EVALUATION:
UNECE project Enhancing usage and uptake of standards for sustainable development, gender equality and the empowerment of women and girls (2019-2022)

UNITED NATIONS ECONOMIC COMMISSION OF EUROPE

FINAL REPORT

January 2023

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Acronyms

2030 Agenda –
ASTM – American Society for Testing and Materials
CEDAW – Convention on the Elimination of Discrimination Against Women
CEN – European Committee for Standardization
CENELEC – European Committee for Electrotechnical Standardization
CIS – Commonwealth of Independent States
CRPD – Convention on the Rights of Persons with Disabilities
EC – European Commission
ECOSOC – Economic and Social Council, one of the six principal organs of the United Nations
EU – European Union
EU-CEE – European Union and Central and Eastern Europe
ICAO – International Civil Aviation Organisations
IEC – International Electrotechnical Commission
IEEE – Institute of Electrical and Electronics Engineers
ISO - International Organisation for Standardisation
LNOB – Leaving No One Behind
MSMEs – micro, small and medium enterprises
OECD – Organisation for Economic Cooperation and Development
OHCHR – Office of the High Commissioner for Human Rights
PPE – Personal Protective Equipment
SDGs – Sustainable Development Goals
SDOs – Standards development organisations
UN – United Nations
UN/CEFACT – United Nations Centre for Trade Facilitation and Electronic Business
UNCTAD – United Nations Conference on Trade and Development
UNCE – United Nations Economic Commission for Europe
UNIDO – United Nations Industrial Development Organisation
UNISDR – United Nations Office for Disaster Risk Reduction
WIPO – World Intellectual Property Organisation
WP.6 – UNECE’s Working Party 6 on Regulatory Cooperation and Standardisation Policies
WTO – World Trade Organisation
Executive Summary

This is an independent final project evaluation of UNECE’s project “Enhancing usage and uptake of standards for sustainable development, gender equality and the empowerment of women and girls” (2019-2022). The purpose of this evaluation is to review the implementation and assess the extent to which the objectives of the project were achieved. This evaluation assesses the relevance, effectiveness, efficiency, and sustainability of the project in increasing the understanding of the role of standards in the implementation of the 2030 Agenda and strengthening cooperation for the achievement of sustainable development, gender equality and inclusive economic growth across standards bodies, national governments and the United Nations system. The scope encompasses all project activities carried out by UNECE over the full period of project implementation from September 2019 to August 2022. With respect to methodology, the evaluation used a mix of data sources: (i) primary data collection through a survey questionnaire and key informant interviews; and (ii) secondary data collection through a desk review of project documents and other relevant materials. The evaluation uses both quantitative and qualitative data. Data analysis has used triangulation where possible. The evaluator has used gender analysis and a human rights based approach, as per UN Evaluation Group guidelines.

Regarding relevance the evaluation found that the project activities were relevant for achieving increased understanding of the role of standards in the implementation of the 2030 Agenda, strengthened cooperation for the achievement of sustainable development, and attaining the SDGs. Moreover, they were relevant for achieving increased understanding of the role of standards in strengthened cooperation for the achievement of gender equality and inclusive economic growth through the use of gender-responsive standards. The project was relevant to the needs and priorities of the UNECE region, as well as to the work and mandates of UNECE. The project activities contributed to the promotion of gender equality and women’s empowerment, and human rights, but did not have an emphasis on “leaving no-one behind”. The project applied gender inclusion approaches in the design, implementation, and results of the activities. However, the project did not apply a rights-based approach to the design of the activities. Nor did the project apply a disability inclusion approach in its design or implementation of the project. However, the results of the activities may have inadvertently helped to further disability inclusion in terms of preventing accidents and injuries. The project was also relevant with regard to climate change and disaster risk reduction.

Regarding effectiveness, the evaluation found that the project objectives were achieved to a high degree. The planned activities, including the training on gender-responsive standards, contributed to achieving the project objectives. The evaluation found that the support of the secretariat in servicing the activities was adequate. There were some challenges to achieving the project results, including the delivering during a pandemic; the lower proportion of women in the technical risk areas to which the standards are applied; cultural challenges and biases; and internal processes of the UN.

In terms of efficiency, the evaluation found that the project achieved its objectives within the anticipated budget and allocation of resources, coming in significantly under budget having adjusted the delivery modality to an online format due to pandemic travel restrictions. The remaining funds were spent on additional relevant activities, such as further translation of the e-learning course, as well as development of an additional training module. The evaluation found
that there were sufficient financial resources to achieve the intended outcomes. Regarding human resources, there was a perception that these were insufficient due to staffing gaps for a period during the middle year of implementation.

Concerning sustainability, the evaluation found that it was likely that the benefits of the project would continue after completion, notably due to the recent establishment of the Team of Specialists on Gender-Responsive Standards which is a permanent sub-group of WP.6. It is likely that stakeholders’ engagement would continue for the same reason. There was moderate to high ownership of the outcomes of the work by partners and beneficiaries.

