GUIDE ON GENDER MAINSTREAMING
**MONTREAL PROTOCOL PROJECTS**

UNITED NATIONS
INDUSTRIAL DEVELOPMENT ORGANIZATION

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# CONTENTS

# 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 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 considered 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 work with a gender perspective and to understand how and where gender issues are relevant to fulfilling their mandate. By systematically mainstreaming gender into its Montreal Protocol interventions, UNIDO can ensure equal opportunities for women and men, thus furthering UNIDO's Inclusive and Sustainable Industrial Development (ISID) agenda and contribute 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 Montreal Protocol development and gender mainstreaming.

## Who is this Guide for?

The Guide aims at helping UNIDO's staff involved in Montreal Protocol interventions to apply a gender perspective in their work and, more specifically, to mainstream gender 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 MBP.

## 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 a general background of gender concepts and the gender dimensions of Montreal Protocol projects, while the remaining chapters provide a step-by step roadmap of gender mainstreaming in the different stages of the project cycle. Given the wide scope and diversity of the Montreal Protocol portfolio, the relevance and application of this Guide may vary. Therefore, the Guide must be considered in view of each individual project's specificities and applied where appropriate. Ideally, this Guide should be used at the onset of each project. However, if project formulation is already underway or projects are already under implementation, then it can also benefit from the Guide through adapting ongoing and future activities 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 created a Policy on Gender Equality and the Empowerment of Women (2009)[1] which calls for:

• A gender perspective is 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.

## 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 her or his 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 offers a comprehensive description of this right.

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

Gender equality is an important human right in itself, but is also widely acknowledged as a prerequisite for sustainable development in its three dimensions—economic, social and environmental. Given women's central role in manufacturing, entrepreneurship, resource management and energy production, policies to empower women go hand in hand with efforts to foster inclusive and sustainable industrial

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[1] http://www.unido.org/fileadmin/media/documents/pdf/UNIDO_Gender_Policy_20130130.pdf

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

[3] http://www.un.org/womenwatch/osagi/conceptsandefinitions.htm

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

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

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

It is important to note that men are also subject to restrictive gender stereotypes about what they are supposed to do and how they are supposed to behave, which can limit their personal and professional life choices. To achieve real gender equality, the 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 adding 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 in such a way that challenges existing social structures and place women and men on an even footing.

Gender mainstreaming is also not the same as gender balance or gender parity. Gender mainstreaming goes beyond counting the number of women and men in a room. Rather, it addresses the gender inequalities that are at the core of project, policy or process, and leads to more gender-responsive 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-based 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, wages, access to productive resources and energy, etc., 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] Gender mainstreaming in the work of UNODC. Available at: http://www.un.org/womenwatch/directory/docs/UNODC-GuidanceNote-GenderMainstreaming.pdf

[5] ECOSOC 1997/2.

# 2. GENDER MAINSTREAMING MONTREAL PROTOCOL INTERVENTIONS



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The "Montreal Protocol on Substances that Deplete the Ozone Layer"(Montreal Protocol) is broadly recognized as one of the most important and successful environmental protection treaties and, with 197 parties to the accord, constitutes the most widely ratified treaty in the history of the United Nations.[6] The Montreal Protocol was agreed in 1987 and entered into force in 1989 with the objective of protecting the ozone layer through the phasing out the consumption and production of compounds, such as chlorofluorocarbons (CFCs) and halons, which attack the ozone layer. Since many ozone-depleting substances (ODS) are greenhouse gases, too, the treaty also presents a powerful tool in addressing global climate change. Since its inception, the Montreal Protocol has been adjusted six times and amended four times, including facilitating the control of new substances and establishing a financial mechanism that enables developing countries to comply.[7]

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[6] The GEF, "The Montreal Protocol: Marking the 25th Anniversary of the Most Successful Global Environment Agreement". Available at: http://www.thegef.org/gef/greenline/july-2012/montreal-protocol-marking-25th-anniversary-most-successful-global-environment-ag.

[7] UNEP/Ozone Secretariat, "The Montreal Protocol on Substances that Deplete the Ozone Layer". Available at: http://ozone.unep.org/en/montreal_protocol.php.

UNIDO's activities related to the Montreal Protocol are mainly focused on the issue of eliminating ODS. This includes for instance phasing out methyl bromide, a toxic broad-spectrum pesticide, and promoting innovative technologies based on ozone-friendly chemicals and clean manufacturing processes. Furthermore, UNIDO supports countries in the preparation of regulations, codes of good production and maintenance practices, as well as occupational health and workplace safety. At the global level, UNIDO participates in various meetings and conferences to assess the progress of Montreal Protocol activities.

Within this whole context, gender mainstreaming is crucial to ensuring that projects and activities take account of the differing needs, roles and expectations of both women and men in inclusive and sustainable industrial development. Vice versa, projects that do not consider gender risk reinforcing existing or creating new gender-based discrimination, or responding to men's priorities only, especially in societies where the power and decision-making is predominately done by men. This has clear negative impacts on the environment as well as on social and economic development.

Up-to-date research and knowledge products on the specific linkages of gender and the largely technical activities undertaken under the Montreal Protocol are scarce. However, a lot of the findings from the broader environment sector and lessons from related subjects, such as women's representation in decision-making and participation in education and training, are relevant to the implementation of the Montreal Protocol, too. Furthermore, it is clear that although gender issues and entry points for mainstreaming are at times difficult to identify, fundamental, non-negotiable principles such as the equality between women and men, their rights to the full development of their potentials, self-representation and self-determination must not be neglected in the implementation of the Montreal Protocol; on the contrary, mainstreaming gender in Montreal Protocol projects is important and will ultimately result in enhancing the overall effectiveness of UNIDO's technical cooperation services and improve its contributions to the achievement of broader development goals.

The need for gender mainstreaming is also increasingly recognized by major environment funds: UNIDO's projects related to the Montreal Protocol are primarily financed through the Multilateral Fund for the Implementation of the Montreal Protocol (MLF) and the Global Environment Facility (the GEF). Up to now, the MLF does not have its own gender policy and relies on its implementing agencies to ensure that projects and programmes address potential gender equality and women's empowerment issues. The GEF, however, has adopted its own gender policy which calls on its Partner Agencies to mainstream gender into GEF operations, including efforts to analyse and address the specific needs and role of both women and men in GEF projects, as appropriate for each intervention.[8] The Green Climate Fund, which could be of importance in the future, has integrated a gender dimension in its governing instrument and will apply a gender-sensitive approach from the very onset of its activities.

While the degree of gender dimensions may differ from one Montreal Protocol project to another, projects that consider gender differences reflect on specific questions in the choice of interventions such as:

- Is it recognized that hazards such as toxic chemicals affect women and men differently and are response strategies tailored to their distinct vulnerabilities and needs?
- Are women and men given the opportunity to participate and meaningfully contribute in decision-making processes at all levels and take on leadership roles?
- Is explicit attention given to ensure that both women and men have access to and benefit from capacity-building activities and training provided by vocational schools and enterprises?
- Are work environments of industries providing opportunities for women to combine family life with their working life and take on leadership roles in sustainable industrial production?

The following sections provide a generic overview of gender equality and women's empowerment issues that may arise throughout the implementation of the Montreal Protocol and offer options to address these. Gender activities, outputs and outcomes that are within the scope of and tailored to Montreal Protocol interventions are presented separately in the form of a matrix in table 5.

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[8] The GEF, "Policy on Gender Mainstreaming", May 2012.

## Gender-differentiated effects of exposure to ozone-depleting substances

The depletion of the ozone layer has multiple adverse effects on human beings, flora and fauna. The exposure to an increased amount of ultraviolet radiation as a consequence of a depleted ozone layer can for instance cause health issues such as increased cases of skin cancers, cataracts and blindness, and disrupt the ecological balance of agricultural lands, forests and watersheds.[9] ODS are substances that heavily contribute to the damaging of the ozone layer, and most of them are man-made. The best known ODS are chlorofluorocarbons, which are mainly used in air conditioners and refrigerators, and halons, and widely used in fire extinguishers. Other ODS are used as cleaning solvents in dry cleaning, in electronic equipment and as agricultural fumigants.[10] In the Montreal Protocol, these substances are divided into distinct lists that are subject to different control requirements.

