



UNECE Training Report - Towards gender-responsive standards

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1. Introduction

UNECE's Working Party 6 took the initiative to set up four workshops to strengthen standard-setting bodies' capacity to develop gender-responsive standards. The current report presents the specifics of the workshops, their contents, results of the exit questionnaires that were completed by participants and some recommendations. In this report, the focus is on the sessions that were developed and delivered by Yellow Window.

2. Training specifics

Timing: These workshops took place in April (26 and 27) and May (3 and 4) 2022. Each workshop was delivered in three sessions of 1,5 hours.

Modalities: The workshops were run in three languages: English, Russian and French. More specifically, the training on the 26th of April was conducted in English with simultaneous translation into Russian; the workshops on the 27th of April and 3rd of May were in English and the one on the 4th of May was entirely conducted in French.

Trainers: The workshops were developed and led by experts from UNECE (session one; Lance Thompson and Ray Walshe) and Yellow Window (sessions two and three; Maxime Forest and Lut Mergaert).



Target group and attendance: The workshops were aimed at staff of standard-setting bodies. They have been attended predominantly by participants representing signatories of the UNECE Declaration on Gender-Responsive Standards and Standards Development. The overview below shows the number of registrations per training and the number of participants. This number of participants is the highest number that was online at one point during the day, recognizing that attendance somewhat fluctuated during sessions.

Training day	Number of registrations	Number of participants¹
April 26	81	54
April 27	47	31
May 3	52	28
May 4	38	38
<i>Total number trained:</i>		<i>151</i>

Platform: All sessions were conducted online. The first session on the 26th of April was run on the ZOOM platform of Yellow Window, using its simultaneous translation feature, and the other sessions were run on the WebEx platform of UNECE.

Support for participants: During sessions 2 and 3, additional resources were suggested to the participants, which were made available to them at the end of the session by means of a hand-out with relevant further reading accessible via a hyperlink. This hand-out can be found in annex 1 to this report.

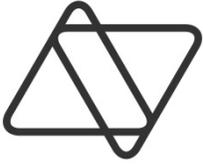
3. Training contents

In summary, the contents of the three sessions during each workshop were the following:

- The first session explained how standards can help to achieve the SDGs.
- The second session zoomed in on gender-responsive standards and what this actually entails, referring both to women’s participation in standard-setting processes at all levels (from considering user perspectives, over expert input, to gender-balanced committees and decision-making bodies) and to content of standards themselves (who do they engage with, whose lives and bodies do they affect and how can their impacts be different for women and men, girls and boys).
- The third session focused on gender action plans, as instruments to operationalize the organizations’ commitment to change processes and procedures structurally, so that gender-responsive standards can become a reality.

The full script of sessions two and three is included in annex 2 to this report.

¹ Figures in this column exclude the interpreters (first training) and the experts from Yellow Window. Experts from UNECE and trainers in session one were counted only for the first training.



4. Results of exit questionnaires

At the end of each training day, participants were invited to complete a short online survey. The results of this survey are presented hereafter. In total, 37 responses were received, representing a response rate of 24,5% considering the total number of 151 participants that took the training.

Below is the table that presents the results for each of the closed questions of the questionnaire. This table is followed by the responses received to the open questions, indicating which training the respective respondents took.

Overall, the participants are clearly satisfied with the training workshops: the average satisfaction score across all evaluation items is 8,6/10.