A number of lessons stand out from stakeholder feedback and the review of documentation on implementation of the project. These provide useful inputs into the design and implementation of the next phase of UNECE work on gender responsive standards and standards for the SDGs. The evaluation noted lessons around (i) project planning and management, (ii) positive unintended consequences, (iii) European Union and Council of Europe accession as entry points to encourage UNECE member States to build consensus for gender-responsive standards, (iv) application of a rights-based approach, (v) building an evidence base for national policy making around standards for the SDGs – leaving no one behind and the value of a human rights based approach to data disaggregation, (vi) the need for continued capacity building and awareness raising about gender-responsive standards and Gender Action Plans, and (vii) increased translation has led to increased engagement and accessibility of gender responsive standards beyond the UNECE region.

Recommendations have been made based upon the evaluation findings and conclusions, and developed in consultation with stakeholders.

1. Plan effectively for implementation of future projects, including through spreading out the work appropriately across the full length of project life time, utilising annual work plans, adequately planning for effective use of human resources, both in terms of staff and contractors and the associated internal UN processes, and monitoring budget use at regular intervals.

2. Any future project should ensure equal integration of cross-cutting issues into its outputs and activities, by establishing respective mechanisms and tools derived from relevant UN mainstreaming strategies (gender, human rights, disability) which should include the strengthening of partnerships with relevant UN agencies, national partners, and think-tanks with subject-matter expertise.¹
   a. Consider explicitly applying a disability inclusion approach in the design and implementation of the next phase of the Standards for the SDGs project, expanding the portal to map standards relevant for disability inclusion and prevention of accidents, injuries and illness, and embed disability indicators and targets in project and activity results frameworks. Gender should also be mainstreamed in these areas.
   b. Apply a rights-based approach in the design, implementation and results of the activities for the next phase of the project, including by making explicit reference to relevant international human rights law standards, particularly the

Convention on the Elimination of Discrimination Against Women. Consider developing future projects on gender standards jointly with UN Women to leverage its comparative advantage and technical expertise in gender equality and gender mainstreaming. Increase participation of women including by seeking to engage with national gender equality machineries, women-led MSMEs, and women’s civil society organisations, and integrating use of gender advocates and experts. Consider embedding the appropriate gender equality, human rights, disability inclusion, and other LNOB indicators and targets for inclusion in project and activity results framework as relevant. Links should be made where possible and appropriate to relevant SDG indicators and targets.

c. Leave No One Behind: future projects should provide guidance for standards development bodies to employ a human rights based approach to data disaggregation, i.e. one that calls for disaggregation in accordance with grounds of discrimination prohibited by international human rights law – including gender, age, geographic location, income, and other characteristics relevant in the national context. Standards development bodies could be guided by OHCHR (2012), Human Rights Indicators: A Guide to Measurement and Implementation. Use this for evidence based policy making relevant for inclusive standards development, including standards for the SDGs and gender-responsive standards.

3. Consider European Union and Council of Europe accession as entry points to encourage UNECE member States to build consensus and buy-in to integrate gender responsive standards.

4. Any follow up project should include a focus on capacity building and awareness raising relevant for Gender Action Plans and gender responsive standards, which may include the following:

   a. Assistance to specific beneficiary country signatories of the Declaration to draft and implement gender action plans for gender-responsive standards and gender inclusive standards development. This would include building consensus and buy-in.2

   b. Support relevant institutions to engage more people with the topic of gender-responsive standards and to design and implement effective Gender Action Plans, including through raising internal awareness and building capacity. 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 Action Plans of standard setting bodies.3

   c. In line with the recommendation of Working Party 6: (i) encourage member States to engage in dialogue with standards bodies in their jurisdiction to become signatories of the United Nations Economic Commission for Europe (ECE) Declaration for Gender-Responsive Standards and Standards Development; (ii) encourage member States to consider financing for follow-up

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2 UNECE/UN Women (2022), Project Proposal: Gender-responsive standards 2023-2025
3 This was one of the main results of the evaluation after the April-May Workshops, in section 5, page 14.
work particularly capacity-building for gender action plans; and (iii) Continue awareness-raising efforts.4

5. Consider increasing translation of project materials and capacity building activities into multiple UN languages, e.g. Russian, Arabic, Spanish to increase engagement and accessibility throughout the UNECE region and beyond.

1. Introduction

(a) Purpose
The purpose of this evaluation is to review the implementation and assess the extent to which the objectives of the UNECE project “Enhancing usage and uptake of standards for sustainable development, gender equality and the empowerment of women and girls” (2019-2022) (“the project”) were achieved. The evaluation has assessed the relevance, effectiveness, efficiency and sustainability of the project in increasing the understanding of the role of standards in the implementation of the 2030 Agenda and strengthening cooperation for the achievement of sustainable development, gender equality and inclusive economic growth across standards bodies, national governments and the United Nations system. The evaluation has also assessed any impacts the project may have on progressing human rights, disability inclusion, climate change and disaster risk reduction in the context of this engagement. The evaluation has looked at the activities repurposed to address the impact of the COVID-19 crisis, and assessed, to the extent possible, UNECE’s COVID-19 early response through this project. The evaluation has identified lessons learned from the implementation of the project and areas that need further attention and provided practical recommendations on how to improve the efficiency, effectiveness and sustainability of future work on similar topics. The results of the evaluation will allow improving the quality of the services provided by the secretariat of the Working Party on Regulatory Cooperation and Standardization Policies (WP.6) as well as the planning and implementation of future subprogramme projects and activities.5

(b) Scope of activities for evaluation
The evaluation covers the project activities carried out by UNECE over the full period of project implementation from September 2019 to August 2022.

