women

The information gathered from the gender analysis should always be integrated in a way that makes sense and adds value to the project. The following sections provide more in-depth guidance on how to integrate the gender analysis findings in a meaningful way within each level of quality infrastructure and trade capacity-building services.

Building the logical framework and monitoring and evaluation plan

Central to a gender-responsive monitoring and evaluation plan is the identification and inclusion of women-specific targets and sex-disaggregated performance indicators. Women-specific targets and gender-responsive indicators are essential tools to track the progress and the impact of gender-related results of a particular intervention over time. Gender-responsive indicators should not be superficial but should add value and provide information about the relevant underlying issues of the project; that is, whether conditions for women and men are really changing in terms of access to resources, economic security, political power, social status, etc. Therefore, it is good practice to review all project indicators (from development objective to output/activity levels) and to identify whether each indicator lends itself to sex-disaggregation. Reviewing what the indicator aims to measure, both for women and men, is also useful.

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

Potential gender outcomes, outputs and indicators related to the specific interventions of the TCB Branch to be considered when building the logical framework during project formulation are found in chapter 5.

Risk assessment

Among the risk factors identified during project formulation, it is important to identify those related to outputs concerned fully or partially with gender equality and women's empowerment. A risk assessment will show how a quality infrastructure project will be influenced by a variety of factors outside the control of the project manager, such as socio-economic and environmental factors, the operation and functioning of institutions, legal systems and socio-cultural practices (e.g. discriminatory attitudes, domestic responsibilities, etc.), as well as output-level risks that directly relate to the project design. It is equally important to be aware of the potential consequences of empowering women or changing the existing gender balance (e.g. increase in gender-based violence).

Mitigating measures are not always foreseeable when considering broad social changes such as gender equality and empowerment of women. Gender mainstreaming is a means to gender equality or the full participation of women and men in society. However, working towards gender balance should not create more inequalities. In some cases, equality objectives will work in favour of male participation or representation. In others, men may feel left out. In all cases, building one's agency[13] to achieve economic and political autonomy should never mean being detrimental to others.

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

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

[13] The word agency is used here in the sense of "ability or capacity to act or exert power".

RISK ASSESSMENT GUIDING QUESTIONS

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

Gender-responsive budgeting

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

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

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

GENDER-RESPONSIVE QUESTIONS FOR GUIDING BUDGETING

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

Remember…

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

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

Practical gender mainstreaming is about asking the right questions so that you fully understand the social implications of your project and can use your resources effectively to address them. Table 4 is a good way to double check how well gender dimensions have been integrated into a project document—as guided by the previous sections—and can help identify opportunities, if any, for improvement.[14]

[14] UNDP, (2012). *Gender Marker: Guidance Note: Tracking Gender-Related Investments and Expenditures in ATLAS.*

Table 4. Gender mainstreaming checklist for projects

	Question	Yes	No	Partially
ANALYSIS/ JUSTIFICATION	1. Does the project explicitly address a gender issue or issues? If so, please describe how and if not, please provide an explanation.			
	2. Does the background/context analysis of the project examine: *(a)* the different situations of women and men? *(b)* the impacts the project will have on different groups?			
DATA AND STATISTICS	3. Will the project collect and use sex disaggregated data and qualitative information to analyse and track gender issues?			
RESULTS FRAMEWORK	4. Are outcomes, outputs and activities designed to meet the different needs and priorities of women and men?			
	5. Does the results framework include gender-responsive indicators, targets and a baseline to monitor gender equality results?			
BUDGET	6. Have adequate financial resources been allocated for the proposed gender activities (vis-à-vis per cent of total budget)?			
STAKEHOLDERS AND PARTICIPATION	7. Are women/gender focused groups, associations or gender units in partner organizations consulted/included in the project?			
	8. Does the project ensure that both women and men can provide inputs, access and participate in project activities (target at least 40 per cent of whichever sex is underrepresented)?			
GENDER CAPACITIES	9. Has a gender expert been recruited or do the project staff have gender knowledge and have gender related tasks incorporated in their job descriptions?			
	10. Will all project staff be sensitized to gender (e.g. staff will complete a basic online course; staff will complete a basic online course; I Know Gender Course on UN Women's eLearning Campus https://trainingcentre.unwomen.org)?			
PROJECT IMPLEMENTATION	11. Is there gender-balanced recruitment of project personnel and gender balanced representation in project committees?			
MONITORING AND EVALUATION	12. Will the monitoring and evaluation of the project cover gender issues and monitor behavioural changes towards greater gender equality?			

5. GENDER MAINSTREAMING IN PROJECT IMPLEMENTATION

GOVERNANCE LEVEL

National policies and legislation lay the basis for the work of national quality bodies and conformity assessment activities. Quality policy, food safety policy, technical regulations framework, consumer protection and product safety policy, as well as liability legislation all contribute to ensuring that coordinated mechanisms are in place for the proper functioning of the quality system.

In a multilateral trade environment, this complex array of rules and regulations needs to be aligned with the work of international institutions, of which the more prominent are mentioned in figure I. Depending on the country's level of development, some policies and legislation may not exist or may need to be updated. UNIDO provides guidance and support in drafting or reviewing national legislation and policies.

At governance level, UNIDO provides technical assistance in the following areas:

- Support for drafting or reviewing national legislation establishing the basis for the enforcement of conformity assessment mechanisms, including quality policy, food safety policy, technical regulations framework, consumer protection, product safety policy and liability legislation

- Establishment or strengthening of a National Quality Council responsible for overseeing activities of the NQI and issuing recommendations

Gender equality issues faced at this level and their ensuing gender interests are summarized below:

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
Because their capacity to react to changes is different, women and men are not impacted in the same way by policy choices and technical regulations.	There is a need for policymaking institutions to understand gender implications and assess the impact of policy options on gender equality.	Gender equality will not be achieved in practice unless equality under the law is guaranteed. [RIGHTS]
Gender implications cannot be readily evaluated because of lack of data and qualitative information available to policymakers.	More visibility on gender disparities is the first step towards eliminating gender discrimination.	
Concerns related to food safety and quality issues and their impact on women are not widely disseminated within ministries or departments responsible for gender mainstreaming.	More visibility on the workings of the NQI will allow for better access for women to NQI services.	Women need to be able to have access to economic opportunities without discrimination. [RESOURCES]

Recommended gender equality activities

Recommended gender equality activities when providing technical assistance at the governance level are:

1. Implement awareness-raising activities for:
   - Policymakers on the gender equality impact of policy options and technical regulations
   - Ministries or Departments responsible for gender equality and empowerment of women on the potential implications of gender equality in TCB activities/NQI

   UNIDO policy and legislation experts need to receive appropriate preparation and training material in order to be able to raise awareness of policymakers on the gender equality impact of policy choices. They also need to brief gender ministries on the workings of the NQI and inform them of opportunities for empowerment of women.

2. Institute and train gender focal points within NQI institutions

   Gender focal points need to be set up in top-level institutions of the NQI. Training opportunities should be offered to gender focal points whose main responsibility is to ensure that gender equality is taken into consideration at all levels of NQI management and operations. In particular, gender focal points need to receive guidance on gender mainstreaming and QI.

3. Conduct a gender equality impact analysis of existing or drafted policy

   Policy and legislation experts should assess the gender equality impact of their policy proposals, specifically in relation to impacted sectors and overall burden for female workers.

QUALITY INSTITUTIONS LEVEL

General institutional capacity-building

Institutional capacity-building is an important part of UNIDO's technical assistance within trade capacity-building activities. Although each NQI body is specific in the services delivered and its operations, upgrading the activities of NQI bodies—or developing them when they do not exist—takes the generic form of training, study tours, networking events and procurement facilitation.

In practice, NQI bodies are mainly public entities although some services are delivered by the private sector in more industrialized economies (e.g. industrial metrology). Public-private partnerships are also increasingly found.

Gender equality issues faced at institutional upgrading level and their ensuing gender interests are described below:

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
GEEW is often not considered a priority for NQI operators on the grounds of more pressing industry-wide needs.	There is a need to increase knowledge on the impact of GEEW in the overall QI.	Long-term economic sustainability and stability will not be achieved if discrimination is perpetuated. [RESOURCES]
NQI-related jobs are on average male-dominated; this observation is consistent with the level of women's participation in science, technology, engineering and mathematics (STEM) education in general.*	• More young women and girls need to be enrolled in STEM disciplines. • More training opportunities for women should be created.	There is a need to abolish gender-based division of labour in NQI-related activities and to allow girls and boys to access the same opportunities and freedom of choice in their studies. [RESOURCES]

* UNESCO (2007). *Science, technology and gender: An international report*. Paris. Available at: http://unesdoc.unesco.org/images/0015/001540/154045e.pdf.

Recommended gender equality activities

Recommended gender equality activities when providing technical assistance aimed at institutional capacity-building are:

1. Introduce GEEW objectives in TA in individual institutions

   Institutional upgrading activities should be tied to collaboratively defined GEEW objectives for each institution. This could entail, on a step-by-step basis:

   - *Specific consideration of women, e.g. having separate toilets for female staff*
   - *Introducing gender focal points responsible for overseeing the uptake of GEEW considerations*
   - *A gender charter; including affirmative action channels in human resource management; an ethical code of conduct[15] including protection against sexual harassment*

2. Include gender balance criteria when constituting technical or working committees

   Terms of reference of technical or working committees established as part of project-level TA need to include gender parity objectives (40-60 per cent)

[15] Information on using an ethical code of conduct for GEEW activities can be found in annex IV.

Recommended women's empowerment activity

A recommended women's empowerment activity when providing technical assistance as part of institutional capacity-building is:

1. Implement a promotional campaign or support local actions, when they exist, for the promotion of NQI-related jobs to women and girls

   Promotional campaigns should build on available TCB data and convey positive leadership/role models to women and girls. Target groups should include secondary schools, universities and vocational training boards. In addition, communication experts within NQI institutions and related ministries need to be provided with information on NQI and its impact on beneficiaries and gender equality throughout the project cycle. Local initiatives for the promotion of STEM disciplines to women and girls also need to be supported.

Gender charter

As part of the available scope of actions when dealing with institutions and enterprises, implementing a gender charter can provide an interesting way of stimulating debate on gender equality and of improving the working conditions of women and men within the organization and can also act as a tool for recruitment.