[Yellow Window] Gender Responsive Standards and Gender Action Plans 27-28 April 2022, 3-4 May 2022	4		3		2		1				average score on 10
	Absolutely / very		Quite		Rather not		Not at all		No answer		
Did you learn what you expected to learn in this workshop?	21	57%	13	35%	3	8%	0	0%	0	0%	8.7
How satisfied are you with the following aspects of the training:											
Relevance for your work	22	59%	14	38%	1	3%	0	0%	0	0%	8.9
Contents of the session	24	65%	12	32%	1	3%	0	0%	0	0%	9.1
Length	13	35%	21	57%	3	8%	0	0%	0	0%	8.2
How satisfied are you about the trainer (Dr. Maxime Forest)											
Knowledge of the subject	32	86%	5	14%	0	0%	0	0%	0	0%	9.7
Communication skills	28	76%	9	24%	0	0%	0	0%	0	0%	9.4
Relation with the group	28	76%	9	24%	1	3%	1	3%	0	0%	
Support and advice offered to participants	28	76%	8	22%	1	3%	0	0%	0	0%	9.3
How satisfied are you with...?											
The visual supports	26	70%	11	30%	0	0%	0	0%	0	0%	9.3
The documentation	25	68%	12	32%	0	0%	0	0%	0	0%	9.2
The balance between theory and practice	15	41%	19	51%	3	8%	0	0%	0	0%	8.3
Point out to what extent the session reached its objectives:											
Providing basic and workable definitions	28	76%	8	22%	1	3%	0	0%	0	0%	9.3
Familiarising participants with the concepts of 'gender bias' and 'gender blindness'	26	70%	10	27%	1	3%	0	0%	0	0%	9.2
Building the case for gender-responsive standards (GRS)	22	59%	14	38%	1	3%	0	0%	0	0%	8.9
Introducing the dual approach of the WP6 Guidelines	23	62%	13	35%	1	3%	0	0%	0	0%	9.0
Providing examples and resources for GRS	23	62%	12	32%	2	5%	0	0%	0	0%	8.9
Defining a Gender Action plan	26	70%	10	27%	1	3%	0	0%	0	0%	9.2
Explaining how a Gender Action Plan supports GRS	25	68%	11	30%	1	3%	0	0%	0	0%	9.1
Presenting the different steps of a Gender Action Plan	25	68%	11	30%	1	3%	0	0%	0	0%	9.1
Sensitising about stakeholders' participation and engagement	25	68%	9	24%	3	8%	0	0%	0	0%	9.0
Providing hints for achieving sustainable results	21	57%	13	35%	2	5%	1	3%	0	0%	8.6
How satisfied are you overall with this workshop?	26	70%	11	30%	0	0%	0	0%	0	0%	9.3
As regards your needs and further training opportunities: Would you be interested in further training that is specifically oriented towards skills development and practical implementation?	30	81%	6	16%	1	3%	0	0%	0	0%	9.5
overall average:											8.6



Answers received to the open questions are listed here below.

Training of 26 April 2022

<p>[Yellow Window] Gender Responsive Standards and Gender Action Plans 26 April 2022</p>	<p>ENGLISH (Translated)</p>
<p>8) Просим, не стеснясь, комментировать, особенно если выше вы выразили свое неудовлетворение:</p>	<p>8) Please feel free to comment, especially if you have expressed a dissatisfaction above:</p>
<p>looking forward to participate in more trainings</p>	
<p>9) Что вы ожидали узнать на этом учебном занятии?</p>	<p>9) What did you expect to learn in this training session?</p>
<p>training material</p>	
<p>обоснование для гендерных аспектов стандартов</p>	<p>The rationale for the gender dimensions of standards</p>
<p>Основные понятия как стандарты могут повлиять на гендерное развитие</p>	<p>Basic concepts of how standards can affect gender development</p>
<p>10) Что, на ваш взгляд, было наиболее интересным на этом тренинге?</p>	<p>10) What did you find most interesting in this training</p>
<p>case of best practices</p>	
<p>The training as a whole was very interesting, especially the topics - standards as tools to meet developing SDG, the UNECE Portal on Standards for the SDGs, education on standards, STAT-ED Initiative, the gender action plans, UNECE Guidelines on Developing Gender-Responsive Standards publication, links to further reading etc.</p>	
<p>примеры и ресурсы по теме разработки учитывающих гендерные аспекты стандартов</p>	<p>Examples and resources on the topic of developing gender-sensitive standards</p>
<p>Аспекты и нюансы о которых не знала в рамках гендерного равенства, в особенности о том, что на сегодняшний день на рабочих местах не учитываются гендерные аспекты</p>	<p>Aspects and nuances that the gender equality framework did not know about, particularly the fact that, to date, gender aspects have not been taken into account in the workplace</p>
<p>11) Что, на ваш взгляд, прозвучало неубедительно на этом тренинге и почему?</p>	<p>11) What did you not find convincing in the training? Why?</p>
<p>none</p>	
<p>12) Как вы думаете, вы сможете применить содержание обучения в своей работе? Что именно? Каким образом?</p>	<p>12) Do you think that you will be able to apply the contents of the training in your work? What exactly? How?</p>
<p>none</p>	



The library organizes information literacy lessons for students. The information received during this training I think would be useful to students.	
увеличить вовлеченность гендерно - различных групп при стандартизации и начать разработку стандартов учитывающих гендерные аспекты	Increase the involvement of gender diverse groups in standardisation and start developing gender sensitive standards
13) Что может помешать вам использовать полученные знания в своей работе?	13) What could prevent you from using the acquired knowledge in your work?
none	
14) Если это уместно, в каких вопросах, затронутых в ходе обучения, вы все еще чувствуете себя менее уверенно?	14) If relevant, what are the issues addressed in the training you still feel less confident about?
none	
Thank you very much for all the information and materials from the training. Will be available the presentations and the recording of the training on youtube?	
15) По каким темам, рассмотренным в ходе обучения, вы хотели бы узнать больше?	15) On which topics addressed in the training would you like to know more?
none	
16) Какие темы, не охваченные данным учебным курсом, вы предложили бы рассмотреть на будущих учебных мероприятиях?	16) Which topics that were not covered in the course would you suggest to address in future trainings?
more case studies	
работа в комитетах и рабочих группах разрабатывающих стандарты, учитывающие гендерные аспекты	serving on committees and working groups that develop gender-sensitive standards
17) Какие основные моменты вы узнали на этом тренинге?	17) What are the main points that you learned in this training?
GAP	
практическое понимание стандартов, учитывающих гендерные аспекты	A practical understanding of gender-sensitive standards
Узнала о важности устойчивого развития и важности гендерных аспектов. Как проявляется гендерное неравенство на рабочих местах и в социальной жизни и что мы могли бы изменить и искоренить.	Learned about the importance of sustainable development and the importance of gender perspectives. How gender inequalities manifest themselves in the workplace and social life and what we could change and eradicate.
18) Просим не стесняться и добавить свои замечания или предложения	18) Please feel free to add comments or suggestions:
none	