The evaluation is gender-responsive and analyses the gender dimension in line with the United Nations Evaluation Group’s “Norms and Standards for Evaluation”, the United Nations Evaluation Group’s “Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance”, and the Report of the UN Economic and Social Council, “Mainstreaming a Gender Perspective into all Policies and Programmes in the UN System”. The universally recognized values and principles of human rights and gender equality have been integrated into all stages of the evaluation, in line with the United Nations Evaluation Group’s revised gender-related norms and standards. Therefore, the evaluation has assessed how the project activities contributed to gender equality and women’s empowerment, as well as the realization of human

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5 Terms of reference.
rights, with an emphasis on leaving no one behind and has made recommendations on how these considerations can be better addressed in future activities.

(c) Background

The project “Enhancing Usage and Uptake of Standards for Sustainable Development, Gender Equality and the Empowerment of Women and Girls” was implemented from September 2019 to August 2022, funded by the German Cooperation fund through the Physikalisch-Technische Bundesanstalt.

The objective of the project was to enhance the usage and uptake of the standards by policymakers as a vital tool to support the achievement of the 2030 Agenda for Sustainable Development. Standards are a foundation for: global resource efficiency in consumption and production; the decoupling of economic growth from environmental degradation and full and productive employment as well as gender equality. Policymakers must be enabled and empowered to adopt and implement standards as part of their strategies for sustainable development.

The project was a direct extension of project on “Enhancing usage and uptake of the standards for achieving the Sustainable Development Goals” (2018–2019), through which an approximate 1,600 standards were mapped to the SDGs; serving as a proof of concept, and revealing the demand amongst standards developers and standards users to progress the mapping and continue the development and dissemination of best practice.

In addition, the 2019–2022 project further built on the commitments of over 60 national, regional, and international standards bodies to create gender action plans, which aim to empower women and girls in the standards development process. The gender action plans – a commitment of signatories to the UNECE Declaration for Gender-Responsive Standards and Standards Development (launched in May 2019) – provided an initial evidence base, informed initial best practice, and demonstrated the further need for UNECE to support policymakers in the implementation and adoption of standards for SDGs.

2. Methodology

A. Evaluation questions by criteria

The evaluation has addressed Organisation for Economic Co-operation and Development/Development Assistance Committee (OECD/DAC) evaluation criteria, including:

- **Relevance**: Appropriateness of outcomes of the project in terms of UNECE priorities, governments’ development strategies and priorities, and requirements of the target groups;
- **Effectiveness**: extent to which the expected outcomes of the project have been achieved, and have resulted in changes and effects, positive and negative, planned and unforeseen, with respect to the target groups and other affected stakeholders;
- **Efficiency**: the extent to which human and financial resources were used in the best possible way to deliver activities and outputs, in coordination with other stakeholders;
- **Sustainability**: the likelihood that the benefits of the project will continue in the future.
The following are key evaluation questions, grouped according to the above evaluation criteria.

1. **Relevance**
   - Are the activities carried out under the project relevant for achieving increased understanding of the role of standards in the implementation of the 2030 Agenda and strengthened cooperation for the achievement of sustainable development, gender equality and inclusive economic growth through the use of gender-responsive standards?
   - How relevant was the project to the needs and priorities of the UNECE region?
   - How relevant was the project to the work and mandates of UNECE?
   - How relevant are the activities of the project to furthering the 2030 Agenda for Sustainable Development and attaining its Sustainable Development Goals?
   - To what extent have the activities of the project contributed to the promotion of gender equality and women’s empowerment, as well as the realization of human rights, with an emphasis on leaving no one behind?
   - Did the project apply gender, rights-based and disability inclusion approaches in the design, implementation, and results of the activities?
   - How relevant was the project with regards to climate change and disaster risk reduction?

2. **Effectiveness**
   - To what extent were the objectives of the project achieved?
   - To what extent did the planned activities contribute to achieving the objectives and the expected accomplishments, notably the training on gender-responsive standards?
   - How effective was the support of the secretariat of WP.6 in servicing the activities?
   - What were the challenges/obstacles to achieving the expected results?

3. **Efficiency**
   - Did the project achieve its objectives within the anticipated budget and allocation of resources?
   - Have the available resources been used efficiently to deliver expected outputs?
   - Were there sufficient resources to achieve the intended outcomes? How could the use of resources be improved?

4. **Sustainability**
   - To what extent will the benefits of the project continue after the completion of the project?
   - How likely is stakeholders’ engagement to continue?
   - To what extent do the partners and beneficiaries own the outcomes of the work?

B. **Evaluation methods and data collection instruments**

The evaluation has employed a mixed method approach, including a combination of desk review (Annex B), use of electronic questionnaires (16 respondents, including 8 women), selected interviews (10 stakeholders, including 7 women – Annex C), and direct observation. Data collection has collected gender-disaggregated data, quantitative and qualitative data, primary and secondary data.