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

WORK	1	Absence of any institutionalized form of discrimination, based either on policy (formal) or practice (informal)
	2	Absence of structural barriers (e.g. clauses in human resource management policy) to women or men performing the same tasks if required
	3	Technical and working groups to be constituted with gender balance (40-60 per cent) criteria. Meetings to be adjourned if target is not met
MONEY	4	Equal remuneration for women and men for work of equal value
	5	Equal access to employee benefits (e.g. pension schemes, holiday entitlements, health insurance, etc.)
KNOWLEDGE	5	No discrimination in access to information (e.g. career opportunities)
	7	Equal opportunities for training and professional development
	8	Specific training opportunities for workers recruited under affirmative action channel
TIME	9	Provision for childcare facilities
	10	Flexibility of working time, fair overtime schedules
	11	Equal length of paid paternity and paid maternity leaves
	12	Equal duration of working life years
VOICE	13	Gender-balance objectives (40-60 per cent) at governance, executive/management and technical/operational levels
	14	Requirement of a personal bank account for issuing salaries
HEALTH	15	Secure channel for reporting sexual harassment and protection against retaliation
	16	Protection of pregnant workers and workers who have recently given birth or are breastfeeding

Specific actions may already be in place within an organization without being grouped in a gender charter. The enactment of a gender charter has the advantage of focusing efforts and actions under one roof. In parallel, the human resource department needs to assess the feasibility of elaborating an affirmative action channel for recruitment of staff of the lesser represented sex. An ethical code of conduct, where it does not already exist, could be an offspring of the gender charter and will reinforce the protection of workers against moral and sexual harassment. Finally, the gender charter should be aligned with national legislation. It will benefit from the support of local or international GEEW advocacy initiatives and needs to integrate industry-related recommendations.

A model gender charter is provided in annex II.

Standardization

Within the standardization area, UNIDO provides technical assistance in the following areas:

- Establishment or strengthening of existing standardization bodies by providing training, setting up subsectoral technical committees and piloting standards development exercises
- Establishment or capacity-building of national enquiry points (NEPs) and notification authorities
- Promotion of the adoption of standards at national and regional level, and assistance with a country's participation in regional and international standards-setting or harmonization forums and networks
- Standards information (consumer outreach activities)

Because of its impact on the daily lives of consumers, standardization is a process that receives a great deal of attention. From industry lobbyists to advocacy groups and NGOs, economic, political and social interests crisscross the development of standards from drafting to publication—and beyond. Channelling in GEEW concerns implies making sure that standards being developed are screened for their potential gender equality impact and also that specific standards with high potential for women's empowerment are prioritized.

Generally located within standardization bodies, national enquiry points are responsible for facilitating access to information on trade and standards (e.g. individual standards, technical regulations and conformity assessment procedures, as well as administrative requirements in import markets, technical barriers to trade (TBT) and sanitary and phytosanitary (SPS) measures and other World Trade Organization (WTO) agreements, etc. in a personalized and customized manner responding to specific requests from economic agents and authorities.

Gender equality issues arising in the context of standardization activities and their ensuing gender interests are described below:

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
Gender equality concerns are not taken into consideration in the standardization process which can potentially result in the development of standards that perpetuate gender discrimination.	• Gender equality advocacy groups need to be included in the standardization process. • Products with high GEEW impact should take priority in the standardization process.	Giving gender equality concerns a voice in the standardization process is conducive to increasing the agency of women. [VOICE]
UNESCO places lack of access to information as the third most important issue facing women globally, after poverty and violence against women.*	Because they are important sources of information on trade, care should be taken that NEPs are not conducive to gender discrimination.	Equal access to economic information promotes increased economic and trade development. [RESOURCES]

* UNESCO (2003). *Gender Issues in the Information Society*. Paris. Available at: http://unesdoc.unesco.org/images/0013/001329/132967e.pdf.

Recommended gender equality activities

Recommended gender equality activities when providing technical assistance in the standardization area are:

1 Build capacity of gender equality advocacy groups and networks of women professionals so that they can actively participate in the standardization process

Standardization experts need to strengthen the capacity of gender equality advocacy groups and networks for participation in the consultative process and also to actively influence standards-setting for sensitive products.

2 Evaluate impact of operations of national enquiry points on gender equality

Access to information needs must be non-discriminatory. Experts should take into consideration gender equality when providing guidance. For example, location, opening hours, and staff hospitality are measures that impact on women's access to standards and national regulations.

Recommended women's empowerment activities

Recommended activities for women's empowerment when providing technical assistance within the standardization area are:

1 Include women and men equally in the work of technical committees

Terms of reference of technical committees need to take into consideration gender balance whenever possible. Female specialists should not only be encouraged to participate but also to lead the development process.

2 Build the capacity of gender equality advocacy groups and networks of women professionals to actively promote and lobby for the standardization of products and services with high potential for women's empowerment

Gender equality advocacy groups and networks should be able to influence standard-setting for products and services with high potential for women's empowerment. This includes products and services that:

- *Help relieve the burden of childcare and domestic work;*
- *Contribute to decrease maternal mortality and adolescent fertility rates;*
- *Increase economic participation and opportunities for women (e.g. sectors traditionally considered as women-dominated, such as argan oil processing in North Africa, rice cultivation in South-East Asia, etc.).*

Metrology

Metrology is the science of measurement and its applications and deals with the accuracy and hence reliability of measurements. It is divided into three main areas:

- Scientific metrology, dealing with the realization and maintenance of international and national measurement standards.
- Industrial metrology, ensuring the adequate functioning of measurements used in industry (production and testing processes).
- Legal metrology, seeking to ensure that measuring instruments used in trade, law enforcement and health services, for example, are accurate throughout their service life. This ensures that an equitable transactional situation exists between the consumer, citizen or patient and the trader, law enforcement agencies and health services. Verification officers are responsible for assessing the accuracy of measuring instruments and affixing verification marks or issuing verification certificates in case of successful evaluations.

Within the metrology area, UNIDO provides technical assistance in the following areas:

- Establishment or strengthening of laboratory capacities for industrial and legal metrology activities covering measurement and calibration requirements in accordance with the manufacturing and export needs of the country. This support involves assisting in the physical set-up and start-up of laboratories, including upgrading measurement

equipment, training technicians, providing assistance in networking, and participating in inter-laboratory comparisons, as well as providing support for accreditation.

Gender equality issues encountered when providing metrology-related technical assistance and their ensuing gender interests are summarized below:

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
NQI-related jobs are on average male-dominated; this observation is consistent with the level of women's participation in STEM education in general.	• More young women and girls need to be enrolled in STEM disciplines • More training opportunities for women should be created.	Gender-based division of labour in NQI-related activities should be abolished, allowing girls and boys to have the same opportunities and freedom of choice in their studies. [RESOURCES]
Because they engage on a daily basis with economic agents who assess their services, verification or surveillance officers can be subject to harassment or intimidating behaviour. Officers themselves can engage in corrupt practices so that the job carries a high level of risk.	There is a need to secure the working environment of verification officers in order to continue to attract a talented workforce, especially women.	

Recommended gender equality activity

A recommended gender equality activity when providing technical assistance in the area of metrology is:

1 Modify UNIDO assistance to ensure compliance with an ethical code of conduct

Capacity-building activities in the field of legal metrology should comply with an ethical code of conduct. TCB interventions need to contribute to eliminating all forms of discrimination.

Recommended women's empowerment activities

Recommended women's empowerment activities when providing technical assistance in the area of metrology are:

1 Include gender balance criteria when selecting candidates for training in metrology and consider affirmative action where possible

Providing the opportunity for women leadership/role models in a male-dominated environment acts as an encouragement to other women and girls. Self-defence training for all officers needs to be routinely organized and the assignment of verification officers should take into consideration distance of the verification site from the office, population density (urban or rural area) and risk involved (level of trafficking, corruption and crime rates, etc.)

2 Implement a promotional campaign or support local actions, where these exist, for the promotion of NQI-related jobs for women and girls

Promotional campaigns should build on available TCB data and convey positive leadership/role models to women and girls. Target groups should include secondary schools, universities and vocational training boards. In addition, throughout the project duration, communication experts within NQI institutions and ministries need to be provided with NQI-related information, including on the impact of gender equality interventions on beneficiaries. Local initiatives for the promotion of STEM disciplines to women and girls should also be supported.

OPENING TECHNICAL AND LEADERSHIP POSITIONS TO WOMEN IN ZAMBIA

Since 2011, UNIDO has been providing technical assistance in developing Zambia's export sector by re-engineering its National Quality Infrastructure. Through its institutional support, UNIDO is working successfully towards gender equality and the empowerment of women.

The Organization is collaborating with two institutions to enhance women's participation in technical and leadership positions: the Zambia Weights and Measures Agency (ZWMA) and the Zambia Bureau of Standards (ZABS). In the course of the project, the first women ever were hired in technical and management positions within ZMWA. In addition, a gender policy was drafted committing the Human Resources Department to encouraging the recruitment of women candidates as well as giving priority to women employees in technical and management training. These changes will facilitate the recruitment of more women at all levels in future. In the case of ZABS, a gender focal point was designated in order to ensure efficient cooperation on gender as well as better gender mainstreaming within the institution. Additional training on gender mainstreaming in Zambia's National Quality Infrastructure will also be organized in the course of the project.

More information: http://www.unido.org/en/what-we-do/trade/quality-and-compliance-infrastructure/standards-and-conformity/zambia-gearing-up-for-trade.html

QUALITY SERVICES LEVEL

Conformity assessment activities

Conformity assessment is the demonstration that specified requirements relating to a product, process, system, person or body are fulfilled.[16] The methods of demonstrating conformity include testing, inspection, suppliers' declarations of conformity and certification. Detailed requirements include those contained in suppliers' or purchasers' specifications, national, regional or international standards or government regulations.

At conformity assessment level, UNIDO provides technical assistance in the following areas:

Testing

- Establishment or strengthening, in order to achieve international accreditation, of laboratory capacities for material and product testing, primarily for microbiological and chemical analysis, and secondarily for specialist laboratories for industrial subsectors with export potential.
- Specifications of testing and equipment requirements; technical support for the harmonization of testing procedures; training of staff, including assistance in networking and participating in proficiency testing schemes; and providing support for accreditation.

Certification

- Establishment or strengthening of certification bodies and public certification services.
- Assistance in the development of product conformity mark schemes.

Inspection

- Establishment and strengthening of inspection services and competent authorities for inspections of food producers, border inspection points, etc.
- Support in elaborating quarantine and crisis handling procedures.

Gender equality issues faced at this level and their ensuing gender interests are summarized below:

[16] ISO/IEC 17000:2004.