In addition to damaging the ozone layer, direct and indirect exposure to and handling of ODS can have adverse effects on all human beings, yet women and men are at times affected differently. This can in part be explained through the biological differences between them. For instance, due to their higher proportion of body fat, women store more environmental pollutants than men in their tissues and are hence more vulnerable to the adverse impacts of fat-soluble chemicals. Women's exposure to chemicals can cause reproductive health problems such as birth defects, low birth weight, miscarriages or premature births, and a significant part of the chemical burden experienced by mothers can be passed on to their babies during gestation and breastfeeding.[11]

One example where such gendered effects are manifested is in methyl bromide exposure. Methyl bromide is an ODS used in the agricultural sector as a fumigant, and in pest control or quarantine treatment, and when applied, it often leads to the exposure of large numbers of people, including communities and farmworkers near fumigated fields. In general, the substance can lead to failure of the central nervous and respiratory systems of women and men.[12] In addition, a recent study on the health effects of environmental exposures on pregnant women and their children found that residential proximity to agricultural fields where methyl bromide is being used leads to decreased infant birth weight and other measures of foetal growth. More precisely, women living within a three-mile radius of where the pesticide is being applied during their second trimester of pregnancy gave birth to babies whose average birth weight was four ounces less than those of babies from areas without methyl bromide use.[13] Specifically for babies on the lower end of normal birth weight, this can make a significant difference; low birth weight babies face a high risk of learning disabilities and developmental delays.[14] This means that methyl bromide exposure bears a specific risk for pregnant women and their (unborn) children.

But men also face distinct health risks associated with methyl bromide exposure: a review of the available literature on the toxicity of the substance concluded that exposure is particularly associated with a higher risk of prostate cancer.[15] In order to be most effective, it is important that stakeholders are aware and ensure that response strategies, projects and programmes account for such distinct vulnerabilities.[16]

Aside from their distinct biological susceptibility and reaction to substances, social factors present a second key determinant explaining women's and men's distinct risks and vulnerabilities in the context of ODS exposure. For instance, gendered roles in societies often attribute certain occupations to men or women and thereby also

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[9] UNDP, "Protecting the Ozone Layer and Safeguarding the Global Climate". Available at: http://www.undp.org/content/undp/en/home/ourwork/environmentandenergy/focus_areas/ozone_and_climate/.

[10] Australian Government, "Ozone Depleting Substances". Available at: http://www.environment.gov.au/protection/ozone/ozone-depleting-substances.

[11] UNDP, Gender Mainstreaming: A Key Driver of Development in Environment and Energy, "Chemicals Management". Available at: http://www.undp.org/content/dam/aplaws/publication/en/publications/environment-energy/www-ee-library/chemicals-management/chemicals-management-the-why-and-how-of-mainstreaming-gender/Chemicals%20Management%20and%20Gender%20Mainstreaming.pdf.

[12] UNIDO, "Montreal Protocol: How 'Green' Are Your Tomatoes?", 2012.

[13] Gemmill, Alison et al, "Residential Proximity to Methyl Bromide Use and Birth Outcomes in an Agricultural Population in California", in: Environmental Health Perspectives (2013), Vol. 12, Nr 6.

[14] Environmental Health News, "Women Living Near Pesticide-Treated Fields Have Smaller Babies". Available at: http://www.environmentalhealthnews.org/ehs/news/2013/methyl-bromide-babies.

[15] Budnik, Lygia T. et al, "Prostate Cancer and Toxicity from Critical Use Exemptions of Methyl Promide: Environmental Protection Helps Against Human Health Risks", in: Environmental Health (2012), Vol 11, Nr 5.

[16] UNEP, "Phasing Out Methyl Bromide in Developing Countries: A Success Story and its Challenges", 2014

determine the intensity and frequency of contacts with chemicals, including ODS.[17] In order to fulfil their domestic tasks, women are more often exposed to chemicals that occur in products used within the household, such as cleaning and washing agents. Men, on the other hand, are mainly engaged in productive tasks, such as working in mechanical workshops and industries, which is accompanied by exposure to another set of substances.[18]

Transferring the gendered division of labour to the example of methyl bromide exposure, it is usually men who conduct the fumigations in the majority of countries. This means that men are disproportionally affected by its adverse effects, while at the same time methyl bromide phase-out strategies benefit them in particular. Likewise, introducing methyl bromide alternatives bear a great potential to support women, too, due to changes in production techniques: grafting of vegetables, for instance, requires intensive hand labour and is frequently undertaken by skilled feminine hands. In a great number of developing countries, vegetable grafting units have created much needed opportunities for women to generate an income for themselves and their families.[19] It is important that projects and programmes consider such gender dimensions and their long-term effects and, in addition to environmental and economic considerations, utilize the potential to support gender equality and women's empowerment.

## Gender and global decision-making processes

Consultations at the global level are an inherent part of the formulation and implementation of any international treaty. This applies to the Montreal Protocol, too. The majority of these periodic meetings are gatherings of the policymaking bodies of the Protocol, and present important occasions for consultations with government officials, members of the Executive Committee and Secretariat of the Protocol, and the implementing agencies of the Multilateral Fund. At these meetings, policy decisions are made on the current and future activities of the Fund, and the progress of activities under the Montreal Protocol is reviewed.[20]

In the context of analysing the gender dimensions of this global forum component, two main aspects need to be examined: first, the representation of women and men at international meetings, both as speakers and participants; and second, the quantity and quality of gender-related discussions that take place at such events.

Precise statistics on the gender composition of meetings related to the Montreal Protocol are difficult to access, which presents a concern in itself. However, based on verbal reports from participants, it is evident that overall, women are underrepresented in numbers, which applies to participants and speakers. This is in line with the common pattern observed at global environmental conferences: for instance, statistics from the Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC) show that women made up an average of 30 per cent of national delegations participating at COP18 in Doha. Women members of national delegations to the UNFCCC between 2008 and 2012 averaged 32 per cent, while the participation of women as Heads of Delegations was only 19 per cent.[21]

Limited access to education that would qualify women to meaningfully contribute to global consultations constitutes an issue in many places. Yet, even if well educated, it is not guaranteed that women assume office: often, the challenge of combining family life with their working life and gender stereotypes represent powerful barriers to achieving a more equal representation of women and men in the global arena. In addition, women often lack confidence in their own abilities and hence are prone to refrain from striving for leadership positions.[22]

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[17] The GEF, "Mainstreaming Gender at the GEF", Available at: http://www.thegef.org/gef/sites/thegef.org/files/publication/Mainstreaming%20Gender%20Eng.pdf.

[18] UNDP, Gender Mainstreaming: A Key Driver of Development in Environment and Energy, "Chemicals Management". Available at: http://www.undp.org/content/dam/aplaws/publication/en/publications/environment-energy/www-ee-library/chemicals-management/chemicals-management-the-why-and-how-of-mainstreaming-gender/Chemicals%20Management%20and%20Gender%20Mainstreaming.pdf.

[19] UNEP, "Phasing Out Methyl Bromide in Developing Countries: A Success Story and its Challenges", 2014.

[20] UNIDO, "Montreal Protocol". Available at: http://www.unido.org/montreal-protocol.html.

[21] WEDO, "Women's Participation in UN Climate Negotiations: 2008-2012", New York 2013.

[22] Gita Patel, "Gender Differences in Leadership Styles and the Impact Within Corporate Boards", 2013.

At the same time, practitioners and academics agree that women's participation in decision-making in any sector is of utmost importance: first and foremost, women make up half of the globe's population, and hence they have a right to be represented as such. In addition, women and men have distinct needs and interests, but also knowledge and skills, which are to be articulated and shared in an adequate manner. This further explains why both women and men are indispensable in representative bodies.[23] Women are also well known for their ability to lead and negotiate and, with specific regard to the environment sector, they can contribute significantly to achieving progress: in general, women put more emphasis on social and ecological issues than men, and are well known for their better "eco-consciousness". Further, as research shows, they are more likely than men to buy products that are recyclable, eco-labelled and energy-efficient.[24] Most importantly in the context of global decision-making, studies of 130 countries show that women have a greater tendency to ratify international environmental treaties.[25] In brief and as stated by the UNFCCC, a treaty related to the Montreal Protocol: "it is increasingly evident that involving women and men in all decision-making processes on climate action is a significant factor in meeting the climate challenge."[26]

Indeed, recent steps undertaken by the UNFCCC can serve as positive examples for stakeholders engaged in the implementation of the Montreal Protocol: recognizing the pressing need for greater representation of women in climate negotiations, the Parties adopted Decision 23/CP.18 on "Promoting gender balance and improving the participation of women in UNFCCC negotiations and in the representation of Parties in bodies established pursuant to the Convention or the Kyoto Protocol" in 2012. Hailed as the "Doha Miracle", this decision is not only a significant step towards greater gender parity in decision-making, it also ensures that

adequate attention is being paid to gender issues during the conference by making "gender and climate", formerly discussed at the end under "other matters" only, a standing item on the agenda of their annual meetings.