Training of 27 April 2022

[Yellow Window] Gender Responsive Standards and Gender Action Plans 27 April 2022

8) Please feel free to comment, especially if you have expressed a dissatisfaction above:

I was mostly interested in the last session, as I have been working for a long time on the topic so the introductory sessions were rather refreshers more than new learning points. Having a practical exercise would have been quite nice, maybe for a next edition organized face to face.

I already had good knowledge about most of the content but it was well delivered

I thought the training and the facilitator were excellent. Thank you for the session.

9) What did you expect to learn in this training session?

More ideas to move forward with in our gender action work

I was hoping to have a bit more concrete examples of Actions, although I understand the tools and actions depend on the reality of your organization/company.

Concrete suggestions and examples for moving forward

10) What did you find most interesting in this training

The definitions and the suggestions on improving our GAP

Super clear information, very lively presentation, all questions addressed. Particularly liked the stakeholders' engagement focus, super useful!

The definition part

11) What did you not find convincing in the training? Why?

I do find everything convincing but I do feel we focus too much on representation, it is important but I do not think it will change things.

Maybe the target audiences were a bit too mixed for a perfectly fit for purpose content?

The first session on the SDGs was too abstract and did not give enough concrete examples

12) Do you think that you will be able to apply the contents of the training in your work? What exactly? How?

I sure hope so

Yes definitely, starting with the structure from starting to implementing, monitoring and 'next steps'.

We will use the definitions and case studies to prove our point

13) What could prevent you from using the acquired knowledge in your work?

This assignment is only a very little part of my job description, and I do need more time to make a real difference.

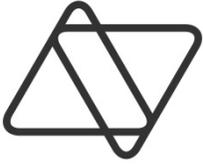
resource limitations (especially time/ staff)

Time and many urgent matters

14) If relevant, what are the issues addressed in the training you still feel less confident about?

15) On which topics addressed in the training would you like to know more?

More examples and ideas on how to measure progress (on gender responsive standards content)



Wished to have some other examples of non-GRS and of GRS, to convince more than the PPE or the consumers-product standard-makers. Default should be to always consider Gender implications, not only for consumer products. But it's always the same examples that come back

We need even more case studies and further down the line examples of changes made to standards (making them more gender responsive)

16) Which topics that were not covered in the course would you suggest to address in future trainings?

see 15

How to be flexible without losing sight of the goal and objectives (concrete case with Covid 19 & pandemic disrupting the GAP and re-prioritizing all activities in your organization; gender came last (again)).

17) What are the main points that you learned in this training?

The importance of baseline and measurement. And agreeing on definitions.

18) Please feel free to add comments or suggestions

A huge thank you !

The trainings were good but very long, I would suggest spreading them over more days and allow for breaks every 45 minutes (at least)

Training of 3 May 2022

**[Yellow Window] Gender Responsive Standards and Gender Action Plans
3 May 2022**

8) Please feel free to comment, especially if you have expressed a dissatisfaction above:

It was a very comprehensive workshop and a lot was covered despite the limited time.

I think that 1:30 hour break, in the middle of the course, it is not a good practice, because not all attendees have lunch at that time (only those from Europe).

1. The absence of women trainers in a training on gender equality.
2. One observation is the start time. In Latin America it is early morning. For further training, please consider this point. Otherwise, congratulations.

I expected the training to be a bit more substantial, but actually it was very basic. Basic in the way that the first few hours were about what is a standard, the SDGs, etc. I assumed the target audience was more advanced. Would be good in the future to advertise whether it is more basic or advanced levels.

9) What did you expect to learn in this training session?

Initial information on the gender equality plan

About GAP

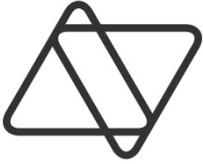
To know the concrete steps to implement the GAP

I wanted a deeper understanding of the concepts related to gender-responsive standards.

10) What did you find most interesting in this training

The definitions

To change andro-centric patterns in standards.