Data analysis has used triangulation where possible. Triangulation facilitates validation of data through cross verification from more than two sources. It tests the consistency of findings.
obtained through different instruments and increases the chance to control or assess some of the threats or multiple causes influencing the results.

The evaluator has used gender analysis and a human rights based approach, as required by the United Nations Evaluation Group’s “Norms and Standards for Evaluation”, the United Nations Evaluation Group’s “Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance”. Gender analysis has been used to analyse data through a gender perspective, collection of gender disaggregated data, use of gender sensitive indicators, and consultation of a wide range of different stakeholders involving a gender expert/evaluator. Data collection activities and protocols are gender responsive and have ensured equitable participation regardless of gender, status, and other social identities.

The evaluation has been carried out in line with the norms, standards and ethical safeguards as elaborated upon in the document “Standards for Evaluation in the UN System”, United Nations Evaluation Group, 2016. The evaluation has been conducted in accordance with the UNECE Evaluation Policy.

C. Limitations
The evaluation is potentially limited by the following factors:
- Low response rate to survey (16/500)
- Limited interest from stakeholders to provide responses to survey or in-depth interviews
  - Already limited engagement of some stakeholders with WP.6 work.

Possible consequences of shortcomings resulting from these risks include:
- Small sample size for survey
- Limited engagement by stakeholders with the evaluation process.

3. Evaluation findings
These are the findings based on results of the desk study, survey data, and qualitative data from in-depth interviews, which have been triangulated where possible.

3.1 Relevance
Relevance: Appropriateness of the outcomes of a project in terms of Governments’ development strategies and priorities, and requirements of the target groups.

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10 The survey was kept open for at least three months and at least three reminders.
3.1.1 Are the activities carried out under the project relevant for achieving increased understanding of the role of standards in the implementation of the 2030 Agenda and strengthened cooperation for the achievement of sustainable development, gender equality and inclusive economic growth through the use of gender-responsive standards?

3.1.4 How relevant are the activities of the project to furthering the 2030 Agenda for Sustainable Development and attaining its Sustainable Development Goals?

The project activities were highly relevant for achieving increased understanding of the role of standards in the implementation of the 2030 Agenda, strengthened cooperation for the achievement of sustainable development, furthering the 2030 Agenda, and attaining the SDGs. For example, the project activities included: (i) development of an information, research and training portal, "Learn QI", which hosted e-learning training programmes and supported the dissemination of research and training on the role of standards in the implementation of the 2030 Agenda; and (ii) developing awareness-raising and training materials on "Standards for the SDGs" (e.g. online training courses, training manuals and analytical tools). One of the training manuals was Training Material on Standards in Support of the Sustainable Development Goals. Most survey respondents (68.75%) thought that project activities were highly relevant for increasing understanding of the role of standards in implementing the SDGs, with the remainder (31.25%) finding them to be moderately relevant. Key informants agreed that the project activities were highly relevant, citing in particular the learn QI portal, the mappings on the Standards for the SDGs Platform, the collection of case studies and the expert commentaries as particularly useful to highlight the important role of standards in the achievement of the 2030 Agenda. By way of illustration, the UNECE Standards for the SDGs portal presents information on standards and maps them according to the goals of Agenda 2030. The mapping database covers all SDGs with contributions from all major international standards development organisations (ISO, IEC, ASTM, IEEE, WIPO, ICAO, CEN/CENELEC, and UNECE). There are currently over 20,000 standards mapped in this portal. In addition to the standards database, the portal contains case studies on how standards have been used as the basis for policy interventions by local and national authorities. There are over sixty case studies on the platform, providing examples for contributing to seven SDGs through the use of standards. There are also a dozen expert commentaries from standards development organisations underlining the importance of standards to achieve the SDGs.

Moreover, the project activities were highly relevant for achieving increased understanding of the role of standards in strengthened cooperation for the achievement of gender equality and inclusive economic growth through the use of gender-responsive standards. For instance, the project activities included development of two gender equality publications: (i) Guidelines on Developing Gender-Responsive Standards; (ii) Training Material on Gender-Responsive Standards. In addition, several awareness-raising videos were created by new and existing signatories to the Declaration for Gender-Responsive Standards and Standards Development. Furthermore, a series of capacity-building workshops on “Standards for SDGs and Gender-Responsive Standards” were delivered: 26 April 2022 (English with Russian interpretation), 27 April 2022 (English), 3

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May 2022 (English) and 4 May 2022 (French). Each day-long workshop was comprised of three sessions (1. Standards for the Sustainable Development Goals; 2. Gender-Responsive Standards; 3. Practical Guidance on Developing a Gender Action Plan). A high-level event was convened under the project on 1 June 2022 and brought together standards experts to consider the project deliverables, discuss the importance of standards for SDGs and the need for continued work on gender-responsive standards. Under the title “Gender-responsive standards: bringing standards for sustainable development and gender-equality to standards development bodies”, the event featured four sessions (1. ECE leading the international community on gender-responsive standards; 2. Standards for SDG platform; 3. Implementing gender-responsive standards; and 4. Implementing gender action plans: objectives and challenges). Key informants unanimously agreed that the project activities were highly relevant for gender equality and inclusive economic growth through the use of gender-responsive standards. As stated in the Training Material on Gender-Responsive Standards, standards and standards bodies can play a critical role in enabling gender equality. Adopting a gender-responsive lens in standards leads to better outcomes, making standards not only relevant to a larger percentage of the population, but also better equipped to respond to current and future challenges. Gender-responsive practices can be introduced at both the organisational and standard setting level. Collecting sex-disaggregated data across standards activities helps to assess and monitor gender-responsive policies and practices. Moreover, the training material has a whole chapter devoted to the Sustainable Development Goals, the importance of SDG 5 on gender equality and empowerment of women and girls, as well as good practice examples of gender action plans by national, regional and international standards bodies. In addition, it highlights women’s economic contributions, and explores the intersection of standards, gender and sustainable development.