A delegation's recent request for including a reference to gender parity in the General Trust Fund for Financing Activities on Research and Systematic Observations Relevant to the Vienna Convention, and its call for gender balance on the Technology and Economic Assessment Panel (TEAC) and its Technical Options Committees (TOCs) at the 2014 Montreal Protocol talks in Paris is a step forward.[27] Furthermore, specifically inviting women and associations focusing on gender equality and women's empowerment to participate and contribute to global events are helpful measures. Organizing dedicated side events, including gender references and presenting sex-disaggregated data in background material is important, too, and would address the limited attention that is currently being paid to gender in Montreal Protocol-related global events. Finally, global events present an ideal arena to reach a wide range of stakeholders and raise awareness and advocate for the importance and benefits of gender equality and women's empowerment in the context of the treaty.

## Gender and policy formulation at the national level

With the objective of meeting their Montreal Protocol commitments agreed at the global level, countries formulate national and sector-specific ODS phase-out plans and enforce legal regulations to ensure these are put into action. Again, gender parity is an important component to be considered in this context. Up to now, specific data on women's and men's participation in national decision-making processes related to the Montreal Protocol has not been collected systematically. Yet, experience shows that within this sector and in line with observations from global negotiations, it is usually men who dominate these procedures, both in sheer numbers and often also in terms of consideration and attention paid to their arguments and contributions. The bigger picture of available statistics on the composition of national

[23] DESA, „Equal Participation of Women and Men in Decision-Making Processes, with Particular Emphasis on Political Participation and Leadership", New York 2005.

[24] Boston University, "Are Women the Key to Sustainable Development?". Available at: http://www.bu.edu/pardee/files/2010/04/UNsdkp003fsingle.pdf.

[25] UNDP, "Human Development Report: Sustainability and Equity. A Better Future for All", New York 2011.

[26] UNFCCC, "Gender and Climate Change". Available at: http://unfccc.int/gender_and_climate_change/items/7516.php.

[27] IISD, "Earth Negotiations Bulletin", Vol. 119, No. 102. Available at: http://www.iisd.ca/ozone/mop26/compilatione.pdf.

decision-making bodies confirms this impression: globally, as of 2014, only 21.8 per cent of national parliamentarians and only 17 per cent of government ministers are women. Gender parity issues are even more prevalent in the environment sector, given that the majority of women ministers oversee social sectors, such as education and the family.[28]

As mentioned before, women's inclusion in decision-making at all levels is important for justice reasons and to ensure that both women's and men's interests and experiences are represented. In addition, facilitating more equal representation of women and men in national decision-making bodies related to the Montreal Protocol would bring a series of benefits, given that women are generally more concerned about the environment and back leaders and policies in favour of the environment.[29] Increasing women's proportional strength in institutional bodies has also been found to have a positive effect on their actual contributions: research on local environmental management in India and Nepal demonstrates that the greater the number of women in management committees, the more likely it is that they speak up and take on office.[30] It is reasonable to assume that this effect would also manifest itself at the national level, meaning that having role models in the arena will attract more women to meaningfully engage and assume political office.[31]

Besides increasing women's proportional strength in national institutional bodies, it is important to ensure that gender considerations are reflected in the respective guiding documents themselves; the policy framework of a country significantly influences if and in what way change can take place. While the inclusion of gender references in national environmental policies and plans, for instance National Adaptation Plans and Nationally Appropriate Mitigation Actions, has increased over the last years, there is

leeway to improve the gender-responsiveness of specific regulatory frameworks related to the Montreal Protocol.

Key reasons why the inclusion of gender references is in its infancy are stakeholders' limited awareness of gender issues within the specific context of the Montreal Protocol, and insufficient knowledge of how to effectively mainstream gender in respective policies and plans. Indeed, gender issues and entry-points for gender mainstreaming in the context of the Montreal Protocol are not always easy to identify, and educational literature and sex-disaggregated baseline data to better understand women's and men's needs and priorities are hardly available. Further, stakeholders may not be aware of their responsibility to address gender equality issues in sector-related policies and plans, and the positive effects thereof, respectively. In addition, cultural and religious factors that promote certain gender roles can present a challenge in working towards greater gender equality and women's empowerment.[32] It is important to address these barriers, for instance through targeted awareness-raising and capacity-building measures.

Similarly important in the context of national decision-making is the call for equal pay for women and men and the requesting of industries to adopt family-friendly practices, such as the provision of childcare and flexible working hours, which allow women to engage in full-time jobs with greater responsibilities. In addition to providing options for people to better unfold their potential, full-time jobs are usually remunerated with higher (hourly) wages.[33] Access to resources such as credit and education are further areas where improvements are urgently needed.[34] Albeit policies that address these matters are not directly linked to the implementation of the Montreal Protocol, they ultimately impact important components of the treaty, such as the development, transfer and uptake of environmentally sound technologies.

[28] UN Women, "Facts and Figures: Leaderships and Political Participation", Available at: http://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures.

[29] UNDP, "Human Development Report: Sustainability and Equity. A Better Future for All", New York 2011.

[30] UNDP, "Human Development Report: Sustainability and Equity. A Better Future for All", New York 2011.

[31] DESA, "Equal Participation of Women and Men in Decision-Making Processes, with Particular Emphasis on Political Participation and Leadership", New York 2005.

[32] Commonwealth Foundation, "Mainstreaming Cross-Cutting Outcomes: Gender Equality, Environmental Sustainability, Cultural Respect and Understanding: A Toolkit", 2014.

[33] The World Bank, "Gender Differences in Employment and Why They Matter". Available at: http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/chapter-5.pdf.

[34] Stevens, Candice, "Gender in the Green Economy". Available at: http://www.unrisd.org/news/stevens.

## Gender and technology development and transfer

In the efforts to protect the ozone layer, the identification of suitable technologies as well as technology development and transfer play prominent roles. This includes direct engagement with industries in developing countries and providing support in shifting towards zero ozone-depleting potential (ODP), low global warming potential (GWP) technologies in order to reduce ODS consumption and production.

Looking at the gender dimensions of this sector, it stands out that up to now, the majority of industrial equipment and technology is developed by and for men, and not always appropriate and accessible for women. This includes the development and transfer of environmentally sound technologies (ESTs) relevant to the Montreal Protocol. One common reason for women's limited participation in technology development is that they often lack the necessary education and access to information to engage in this sector: generally, and on a global level, the enrolment rates of girls in primary and secondary education are below those of boys, and while globally women's enrolment in tertiary education has increased almost twice as quickly as men's over the last four decades, women in low-income countries are less likely to receive such higher level education. Furthermore, factors such as cultural barriers and gender stereotypes continue to influence women's and men's education and career paths, which particularly affects the fields of science, technology, engineering and mathematics (STEM): despite significant disparities between countries, men make up the vast majority of graduates in these fields in almost all countries for which data is available.[35]

Similar problems can arise within companies when it comes to the handling of equipment: one barrier that often impedes the successful introduction of new technologies is limited capacity at the user level, whereby user level in the context of the Montreal Protocol primarily means staff in industries.[36] Hence, the provision of training and building of employees' capacities within companies on how to use ESTs effectively is indispensable. Data on gender parity among recipients of in-house training is rarely publicly accessible. However, experience shows that if no specific attention is paid to facilitating more balanced access to and benefits from such training, there is a high risk that the unequal distribution of knowledge and skills among women and men is perpetuated within companies and SMEs.

In addition to distinct know-how, the development of ESTs requires start-up finance and access to credit and land, which in many developing countries women are not granted. Furthermore, globally, women obtain fewer patents than men, and the percentage of patents obtained by women is even less in STEM fields.[37] Yet, patents are a key incentive for developing and investing in green technologies and technology transfer from industrialized to developing countries.