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
NQI-related jobs are on average male-dominated; this observation is consistent with the level of women's participation in STEM education in general.	• More young women and girls need to be enrolled in STEM disciplines. • More training opportunities for women should be created.	There is a need to abolish gender-based division of labour in NQI-related activities and to allow girls and boys to have the same opportunities and freedom of choice in their studies. [RESOURCES]
Within the NQI, border inspection control points are areas particularly liable to gender-based violence, including physical harassment and abuse, verbal insults, stripping, sexual harassment, and rape, especially within regions with important levels of cross-border informal trade.*	Border inspection checkpoints should be violence-free zones and should be given the appropriate means to protect women traders and carriers.	Gender-based violence must be eliminated. It holds back women from freely engaging in economic activity and limits their inclusion to the informal sector. [RESOURCES]

* World Bank (2013). *Women and Trade in Africa: Realizing the Potential.* Available at: http://documents.worldbank.org/curated/en/2013/01/18490089/women-trade-africa-realizing-potential.

Recommended gender equality activities

Recommended gender equality activities when providing technical assistance in the area of conformity assessment are:

1 Modify UNIDO assistance to ensure compliance with an ethical code of conduct

Capacity-building activities in the field of inspection need to be modified to ensure compliance with an ethical code of conduct. TCB interventions must contribute to the elimination of all forms of discrimination.

2 Joint pilot projects on cross-border inspection points

Projects involving training and skills upgrading of inspection officers, including border inspectors, should be designed and implemented in collaboration with specialized agencies (e.g. the World Customs Organization (WCO), the International Organization for Migration (IOM) or the United Nations Office on Drugs and Crime (UNODC)) with the objective of sharing best practices on border management training.

Recommended women's empowerment activities

Recommended women's empowerment activities when providing technical assistance in the area of metrology are:

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1 Assess the opportunity for developing or supporting the establishment of a public women-owned business certification scheme[17]

Women-owned business certification schemes potentially create marketing opportunities, open special public procurement channels, and facilitate preferential access to finance and networking opportunities for certificate owners. It is a tool to foster women entrepreneurship and influence public opinion.

2 Include gender balance criteria when selecting candidates for the training of conformity assessment professionals (laboratory technicians, inspectors, certification agents) and consider affirmative action where possible

Giving the opportunity for women leadership/role models in a male-dominated environment acts as an encouragement for other women and girls.

[17] Details of the women-owned business certification scheme are given in annex V.

3 Implement a promotional campaign or support local actions, where these exist, for the promotion of NQI-related jobs for women and girls

Promotional campaigns need to build on available TCB data and convey positive leadership/role models to women and girls. Target groups should include secondary schools, universities and vocational training boards. In addition, throughout the project duration, communication experts within NQI institutions and ministries should be provided with NQI-related information, including on the impact of gender quality interventions on beneficiaries. Local initiatives for the promotion of STEM disciplines to women and girls should also be supported.

EMPOWERING WOMEN AND STIMULATING GROWTH IN THE ARAB REGION

UNIDO is in partnership with the Arab Industrial Development and Mining Organization (AIDMO) and the Arab Accreditation (ARAC) body to support the implementation of the Regional Arab Standardization Strategy. The ultimate objective of the project is to reduce the number of non-tariff barriers to trade, thus enhancing intra-regional trade and making Arab firms more competitive globally.

In order to effectively support gender equality and women's empowerment, the first phase of the project concentrated on collecting sex-disaggregated data in order to better prepare further activities. UNIDO delivered assistance in a gender-responsive way, raising awareness on gender issues and demonstrating good practices. The project also developed a Good Governance Training Programme for Quality Professionals, which will be further expanded to cover gender equality and non-discrimination.

During the second phase of the project, gender is being linked to ISO 26000 on social responsibility. This subject is fully recognized as a cross-cutting issue and forms part of the standards that firms must achieve in order to comply with the Regional Arab Standardization Strategy. Additionally, gender specialists are supporting AIDMO and ARAC in defining and incorporating gender mainstreaming policies.

The results collected during phase one of the project are being used to reach out to women to participate in training activities at managerial and technical levels, and in decision-making activities. In this way, women's participation at all levels in quality infrastructure improvement in the region is being promoted.

More information: http://www.arabarac.org/

Quality awards

Quality promotion activities aim at strengthening demand for quality services and, on a broader level, laying the ground for a quality culture. Among these, the organization of quality awards has a special mention because of the stimulation such awards create among the business community, including a drive for excellence among quality technicians, and the visibility they provide on the workings of the NQI. The organization of quality awards needs therefore to be screened in order to take on board considerations of gender equality and empowerment of women.

Gender equality issues faced within quality promotion activities and their ensuing gender interests are summarized below:

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
Women are under-represented in business communities: the IFC estimates that the number of women-owned firms in developing countries amounts to a mere 34 per cent.*	There is a need to increase the number of women entrepreneurs, not only at small or medium, but also at large-scale levels.	Entrepreneurship is the path to job creation and income generation, reducing inequalities among women and men. [RESOURCES]

*IFC. (2011). Women and Business: Drivers of Development. *Telling our story*, 5(2). Available at: http://www.ifc.org/wps/wcm/connect/e6d87700484e76dda3f5af5f4fc3f18b/TOSwomen_Sep2011.pdf?MOD=AJPERES.

Recommended gender equality activity

A recommended gender equality activity when organizing quality awards is:

1 **Gender mainstreaming the organization of quality awards needs to be done at three levels:**

SELECTION PROCESS

1. Criteria for the selection of companies should include GEEW considerations. These entail the existence of:
- special work arrangements for women
- gender objectives and gender focal points
- a gender charter
- affirmative action channels or
- an ethical code of conduct taking into consideration GEEW
2. Each criterion can be assigned equal value or weighted according to its ability to address gender discrimination

THE JURY

3. Should be composed of the same number of women and men
4. Should receive training/awareness on GEEW issues pertaining to quality infrastructure
5. Women in the jury are leadership figures who inspire admiration, whether in business, administration or scientific areas

COMMUNICATION

6. Communication channels used should receive equal attention from women and men
7. Women entrepreneurs' networks should be specifically targeted—women must have the same opportunity to participate
8. Women award winners should be widely publicized and case studies should be written up and circulated

Recommended women's empowerment activity

A recommended women's empowerment activity when organizing quality awards is:

1 **Include a specific award for women entrepreneurs ("women entrepreneurship quality award")**

A specific award needs to be designed for women entrepreneurs with the objective of promoting their products and services and upgrading their quality. Widely publicizing the achievements of nominees and winners is conducive to generating positive women leadership/role models for young women and girls.

ENTERPRISE LEVEL

Enterprise quality upgrading

Quality upgrading at the level of producers and companies calls for implementing quality management systems; training quality personnel and raising awareness of top management on quality issues; supplying experts and information; and organizing industry meetings on quality hazards.

At enterprise level, UNIDO provides technical assistance in the following areas:

- Pilot projects for capacity-building related to both product standards and systems standards, such as ISO 9000, ISO 14000, ISO 22000, SA 8000, and traceability
- Capacity-building of public and private sector operators to actively engage with NQI institutions

Gender equality issues which can arise in the course of enterprise quality upgrading activities and their ensuing gender interests are summarized below:

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
Women's businesses are not proportionately represented among small and medium-sized firms and face challenges to grow. They often fail to receive appropriate training and finance.	There is a need for TCB programmes and activities to better integrate women entrepreneurs and producers.	Working towards economic equality increases women's ability to contribute to the family income and reduces their vulnerability and dependence. [RESOURCES]
Women usually manage businesses using low-cost equipment because of unequal access to capital and assets.		
Due to lack of integration of their companies and unequal access to information, women tend to be excluded from business networks, industry meetings and forums.		

Recommended gender equality activities

Recommended gender equality activities when implementing technical assistance activities for enterprise quality upgrading are:

1 Adapt TA to embrace GEEW objectives at the level of each enterprise

GEEW objectives need to be set according to the level of development of the company with specific consideration of women, gender focal point, gender charter, affirmative action channels, and the ethical code of conduct.

2 Support the implementation of social standards

Integrated Management Systems (IMS) are a stepping stone for taking up more general sustainability issues, including gender equality. Advocating for IMS and providing assistance in the implementation of social standards is a first step towards integrating GEEW considerations in the company.

Recommended women's empowerment activity

Recommended women's empowerment activities when implementing technical assistance activities for enterprise quality upgrading:

1 Consider affirmative action when selecting candidates for the training of quality managers

Providing an opportunity for women leadership/role models in a male-dominated environment acts as an encouragement to other women and girls.

Quality upgrading through a value chain approach

Carrying out a value chain analysis in a specific sector facilitates the identification of quality disruption points with precision and the design of appropriate upgrading interventions.

When a value chain needs upgrading, UNIDO provides technical assistance in the following areas:

- The identification of disruption points (in terms of quality, food safety, environmental and social performance)
- Development of quality training, implementation of Integrated Management Systems, support partnerships and cooperation between value-chain actors

Gender equality issues faced within value chain upgrading activities and their ensuing gender interests are summarized below:

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
In developing countries, and especially in the agricultural sector, women invariably have less access to productive resources than men, often do not have property rights, and are excluded from public finance programmes resulting in a lower quality of their final products.	Women should be trained on specific quality challenges faced by their product value-chain and on the remedial measures to be adopted.	There is a need to ensure that access to economic resources and agency are not restricted by the fact that a person is born a girl or a boy. [RESOURCES]
Labour-intensive export-oriented industries in developing countries often favour women workers because they are generally more available, cheaper, and less unionized. As a result, women are trapped in a low-skill, low-wage, low-productivity situation.	Labour welfare, especially pertaining to working conditions of more vulnerable women workers, has to be included in production costs.	Female and male workers have equal rights to a decent working environment, mindful of their health and encouraging skills development. [RESOURCES]

Recommended gender equality activity

A recommended gender equality activity when providing technical assistance within a value chain approach is:

1 Adapt TA to embrace GEEW objectives at the level of each partner sectoral institution

GEEW objectives need to be set for each value-chain segment according to the level of readiness: equal pay for equal work, specific considerations for women, industry-wide gender focal point, gender charter, ethical code of conduct.

Recommended women's empowerment activity

A recommended women's empowerment activity when implementing technical assistance activities with a value chain focus is:

1 Include gender balance criteria when selecting candidates for training in upgrading interventions. Consider affirmative action when possible.

Providing an opportunity for women's leadership/role models acts as an encouragement to other women and girls.

Standards/quality education skills training

Standards and quality education and skills training is part of TCB core technical assistance and includes activities in the following areas:

- Quality policy/governance
- Quality infrastructure (standardization, metrology, accreditation)
- Quality services (calibration, testing, certification)
- Quality promotion

Gender equality issues faced within standards and quality education and skills training activities and their ensuing gender interests are summarized below:

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
Access to education and training is a major challenge faced by women and girls worldwide at all levels.	TCB training material needs to be gender balanced and more relevant to the challenges faced by women.	Inequality in access to training must be eliminated [RESOURCES].