3.1.2 How relevant was the project to the needs and priorities of the UNECE region?
Most survey respondents (62.5%) thought that the project was highly relevant to the needs and priorities of the UNECE region, with another 31.25% finding it to be moderately relevant. Key informants agreed that the project was very relevant to the needs and priorities of the UNECE region, with one interlocutor stating that gender mainstreaming is an objective of many countries in the region, which underlines the relevance of the gender-responsive standards work. As such it helps countries to work towards goals they set at their own regulatory level. For example, Canada, Germany, and Sweden all have a gender mainstreaming focus in their respective Governments at a high level, so the gender-responsive standards work assists with this objective at a technical level. Furthermore, all countries in the UNECE region have made a commitment to work towards the SDGs, so the project is also relevant for this priority. Another stakeholder highlighted that some countries in Eastern Europe and the CIS have exhibited some resistance to gender-responsive standards work, on the basis that it is apparently unnecessary given the high participation of women in standardization activities in that sub-region. However, participation is only part of the story; it is also a question of how these standards respond to the needs of women. This stakeholder stated that this resistance illustrates the need for this work, given the lack of awareness of the reasons underpinning gender-responsive standards. Another interviewee emphasized the fact that there are no other stakeholders doing this work anywhere in the world, which underlines its importance. Others spoke about the important convening role

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15 UNECE (2022), Training Material on Gender-Responsive Standards, ECE/CTCS/WP.6/2022/INF.2.
16 UNECE (2022), Training Material on Gender-Responsive Standards, ECE/CTCS/WP.6/2022/INF.2.
of the project in bringing together primary and secondary, international and national standards development bodies, facilitating small standards organisations to understand their roles. This is important for micro, small and medium sized enterprises, often headed by women in business, to develop their own standards in order to maintain the quality of the products they create. As such, standards are part of their economic development, and serve to assist the many women driven industries to compete with big businesses. Gender responsive standards integrate a gender lens in the development of standards and technical regulations.  

3.1.3 How relevant was the project to the work and mandates of UNECE?

The work of WP.6 consists of encouraging increased regulatory coherence in specific sectors that have a critical impact on sustainable development and promotes greater resilience to natural and man-made hazards. WP.6 also works to promote the use of standards by policy-makers and business as a tool for reducing technical barriers to trade, promote increased resilience to disasters, foster innovation and good governance. It also advocates for the use of standards in the implementation of UN-wide goals, including the implementation of the Agenda 2030, gender mainstreaming, and the Sendai Framework for Disaster Risk Reduction.

The mandate of WP.6 is set out in the Terms of Reference:

- Forum for exchange of information on developments and experiences in areas of technical regulations and standards
- Determines priorities for international standardization activities
- Prepares recommendations aimed at facilitating international trade through harmonization of national policies and promotion of best practices
- Organises seminars and workshops at international, regional and national levels on the implementation of internationally agreed principles of technical regulation and standardisation
- Provides technical assistance to member States with a view to implementing agreed UNECE recommendations on regulatory cooperation and standardisation policies.

A majority of survey respondents (73.33%) found that the project was highly relevant to the work and mandates of UNECE, with the remainder (26.67%) finding it moderately relevant. Key informant interviewees agreed, highlighting that UNECE is obliged to work on the Sustainable Development Goals as well as gender equality, so the project work is relevant on a technical basis. Other comments included that WP.6 and the Economic Cooperation and Trade Division rest on the notion of harmonization and regulatory cooperation, and that the project work is directly relevant for the WP.6 mandate to bring knowledge and the power of standardization to the service of the United Nations. Another interlocutor spoke of their appreciation of the project bringing together organisations who create standards for economic benefit to share knowledge, achievements and insights regarding SDG 5 on gender equality.

The project document also emphasizes the relationship of the project to the programme of work for the Trade sub-programme. The project is directly linked to Expected accomplishment (b) "increased consensus on the development of ECE recommendations and guidelines for

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17 https://unece.org/gender-responsive-standards-initiative
18 https://www.unece.org/trade/wp6/welcome.html
regulatory cooperation” of the Sub-programme 6 "Trade" of the UNECE programme budget for the period 2018-2019 and the objective "to enhance trade facilitation, agricultural quality standards, regulatory and trade-related economic cooperation for the transition to sustainable economic growth and sustainable production and consumption in the ECE region and beyond" of the Subprogramme 6 "Trade" of the UNECE proposed programme budget for 2020. Moreover, UNECE’s work on gender-related issues is underpinned by strong, intergovernmental mandates provided by the Beijing declaration and Platform for Action (1995); the outcomes of the 23rd Special Session of the General Assembly (2000), to follow-up the Platform for Action (2000); and several resolutions of the Economic and Social Council (ECOSOC), on mainstreaming gender perspectives into all policies and programmes across the United Nations system.