Another important gender dimension of technology development and transfer requires looking at potential changes in the labour market, the generation of jobs and effects on production lines and employment profiles. Regarding the actual process of exchanging technologies for instance, physical strength may play an important role in some cases. Due to their different physiology, women may not be able to undertake this task. On the other hand, technology transfer bears great opportunities and can help to advance gender equality and women's empowerment, for instance through creating opportunities for women to engage in the labour market as was shown before with the example of methyl bromide phase-out projects.[38]

Encouraging women and triggering their interest in STEM fields, together with facilitating women's access to information and training are important measures to enhance their technological literacy and thus, achieve greater gender parity in the work force. Furthermore, as long as the number

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[35] Commission on the Status of Women, "Access and Participation of Women and Girls in Education, Training and Science and Technology, Including for the Promotion of Women's Equal Access to full Employment and Decent Work". Issue Paper, available at: http://www.unwomen.org/~/media/headquarters/attachments/sections/csw/58/csw58_issues_paper_review_theme_14_feb_2014_final%20pdf.ashx.

[36] APCTT/ESCAP, "Effective Management of Technology Transfer, in Particular of Clean and Renewable Technologies, for Enhancing the Competitiveness of Small and Medium Sized Enterprises (SMEs) including its Gender Dimension", March 2011.

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

[38] UNEP, "Phasing out Methyl Bromide in Developing Countries: A Success Story and Its Challenges", Nairobi 2014.

of trained women remains significantly smaller than that of trained men, special emphasis can be paid to recruiting qualified women through targeted job advertisements and the establishment of talent pools and rosters of eligible female candidates. Furthermore, if applicable, choosing technologies that can be physically handled by women and men and provide options to generate income presents another opportunity to support gender equality and women's empowerment efforts.

## Gender and awareness-raising and capacity-building

Raising awareness and advocating for the need to phase out ODS and building capacities to do so are further important components in moving the implementation of the Montreal Protocol forward. This includes, for instance, advocating for and helping governments with the development of certification schemes for refrigeration and air conditioning technicians, but also training technicians, vocational school teachers, customs officers, professional associations and others.

Awareness-raising and capacity-building are well-suited entry points for gender mainstreaming and targeted activities can address a multiplicity of gender issues related to the Montreal Protocol. First, and as mentioned before, stakeholders at various levels are often unaware of the need to mainstream gender, and only have limited skills to do so. In addition, cultural and religious barriers may be at odds with gender equality and women's empowerment principles. Awareness-raising initiatives provide the opportunity to address these challenges, for instance, by including and explicitly highlighting messages on prevailing gender issues, such as the distinct effects of ODS exposure on women and men, and the unequal participation in decision-making.

Furthermore, presenting the long-term benefits of gender mainstreaming on society as a whole and raising awareness of women's distinct knowledge and skills have proven time and again to be powerful tools to get stakeholders on board.

Capacity-building activities should support these efforts through ensuring that training material and knowledge products, even if of a technical nature, are gender-sensitive, for instance through the presentation of sex-disaggregated data. Making targeted gender sessions an integral part of the training provides an important measure, too. Furthermore, it is essential to address the unequal distribution of knowledge among women and men in STEM fields—where, as previously mentioned, the vast majority of graduates in these sectors are men.[39] On the one hand, some women may indeed not be that interested in these subjects. On the other, gender stereotypes are common barriers that prevent women from getting involved and developing an interest in the first place. As recent research shows, women sometimes face official restrictions when registering at vocational schools that offer courses in professions that are in high demand in the labour market.[40] This often impedes women from being able to work with new technologies and thus, improve their economic stability and independence. Encouraging women and triggering their interest in the sector, together with facilitating access to information and training for women are important measures for achieving women's technological literacy and thus, ultimately greater gender parity in the work force.

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[39] Commission on the Status of Women, "Access and Participation of Women and Girls in Education, Training and Science and Technology, Including for the Promotion of Women's Equal Access to full Employment and Decent Work". Issue Paper, available at: http://www.unwomen.org/~/media/headquarters/attachments/sections/csw/58/csw58_issues_paper_review_theme_14_feb_2014_final%20pdf.ashx

[40] Suslova, O./Tkachenko, V., "Final Report on Gender Mainstreaming: Resource Efficient and Cleaner Production Centre (RECPC) – Ukraine", 2013-2014.

# 3. GENDER MAINSTREAMING THE PROJECT CYCLE


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Gender mainstreaming goes beyond simply having a specific women's component in a project or programme. 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 a project cycle.

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

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

## 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 equally participate in monitoring and evaluation activities and decision-making processes and data is collected on women and men so that gender impacts are tracked to assess if the project 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.<br><br>• Collect and analyse sex-disaggregated data and qualitative information to understand roles and needs of women and men.<br><br>• Design project activities to meet the specific needs of women and men.<br>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.<br><br>• 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).<br>Example activity: Targeted awareness outreach activity to increase women's participation in project activities.<br><br>• Develop gender-specific targets or performance indicators that track gender results and impact.<br>Example target/indicator: Number of national or regional industry-related legislation, policies, strategies or plans that incorporate a gender perspective.<br><br>• 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.<br>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.<br><br>• Ensure women and men can equally access project resources and services.<br>Example activity: Include targeted training 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.<br><br>• Make sure women and men can equally participate in project activities such as training or capacity-building activities.<br>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.<br><br>• Recruit gender expert or ensure at least one member of the project management team is knowledgeable about gender issues and gender mainstreaming.<br>Example activity: Ensure project manager completes basic gender course ("I know Gender") on UN Women's eLearning Campus (https://trainingcentre.unwomen.org)<br><br>• 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.<br><br>• Monitor access, participation, and benefits among women and men and incorporate remedial action to redress any gender inequalities in project implementation.<br><br>• Regularly report on how gender is mainstreamed and ensure that mid-term reviews, assessments, audits, etc. include gender as a specific criteria/component.<br><br>• 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.<br><br>• Ensure women and men are able to participate in monitoring and/or evaluation processes.<br>Example activity: If evaluation calls for interviews, ensure that both women and men can participate, taking into account transportation, language, and time requirements.<br><br>• Integrate gender-specific evaluation questions and components in the Evaluation ToRs in line with UNIDO Evaluation Group Guide for integrating gender so that the evaluation report includes an assessment of gender equality results and impacts.<br><br>• Identify good practices and lessons learned on project outcomes/outputs or activities that promote gender equality and/or women's empowerment.<br><br>• Incorporate a gender dimension in project staff's performance appraisals (e.g. by incorporating gender-related tasks in project staff's job description). |

**KEY ACTIVITIES**

- Ensure equal opportunity for women and men in the management and implementation arrangements of project.
  Example activity: Create terms of reference (ToR) for project management that include gender sensitivity/respect for diversity as a competency and/or include incentives for women to apply.

- Allocate sufficient financial resources for gender equality and women's empowerment activities.
  Example activity to fund: Recruit gender expert to ensure gender issues are addressed during implementation; conduct gender equality training; undertake a comprehensive gender analysis and baseline exercise in the field at project inception.

- Identify and consult with women/gender groups, associations or stakeholders on project formulation.

- Consider lessons learned from previous projects with gender dimensions and integrate them into project formulation where relevant.

- Build capacity within the project team and among stakeholders to ensure gender-responsive implementation and the continued integration of a gender perspective within the sector/area of intervention after the project ends.
  Example activities: i) Involve gender focal point or gender/women-focused groups in "train the trainer" programmes and/or project monitoring activities to ensure sustainability. ii) Provide gender sensitization training to all project personnel and share Guide on Gender Mainstreaming Montreal Protocol Projects.

# 4. GENDER MAINSTREAMING IN PROJECT FORMULATION

Montreal Protocol projects are carried out in specific social and economic contexts where the division of labour, decision-making power, access to productive resources, such as technology and capital, 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 a gender analysis, in order to effectively mainstream gender during the project formulation phase.[41]

## Gender categorization

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

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[41] All tools presented in this chapter are works in progress and will be further developed as part of the ongoing gender mainstreaming efforts.