Recommended women's empowerment activities

A recommended women's empowerment activity when implementing technical assistance activities for standards and quality education and skills training is:

1 **Implement a promotional campaign or support local actions, where these exist, for the promotion of NQI-related jobs for women and girls**

Promotional campaigns need to build on available TCB data and convey positive leadership/role models to women and girls. Target groups should include secondary schools, universities and vocational training boards. In addition, throughout the project duration, communication experts within NQI institutions and ministries should be provided with NQI-related information, including on the impact of gender equality interventions on beneficiaries. Local initiatives, where these exist, for the promotion of STEM disciplines to women and girls should also be supported.

ENHANCING WOMEN'S PARTICIPATION IN BURUNDI'S COFFEE SECTOR

Meeting the standards needed to enter the world market is a challenge for a developing country such as Burundi. This is why UNIDO is helping coffee producers there to comply with quality and sanitary and phytosanitary (SPS) standards, thus improving hygiene and food quality.

UNIDO's intervention focuses on training and raising producers' awareness on standardization measures. Throughout the project, women have been encouraged to participate in training and also to take on higher positions such as becoming trainers themselves or becoming inspectors. In this way, they are empowered to change women's traditional roles in their communities. Thanks to a sex-disaggregated data analysis, organizers are able to reach out better to women and involve them in project activities.

Moreover, in order to achieve sustainable results lasting beyond the end of UNIDO's intervention, gender mainstreaming is included in all work with the Burundi Bureau of Standards and other counterparts.

More information: http://unidoptc.org/?q=content/tcb_proj_3

CONSUMER LEVEL

Consumer associations

As the final beneficiaries of quality upgrading activities, consumers and consumer associations play an important role in safeguarding rights to safe products, mindful of health and the environment. UNIDO builds their capacity to defend and promote consumer protection at local and national levels.

At consumer level, UNIDO provides technical assistance in the following areas:

- Increasing awareness of issues related to quality, standards and technical regulations, in particular those pertaining to food safety concerns, consumer protection rights, and plant, animal and environmental protection

Gender equality issues faced at the level of consumer association capacity-building activities and their ensuing gender interests are summarized below:

GEEW ISSUES	GENDER INTERESTS	
	PRACTICAL *(mitigating)*	STRATEGIC *(transformative)*
Involvement of women as a distinct category of consumer is of great value when considering GEEW but is often not recognized as a priority by consumer associations and can thus impede effective GEEW actions.	Consumer associations should be supported in assessing gender impacts.	Active participation of women in civil society acts towards the attainment of political equality [VOICE].

Recommended gender equality activities

Recommended gender equality activities when implementing technical assistance activities for consumer association capacity-building activities include:

1 Adapt TA to embrace GEEW objectives at the level of each association

GEEW objectives need to be set according to the level of existing awareness within the consumer association: active promotion of gender balanced recruitment, gender-sensitive knowledge/information resources, advocacy material for gender equality.

2 Include GEEW advocacy groups when building capacity of consumer associations

GEEW advocacy groups should be invited to participate in training and other activities aimed at building the capacity of consumer associations.

Table 5 shows potential gender outcomes, outputs and indicators related to the specific interventions of the TCB Branch.

Table 5. Indicative GEEW logical framework and indicators according to TCB technical area

TECHNICAL AREA	GEEW OUTCOMES	GEEW OUTPUTS	GEEW INDICATORS*
Governance	• The national quality council incorporates a gender observatory responsible for overseeing the application of public GEEW decisions and producing gender statistics • Quarantine and crisis handling procedures in the case of export rejection include mitigating measures for most vulnerable groups, including women producers	• Ministerial executive staff receive appropriate training on gender implications of QI-related legislation and regulation • Ministries or departments responsible for gender mainstreaming are trained on TBT/SPS issues and understand the implications for women • Top-level institutions of the NQI have gender focal points • Impact assessments of possible gender outcomes of policy options are undertaken • Women's associations and networks are included in quality policy consultations • Sex-disaggregated statistics and qualitative information on women's inclusion and participation in NQI activities are widely disseminated • The legislative framework includes requirements for gender balance objectives at decision-making levels within public NQI institutions	• Number of measures for mitigating impact of policy and policy decisions on women • Percentage of quality policy decisions on which gender equality advocacy groups have been consulted • Number of GEEW recommendations or reports issued by the Quality Council • Number of impact assessment studies • Number of awareness-raising activities for policymakers implemented • Percentage of women in key positions relevant to the NQI • Number of GEEW focal points officially appointed
Quality institutions	• A national plan requires the mandatory inclusion of women on technical committees and certification committees and fosters the general integration of GEEW networks within the NQI	• Business plans and HR policies of quality institutions adopt a gender-sensitive management approach and contain GEEW objectives • Quality institutions develop a gender policy/charter • A study of GEEW impacts on quality infrastructure, including sustainability aspects, is disseminated to quality institutions and Conformity Assessment Bodies (CABs) • Gender equality advocacy groups and networks of female professionals receive adequate training to actively participate in the standardization process • The National Enquiry Point (NEP) incorporates a gender policy	• Number of women recruited in the course of project implementation with long-term contracts • Achievement of gender balance objective (40-60 per cent) at the end of project implementation • Percentage of TCB recommendations included in the gender charter • Achievement of gender balance objective (40-60 per cent) at decision-making levels (governance, executive/management) • Number of GEEW advocacy groups and women's professional networks that actively contributed to the standardization process in the course of project implementation • Percentage of technical committees including women • Percentage of technical committees headed by women • Number of standards drafted for products with high GEEW impact • Percentage of female verification officers trained • Percentage of women-owned enterprises using the services of National Enquiry Points (NEPs)

Quality services	• A standards/quality education skills training centre is created incorporating gender-sensitive training of trainers and specific training opportunities for women	• A national campaign promotes QI-related employment opportunities and favours the enrolment of girls and young women in Science and Technology (S&T) disciplines • A national reference group on Women in S&T is created/supported and includes a working group on NQI	• Number of nation-wide promotional campaigns on NQI-related jobs and activities aimed at women and girls • Percentage of supported institutions organizing "doors open days" for local schools and girls
	• Legal metrology activities include implementation of a gender-sensitive code of conduct	• Training of border inspection agents on measures to combat gender-based violence, including human trafficking, and protect victims is carried out • The enforcement of codes of conduct for inspectors is supported	• Percentage of officials receiving TCB training who sign the ethical code of conduct • Percentage of female inspectors trained • Percentage of newly-recruited female inspectors
	• A women-owned business certification scheme is developed and implemented	• Special women entrepreneurship quality awards are organized	• Number of procurement contracts obtained through women-owned business certification • Number of candidates for women entrepreneurship quality award
Enterprise quality upgrading	• Major companies form a national coalition on gender-sensitive products and services that oversees quality aspects and working conditions	• Quality upgrading training includes support to female producers in restructuring, starting their own ventures or expanding their businesses • Professional networks of women entrepreneurs are supported, including linkages to international fora, and are trained on quality-related issues • The introduction of social protection (private) standards based on market potential and making appropriate provision for childcare facilities and flexible working hours is supported.	• Number of producers with high potential for GEEW impact supported • Achievement of gender balance objective (40-60 per cent) at management levels | technical levels | administrative levels • Percentage of women's participation rate in household decision-making in relation to: everyday consumption | leisure activities | major investment decisions • Percentage of women having their own bank account • Ratio of female to male time spent on: childcare | paid work | domestic work | free/leisure time • Number of GEEW groups and networks created with support of the project • Percentage increase in the share of women in professional networks • Percentage increase in the share of men in GEEW advocacy groups • Percentage of female quality managers

Table 5. (continued)

TECHNICAL AREA	GEEW OUTCOMES	GEEW OUTPUTS	GEEW INDICATORS*
Value-chain quality upgrading	• A TCB-specific methodology is developed whereby gender analysis is carried out against the backdrop of Hazard Analysis and Critical Control Points (HACCP) and interventions are assessed based on their potential GEEW impact	• Priority sectors and interventions are selected according to potential GEEW impact • Sector analyses include women's contribution to quality and safety of products	• Ratio of male to female rates of pay (in comparable value-chain segments) • Percentage of women in better paid positions (across segments of the value chain) • Ratio of women to men enrolling in TCB training • Ratio of women to men successfully completing TCB training
Consumers	• The national consumer protection policy includes UNIDO/TCB recommendations on GEEW	• Consumer associations are trained on gender assessment • A national campaign for women's enrolment in consumer associations is supported • A national reference group on women in consumer movements is created/supported which reports on specific gender-sensitive products	• Percentage increase in the share of women in consumer associations • Number of standards drafted for products with high GEEW impact

* For a classification of indicators according to TCB GEEW strategic objectives, see annex I.

6. GENDER MAINSTREAMING IN PROJECT MONITORING AND EVALUATION

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

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

Adequately mainstreaming gender during project formulation will set the stage on how and to what extent gender dimensions will be integrated into implementation as well as monitoring and evaluation. The gender mainstreaming checklist (table 4) is a good way to double check how well gender dimensions have been integrated into a project document and can help identify opportunities, if any, for improvement.[18]

Monitoring gender results

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

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

Evaluating gender results

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

Any explicit gender components of the project (e.g. gender objectives, outcomes or outputs) will be a good reference point to evaluate. To this end, gender-specific evaluation questions should be identified and integrated into the terms of reference for the project's evaluation in line with the UNIDO Evaluation Group's guidelines on integrating gender into evaluations.[19] Moreover, it would be beneficial to integrate an evaluation component that identifies good practices and lessons learned from the intervention with regard to gender equality and the empowerment of women.

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

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

[18] UNDP (2012). *Gender Marker: Guidance Note: Tracking Gender-Related Investments and Expenditures in ATLAS.*

[19] For more detailed information, please refer to annex VIII for the UNIDO Evaluation Group Guide to integrating gender into evaluations of UNIDO programmes and projects.

GENDER-RESPONSIVE EVALUATION*

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

*International Service for National Agricultural Research, 2001. Available at: http://www.seachangecop.org/sites/default/files/documents/2001%2006%20FAO%20Engendered%20Logframe%20Approach.pdf

Building case studies

Case studies can be used in a systematized approach, e.g. as part of the M&E process, or in an ad hoc manner.[20] Case-based M&E involves qualitatively assessing the progress (monitoring) or presence (evaluation) of predefined indicators within specific groups of beneficiaries or project partners. Ad hoc case studies can be developed for on-the-spot assessments or to highlight specific results not readily available through quantitative analysis.