3.1.5 To what extent have the activities of the project contributed to the promotion of gender equality and women’s empowerment, as well as the realization of human rights, with an emphasis on leaving no one behind?
The evaluation has also discussed the extent to which the activities of the project contributed to the promotion of gender equality and women’s empowerment in section 3.1.1. Most survey respondents (62.5%) found that the project activities were highly relevant with regard to gender equality and women’s empowerment, with another 31.25% finding them moderately relevant. Key informant interviewees concurred, commenting that the Guidelines on Developing Gender-Responsive Standards and Declaration on Gender Responsive Standards and Standards Development provide guidance to organisations regarding how they should mainstream gender into their own work on development of standards. The former is a precise, practical publication that addresses the fundamental need for gender-responsive standards, the recruitment and retention of women on technical committees, the delivery of balanced and inclusive meetings and the processes to ensure standards are gender responsive. Moreover, stakeholders noted that the UNECE LearnQI platform is an open-access e-learning resource, which features innovative courses on key areas including gender-responsive standards, hence contributes to the promotion of gender equality. The e-learning courses promote a dynamic learning approach, with interactive modules and the use of multimedia. The LearnQI training resource is a multi-course e-learning platform, with all courses available in English, French and Russian. Furthermore, there have been eight UNECE news items in 2022 alone on gender-responsive standards. For example, “Strengthening women’s participation in the standards development process with UNECE guidelines”; “UNECE helps standards developers to strengthen gender-responsiveness”; and “Setting the standards for women’s inclusion”. Multiple interviewees stated that no one talked about the impact of gender on standards previously, thus the project has been pioneering in bringing attention to an area that had not been considered before.

Leave no one behind (LNOB) is the central, transformative promise of the 2030 Agenda for Sustainable Development and its SDGs. It represents the unequivocal commitment of all UN

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21 UNECE for the Achievement of Sustainable Development Goal 5: Gender-Responsive Standards as accelerators of gender equality and women’s empowerment, 29/3/22, UNI Magazine
Member States to eradicate poverty in all its forms, end discrimination and exclusion, and reduce the inequalities and vulnerabilities that leave people behind and undermine the potential of individuals and of humanity as a whole. Member States have pledged to reach the furthest behind first. LNOB not only entails reaching the poorest of the poor, but also requires combating discrimination and rising inequalities within and amongst countries, and their root causes. A major cause of people being left behind is persistent forms of discrimination, including disability discrimination, which leaves individuals, families and whole communities marginalized, and excluded. It is grounded in the UN’s normative standards, including the CRPD. LNOB compels us to focus on discrimination and inequalities (often multiple and intersecting) that undermine the agency of people as holders of rights. Many of the barriers people face in accessing services, resources and equal opportunities are not simply accidents of fate or a lack of availability of resources, but rather the result of discriminatory laws, policies and social practices that leave particular groups of people further and further behind.\(^{25}\) The Gender-Responsive Standards publication briefly mentions “leave no one behind”.\(^ {26}\) However, interview feedback was consistent that the project did not include a focus on particularly vulnerable groups of women, except for some discrete instances, such as considering seat belt designs for pregnant women, and developing a course targeting female MSME entrepreneurs during the pandemic.

Regarding the project’s contribution to the realization of human rights, this may have been an unintended outcome of the project. There are some discrete references to international human rights law standards, including the Convention on the Elimination of Discrimination Against Women. For example, the Gender-Responsive Standards publication\(^ {27}\) and UNECE’s Policy for Gender Equality and the Empowerment of Women 2021\(^ {28}\) briefly mention CEDAW. However, the project’s focus on gender-responsive standards is ultimately seeking to reduce gender-based discrimination in standards, which is a core premise of CEDAW article 2 on non-discrimination.

### 3.1.6 Did the project apply gender, rights-based and disability inclusion approaches in the design, implementation, and results of the activities?

The project applied gender inclusion approaches in the design, implementation, and results of the activities. The project made a systematic effort to ensure gender balance in participation in project activities. The project also applied gender analysis in determining the gender responsiveness of standards. The project sought sex disaggregated data in the e-learning platform, and for the capacity building workshops.

However, the project did not apply a rights-based approach to the design of the activities. The project document does not refer to any relevant international human rights law standards, such as the Convention on the Elimination of Discrimination Against Women or the Convention on the Rights of Persons with Disabilities. The project design does not include gender disaggregated outputs, indicators or targets so does not seek to provide any accountability mechanism for gender equality. However, the project has ensured the participation of women in the implementation of the activities, and the results of the activities do seek to reduce discrimination against women, by making standards more gender-responsive.