## Table 2. Gender categorization tool

| | Definition | Project requirements |
|---|---|---|
| **GENDER-TARGETED** | This category includes projects that state gender equality and/ or women's empowerment as their principal objective and those projects whose components explicitly address gender issues that have been identified through a gender analysis. This means that projects in this category:<br><br>(a) Target women or men who have special needs, are disadvantaged, or suffer from discrimination; or<br><br>(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). | • 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)<br>• Ensure project objective and key results address one or more clearly defined gender issue(s)<br>• Design gender-focused outputs and activities to address identified gender issue(s)<br>• Formulate gender-responsive targets, indicators and a baseline to monitor and evaluate gender equality results<br>• Consult and/or involve women/gender-focused groups, associations or stakeholders throughout all phases of the project cycle<br>• Ensure project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced<br>• Ensure key project personnel have gender expertise and all project staff are sensitized to gender |
| **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. | • Identify gender issue(s) in a stand-alone gender analysis<br>• Have gender equality and/or women's empowerment as a key result within a thematic area;<br>• Ensure at least 50 per cent of the project outputs have activities promoting gender equality and/or the empowerment of women<br>• Collect and use sex-disaggregated data and qualitative information to understand the differential needs, roles, challenges and opportunities of women and men within project context (i.e. gender analysis) and to track gender impacts of the project<br>• Design and include outputs and activities to address identified gender issue(s)<br>• Formulate gender-responsive targets, indicators and a baseline to monitor gender equality results<br>• Allocate sufficient financial resources for proposed gender activities<br>• 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)<br>• Consult and/or involve women/gender-focused groups, associations or stakeholders<br>• Ensure that project management and implementation arrangements (i.e. project personnel and project committee composition) are gender balanced<br>• Ensure that key project personnel have gender expertise and all staff is sensitized to gender |

## LIMITED GENDER DIMENSIONS

Projects that fall into this category are expected to contribute to gender equality and/or women's empowerment in a limited way. These projects possess only few gender dimensions and entry points for gender mainstreaming activities and/or affirmative action are rare.

- Identify gender issue(s) in either an environmental and social impact assessment or in stand-alone gender analysis
- Ensure at least 20 per cent of the project outputs have clearly identified activities promoting gender equality and/or the empowerment of women, including gender-responsive indicators and a corresponding budget or at least one indicator in each project output refers to gender in some way.
- Design and include outputs and activities to address the identified gender issue(s)
- Formulate gender-responsive targets, indicators and a baseline to monitor gender results
- Allocate sufficient financial resources for the gender components of the project
- Ensure that both women and men can provide inputs, access and participate in project activities (target is at least 40 per cent of whichever sex is underrepresented)
- Consult and/or involve women/gender-focused groups, associations or stakeholders
- Ensure project management and implementation arrangements (i.e. project personnel and project committee composition) are gender-balanced
- Ensure key project personnel have gender expertise and project staff are gender-sensitized

## MINIMAL GENDER DIMENSIONS

This category includes projects that have no visible potential to contribute to gender equality and/or women's empowerment. Women and men are not expected to be affected differently by the project (in terms of their rights, needs, roles, opportunities, etc.), and there are hardly any entry points for gender mainstreaming activities and/or affirmative action.

- Include a description of why the project is not expected to noticeably contribute to gender equality and/or women's empowerment. For example, the project does not have direct contact with communities or the project does not directly affect or determine the use of resources, goods, or services accessed by women and men
- Ensure project management and implementation arrangements respect the principles of gender equality and equal opportunities (i.e. project personnel and project committee compositions are gender-balanced)
- Ensure both women and men can provide inputs, access and participate in project activities within their limited scope

## Gender analysis

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

Once it has been determined that gender plays a role in the planned intervention, a gender analysis should be undertaken. A gender analysis identifies key gender equality and empowerment of women issues and their 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.[42] If, however, resources are limited, project managers can also undertake a gender analysis with support from the appropriate tools and guidance presented in the following sections.

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[42] Examples for Terms of Reference, including the specific tasks and qualifications of the gender experts, are presented in annex I and II; more detailed information on gender analysis at the regional/country level and the sectoral level is presented in annex III and IV, respectively.

## Stakeholder mapping

A good starting point for a gender analysis is the mapping of potential partners and stakeholders. 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 under-represented gender — be they men or women — and raise awareness among them may be needed. This is a question of accountability and credibility.

## 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, or community and social mappings. Furthermore, already existing data and information, such as those produced by recently undertaken assessments or surveys, as well as statistics available in databases, can support the analysis.

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

## Table 3.  Gender analysis

| | General questions applicable to all sectors/projects | Questions specific to the Montreal Protocol sector/projects |
|---|---|---|
| What is the context? | What is the legal status of women in the country of intervention? What are the gender norms and values? What are the training and education levels among women and men? What are commonly held beliefs, perceptions and stereotypes relating to gender? | What is the share of women and men enrolled in STEM fields? Do women and men have equal access to the sectoral labour market? Are there any barriers that impede women's or men's engagement in the sector? Do environmental/Montreal Protocol-related policies and plans include provisions or references to gender equality and women's empowerment? Are there sector policies in place that perpetuate/aggravate existing or cause new 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 identification and transfer of non-ODP production technologies/environmentally sound technologies? Have both women's and men's views about technology options and design features been taken into account? What is the share of women and men in the sectoral labour market? What positions do women and men predominantly have in the sector in terms of hierarchy? How many sector-related small and medium enterprises are managed by women and men? |
| 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 skill upgrading? | Do women and men have the right to own/control land (and other relevant resources)? Do women and men have (equal) access to credit? How many sector-related small and medium enterprises are owned by women and men? Are there wage gaps between women and men? Do women and men have (equal) access to non-ODP production technologies/environmentally sound technologies? Do women and men have (equal) access to information and capacity-building in STEM fields and other areas related to environmental management/climate change? |
| 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 industries (e.g. in small and medium enterprises)? Are women and men equally represented at global, regional and national environmental conferences and events? In addition to their participation, are women also actively engaging in these conferences and events (e.g. through presenting/holding sessions)? Are gender focal points or organizations working on gender equality and women's empowerment consulted in project/sector-related planning and decision-making? Is the respective government ministry working on gender equality and women's empowerment engaged 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 men or women's workloads increase/decrease as a result of innovation and changes in technology, and if their workload is decreased, will this involve a loss of income? Does the project provide space to relieve women's and men's workloads in their specific productive/processing roles through new technologies? Are provisions in place that support women in combining family life with their working life (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)? Is gender mainstreamed into training and capacity-building initiatives (e.g. specific sessions on gender, use of training material that includes gender considerations)? Are specific measures undertaken to support more equal participation of women and men in training and capacity-building initiatives (e.g. accounting for time and mobility restrictions, specific encouragement of women to participate)? Do occupational health and workplace safety frameworks take women's and men's distinct vulnerabilities and needs into account (e.g. specific susceptibilities to health issues caused by methyl bromide)? |

## 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 training and all other services offered by the project

☑ Collect and analyse sex-disaggregated data and qualitative information to monitor and evaluate the real gender impact 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 findings from the gender analysis into projects in a meaningful way.

## Risk assessment

Among the risk factors identified during project formulation, it is important to identify those related to outputs concerned fully or partially with gender equality and women's empowerment. A risk assessment will show how the Montreal Protocol 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. 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[43] 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 gender equality 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.

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

## Logical framework

The logical framework is a useful project management tool that can be also used to enhance the overall gender impact of a project if gender is effectively mainstreamed into specific project components. Gender-responsive objectives, outcomes and outputs should be developed to directly respond to the issues identified from the gender analysis.

The matrix in table 4 provides potential gender outcomes, outputs and indicators related to the Montreal Protocol specific interventions to be considered during project formulation.

## Performance indicators and targets

Women-specific targets and gender-responsive indicators are essential tools to track the progress of gender results of a particular intervention over time. Gender-responsive indicators should not be superficial, but add value and provide

information about the underlying questions of the project; that is, whether conditions for women and men are really changing in terms of access to resources, economic security, political power, social status, etc. Therefore, it is good practice to review all indicators of the project (from development objective to output/activity levels) and to identify whether each indicator lends itself to sex-disaggregation. Reviewing what the indicator aims to measure, both for women and men, is also useful.

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

Figure 1 illustrates the importance of not focusing exclusively on impact indicators, rather placing equal importance on the measurement of output and outcome indicators, such as women's participation in the project. Projects should measure basic process outputs and outcomes as these indicators can provide initial assessments of whether a project is on the right track and whether it is engaging women as intended. These indicators are usually more straightforward to measure than indicators of deeper or longer-term impact. Determining which stage to formulate indicators depends on what is feasible to measure given the project's resources, expected impact and timeframe.