[20] ADDITIONAL RESOURCES:
- UICN (2000). *Taking the Pulse of Gender. Gender-Sensitive Systems for Monitoring and Evaluation*. San José. Available at: http://www.genderandenvironment.org/generoyambiente.org/index.php/en/knowledge-center/doc_download/1787-module-4-taking-the-pulse-of-gender-gender-sensitive-systems-for-monitoring-and-evaluation.
- UNDP (2009). *A user's guide to measuring gender-sensitive basic service delivery*. Oslo. Available at: http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/a-users-guide-to-measuring-gender-sensitive-basic-service-delivery-
- BRIDGE (2007). *Cutting Edge Packs. Gender and Indicators*. Brighton. Available at: http://www.bridge.ids.ac.uk/go/bridge-publications/cutting-edge-packs/gender-and-indicators/gender-and-indicators.
- IDS Participatory methods website: http://www.participatorymethods.org.

Systemized case studies

Designing a qualitative M&E system requires:

- Selecting the right target group and sample size
- Selecting the appropriate survey type
- Asking the right questions
- Analysing the questions and presenting the results

Once qualitative indicators have been set for desired outcomes and/or outputs, the appropriate target group(s) need to be selected. Although the selection process will mainly depend on the expected outcome(s) to be measured by the indicator, a number of considerations will be influential including: prior local research work and publications on the indicator, availability of qualified interviewers in the field or possibility of partnerships with local research institutions, subsidiary use of data collected (e.g. promotional purposes) and availability of resources.

Defining the appropriate survey type will stem from decisions made above. Four basic methods exist, depending on the mode of administration and the requirement for group data:

	Individual	Group
Physically present interviewer	Face-to-face	Focus group
Self/computer-aided administration	Internet survey	Brainstorming group

Sensitive surveys require administration by trained interviewers but will not be able to cover large samples for the requirements of technical assistance projects. Internet surveys can be quickly set up with a minimum amount of resources for relatively unsophisticated data and made widely available, but will only be relevant for computer-literate target groups with Internet access. Alternatively, interviewers can fill in Internet surveys with respondents.

Designing the right questions ideally needs to be done with local support, i.e. GEEW advocacy groups or research institutions. This ensures any cultural, religious or ethnic bias is taken into consideration.

As far as the time interval for collection is concerned, 3-month, 6-month or 12-month periods are generally used, depending on the duration of the project, timeframe for reaching the expected outcome, density of activities, complexity of the M&E system, etc.

Data analysis and representation need to be done according to the requirement for measurement of indicators. Once this objective is attained, captured data can be used to showcase representative individual or group beneficiaries. Case studies need to portray achievements in terms of increased access to resources, rights and influence over decision-making capacity.

Ad hoc case studies

The same process needs to be followed for ad hoc case studies, with the exception of having to define time intervals. Such case studies can only evaluate the presence (or absence) of defined indicators. The narrative is therefore an important element of this type of case study.

Communicating gender results

Disseminating gender results in a way that is understandable and useful for different stakeholders is one of the main challenges for gender mainstreaming. Usually, there is a general information gap and lack of understanding among partners on:

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

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

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

ANNEXES

ANNEX I. TCB GEEW OBJECTIVES AND CORRESPONDING INDICATORS

The table below shows components and sub-components of TCB strategic objectives for gender equality and empowerment of women (GEEW), corresponding indicators and their areas of relevance for technical activities. Indicators at project level should be selected according to project GEEW objectives. In this respect, during project formulation also see the relevant terms of reference which can be found in Annex VII.

GEEW OBJECTIVE	COMPONENT	SUB-COMPONENT	INDICATOR	Governance	Institutions	Services	Enterprises	Consumers
Promote equal access to resources and training opportunities [RESOURCES]	Opportunity for skills development	EDUCATION	Number of nation-wide promotional campaigns for women and girls on NQI-related jobs and activities	x	x	x		
			Percentage of supported institutions organizing "open doors" days for local schools and girls	x	x	x		
		ADULT TRAINING	Ratio of women to men enrolling in TCB training		x	x		
			Ratio of women to men successfully completing TCB training		x	x		
		QUALITY PROMOTION	Number of candidates for women entrepreneurship quality award				x	
		KNOWLEDGE RESOURCES	Percentage of women-owned enterprises using the services of National Enquiry Points		x	x	x	
	Access to and reward for work	EMPLOYMENT	Number of women with long-term contracts recruited in the course of project implementation		x	x		
			Achievement of gender balance objective (40-60 per cent) at the end of project implementation		x	x	x	
		GENDER CHARTER	Percentage of TCB recommendations included in the gender charter		x	x	x	
		WAGES	Ratio of women's income to men's income (in comparable value-chain segments)		x	x	x	
			Percentage of women in better paid positions (across segments of the value chain)		x	x	x	
		ENTREPRENEURSHIP	Number of procurement contracts obtained as a result of women-owned business certification	x			x	
			Number of producers or entrepreneurs with high potential for GEEW impact supported			x	x	

Ensure that QI-related policy and legislative environment are not conducive to discrimination against women [RIGHTS]	Even out the impact of QI-related policy and technical regulations	LEGISLATION	Number of measures for mitigating negative impact of policy and policy decisions on women	x				
			Percentage of quality policy decisions on which gender equality advocacy groups have been consulted	x				
			Number of GEEW recommendations or reports issued by NQI council	x				
			Number of impact assessment studies	x				
			Number of awareness-raising activities implemented for policymakers	x				
	Safe, non-discriminatory delivery of NQI-related services, favourable to trade development	CONDITIONAL SUPPORT/ TRAINING	Percentage of officials receiving TCB training signing the ethical code of conduct		x	x		
		WOMEN AS DRIVERS OF CHANGE	Percentage of women inspectors/verification officers trained		x	x		
			Percentage of newly-recruited women inspectors/verification officers		x	x		
			Percentage of women quality managers		x	x		
Contribute to enhancing the leverage of women in gaining power and control over their own lives [VOICE]	Power to influence decisions in economic/work environment	INSTITUTIONS	Percentage of women in key positions relevant to the NQI	x	x			
			Achievement of gender balance objective (40-60 per cent) at decision-making levels (governance, executive/management)	x	x	x	x	
			Achievement of gender balance objective (40-60 per cent) at technical levels	x	x	x	x	
			Achievement of gender balance objective (40-60 per cent) at administrative levels	x	x	x	x	
			Number of GEEW focal points officially appointed	x	x	x	x	
		NETWORKS	Number of GEEW groups and networks created through the project			x	x	x
			Percentage increase in the share of women in professional networks/consumer associations			x	x	x
			Percentage increase in the share of men in GEEW advocacy groups			x	x	x
		STANDARDIZATION	Number of GEEW advocacy groups and women's professional networks that actively contribute to the standardization process in the course of project implementation		x			
			Percentage of technical committees including women	x	x			
			Percentage of technical committees headed by women	x	x			
			Number of standards drafted for products with high GEEW impact	x	x			x
	Ability to influence resource allocation and take decisions within the household	HOUSEHOLD RESOURCE ALLOCATION	Percentage of women's participation rate in household decision-making in relation to: everyday consumption | leisure activities | major investment decisions	x	x	x	x	
			Percentage of women having their own bank account	x	x	x	x	
		TIME-USE WITHIN HOUSEHOLD	Ratio of women's and men's time spent on: childcare | paid work | domestic work | free/leisure time	x	x	x	x	

GEEW OBJECTIVE	COMPONENT	SUB-COMPONENT	INDICATOR	Governance	Institutions	Services	Enterprises	Consumers
Ensure women and men benefit equally from all project activities and that discrimination is not perpetuated [PROJECT MANAGEMENT]	Equal representation at all levels of project management	WOMEN IN DEVELOPMENT	Percentage of women in project steering committee(s)					
			Percentage of women in working groups					
			Percentage of women among project staff					
	Consideration of gender equality concerns at all stages of project management cycle	GENDER AND DEVELOPMENT	Percentage of international and national consultants trained in gender mainstreaming					
			Percentage of project documents, including promotional material, screened for GEEW impact					
			Percentage of TCB gender mainstreaming recommendations followed					
			Number of specific GEEW indicators established for the project					
			Percentage of budget devoted to GEEW activities					
		EMPOWERMENT	Number of specific affirmative actions/activities on women's empowerment					

ADDITIONAL RESOURCES: GEEW INDICATORS

GENERAL

- World Bank Gender Equality Data and Statistics – datatopics.worldbank.org/gender
- UNSD Gender Statistics – unstats.un.org/unsd/gender/default.html
- OECD DEV Social Institutions and Gender Index – www.genderindex.org
- UNDP Human Development Report (HDR) Gender Inequality Index – hdr.undp.org/en/content/gender-inequality-index-gii
- World Economic Forum (WEF) Global Gender Gap Report – www.weforum.org/issues/global-gender-gap

RESOURCES

- FAO Gender and Land Rights database – www.fao.org/gender/landrights/home/en
- UNESCO Women in Science – www.uis.unesco.org/ScienceTechnology/Pages/gender-and-science.aspx
- UNESCO Institute for Statistics (UIS) Gender and Education – www.uis.unesco.org/Education/Pages/gender-education.aspx
- WHO Global Health Observatory (GHO) on Violence against Women – www.who.int/gho/women_and_health/violence/en
- USAID Demographic and Health Surveys (DHS) – www.dhsprogram.com
- ILO Statistics and databases – www.ilo.org/global/statistics-and-databases/lang--en/index.htm

RIGHTS

- IFC Women, Business and the Law – wbl.worldbank.org
- UN Office of the High Commissioner for Human Rights (OHCHR) CEDAW treaty database – tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en
- OECD Gender, Institutions and Development Database – stats.oecd.org/Index.aspx?datasetcode=GIDDB2012

VOICE

- Inter-Parliamentary Union (IPU) Women in Politics – www.ipu.org/iss-e/women.htm

ANNEX II. MODEL GENDER CHARTER

{Institution's name}

GENDER CHARTER

— {creation/revision date} —

A charter for gender equality and the empowerment of women aiming at the full participation of women and men in all spheres of our institution without discrimination.

PREAMBLE

1. {Institution's name} recognizes that gender discrimination is a serious threat to human development, both at a personal level and for society in general. Its ubiquitous repercussions on the economy are disastrous.
2. {Institution's name} commits to pursue the goal of gender equality and empowerment of women at all levels of its organization, including service delivery to end-users/consumers, with the objective of creating a stronger and more prosperous institution.
3. To this end, {Institution's name} has developed the following Core values and Principles and has defined Roles and Responsibilities to ensure their implementation, monitoring and evaluation.