\(^ {26}\) [https://drupal-main-staging.unece.org/DAM/trade/Publications/ECE_TRADE_445E.pdf](https://drupal-main-staging.unece.org/DAM/trade/Publications/ECE_TRADE_445E.pdf)

\(^ {27}\) [https://drupal-main-staging.unece.org/DAM/trade/Publications/ECE_TRADE_445E.pdf](https://drupal-main-staging.unece.org/DAM/trade/Publications/ECE_TRADE_445E.pdf)

\(^ {28}\) [https://unece.org/sites/default/files/2021-07/ECE_INF_2021_2_ECE%20Policy%20on%20GEEW_1.pdf](https://unece.org/sites/default/files/2021-07/ECE_INF_2021_2_ECE%20Policy%20on%20GEEW_1.pdf)
Nor did the project apply a disability inclusion approach in its design or implementation of the project. However, the results of the activities may have inadvertently helped to further disability inclusion in terms of preventing accidents and injuries. Some interviewees noted that studies have identified weaknesses in standards, such as masks for use during the pandemic, which are designed to fit young white men, rather than including women and people from other races as well. For example, the project explains how gender-responsive standards play a critical role in preventing exposure to COVID-19, by highlighting the need for PPE to meet the differentiated needs of women and men. WP.6 discussed gender-responsive standards at virtual meetings convened by UNIDO (“Personal Protective Equipment (PPE): Bridging the Standardisation Gap”, 15 May 2020) and by the European Union (“Discussing COVID-19: European Challenges and Opportunities”, 28 May 2020). The project published a joint article on “Personal Protective Equipment Standards must respond to women’s needs to ensure the safety of all frontline workers during the COVID-19 pandemic” – by the UNECE Executive Secretary and the UN Women Regional Director for Europe and Central Asia. There has been some work analyzing the level of injury occurring to women versus men in various occupations. The head of the Institution of Occupational Safety and Health in the UK attended a project event and discussed the potential of gender-blind standards on hazards to women in terms of occupational safety and health. One interlocutor pointed out that the registration forms for project events solicit whether participants have any special needs that require reasonable accommodation. Two interviewees noted that the focus on prevention of accidents and injuries has trickled down to the national level in their respective countries. Therefore, the project has raised some awareness about disability inclusion and prevention of accidents and injuries, even if this was not explicitly articulated in the project design.

3.1.7 How relevant was the project with regards to climate change and disaster risk reduction?

Half of the survey respondents found that the project was highly relevant with regards to climate change and disaster risk reduction, with slightly less than the other half (42.86) finding it to be moderately relevant. For example, the Standards for the SDGs Training Manual discusses the important role of WP.6 in standardization, encouraging increased regulatory coherence in specific sectors that have a critical impact on sustainable development and promoting greater resilience to natural and man-made hazards. WP.6 also works to promote the use of standards by policy-makers and business as a tool for reducing technical barriers to trade, promote increased resilience to disasters, and to foster innovation and good governance. WP.6 advocates the use of standards in the implementation of UN-wide goals, including the implementation of the 2030 Agenda for Sustainable Development and the Sendai Framework for Disaster Risk Reduction.

Key informants agreed that the project was highly relevant with regards to climate change and disaster risk reduction, highlighting project activities around SDG 6 on clean water and sanitation, SDG 7 on affordable and clean energy, SDG 11 on sustainable cities and communities, and SDG 13 on climate action. For example, the UNECE Standards Mapping Platform, a comprehensive database that allows Government agencies to identify standards that can help to
achieve individual SDGs, has mapped 1,418 standards that reduce the impact of climate change. In addition, the collection of case studies contains eight case studies for SDG 6 (Clean water and sanitation); twelve case studies for SDG 7 (Affordable and clean energy), seven case studies for SDG 11 (Sustainable cities and communities); and seven case studies for SDG 13 (Climate action). There are also some case studies relevant for volunteers in disaster situations, such as one on local resilience capability to reduce the impact of disasters (UK: Managing spontaneous volunteers in the response and recovery to natural disasters). SDG 11 has a specific focus on disaster risk reduction in target 11.b and its focus on disaster risk reduction strategies. Moreover, the Secretary of WP.6 served as the Focal Point on Disaster Risk Reduction up to mid 2020.

3.2 Effectiveness
Effectiveness: Extent to which the expected outcomes of a project have been achieved, and have resulted in changes and effects, positive and negative, planned and unforeseen, with respect to the target groups and other affected stakeholders.

3.2.1 To what extent were the objectives of the project achieved?
The objective of the project was to enhance the usage and uptake of the standards by policymakers as a vital tool to support the achievement of the 2030 Agenda for Sustainable Development. A vast majority of survey respondents (87.5%) thought that the objective was achieved to a moderate extent. Key informants thought that the objective was achieved to a high degree (90-98%). For example, there were four major activities planned to achieve the project objective:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Whether achieved</th>
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<tr>
<td>(i) the development of the research portal (‘Standards for SDGs’) and a training portal (e-learning platform, ‘LearnQI’) which would support greater understanding and utilisation of standards in the achievement of Agenda 2030;</td>
<td>✔</td>
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<td>(ii) awareness-raising &amp; training material on ‘Standards for SDGs’ and gender-responsive standards (e.g. the animation, Guidelines on Developing Gender-Responsive Standards, two training manuals, Case Study Repository, Expert Commentaries and e-learning courses (in ECE languages) on key areas of standards for SDGs and gender responsive standards)</td>
<td>✔</td>
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<tr>
<td>(iii) Two high-level events (‘Retooling for Sustainability’, March 2020 and ‘Gender-Responsive Standards’, June 1st 2022) and 4 workshops (April/May 2022). Workshops offered in Russian, French and English.</td>
<td>✔</td>
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<tr>
<td>(iv) Support local and national stakeholders in the development, dissemination and implementation of best practice for gender-responsive standards (approximately two advisory missions)</td>
<td>✖</td>
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33 UNECE (2019), Enhancing usage and uptake of standards for sustainable development, gender equality and the empowerment of women and girls: project document.
As stated in the Progress report on Standards for Sustainable Development Goals project, the UNECE Portal on Standards for the SDGs was launched on World Standards Day (14 October 2019). The portal enables users to access standards-related information and provides a series of multidisciplinary instruments. The portal allows users to identify standards that help to realize the SDGs, and provides a collection of case studies of countries, cities and regions that have successfully used standards for sustainability.\(^3\) The UNECE Standards Mapping Platform is now the world’s largest repository of standards mapped to the SDGs. The database has grown from 1,500 standards mapped to five SDGs to more than 21,000 standards mapped to all the SDGs.\(^4\)