Figure I.    Measuring women's economic empowerment



POWER AND AGENCY     ECONOMIC ADVANCEMENT

Increased financial independence
Increased self-efficacy
Increased bargaining power
Women's participation in activities
Increased control of household resources
Ability to make decisions

Access to new markets
Increased profit
Women's participation in activities
Changes in business practice
Improved livelihood
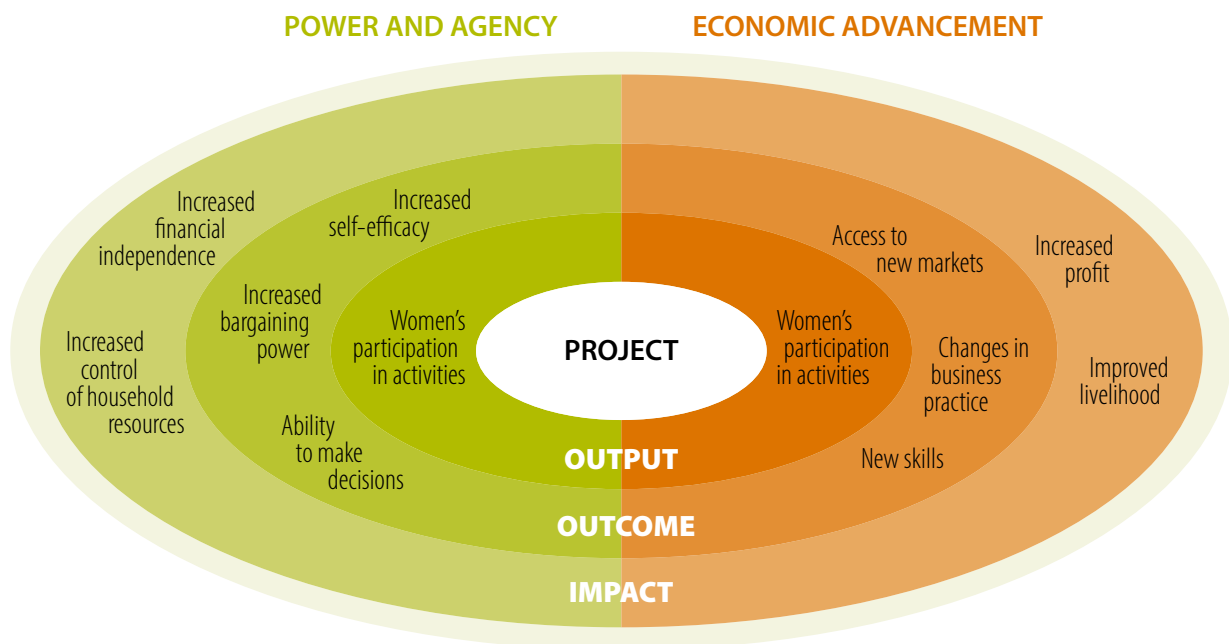New skills

PROJECT

OUTPUT
OUTCOME
IMPACT

Table 4.   Engendered logical framework for Montreal Protocol projects

| Category | MP outputs/ activities | Possible GEEW activities | Possible GEEW indicators | Possible GEEW outputs | Possible GEEW outcomes |
|---|---|---|---|---|---|
| TECHNOLOGY DEVELOPMENT AND TRANSFER | Support implementation of zero-ODP, low-GWP technologies in industry to reduce ODS consumption<br><br>Retrofit and demonstration projects for new technologies implemented<br><br>Refrigeration Recovery and Recycle (RRR) schemes improved | • Request companies to provide UNIDO staff with information on the qualifications of their male and female employees to generate baseline data/situational overview (e.g. level of formal education, additional training attended, current position)<br>• Make gender an integral part of any training provided (e.g. through dedicated gender sessions, the presentation of sex-disaggregated data)<br>• Mainstream gender in training and information material/ cooperate with gender specialist to include gender considerations in training and information material (e.g. through inclusion of dedicated gender sections, sex-disaggregated data, information on gender-differentiated impacts, illustrations of women and men) | • Access granted to staff files/ database with information on male and female employees' qualification (y/n)<br>• Percentage of time dedicated to gender during training<br>• Gender specialist involved in preparation of training and information material (y/n)<br>• Training/information material is gender-sensitive (y/n) | • Information on male and female employees, including their skill level, is documented and accessible to UNIDO staff<br>• Training agendas/curricula are adjusted and cover sector-specific gender issues Policies recognize women and men as key users of energy services and enable them to benefit equally from access to modern energy services and energy efficiency technologies<br>• Gender-sensitive training and information material is prepared and disseminated | • UNIDO staff have a better overview of gender parity in companies and the educational/skill level of male and female workers<br>• An increased number of male and female workers are gender-sensitized and more aware of sector-specific gender issues |

| Category | MP outputs/ activities | Possible GEEW activities | Possible GEEW indicators | Possible GEEW outputs | Possible GEEW outcomes |
|---|---|---|---|---|---|
| | Government supported to improve and enforce legal regulations to ensure ODS phase-out processes | • Include gender considerations in needs/impact assessments of policies, frameworks, plans (e.g. through collecting sex-disaggregated data, adding questions that specifically ask for women's and men's priorities/needs) | • Needs/impact assessments are gender-sensitive (y/n) | • Sector-specific, gender-relevant quantitative and qualitative data are generated and analysed | • UNIDO staff have a better understanding of women's and men's sector-specific needs and priorities and required actions to address these |
| POLICY FORMULATION | Preparation of national and sector-specific ODS phase-out plans | • Conduct specific gender assessments that improve understanding of gender issues and inequalities<br>• Make gender parity and gender considerations an integral part of recruitment processes UNIDO has a direct influence on (e.g. specific encouragement of women to apply, job advertisements circulated widely and through channels accessible for women and men, gender as a required competency in ToRs, interview question on gender)<br>• Reach out to national counterparts and advocate for making gender parity and gender considerations an integral part of their recruitment processes (e.g. through targeted sessions on gender, informal discussion) | • Gender assessment conducted (y/n)<br>• Number of specific measures undertaken to recruit women<br>• Number of specific measures undertaken to encourage national counterparts to recruit women | • Sector-specific, gender-relevant quantitative and qualitative data are generated and analysed<br>• UNIDO's recruitment processes are adjusted and address gender parity and gender competence issues<br>• Targeted awareness-raising and advocacy measures on the importance of gender parity and gender competence are undertaken | • UNIDO staff havew a better understanding of women's and men's sector-specific needs and priorities and required actions to address these<br>• The gender parity among and gender competence of the labour force is increased |

| | Activity | Indicator | Output | Outcome |
|---|---|---|---|---|
| Social awareness raised on the need to phase out ODSs | • Mainstream gender in information material/cooperate with gender specialist to include gender considerations in information material (e.g. through inclusion of dedicated gender sections, sex-disaggregated data, information on gender-differentiated impacts, illustrations of women and men) <br> *Possible additional activity:* <br> • *Where applicable, organize specific events on gender and ODSs (e.g. side events, working lunches/dinners)* | • Gender specialist involved in preparation of training and information material (y/n) <br> • Information material is gender-responsive (y/n) <br> *Possible additional indicator:* <br> • *Number of specific gender events held* | • Gender-sensitive information material is prepared and disseminated <br> *Possible additional output:* <br> • *Gender issues are explicitly discussed as part of events* | • An increased number of stakeholders is aware of sector-specific gender issues |
| Support government in the development of certification schemes for refrigeration and air conditioning technicians | • Where applicable, encourage governments/ministries to designate a gender focal point to be included in UNIDO's interventions and cooperation <br> • Establish contact with existing gender focal points in governments/ministries and include him/her in UNIDO's interventions and cooperation with the government | • Gender focal point identified (y/n) <br> • Gender focal point included in UNIDO's cooperation with government (y/n) | • Governments/ministries have designated gender focal points <br> • Mode of regular communication/consultation with gender focal points is established | • Gender considerations are an integral part of the cooperation between UNIDO and national governments |
| **AWARENESS-RAISING AND CAPACITY-BUILDING** <br> Technicians/trainers/vocational school teachers /customs officers/professional associations trained | • Conduct specific gender assessments that establish baseline and improves understanding of gender issues and inequalities <br> *Possible additional activities:* <br> • *Reach out to national stakeholders and advocate the importance and benefits of a more equal representation of women and men in training/workshops (e.g. through informal discussions, working lunches/dinners)* | • Gender assessment conducted (y/n) <br> *Possible additional indicators:* <br> • *Specific steps undertaken by stakeholders towards more equal representation of women and men at training/ workshops (y/n)* <br> • *Percentage of time dedicated to gender during training* <br> • *Gender specialist involved in preparation of training and information material (y/n)* | • Sector-specific, gender-relevant quantitative and qualitative data are generated and analysed <br> *Possible additional outputs:* <br> • *Targeted awareness-raising and advocacy measures on the importance of gender parity in training/workshops are undertaken* <br> • *Training agendas/ plans/ presentations are adjusted and cover sector-specific gender issues* | • UNIDO staff has a better overview of gender parity in entities (e.g. vocational schools) and the educational/skill level of women and men <br> *Possible additional outcomes:* <br> • *The gender parity at training/ workshops is increased* <br> • *A greater number of trainees is gender-sensitized and aware of sector-specific gender issues* |