CORE VALUES

4. {Institution's name}'s staff adheres to the following core values:

- Equal rights for women and men
- Equal access to resources and career opportunities for women and men
- Ability to positively contribute and influence the institution's life for all

PRINCIPLES

5. {Institution's name} has adopted the following principles to guide its daily activities:

— WORK —

A. Absence of any institutionalized form of discrimination, either based on policy (formal) or practice (informal).
B. Absence of structural barriers (i.e. clauses in the human resource management policy) to performing the same tasks if required.
C. Technical and working groups to be constituted with gender balance (40-60 per cent) criteria. Meetings to be adjourned if target is not met.

— REMUNERATION —

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

— KNOWLEDGE RESOURCES —

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

— TIME —

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

— VOICE —

M. Gender-balance objectives (40-60 per cent) at governance, executive/management and technical/operational levels.

N. Requirement of a personal bank account for issuing salaries.

— HEALTH —

O. Secure channel for reporting sexual harassment and protection against retaliation.

P. Protection of pregnant workers and workers who have recently given birth or are breastfeeding.

ROLES AND RESPONSIBILITIES

6. Governance board—advises the Gender charter committee in relation to gender equality objectives and indicators; advocates for gender equality at institutional level and with stakeholders.

7. Gender charter committee—sets annual gender equality and empowerment of women objectives and indicators; is responsible for the monitoring and evaluation of achievements; has been delegated authority to investigate cases of gender discrimination and sexual harassment; is composed of representatives of all departments and gender focal points; reports annually to shareholders or public authorities.

8. Gender focal points—are responsible for the implementation of the Gender Charter; ensure that the Gender Charter's core values are taken into consideration within all levels of management and operations.

9. All staff—have the ethical responsibility for the advancement of gender equality objectives within {Institution's name} and for contributing to a safe working environment for all their colleagues.

GLOSSARY OF TERMS

Gender balance—*The equal participation of women and men, especially in relation to decision-making processes. It entails achieving a 40-60 per cent level of representation of women and men within governance, executive/management and operational levels.*

Gender discrimination—*Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field (United Nations Convention on the Elimination of All Forms of Discrimination against Women).*

Gender equality—*The participation of women and men in all spheres of public and private life without discrimination. It involves equality under the law, equality of opportunity (including equality of rewards for work and equality in access to human capital and other productive resources that enable opportunity), and equality of voice (the ability to influence and contribute to the institution's life).*

Empowerment of women—*Empowerment entails the ability to control one's own life. It encompasses awareness-raising, building of self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. Empowerment of women also includes affirmative action, or the positive selection of women, with the ultimate goal of achieving gender balance.*

Sexual harassment—*Sexually connoted actions or general behaviour imposed on someone and violating his dignity because of their degrading or humiliating nature, or creating an intimidating, hostile or offensive situation. Severe pressure imposed on someone with the real or apparent objective of obtaining sexual favours.* {align with national legislation}

CHARTER REVISION {REVISION NUMBER} WORKING GROUP

{Names of working group staff}

ANNEX III. GENDER-SENSITIVE TRAINING

The following checklist will help project staff ensure gender equality concerns are taken into consideration when organizing training:[a]

CHECKLIST FOR THE ORGANIZATION OF TRAINING

BEFORE THE TRAINING, MAKE SURE THAT:

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

DURING THE TRAINING, MAKE SURE THAT:

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

AFTER THE TRAINING, MAKE SURE THAT:

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

[a] ADDITIONAL RESOURCES:

- IUCN (2000). *Seek and ye shall find. Creating participatory appraisals with a gender perspective*. San José. Available at: http://www.genderandenvironment.org/generoyambiente.org/index.php/en/knowledge-center/doc_download/1785-module-2-seek-and-ye-shall-find-participatory-appraisals-with-a-gender-equity-perspective.
- Swiss Agency for Development and Cooperation (2005). *Gender in Training: Mainstreaming gender equality and the planning, realisation, and evaluation of training programmes*. Bern. Available at: http://www.sdc-gender-development.net/en/Home/Publications/document.php?itemID=4260&langID=1.
- UNESCO (1999). *Guidelines on gender-neutral language*. Paris. Available at: http://unesdoc.unesco.org/images/0011/001149/114950mo.pdf.

ANNEX IV. ETHICAL CODE OF CONDUCT

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

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

ETHICAL CODE OF CONDUCT

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

[a] Convention on the Elimination of all Forms of Discrimination against Women, New York, 18 December 1979, art. 1. Available at: http://www.ohchr.org/en/ProfessionalInterest/pages/cedaw.aspx.
[b] World Bank (2013). *Women and Trade in Africa: Realizing the Potential*. Available at: http://documents.worldbank.org/curated/en/2013/01/18490089/women-trade-africa-realizing-potential.

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

ADDITIONAL RESOURCES

- World Customs Organization/Capacity-building – www.wcoomd.org/en/topics/capacity-building.aspx
- UNODC's Action against Corruption and Economic Crime — www.unodc.org/unodc/en/corruption/index.html
- International Organization for Migration, Immigration and Border Management Division – www.iom.int/cms/tcm

ANNEX V. WOMEN-OWNED BUSINESS CERTIFICATION

Women-owned business certification came to international attention in the late 1990s when the Women-Owned Small Business (WOSB) programme was established in the United States, under the Small Business Reauthorization Act of 2000. The programme was intended to "redress decades of sexual discrimination that inhibited women from competing fairly for federal contracts. Women have been significantly underrepresented in federal procurement".[a]

In essence, women-owned business certification in itself is a straightforward process that has only a few requirements and can be administered through self-declaration:[b]

CRITERIA FOR CERTIFICATION BY THE WOMEN'S BUSINESS ENTERPRISE NATIONAL COUNCIL (WBENC)*

- At least 51 per cent unconditionally and directly owned and controlled by one or more women nationals
- Management and daily operation must be controlled by one or more of the women owners
- The women owners must make long-term decisions for the business
- One of the criteria below must also be true of corporations only:
  - Women must make up a majority of the Board of Directors or have a majority of the Board votes through weighted voting
  - Women must make up 51 per cent of the voting power, sit on the Board and have enough voting power to overcome any supermajority requirement.

*The WBENC is the largest third-party certifier of businesses owned and operated in the United States.

Behind the certificate however lie special entitlements for certificate holders, the development and implementation of which are more complex. These include:

- Privileged public procurement channels
- Access to capital and grant schemes, specially for starting up businesses
- Mentoring and technical training opportunities
- Networking and contracting opportunities
- Access to marketing and promotional programmes such as trade fairs
- Simplified administrative requirements, e.g. paper work, tax payments and credits, financial reporting, etc.

Political support and sponsorship of the private sector and advocacy groups are decisive for the successful implementation of a women-owned business certification scheme.

ADDITIONAL RESOURCES:

- WEConnect International – weconnectinternational.org/en
- Women Owned Small Business (WOSB) certification programme of the United States government—www.sba.gov/content/women-owned-small-business-program

[a] Fernandez, S., Malatesta, D. and Smith, C. R. (2012). Race, gender and government contracting: Different explanations or new prospects for theory? *Public Administration Review*, 73(1), 109–120.
[b] Based on Women Owned Small Business (WOSB) certification as part of the USA's Small Business Administration's Federal Contracting Program (source: http://www.wbenc.org/government).

ANNEX VI. GENDER ANALYSIS AT THE REGIONAL/COUNTRY/ SECTORAL LEVEL

Gender analysis at the regional/country level

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

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

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

GENDER ANALYSIS AT THE REGIONAL/NATIONAL LEVEL

Guiding questions

Policy framework analysis

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

Political and empowerment framework analysis

- What is the percentage of seats that women and men hold in parliament and what is the percentage in decision-making ministerial and regional posts, and particularly in the ministry/agency responsible for your project?
- What is the percentage of men/women in high-paying positions in the project sector?
- What is the percentage of women in professional, technical, managerial and administrative jobs in the country?
- Are there relevant civil society organizations or international agencies that work in the sector of intervention with a gender equality or women's empowerment perspective?

Labour-market framework analysis

- What is the division of labour between women and men in the country?
- What is the percentage of women in professional, technical, managerial and administrative jobs in the country?
- Are there gender gaps in income for equal work among women and men in the country?

Economic and financial framework analysis

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

Social and cultural framework analysis

- What are the social or cultural values, norms, attitudes and beliefs in relation to gender equality?

- Are there gaps in literacy levels between women and men (rural/urban)?
- What are the enrolment rates for primary, secondary and tertiary education?
- Are there gender gaps in access to health?
- What is the level of gender-based violence in the country?

Environmental and industry framework analysis

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

Gender analysis at the sectoral level

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

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

The sectoral context review will equip you with useful arguments to successfully discuss gender mainstreaming your projects with counterparts and stakeholders.

GENDER ANALYSIS AT THE SECTORAL LEVEL

Guiding questions

- Are there sector policies supporting or causing gender inequalities?
- Is there a gender focal point in the counterpart ministry?
- What is the most common division of labour by gender in the industry? Are there wage gaps between women and men working in the sector of the project?
- How many small and medium-sized enterprises are owned or managed by women in the sector?
- What are the barriers/challenges that reinforce gender inequalities (e.g. industrial policies, regulations, no access to credit, resources, etc.)? How might this affect different groups' abilities to participate in project interventions?
- Are there any similar projects currently being implemented that address gender issues?
- Will women's workloads increase/decrease as a result of innovation and changes in technology? If their workload is decreased, will this involve loss of income?
- How can women's awareness of rights, entitlements and opportunities be raised?
- Does the project contribute to the education, training and professional development of women in QI?
- Which activities address non-traditional roles of women, such as marketing and promotion of women in STEM (science, technology, engineering and mathematics) fields of education?
- Does the project design make clear its commitment to contributing to gender equality (e.g. in the objectives, specific outputs and indicators)?
- Does the project address QI needs of both women and men?
- Does the project consider women's time constraints due to child care, long distances and domestic responsibilities; social and cultural norms, etc., which might affect their ability to attend training sessions?

- Is there room for the project to relieve women's and men's workloads in their specific roles?
- Is there room for the project to address women's barriers to credit and to provide financing mechanisms?
- Does the project assess market outreach and services for gender balance and potential banking alternatives (mobile banking, women's funds/group lending)?
- How can women's leadership and participation in QI-related decision-making be promoted?
- Does the project design consider women as a homogeneous group or does it also take into account economic, ethnic and cultural differentiations in order to favour those who need it most?
- Which objectives and activities take into consideration women's disadvantages, if any, in education, access to credit, land tenure, lack of experience in NQI, difficulties in connecting to the markets, etc.?
- How can the project facilitate the establishment of women's sustainable local enterprises?
- Does the project design ensure that information and training on QI targets both women and men?
- Is there room for women and men to functionally upgrade their traditional roles, for example, in export, marketing, new forms of organization in cooperatives or self-help groups? In which activities can women's leadership be promoted and how?
- Does the project design include women's empowerment indicators (e.g. increased income for women)?
- Have both women's and men's views, concerns and expectations been taken into account?
- Does the project also include women-owned or managed small and medium-sized enterprises? If not, why?
- Is there room for promoting awareness by, for example, mobilizing women's groups and social compacts?