The six steps approach
The experience of the trainer specifically from the prospect of practicing GAP evaluation
the steps for creating a GAP as well as mentioning the risks etc.
The case studies.
11) What did you not find convincing in the training? Why?
If the definition of gender is related to culture, and currently several genders are considered, why when we talk about the gender equality plan is it talked about sex, about the differences between men and women and not about gender, since it is not surveys in relation to gender
Only theory, but very useful!!!
I think that gender equality should be treated as technical norms and not only as guidelines, because in Latin America there are serious problems of gender violence against women and girls and we need specific instruments that allow us to intervene in the organizations.
Perhaps the stakeholder engagement part. Perhaps the activities were more focused after one was able to adequately identify stakeholders, contact them, and have their attention, but not so much on these three previous steps.
12) Do you think that you will be able to apply the contents of the training in your work? What exactly? How?
Yes
May be
The training will help me with prioritizing actions and finding a way to set up a Gender Action Plan in general.
We are implementing the GAP at INEN and this training shows us which steps to reinforce and which steps to reconsider.
yes
Yes, the concepts are most useful to continue educating on the inside of our institution, so that our gender action plan has the expected impact.
13) What could prevent you from using the acquired knowledge in your work?
Institutional decisions.
Perhaps the gender biases that exist within the organization and outside it.
meeting with (structural) resistance (as mentioned also in the presentation)
Change in internal or nacional policies regarding SDG 5.
14) If relevant, what are the issues addressed in the training you still feel less confident about?
What specific tools could you use to evaluate the indicators
How to generate mindfulness and awareness regarding unconscious bias and blindness.
15) On which topics addressed in the training would you like to know more?
GAP
It would be great to read a GAP as an example. At the moment, I am still using sustainability reports as a guide
I would like to know examples of GAP that have been implemented in different countries and if they were able to develop the suggested steps.



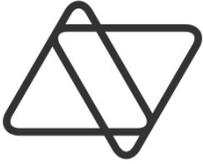
Monitoring and evaluation.
16) Which topics that were not covered in the course would you suggest to address in future trainings?
Examples of GAP that have been implemented in different countries
17) What are the main points that you learned in this training?
Vocabulary and GAP
gender blindness/ gender bias and how to explain this to my colleagues
1. Six steps approach; 2. Stakeholder's engagement; 3. Achieving sustainable results
GRS , GRA DEVELOPMENT & IMPLEMENTATION
how to address this topic in presentations, more examples for why GRS are necessary, concrete steps to formulate a GAP
Good steps for developing GAPs
Key definitions and concepts; what an action plan is not.
18) Please feel free to add comments or suggestions
The speaker was very easy to understand. It was good that he took his time and did not speak too fast.
1. As this is a gender training, it is necessary to take into account the participation of women as speakers. I am sure that there are women with the necessary knowledge to train on this topic. 2. Perhaps more knowledge on technical standards and gender equality.
I am grateful to everyone who puts in all the work to organize these kinds of events. Thank you!
Thank you for this workshop, it was really well thought out and organized.

Training of 4 May 2022

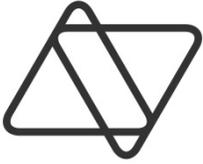
[Yellow Window] Gender Responsive Standards and Gender Action Plans 4 May 2022	ENGLISH (Translated)
8) N'hésitez pas à faire des commentaires, surtout si vous avez exprimé un mécontentement ci-dessus :	8) Please feel free to comment, especially if you have expressed a dissatisfaction above:
Pas de mécontentement.	No discontent.
Pas de mécontentement.	No discontent.
Ça peut aller	It can go
aucun	no
9) Qu'espérez-vous apprendre au cours de cette session de formation ?	9) What did you expect to learn in this training session?
Le contexte du PAG et son élaboration et mise en oeuvre	The context of the GAP and its development and implementation
Le développement du leadership et la capacité à mobiliser des fonds	Leadership development and fundraising capacity
l'impact du genre dans la normalisation	The impact of gender in standardisation