| Category | MP outputs/ activities | Possible GEEW activities | Possible GEEW indicators | Possible GEEW outputs | Possible GEEW outcomes |
|---|---|---|---|---|---|
| AWARENESS-RAISING AND CAPACITY-BUILDING | | • Make gender an integral part of any training/workshop provided (e.g. through dedicated gender sessions, the presentation of sex-disaggregated data)<br>• Mainstream gender in training and information material/ cooperate with gender specialist to include gender considerations in training and information material (e.g. through inclusion of dedicated gender sections, sex-disaggregated data, information on gender-differentiated impacts, illustrations of women and men) | • Training/information material is gender-sensitive (y/n) | • Gender-sensitive training and information material is prepared and disseminated<br>• Gender parity in training/ workshops provided by stakeholders (e.g. in vocational schools to students) is increased and a greater number of male and female students/trainees are gender-sensitized | |
| GLOBAL FORUM | Organization of conferences, Expert Group Meetings, etc. | • Establish a data base/expert pool of qualified women (e.g. ask counterparts/colleagues in the field for recommendations, reach out to local universities and ask for female graduates, register outstanding participants at training)<br>• Raise awareness and advocate for the importance and benefits of gender equality and women's empowerment (e.g. through side events, working lunches/dinners, informal discussions)<br>• Mainstream gender in background and information material/cooperate with gender specialist to include gender considerations in background and information material (e.g. through inclusion of dedicated gender sections, sex-disaggregated data, information on gender-differentiated impacts, illustrations of women and men) | • Database/expert pool established (y/n)<br>• Number of specific gender events held<br>• Gender specialist involved in preparation of training and information material (y/n)<br>• Background/information material is gender-sensitive (y/n) | • The process of identifying and reaching out to qualified women who can contribute to conferences, expert meetings etc. is simplified<br>• Gender issues are explicitly discussed as part of events<br>• Gender-sensitive background/ information material is prepared and disseminated | • The gender parity at events is increased<br>• A greater number of stakeholders is gender-sensitized and aware of sector-specific gender issues |

| Preparation and distribution of technical reports, brochures, etc. | • Mainstream gender in information material/cooperate with gender specialist to include gender considerations in information material (e.g. through inclusion of dedicated gender sections, sex-disaggregated data, information on gender-differentiated impacts, illustrations of women and men) *Possible additional activity:* • *Ensure technical reports have a dedicated section on gender (e.g. reflections on differentiated impacts on women and men, distinct vulnerabilities but also capacities and skills of women and men, presentation of sex-disaggregated data)* | • Gender specialist involved in preparation of training and information material (y/n) • Information material is gender-sensitive (y/n) *Possible further indicator:* • *Technical reports have gender section (y/n)* | • Gender-sensitive information material is prepared and disseminated | • An increased number of stakeholders are gender-sensitized and more aware of sector-specific gender issues |

## 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-responsive 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 Montreal Protocol project and not in a separate "gender budget". Once again, an initial gender analysis is vital for determining priorities.

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

## Remember…

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

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

Practical gender mainstreaming is about asking the right questions so that you fully understand the social implications of your project and can use your resources effectively to address them. Table 5 is a good way to double-check how well gender dimensions have been integrated into a project document—as guided by the previous sections—and can help identify opportunities, if any, for improvement.[44]

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**GUIDING QUESTIONS FOR GENDER-RESPONSIVE 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 consider them in all activities?

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[44] This checklist was adapted from UNDP's Gender Marker Scoring Template.

## Table 5. Gender mainstreaming checklist for projects

| | Question | Yes | No | Partially |
|---|---|---|---|---|
| **ANALYSIS/ JUSTIFICATION** | 1. Does the project explicitly address a gender issue or issues? <br> If so, please describe how and if not, please provide an explanation. | | | |
| | 2. Does the background/context analysis of the project examine: <br> *(a)* the different situations of women and men? <br> *(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 does the project staff have gender knowledge and have gender related tasks incorporated in their job descriptions? | | | |
| | 10. Will all project staff be sensitized to gender (e.g. staff will complete a basic online course; staff will complete a basic online course; I Know Gender Course on UN Women's eLearning Campus https://trainingcentre.unwomen.org)? | | | |
| **IMPLEMENTATION ARRANGEMENTS** | 11. Is there gender-balanced recruitment of project personnel and gender balanced representation in project committees? | | | |
| **MONITORING AND EVALUATION** | 12. Will the monitoring and evaluation of the project cover gender issues and monitor behavioural changes towards greater gender equality? | | | |

# 5. GENDER MAINSTREAMING IN PROJECT IMPLEMENTATION

In the case of an existing Montreal Protocol project that is already in the implementation stage, a good starting point for gender mainstreaming would be to review the gender questions in table 3, Gender Analysis questions, to identify if and how integrating gender dimensions in the project is still possible.

For projects that are just starting implementation, the selection of the implementation team and key stakeholders is an essential first step.

## Selection of the implementation team

In general, women tend to be underrepresented in Montreal Protocol projects at all levels. When building the project management team, think about having a gender-balanced team at different staff levels. You could promote an increased gender balance by:

- Specifically encouraging women to apply for positions in job advertisements
- Advertising positions in places where women are more likely to see the advertisement, as well as using women's networks (e.g. women's associations)
- Offering family-friendly working conditions (e.g. flex-time and childcare arrangements)
- Upholding ethical standards in the workplace (e.g. no tolerance for sexual harassment)

To ensure that a gender perspective is integrated into the implementation of the project, consider hiring a gender expert to be part of the project implementation team. For continuity, this could be the gender expert who conducted the gender analysis at the onset of the project. In the implementation phase, the gender expert would undertake the data collection and monitoring of the project's gender dimensions.

If resources are limited, there are several ways to ensure that the project implementation team has a sufficient level of gender competence. One way would be to include gender as a competency in the selection of team members. You should also include gender-responsive activities in the terms of reference of the implementation team (e.g. undertake a gender analysis, monitor and report disaggregated figures).

It is important to note that female staff are not necessarily gender-competent or knowledgeable about gender work, so building the whole team's knowledge may still be necessary. To this end, it would be advisable to have an orientation workshop with local staff to sensitize them on gender issues in the context of the project, as well as to inform them on how specific components of the project will address those issues. During the workshop, one could carry out a preliminary assessment of staff gender perceptions, including the challenges and opportunities seen by staff in mainstreaming gender in the project.

In any situation, it would be advisable to think about building the capacity of international and national industrial experts on gender mainstreaming to ensure that gender equality activities are maintained after the conclusion of the project.

## Working with stakeholders

It is imperative that counterparts and project stakeholders are made aware and informed about gender inequality issues and UNIDO's commitment to addressing them. This means assessing and creating gender awareness among potential partners, such as civil society groups, government institutions and private-sector institutions.

The following are guiding questions to briefly assess partners. These questions can also be posed in focus groups or individually, collecting information from women and men separately.