ANNEX VII. TERMS OF REFERENCE

(a) Terms of reference for gender analysis/project gender strategy

Depending on the project scope—objectives, resources and time—the opportunity for an overall project gender strategy will have to be assessed. If the room for GEEW action is limited or if GEEW objectives concentrate on a specific technical assistance area, i.e. value-chain analysis, the requirement of a gender analysis may be sufficient. However, developing a gender strategy is vital for large-scale projects and programmes for overall coherence and monitoring. The core element of a gender strategy is the GEEW plan.

TERMS OF REFERENCE FOR GENDER ANALYSIS

1. Gender analysis needs to be conducted in relation to gender equality in terms of rights, access to resources and voice.
2. Carry out a general assessment of the country's or region's level of development in terms of gender equality.
3. Based on the project's rationale and objectives, design appropriate GEEW activities and indicators.
4. Identify local GEEW official institutions, activities and advocacy groups and potential partnerships or linkages.
5. Analyse the project's logical framework (outcomes, outputs and activities) for potential GEEW issues and define the corresponding gender interests and rationale for GEEW intervention.
6. Develop activities to address the identified GEEW issues and define the means for their implementation.
7. Define GEEW indicators for corresponding activities or overall action.
8. Identify risks and state assumptions for the achievement of GEEW indicators.

TERMS OF REFERENCE FOR PROJECT GENDER STRATEGY

GENDER STRATEGY

1. Carry out a general assessment of the country's or region's level of development in terms of gender equality.
2. Based on the project's rationale and objectives, design appropriate GEEW activities and indicators for technical assistance and project management.
3. Identify local GEEW official institutions, activities and advocacy groups and potential partnerships or linkages.
4. Identify risks and state assumptions for the achievement of GEEW indicators.
5. Draft the project's GEEW plan as outlined below.

GEEW PLAN

I. TECHNICAL ASSISTANCE

1. Analyse the project's logical framework (outcomes, outputs and activities) for potential GEEW issues and define the corresponding gender interests and rationale for GEEW intervention.
2. Develop activities to address the identified GEEW issues and define the means for their implementation.
3. Define GEEW indicators for corresponding activities or overall action.
4. Assign roles and responsibilities for each activity.
5. Allocate resources.

II. PROJECT MANAGEMENT

1. Adapt the project management guidelines to the requirements of the project.
2. State intended actions for each activity.
3. Assign roles and responsibilities.
4. Indicate whether activities will be carried out with regular project management resources/staff or if additional resources will be required.

EXAMPLE OF A GENDER STRATEGY (OUTLINE)

PROJECT GENDER STRATEGY

I. GENERAL GENDER EQUALITY ANALYSIS/INDICATORS

Macro data from the initial assessment of the gender situation, including impact on economic development and trade. Data should include at least one indicator for each dimension of gender equality:

- *RESOURCES: Labour force participation/female entrepreneurship rate, wage equality, school enrolment ratio, early marriage, fertility rate, gender-based violence …*
- *RIGHTS: Access to land/credit/property, inheritance rights, provision for maternity/paternity leaves, legal quotas/gender balance objectives …*
- *VOICE: Seats in parliament/on boards of listed companies, ratio of women to men at ministerial level …*

II. OUTLINE OF PROJECT SCOPE

Summary of project scope: budget and duration, technical intervention areas and activities.

III. TCB GENDER STRATEGY

Statement of the TCB gender strategy.

IV. PROJECT GEEW PLAN

Project GEEW plan in two tables: technical activities and project management, as detailed in terms of reference – see below for examples.

V. RISK MANAGEMENT

Risk assessment and mitigating measures for GEEW plan. This section needs to include implementation assumptions.

EXAMPLE OF A GEEW PLAN: TECHNICAL ACTIVITIES (EXTRACT)

ACTIVITIES	GEEW ISSUES/ INTEREST	GEEW ACTIVITIES	MEANS	GEEW INDICATORS	RESPONSIBILITY
OUTCOME 1. THE PROMULGATION OF A NATIONAL QUALITY POLICY (NQP) AND IMPROVEMENTS IN ENSUING LEGISLATION ON THE NQI					
OUTPUT 1.1. Preparation of a Green Paper on the legal framework for an overarching, systematic, coherent, efficient and sustainable NQP and NQI. Institutional dialogue	Because their capacity to react to changes is different, men and women are not impacted in the same way by policy choices. → Gender equality will not be achieved in practice unless equality under the law is guaranteed [RIGHTS]	Include a plan for the mandatory inclusion in the Green Paper of provision for women to serve on technical and certification committees and for the general integration of GEEW networks within the NQI	Desk review Local consultations UNIDO TCB gender focal point	Percentage increase in the number of women on technical committees and certification committees	Technical expert responsible for drafting the Green Paper
		Incorporate mitigating measures for most vulnerable groups, including small-scale female producers and entrepreneurs within quarantine control or crisis handling procedures		Number of measures for mitigating impact of policy and policy decisions on women	Technical expert responsible for drafting the Green Paper

EXAMPLE OF A GEEW PLAN: PROJECT MANAGEMENT ACTIVITIES (EXTRACT)

FOCUS	COMPONENTS	ACTIVITIES	RESPONSIBILITY	RESOURCES
1. Gender analysis	1.1 Sex-disaggregated data and gender information	Sources of gender data will be identified during the inception phase	Gender expert	GEEW budget
		Baseline and market surveys will include gender information	Market survey experts	Regular – include in TOR of surveys
		Data relative to GEEW indicators will be collected by technical staff throughout project implementation	Chief Technical Advisor (CTA)	Regular
	1.2 Analysis at all programme cycle stages	Review of all technical activities to include a gender dimension in all terms of reference	Gender expert	Regular
		Review of all technical activities to ensure that all meetings, working groups, training and study tours are designed in such a way that women and men can participate equally	Technical experts	Regular
		More specifically, include women in awareness-raising and communication activities	CTA	Regular
	1.3 Gender- sensitive budget analysis	Estimate the share of resources allocated for GEEW activities and report to Steering Committee gender focal point	Project manager	—

(b) Job description for gender expert for project formulation

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

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

Title:	Gender Expert for Project Formulation[a]
Main duty station and location:	
Mission/s to:	
Start of contract (EOD):	
End of contract (COB):	
Number of working days:	

ORGANIZATIONAL CONTEXT

UNIDO is a specialized agency of the United Nations that promotes industrial development for poverty reduction, inclusive globalization and environmental sustainability. The Organization pursues the programmatic goals of gender equality and the empowerment of women both collectively within the United Nations system and individually with its mandate to advance the well-being of women and men in all countries through inclusive and sustainable industrial development. UNIDO is committed to integrating a gender perspective in all its policies, programmes, projects and organizational practices.

PROJECT CONTEXT

Briefly provide the context of the project.

[a] As a first step to identifying gender experts, contact the following: UNIDO human resources and gender team; United Nations agencies or NGOs focused on women, women's groups or associations in the region of intervention.

DUTIES

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

Duties	Concrete/measurable outputs	Expected duration	Location
• Review relevant UNIDO documents on the requirements for gender mainstreaming, including UNIDO's Policy on Gender Equality and the Empowerment of Women (2009) and UNIDO's Guide on Gender Mainstreaming TCB Projects (2015). • Conduct a detailed gender analysis as indicated in UNIDO's Guide on Gender Mainstreaming TCB Projects, particularly emphasizing gender-based division of labour, control of resources and technologies, women's and men's needs and preferences, and opportunities for and constraints on women's participation.	• In-depth gender analysis is conducted	10+ days	Field-based
• Assess and identify potential gender-differentiated impacts of the project.	• Impacts and risks are identified		
• Collect sex-disaggregated baseline data that could be used to monitor potential gender impacts.	• Baseline is established		
• Identify government agencies, NGOs, community-based organizations and women's associations or groups whose work focuses on gender and industrial development/quality infrastructure generating information that can be of use during project preparation and implementation. Assess their capacity.	• Relevant government agencies, NGOs, community-based organizations and women's associations or groups in-country are identified and consulted		
• Based on gender analysis, develop a plan of action that identifies opportunities and entry points for mainstreaming gender into the project. The plan of action for gender mainstreaming should mirror the project's logical framework and include the development of gender-specific project components, gender-responsive targets and indicators, timelines, assigned responsibilities and implementation arrangements. • Provide cost estimates for the implementation of the plan of action for gender mainstreaming.	• Plan of action for gender mainstreaming is developed and costs for implementation are estimated	5 days	Home-based
• Integrate relevant gender components from the plan of action for gender mainstreaming in the project document, including cost estimates for its implementation.	• Project document is gender-mainstreamed		
• Prepare terms of reference for gender specialist to implement the gender-responsive components of the project.	• ToR for gender specialist for project implementation is finalized		

REQUIRED COMPETENCIES

Core values

1. Integrity
2. Professionalism
3. Respect for diversity

Core competencies

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

Managerial competencies (as applicable)

1. Strategy and direction
2. Judgement and decision-making

MINIMUM ORGANIZATIONAL REQUIREMENTS

Education

The gender expert should have a postgraduate university degree in social or natural sciences or other relevant discipline, preferably with a specialization in gender, project cycle management and/or trade capacity-building/quality infrastructure.

Technical and functional experience

The gender expert should have:

- A minimum of five years practical experience in the field of gender equality and gender mainstreaming;
- Formal training in gender analysis and gender planning and demonstrated expertise in mainstreaming gender in projects and programmes, especially in trade capacity-building/quality infrastructure;
- Thorough understanding of the gender context in [*country name*], and experience working with government institutions and international or non-governmental organizations supporting gender and development work in trade capacity-building/quality infrastructure;
- Familiarity with gender analysis tools and methodologies in trade capacity-building;
- Strong communication skills and ability to liaise with various stakeholders, including government officials.

Languages

Fluency in written and spoken English is required.
Local language would be an asset.

(c) Job description for gender expert for project implementation

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

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

Title:	Gender Expert for Project Implementation[a]
Main duty station and location:	
Mission/s to:	
Start of contract (EOD):	
End of contract (COB):	
Number of working days:	

ORGANIZATIONAL CONTEXT

UNIDO is a specialized agency of the United Nations that promotes industrial development for poverty reduction, inclusive globalization and environmental sustainability. The Organization pursues the programmatic goals of gender equality and the empowerment of women both collectively within the United Nations system and individually with its mandate to advance the well-being of women and men in all countries through inclusive and sustainable industrial development. UNIDO is committed to integrating a gender perspective in all its policies, programmes, projects and organizational practices.