Plus de connaissances	More knowledge
Normes sur le genre	Gender standards
la présentation des objectifs de développement durable dans différents domaines	Presentation of the Sustainable Development Goals in different areas
Apprendre les notions et comment réaliser et mettre en œuvre le PAG	Learn the concepts and how to achieve and implement the GAP
10) Qu'avez-vous trouvé de plus intéressant dans cette formation ?	10) What did you find most interesting in this training
clarifier les pistes d'action - donné des idées pour mon propre plan d'action	clarifying courses of action - giving ideas for my own action plan
La définition des concepts et l'élaboration du PAG	Defining concepts and developing the GAP
Les étapes et les stratégies pour le PAG	Steps and strategies for the GAP
La disponibilité des normes de supports et la formation sur le site internet	Availability of support standards and training on the website
Cette formation est bien pratique, et est arrivée au bon moment.	This training is very practical, and came at the right time.
les définitions et le plan d'action genre	definitions and the gender action plan
Maîtrise du TRANSERION	Mastery of the TRANSERION
les exemples concrets des objectifs de développement durable de plusieurs pays dans le monde	Concrete examples of the Sustainable Development Goals from several countries around the world
Les notions et le PAG	The concepts and the GAP
11) Qu'est-ce que vous n'avez pas trouvé convaincant dans la formation ? Pourquoi?	11) What did you not find convincing in the training? Why?
Tous les aspects sont importants	All aspects are important
Absolument rien.	Absolutely nothing.
la comparaison entre les genres car c'est un facteur important pour atteindre ses objectifs de développement durable	The gender comparison as an important factor in achieving its sustainable development objectives
RAS	RAS
12) Pensez-vous être en mesure d'appliquer le contenu de la formation dans votre travail ? De quoi s'agit-il exactement ? Comment?	12) Do you think that you will be able to apply the contents of the training in your work? What exactly? How?
tout à fait, en tant que point focal des normes sensibles au genre pour mon entreprise	Absolutely, as the focal point for gender sensitive standards for my company
La prise en compte de la notion du genre dans les comités de normalisation de l'ABNORM pourrait être amélioré. Nous pourrions accentuer le plaidoyer	Gender mainstreaming in ABNORM's standards committees could be improved. We can do more advocacy
Bien sûr. Les normes, une fois accélérer l'apprentissage de mon côté	Of course. Standards, once accelerated learning on my side
Absolument oui	Absolutely yes



Oui, il s'agit de de mieux impliquer la notion du genre dans la normalisation afin que les normes puissent répondre à toutes les attentes.	Yes, it's about better involving gender in standardisation so that standards can meet all expectations.
le contenu de la formation peut être appliqué dans mon travail; surtout pour construire une infrastructure dynamique et promouvoir une industrie durable	the content of the training can be applied in my work; especially in building a dynamic infrastructure and promoting a sustainable industry
Il est impératif de l'appliquer pour corriger les inégalités et les imperfections dans certaines normes. Il faut cependant à notre avis, impliquer les dirigeants et les responsables des structures et politiques	It is imperative to apply it to correct inequalities and imperfections in some standards. However, in our opinion, it is necessary to involve the leaders and those responsible for structures and policies
13) Qu'est-ce qui pourrait vous empêcher d'utiliser les connaissances acquises dans votre travail ?	13) What could prevent you from using the acquired knowledge in your work?
les résistances au changement et à l'égalité :-)	resistance to change and equality :-)
La disponibilité des compétences pourrait être un frein	The availability of skills could be a barrier
Les moyens financiers	The financial means
Absolument rien.	Absolutely nothing.
le manque de financement	Lack of funding
rien ne m'empêche pour utiliser les connaissances acquises	nothing prevents me from using the knowledge acquired
La non motivation des décideurs et les questions d'insécurité dans mon pays	The lack of motivation of decision-makers and issues of insecurity in my country
14) Le cas échéant, quelles sont les questions abordées dans la formation sur lesquelles vous vous sentez encore moins confiant/e ?	14) If relevant, what are the issues addressed in the training you still feel less confident about?
Zero	Zero
Rien à signaler	Nothing to report
l'égalité des genres dans le développement durable	gender equality in sustainable development
RAS	CLEAR
15) Sur quels sujets abordés dans la formation souhaiteriez-vous en savoir plus ?	15) On which topics addressed in the training would you like to know more?
La conception et la mise en oeuvre du PAG. Il y'a urgence	The design and implementation of the GAP. There is an urgent need
Les normes	Standards
Tout va bien	All is well
comment motiver les femmes à participer aux activités de normalisation.	How to motivate women to participate in standardisation activities.
les outils de développement durable	Tools for sustainable development
Le PAG. Les stratégies de communication qui accompagnent le plaidoyer	The PAG. Communication strategies that accompany advocacy