## Working with institutions

Providing support to national partners in developing and establishing recognized vocational and educational institutions is an important part of UNIDO's technical assistance within Montreal Protocol activities. As part of the available scope of gender-responsive actions when dealing with institutions and enterprises, implementing a gender charter is a strategic way to promote gender equality, improve 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). <br> 2. Absence of structural barriers (i.e. clauses in the human resource management policy) to women or men performing the same tasks if required. <br> 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. <br> 5. Equal access to employee benefits (e.g. provision for pension schemes, holiday entitlements, health insurance, etc.). |
| **KNOWLEDGE** | 6. No discrimination in access to information (e.g. career opportunities). <br> 7. Equal opportunities for training and professional development. <br> 8. Specific training opportunities for workers recruited under affirmative action channel. |
| **TIME** | 9. Provision for childcare facilities. <br> 10. Flexibility of working time—fair overtime schedules. <br> 11. Equal length of paid paternity and paid maternity leaves. <br> 12. Equal duration of working life years. |
| **VOICE** | 13. Gender-balance objectives (40-60 per cent) at governance, executive/management and technical/operational levels. <br> 14. Requirement of a personal bank account for issuing salaries. |
| **HEALTH** | 15. Secure channel for reporting sexual harassment and protection against retaliation. <br> 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 whichever gender is underrepresented. An ethical code of conduct where it does not already exist could be an offspring of the gender charter. An ethical code of conduct reinforces the protection of workers against moral and sexual harassment. Finally, the gender charter should be aligned with national legislation. It will benefit the support of local or international gender equality advocacy initiatives and needs to integrate industry-related recommendations.

A model gender charter is provided in annex V.

# 6. GENDER MAINSTREAMING IN PROJECT MONITORING AND EVALUATION

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

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

## Monitoring gender results

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

Part of monitoring and evaluation includes the systematization of good practices. This includes the regular assessment and reporting of gender-responsive 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.[45] 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:

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

- 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)

## Building case studies

Case studies are another useful tool for monitoring and evaluating your gender results. They can provide a more in-depth look into the impact the project has made on the behaviour, attitudes and perceptions of the communities involved. This is important for monitoring the progress of gender results given that the social or cultural norms and values of a community are often the underlying root causes of gender discrimination and inequality.

Case studies can be systematized in the M&E process or utilized in an ad hoc manner.[47] The development of case studies involves the qualitatively assessment of 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.

## 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, website) to promote information sharing and contribute to awareness-building and advocacy efforts. Alongside this, it would be beneficial to consider communicating gender results in specific reports developed to highlight the gender dimensions of the intervention. Other possible means to communicate information on gender issues and results are through workshops, e-discussions or the dissemination of case studies and success stories.

It is important for the communication team to be aware of 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

[46] International Service for National Agricultural Research (ISNAR), 2001. Available at: http://www.seachangecop.org/sites/default/files/documents/2001%20 06%20FAO%20Engendered%20Logframe%20Approach.pdf.

[47] Additional Resources:
UICN (2000): Taking the Pulse of Gender. Gender-Sensitive Systems for Monitoring and Evaluation. Available at: 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. Available at: 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. Available at: www.bridge.ids.ac.uk/go/bridge-publications/cutting-edge-packs/ gender-and-indicators/gender-and-indicators
IDS Participatory methods website: www.participatorymethods.org

ANNEXES

# ANNEX I. TERMS OF REFERENCE 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.

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[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 to Gender Mainstreaming Montreal Protocol Projects (2015).<br><br>• Conduct a detailed gender analysis as indicated in UNIDO's Guide on Gender Mainstreaming Montreal Protocol 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 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 log frame and include the development of gender-specific project components, gender-responsive targets and indicators, timelines, assigned responsibilities and implementation arrangements.<br><br>• Provide cost estimates for the implementation of the plan. | • 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 of their 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 environment.

**Technical and functional experience**

The Gender Expert should have:

- A minimum of five years' practical experience in the field of gender equality and gender mainstreaming.

- Formal training in gender analysis and gender planning and demonstrated expertise in mainstreaming gender in projects and programmes, especially in the environment sector.

- Thorough understanding of the gender context in [*country name*], and experience working with government institutions and international or non-governmental organizations supporting gender and environment work.

- Familiarity with gender analysis tools and methodologies.

- Strong communication skills, and ability to liaise with various stakeholders, including government officials.

**Languages**

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

# ANNEX II.   TERMS OF REFERENCE FOR GENDER EXPERT FOR PROJECT IMPLEMENTATION



UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

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

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

## ORGANIZATIONAL CONTEXT

UNIDO is a specialized agency of the United Nations that promotes industrial development for poverty reduction, inclusive globalization and environmental sustainability. The Organization pursues the programmatic goals of gender equality and the empowerment of women both collectively within the United Nations system and individually within 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 Management and UNIDO 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 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 Montreal Protocol 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 ToR including gender-related competencies are drafted 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 the environment sector 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 environment.

**Technical and functional experience**

The Gender Expert should have:

- A minimum of five years practical experience in the field of gender equality and gender mainstreaming.

- Formal training in gender analysis and gender planning and demonstrated expertise in mainstreaming gender in projects and programmes, especially in the environment sector.

- 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/environment work.

- Familiarity with gender analysis tools and methodologies relating to the environment sector.

- Strong communication skills and ability to liaise with various stakeholders, including government officials.

**Languages**

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

# ANNEX III.   GENDER ANALYSIS AT THE REGIONAL/COUNTRY LEVEL

A gender analysis should start at the regional/country level, addressing the national context/s that frame the Montreal Protocol 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 surrounding the implementation of the project while identifying gender inequalities in place.

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

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**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 policies 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 women/men 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 MP-related policies relevant to the intervention? Are these policies gender-mainstreamed?

# ANNEX IV. 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 of 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?

- 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 consider women's time constraints due to childcare, 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?

- How can women's leadership and participation in MP-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, lack of experience in Montreal Protocol, etc.?

- Does the project design ensure that information and training on Montreal Protocol targets both women and men?

- Have both women's and men's views, concerns and expectations been taken into account?

- Is there room for promoting awareness by, for example, mobilizing women's groups and social compacts?

# ANNEX V. MODEL GENDER CHARTER

**{INSTITUTION'S NAME}**
**GENDER CHARTER**
**{CREATION/REVISION DATE}**

## Preamble

1. {Institution's name} recognizes that gender discrimination is a serious threat to human development, both at 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 institutionalised 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 child-care 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 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 contributing to a safe working environment for all their colleagues.

# ANNEX VI. 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 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.

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[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://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/11/08/000442464_20131108144416/Rendered/PDF/825200WP0Women00Box379865B00PUBLIC0.pdf.

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
- United Nations Organization on Drugs and Crime: www.unodc.org/unodc/en/corruption/index.html
- International Organization for Migration/Immigration and Border Management Division: www.iom.int/cms/tcm

# ANNEX VII.   GENDER-RESPONSIVE TRAINING

The following check-list 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 women and men 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 trainers' performance in relation to gender sensitivity is assessed.

13. Feedback and experience of female and male participants are taken into consideration.

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[a] Additional Resources:
International Union for the Conservation of Nature UICN (2000): Seek and ye shall find. Creating participatory appraisals with a gender perspective. Available at: 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 & Cooperation (SDC) (2005): Gender in Training: Mainstreaming gender equality and the planning, realisation, and evaluation of training programmes. Available at: www.sdc-gender-development.net/en/Home/Publications/document.php?itemID=4260&langID=1.
UNESCO (1999): Guidelines on gender-neutral language. Available at: unesdoc.unesco.org/images/0011/001149/114950mo.pdf.

# 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 *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 and 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 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.

## Gender-responsive evaluation questions

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

**Design**

- Is the project/programme in line with national policies and those of UNIDO[c] on gender equality and the empowerment of women?

- Were gender issues identified at the formulation 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?

**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?

**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?

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[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 with the strategy or action plan..

## 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.

**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.

**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.

**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.

**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 formulation, actual implementation and management).
- Answers to 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.

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[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. Women and men both perform different roles. This leads to women and men having different experience, knowledge, skills and needs. Gender analysis explores these differences meaning that  policies, programmes and projects can identify and meet the different needs of women and men. 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:* is 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-related issues 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-centred development.[a]

*Gender equity:* is the process of being fair to women and men, girls and boys. 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 women and men, 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 programmes, 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]

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[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 outcome. 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 women's and men'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 women and men. Sex describes the biological and physiological differences that distinguish females, males 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 inter-related 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]

INCLUSIVE
SUSTAINABLE
INDUSTRIAL
DEVELOPMENT