PROJECT CONTEXT

Briefly provide the context of the project.

DUTIES

During the assignment, the gender expert is expected to act as the main focal point for all gender-related activities in the project. Specifically, under the direct supervision and guidance of the project manager and in close collaboration with industry/sector experts, the gender expert will assume the tasks shown in the table below as guided by the gender analysis conducted as well as by UNIDO's Guide on Gender Mainstreaming TCB Projects (2015) and, where necessary, adjust project components to ensure full gender-responsiveness.

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

REQUIRED COMPETENCIES

Core values

1. Integrity
2. Professionalism
3. Respect for diversity

Core competencies

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

Managerial competencies (as applicable)

1. Strategy and direction
2. Judgement and decision-making

MINIMUM ORGANIZATIONAL REQUIREMENTS

Education

The gender expert should have a postgraduate university degree in social or natural sciences or other relevant discipline, preferably with a specialization in gender, project cycle management and/or trade capacity-building/quality infrastructure.

Technical and functional experience

The gender expert should have:

- A minimum of five years practical experience in the field of gender equality and gender mainstreaming;
- Formal training in gender analysis and gender planning and demonstrated expertise in mainstreaming gender in projects and programmes, especially in trade capacity-building/quality infrastructure;
- Thorough understanding of the gender context in [country name] and experience working with government institutions and international or non-governmental organizations supporting gender and industrial development/quality infrastructure work;
- Familiarity with gender analysis tools and methodologies relating to quality infrastructure;
- Strong communication skills and ability to liaise with various stakeholders, including government officials.

Languages

Fluency in written and spoken English is required.
Local language would be an asset.

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

Introduction

Gender equality is internationally recognized as a goal of development and is fundamental to sustainable growth and poverty reduction. The UNIDO Policy on Gender Equality and the Empowerment of Women[a] provides the overall guidelines for establishing a gender mainstreaming strategy and action plans to guide the process of addressing gender issues in the Organization's industrial development interventions.[b]

According to the *UNIDO Policy on gender equality and the empowerment of women*:

> ***Gender equality*** refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not suggest that women and men become "the same", but that women's and men's rights, responsibilities and opportunities do not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. It is therefore not a "women's issue". On the contrary, it concerns and should fully engage both men and women and is a precondition for, and an indicator of sustainable people-centred development.
>
> ***Empowerment of women*** signifies women gaining power and control over their own lives. It involves awareness-raising, building of self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions that reinforce and perpetuate gender discrimination and inequality.
>
> ***Gender parity*** signifies equal numbers of men and women at all levels of an institution or organization, particularly at senior and decision-making levels.

UNIDO projects/programmes can be divided into two categories: *(a)* Those where promotion of gender equality is one of the key aspects of the project/programme; and *(b)* Those where there is limited or no attempted integration of gender.

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

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[a] UNIDO Policy on gender equality and the empowerment of women: UNIDO/DGB(M).110 (April 2009) and UNIDO/DGB(M).110/Add.1 (May 2010).

[b] ADDITIONAL RESOURCES:

- United Nations Evaluation Group (2009). Integrating Human Rights and Gender Equality Perspectives in Evaluations in the United Nations system. New York. Available at: http://www.uneval.org/document/download/1735.
- Canadian International Development Agency (2008). *How to Perform Evaluations—Gender Equality*. Quebec. Available at: http://www.oecd.org/derec/canada/35135244.pdf.
- International Labour Organization (2014). Integrating Gender Equality in Monitoring and Evaluation of Projects. Geneva. Available at: http://www.ilo.org/wcmsp5/groups/public/@ed_mas/@eval/documents/publication/wcms_165986.pdf.
- UNESCO (1997). *Checklist for the Integration of Gender Equality Issues in the Evaluation of UNESCO's Programmes*. Paris. Available at: http://portal.unesco.org/es/files/11488/10649053119Gender_Lens_-_Evaluations.doc/Gender+Lens+-+Evaluations.doc.

Gender-responsive evaluation questions

The questions below will help evaluation managers/evaluators to mainstream gender issues in their evaluations.

1. **Design**
   - Is the project/programme in line with UNIDO[c] and national policies on gender equality and the empowerment of women?
   - Were gender issues identified at the design stage?
   - Did the project/programme design adequately consider the gender dimensions in its interventions? If so, how?
   - Were adequate resources (e.g. funds, staff time, methodology, experts) allocated to address gender concerns?
   - To what extent were the needs and priorities of women, girls, boys and men reflected in the design?
   - Was a gender analysis included in a baseline study or needs assessment (if any)?
   - If the project/programme is people-centred, were target beneficiaries clearly identified and disaggregated by sex, age, race, ethnicity and socio-economic group?
   - If the project/programme promotes gender equality and/or women's empowerment, was gender equality reflected in its objective/s? To what extent are output/outcome indicators gender-disaggregated?

2. **Implementation management**
   - Did project monitoring and self-evaluation collect and analyse gender-disaggregated data? Were decisions and recommendations based on the analyses? If so, how?
   - Were gender concerns reflected in the criteria to select beneficiaries? If so, how?
   - How gender-balanced was the composition of the project management team, the Steering Committee, experts and consultants and the beneficiaries?
   - If the project/programme promotes gender equality and/or women's empowerment, did the project/programme monitor, assess and report on its gender-related objective/s?

3. **Results**
   - Have women and men benefited equally from the project's interventions? Do the results affect women and men differently? If so, why and how? How are the results likely to affect gender relations (e.g. division of labour, decision-making authority)?
   - In the case of a project/programme with gender-related objective/s, to what extent has the project/programme achieved the objective/s? To what extent has the project/programme reduced gender disparities and enhanced women's empowerment?
   - How have the gender-related results contributed to the overall results of the project/programme?
   - To what extent were the project's/programme's stakeholders aware of the project's/programme's gender-related objectives or interventions (if any)? To what extent are female and male stakeholders satisfied with the gender-related results?
   - To what extent are the gender equality-related results likely to endure after project/programme completion?

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

Gender mainstreaming evaluations

Gender issues should be considered in all steps of the evaluation process. Evaluation managers and evaluators are encouraged to use the following checklists for mainstreaming gender in UNIDO evaluations.

1. **Preparing terms of reference (ToR)**
   - Gender issues should be mainstreamed in the ToR (e.g. scope, stakeholder involvement, team members, accountabilities, responsibilities, deliverables).
   - The ToR includes specific questions for gender assessments.
   - Responsibilities for assessing gender results are clearly designated.

2. **Recruiting consultants**
   - The evaluation team leader has the capacity to integrate gender concerns into evaluation findings, conclusions and recommendations.
   - Evaluation team members have sufficient gender expertise and/or a gender specialist is included in the team.[d] If not, the evaluation team should receive a proper briefing on relevant gender issues to be addressed in the evaluation.
   - The evaluation team is gender-balanced.

3. **Conducting the evaluation (e.g. surveying, data collection, interviewing in the field, analysis)**
   - Tools, methods and gender equality indicators are identified and used to collect and analyse gender-disaggregated data and information (from both the desk review and field visit).
   - The interviewing sample is representative of target groups (e.g. sex, age, ethnicity, race and socio-economic groups).
   - Appropriate time and resources are allocated to assess gender equality results.

4. **Report writing (recommendations and lessons learned)**
   - Gender equality-related results are presented with evidence.
   - Factors contributing to (or hindering) the achievement of gender equality results are identified (from design, actual implementation and management).
   - Answers for specific gender questions raised in the ToR are provided.
   - Recommendations/lessons to improve project/programme performance on gender are included in the evaluation report, if appropriate.

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

ANNEX IX. GENDER GLOSSARY

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

Gender audits: are institutional gender analysis and assessment tools that help to scan the extent to which gender equality has been integrated into institutions, policies, or programmes. There are a wide variety of gender auditing tools that address different issues, including financial audits, general organizational assessments and international policy analysis. The overarching aim of most auditing tools is to hold institutions and governments to account regarding gender integration.

Gender blindness: the failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender-blind approach assumes gender is not an influencing factor in projects, programmes or policy. Thus, gender-neutral approaches often run the risk of reinforcing existing gender-based discrimination or responding to male priorities, especially in societies where the power and decision-making is predominately in the hands of men.

Gender competence: is the knowledge and the ability to recognize gender blindness and to deal with ensuring that discriminatory structures are changed and new and diverse development opportunities are opened to all genders. Moreover, gender competence includes knowledge about gender policies, strategies, and approaches as well as the tools and use of gender. mainstreaming.

Gender equality: refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.[a]

Gender equity: is the process of being fair to men and women, boys and girls. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender roles or norms or differences between the sexes. It is about the fair and just treatment of both sexes that takes into account the different needs of the men and women, cultural barriers and (past) discrimination of the specific group.

Gender mainstreaming: is a globally accepted strategy for promoting gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.[b]

[a] The Office of the Special Adviser to the Secretary-General on Gender Issues and Advancement of Women (UN OSAGI).
[b] United Nations Economic and Social Council (ECOSOC) (1997).

Gender neutral: gender is not considered relevant to development outcomes. Gender norms, roles and relations are not affected (worsened or improved).

Gender-responsive results: are changes that respond to the inequities in the lives of men or women within a given social setting and aim to remedy these inequities.

Gender-sensitive: considers gender norms, roles and relations but does not address inequality generated by unequal norms, roles or relations. While it indicates gender awareness, no remedial action is developed.

Gender-specific: considers gender norms, roles and relations for women and men and how they affect access to and control over resources, and considers men and women's specific needs. It intentionally targets and benefits a specific group of women or men to achieve certain policy or programme goals or meet certain needs.

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

Women's empowerment: is about the process by which women who have been denied the ability to make strategic life choices acquire such an ability. The ability to exercise choice incorporates three interrelated dimensions: resources (defined broadly to include not only access, but also future claims, to both material and human and social resources); agency (including processes of decision-making as well as less measurable manifestations of agency such as negotiations); and achievements (well-being outcomes).[c]

Women's economic empowerment: a woman is economically empowered when she has both the ability to succeed and advance economically and the power to make and act on economic decisions. To succeed and advance economically, women need the skills and resources to compete in markets, as well as fair and equal access to economic institutions. To have the power and agency to benefit from economic activities, women need to have the ability to make and act on decisions and control resources and profits.[d]

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

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

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INCLUSIVE SUSTAINABLE INDUSTRIAL DEVELOPMENT

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