16) Quels sont les sujets qui n'ont pas été abordés dans le cours et que vous suggèreriez d'aborder dans de futures formations?	16) Which topics that were not covered in the course would you suggest to address in future trainings?
Les normes IEC	The IEC standards
Tout est dit	All is said and done
L'applicabilité des normes	The applicability of standards
l'industrie ,innovation et infrastructure	Industry, innovation and infrastructure
17) Quels sont les principaux points que vous avez appris dans cette formation ?	17) What are the main points that you learned in this training?
NORMES ET ODD	STANDARDS AND SDGS
La définition des concepts, l'importance de la prise en compte de la question du genre dans la normalisation pour l'atteinte des ODD, le PAG	Defining concepts, the importance of gender mainstreaming in standardisation for the achievement of the SDGs, the GAP
Ils sont nombreux	There are many
Beaucoup de choses positives	Many positive things
le rôle des standards, le rôle du WP6, la notion de genre, la mise en place d'un plan d'action genre	the role of standards, the role of WP6, the notion of gender, the establishment of a gender action plan
Le plan d'action sur. Le genre	The action plan on. Gender
les principaux points acquis lors de cette formation: l'importance d'introduire les deux genres dans le développement durable la nécessité de mettre des plans dans tous les domaines de la vie pour le développement durable	the main points acquired during this training: the importance of introducing the two genders in sustainable development the need to put plans in all areas of life for sustainable development
Les aspects d'information communication et plaidoyers sur les normes sensibles au genre	Information, communication and advocacy aspects of gender sensitive standards
18) N'hésitez pas à ajouter des commentaires ou des suggestions:	18) Please feel free to add comments or suggestions
Merci pour l'opportunité. Nous serions ravis de sa reconduction pour mieux renforcer les acquis. Il faudra un accompagnement pour mieux engager les responsables des organismes à opter pour le PAG	Thank you for the opportunity. We would be delighted if it were to be renewed to better reinforce the achievements. It will be necessary to provide support in order to better engage the heads of organisations in opting for the PAG
La formation est d'une grande importance	Training is very important.
Merci. Rien à signaler	Thank you. Nothing to report
Ç'était assez bien	It was quite good
comme tous les objectifs de développements durables sont importants; il est nécessaire de consacrer un atelier pour débattre ou discuter chaque objectif (juste une opinion personnelle)	as all the objectives of sustainable development are important; it is necessary to devote a workshop to debate or discuss each objective (just a personal opinion)
Merci pour l'opportunité	Thanks for the opportunity



5. Recommendations

As is clear from the above, the participants highly appreciated the opportunity offered to them by UNECE to follow this training on gender-responsive standards and how Gender Action Plans can contribute to making these a reality. This being said, there remain needs and suggestions have been made for further capacity-building. We herewith provide some recommendations, taking into account the input received from the training participants.

- While the initiative has been welcomed, it must be acknowledged that the training sessions could reach only a fraction of the staff of standard setting bodies who should engage with the topic of gender-responsive standards. A much broader audience thus remains untapped. Setting up more workshops like the ones conducted would help progressing towards reaching a critical mass of people who can push forward the required changes.
- People who attended the sessions will require support within their institutions to start the change process, to engage more people with the topic of gender-responsive standards and to design and implement effective Gender Action Plans. A first need in each organisation will be to raise internal awareness and to build capacity. UNECE could contribute to this priority, for example by running campaigns with high visibility, making the topic a regular item in newsletters and on social media, building an online repository with useful resources and learning tools, including examples of Gender Actions Plans of standard-setting bodies.
- Participants evaluated the training programme positively, but it is nevertheless noticed that the score obtained for 'balance between theory and practice' is somewhat lower (8,3/10). Recognising that much knowledge has been transferred through the sessions in a relatively limited time, there remains a need for more practice-oriented sessions. This is confirmed by the answers received on the question whether participants would be interested in further training that is specifically oriented towards skills development and practical implementation: 81% answered 'absolutely' to that question. In particular, it would be good to organise follow-up sessions on the following topics: the specifics of Gender Action Plans and practicalities of their design and implementation with stakeholders' engagement; how to work with participatory techniques; how to set SMART targets and indicators for Gender Action Plans, how to deal with resistances.
- From a practical perspective, some comments were received relating to the scheduling of the different sessions during the workshop day, pointing out that timing needs to take into consideration the time zones in which participants are. Reconciling time zones of trainers and participants from across the globe will always be a challenge, but a solution may be to set up sessions that specifically target audiences from certain regions. Such sessions need not be closed for other participants, but spelling out this provision may enhance the understanding of others who then consciously choose to take part in sessions with less convenient schedules.
- Lastly, UNECE is an ideal position to be the role model for the standard-setting bodies with its own Gender Action Plan. UNECE's Gender Action Plan can thus set the standard and show the way to the



Signatories of the Declaration by being holistic, built on a robust understanding of what is at stake, designed and implemented with stakeholders' involvement and mobilising participatory techniques, being supported and publicly endorsed by the leadership, backed with sufficient resources, steered by a competent team that incorporates gender equality expertise, monitored based on SMART indicators and reported upon regularly. In short, the credibility of the message to the standard-setting bodies would be greatly strengthened if UNECE set the example.



ANNEX 1. - UNECE Workshop hand-out

Towards gender-responsive standards – Relevant resources and reading materials

UNECE Guidelines on Developing Gender-Responsive Standards publication:

[https://unece.org/sites/default/files/2022-](https://unece.org/sites/default/files/2022-01/Guidelines%20on%20developing%20gender%20responsive%20standards%20Advanced%20Copy%20v0_1%20220119.pdf)

[01/Guidelines%20on%20developing%20gender%20responsive%20standards%20Advanced%20Copy%20v0_1%20220119.pdf](https://unece.org/sites/default/files/2022-01/Guidelines%20on%20developing%20gender%20responsive%20standards%20Advanced%20Copy%20v0_1%20220119.pdf)

The UNECE Gender Responsive Standards Initiative website is located here:

<https://unece.org/gender-responsive-standards-initiative>

<https://genderchampions.com/impact/standards> ☞ focus on the UNECE initiative

<https://www.agoria.be/en/legislation-finance/standardisation/gender-responsive-standards> --> an article giving background info about the initiative, and which mentions a survey that was done to understand the state of play

<https://www.iso.org/strategy2030/key-areas-of-work/diversity-and-inclusion/women-in-standards.html>

→ ISO, with a focus on representation of women / women's involvement; with a video

Gender and Standards: a flyer by WASQP (West Africa Quality System Programme) and UNIDO to raise awareness: https://www.unido.org/sites/default/files/files/2019-03/UNIDO_Flyer_Standardization.pdf

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Blogpost about the Society for Standards Professionals (SES) 70th Annual Conference that included a session for Diversity and Inclusion: Driving Change Through Action:

<https://www.iec.ch/blog/need-diversity-and-inclusion-standards>

Examples of gender-bias:

- temperature in office buildings and public buildings set on the basis of men's metabolism (<https://www.workspacedesign.co.uk/gender-and-heating-in-the-workplace/>)
- piano keyboards for men's hand sizes (<https://www.musicalhow.com/ideal-hand-size-for-piano/>)
- safety and personal protective gear, e.g. for fire fighters, but also in the healthcare sector, not adapted to women's body forms and sizes (<https://blogs.bmj.com/bmj/2021/03/09/personal-protective-equipment-is-sexist/>; <https://www.assp.org/news-and-articles/how-can-we-fix-the-fit-of-personal-protective-equipment-but>)
- undoing bias: a toilet to accommodate women astronauts in space (<https://www.theatlantic.com/science/archive/2020/10/space-toilet-nasa-women/616686/>)



- voice recognition with gender and race bias, e.g. in cars, garage doors, ... (<https://hbr.org/2019/05/voice-recognition-still-has-significant-race-and-gender-biases>)
- face recognition being biased (<https://www.nature.com/articles/d41586-020-03186-4>)
- Here a short awareness-raising article, with examples: <https://econlife.com/2020/04/male-bias-for-one-size-fits-all/>

And many more examples in the book by Caroline Criado-Perez (2019) 'Invisible women – Gender bias in a world designed for men': a highly commendable resource

Gender Action Plan

[GEAR – Toolkit on Gender Equality in Research and Academia](#): provides a step-by-step guide for setting up a Gender Equality Plan, instruments, inspiring practices, an action toolbox and more

Participatory techniques for stakeholder engagement

Here is an article on Group Model Building:

https://www.researchgate.net/publication/237290258_Making_Gender_Equality_a_Shared_Problem_in_Organizations_Group_Model_Building_as_a_Gender_Mainstreaming_Method

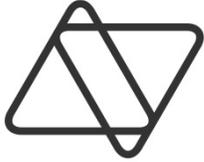
Here a toolkit with participatory techniques: <https://geincee.act-on-gender.eu/tools/toolkits>

Here also a set of participatory techniques: <https://www.superaproject.eu/participatory-techniques/>

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Dealing with resistances

Here is the SUPERA toolkit as a practical supporting tool: <https://www.superaproject.eu/resistances-to-structural-change-in-gender-equality/>



ANNEX 2. TRAINING SCRIPT

SESSION 2 – GENDER RESPONSIVE STANDARDS

Time	Programme	Approach	Duration	Observations / support
14.00 – 14.05 (12:00 – 12:05)	Introduction	Self introduction of the trainer Agenda & objectives of the session <ul style="list-style-type: none">○ Providing basic and workable definitions○ Introducing gender bias and gender blindness○ Building the case for gender-responsive standards (GRS)○ Introducing the dual approach of the WP6 Guidelines○ Providing additional examples of GRS initiatives	1 min 4 min	PPT



Time	Programme	Approach	Duration	Observations / support
14.05 – 14.25 (12:05 – 12:25)	Gender bias and gender blindness: two by-products of a gendered world	<p>Basic definitions:</p> <ul style="list-style-type: none"> • Sex vs. Gender • Diversity and Inclusiveness • Intersectionality <p>Followed by Q&A</p> <p>Gender bias as a cognitive phenomenon Definition of gender bias + Science Foundation video</p> <p>Gender blindness as a result of an androcentric pattern Presenting the impact of gender bias and gendered power structures on our way to frame reality</p>	7 min. 3 min. 5 min. 5 min.	<p>PPT</p> <p>Allow time for reactions from participants. Chat function</p> <p>PPT + Video</p> <p>PPT</p>
14.25 – 14.50 (12:25 – 12:50)	The case for Gender-Responsive Standards	<p>Women’s under-representation among standard setters</p> <p>Examples of gender blind or gender biased standards</p> <ul style="list-style-type: none"> • Medical research and standards • Ergonomics and work environment • Personal safety at work • Transport and mobility • Avionics and space exploration • Artificial intelligence 	5 min. 20 min.	<p>Statistics (PPT)</p> <p>Case studies (PPT)</p>



Time	Programme	Approach	Duration	Observations / support
14.50 – 15:10 (12:50 – 13:10)	WP6 Guidelines on Gender Responsive Standards	<ul style="list-style-type: none"> ○ Introduction to the guidelines (context and scope) ○ WHO? → Gender inclusive committees and processes ○ WHAT? → Challenging gender(ed) blindness/patterns ○ HOW? → Evidencing gender biased standards <p>Figure 1: Steps to ensuring standards are gender responsive</p> <pre> graph TD A[Start with the assumption that there are gender differences] --> B[Gather evidence] B --> C[No differences] B --> D[Inconclusive] B --> E[Differences] C --> F[Explain how results are addressed in the standard] D --> F E --> F </pre>	2 min. 5 min. 5 min. 8 min.	PPT
15.10 – 15.20 (13:10 – 13:20)	Inspiring practices	Initiatives aimed at building Gender Responsive Standards <ul style="list-style-type: none"> ● UNECE ● ISO ● CENELEC members' survey 	10 min.	PPT



Time	Programme	Approach	Duration	Observations / support
15.20 – 15.30 (13:20 – 13:30)	Wrap up	Main take-aways of the session	5 min.	PPT
		Q&As	5 min.	Chat function

SESSION 3 – GENDER ACTION PLANS: A STEP BY STEP APPROACH

Training script

Time	Programme	Approach	Duration	Observations / support
16.00 – 16.05 (14:00 – 14:05)	Introduction	Agenda & objectives of the session <ul style="list-style-type: none">○ Defining a Gender Action plan (GAP)○ A GAP as an instrument for Gender Responsive Standards○ Presenting the different steps of a GAP○ Steering stakeholders' participation and engagement○ Achieving sustainable results	5 min	PPT



Time	Programme	Approach	Duration	Observations / support
16.05 – 16.20 (14:05 – 14:20)	Definition of a GAP	<p>Basic definition:</p> <ul style="list-style-type: none"> • Evidence-based • Agreed set of comprehensive measure • Public document, supported with indicators • Monitored and evaluated <p>What a GAP is <i>not</i></p> <p>Followed by Q&A</p>	7 min. 3 min. 5 min.	PPT Allow time for reactions from participants. Chat function
16.20 – 16.45 (14:20 – 14:45)	An instrument for Gender-Responsive Standards	<p>Introducing principles of organizational change</p> <ul style="list-style-type: none"> ○ Participatory ○ Holistic ○ Inclusive ○ Visible ○ Flexible ○ Sustainable <p>The case for comprehensive GAPs, addressing the 3 dimensions tackled in WP6 guidelines:</p> <ul style="list-style-type: none"> ○ WHO? → Gender inclusive committees and processes ○ WHAT? → Challenging gender(ed) blindness/patterns ○ HOW? → Evidencing gender biased standards 	5 min. 20 min.	PPT



Time	Programme	Approach	Duration	Observations / support
16.45 – 17.00 (14:45 – 15:00)	GAPs: A 6 steps approach	Introducing EIGE’s 6 steps approach to GAPs <ul style="list-style-type: none"> • <u>Step 1: Getting started</u> • <u>Step 2: Analysing and assessing the state-of-play</u> • <u>Step 3: setting up a GAP</u> • <u>Step 4: implementing a GAP</u> • <u>Step 5: monitoring progress and evaluating a GAP</u> • <u>Step 6: what comes after the GAP?</u> <p>Q&As</p>	10 min. 5 min.	PPT
17.00 – 17.10 (15:00 – 15:10)	Stakeholders engagement	Examples of practices aimed at supporting stakeholders’ participation and engagement in GAP implementation <ul style="list-style-type: none"> ○ Participatory audits ○ Gender Impact Assessments ○ GAP co-design workshops (...) 	10 min.	PPT
17.10 – 17.20 (15:10 – 15:20)	Achieving sustainability	Hints from practice on achieving sustainability <p>Q&A</p>	5 min. 5 min.	PPT
17.20 – 17.30 (15:20 – 15:30)	Wrap-up and evaluation	Main takeaways of the session <p>Evaluation</p>	10 min.	Chat function Evaluation questionnaire