Please see section 3.1.1 for description of project activities.

Regarding the “non-achievement” of one of the activities, key informant interviewees explained that the project had originally planned to go to the regions to carry out capacity building and awareness raising activities. However, due to the pandemic response travel restrictions, the project transformed these activities into webinars with the agreement of the donor. Stakeholders noted that this was actually very effective because it allowed the project to reach a wider audience than originally had been anticipated with the missions. Had the mission format been retained, the project would have been limited to approximately 20-30 people per region for the in-person delivery. However, with the online webinar format, the project was able to reach almost 300 experts in 80 countries during four days of training. As noted in the project progress report, the capacity-building workshops on “Standards for the SDGs and Gender-Responsive Standards” were delivered on 26 April 2022 (English with Russian interpretation), 27 April 2022 (English), 3 May 2022 (English) and 4 May 2022 (French).\(^5\)

Other comments from multiple stakeholders included that the project was instrumental in starting the conversation about gender responsive standards, and gathering interested parties in the intra-regional community of standardization around what used to be a very sensitive topic, and helped to harmonise the approach that the intra-regional community has to this area. Stakeholders were appreciative of the network of experts that can provide advice in confidence to others, noting that this is a valuable outcome of the work.

### 3.2.2 To what extent did the planned activities contribute to achieving the objectives and the expected accomplishments, notably the training on gender-responsive standards?

The project objective and planned activities were explained in 3.2.1 above. The expected accomplishments of the project were:

- **EAI.** Increased understanding by policy makers on the role of standards in the implementation of the 2030 Agenda;

- **EA2.** Strengthened cooperation for the achievement of sustainable development, gender equality and inclusive economic growth across standards bodies, national governments and the United Nations system.

\(^3\) UNECE (2021), *Progress report on Standards for Sustainable Development Goals project, phase 2, ECE/CTCS/WP.6/2021/9.*

\(^4\) UNECE (2022), *Progress report on Standards for Sustainable Development Goals project, phase 2, ECE/CTCS/WP.6/2022/10.*

\(^5\) UNECE (2022), *Progress report on Standards for Sustainable Development Goals project, phase 2, ECE/CTCS/WP.6/2022/10.*
The UNECE Training Report for Gender Responsive Standards\(^{37}\) stated that the training workshop sessions included 1. How standards can help to achieve the SDGs. 2. 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). 3. Gender action plans, as instruments to operationalize the organisations’ commitment to change processes and procedures structurally, so that gender-responsive standards can become a reality. The exit questionnaires found that the average satisfaction score was 8.6/10 (37/151 participants completed the survey). The participants noted that they gained a practical understanding of gender-responsive standards, learned about the importance of sustainable development and gender perspectives, and how gender inequalities manifest in the workplace and social life and what we could change and eradicate. For example, one participant noted, “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, START-ED Initiative, the gender action plans, UNECE Guidelines on Developing Gender-Responsive Standards publication, links to further reading.” Participant feedback for improvement included, “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.” Another participant noted, “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.”

Just over half (56.25%) of survey respondents thought that the planned activities, notably the training on gender-responsive standards, contributed to achieving the objectives to a moderate extent. Just under half (43.75%) of survey respondents thought this was achieved to a high extent. Key informants unanimously agreed that the training on gender-responsive standards contributed to achieving both increased understanding by policy makers on the role of standards in the implementation of the 2030 Agenda, as well as strengthened cooperation for the achievement of sustainable development, gender equality and inclusive economic growth across standards bodies, national governments and the United Nations system. Several interviewees noted the particular usefulness of the session on gender action plans, with one stating that they would be using this resource to conduct a similar training at the national level in late 2022. Another interlocutor noted that a gender-responsive standards training module had been developed at the national level in the respective country as well. Therefore, this illustrates how the training on gender-responsive standards has contributed to achieving strengthened cooperation for achievement of gender equality and inclusive economic growth

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across national governments. Another interlocutor noted that the training workshops on gender-responsive standards further enabled WP.6 to reach new constituencies and through an introductory session on “Standards for the SDGs” was afforded the opportunity to present its work to these standards bodies, in essence beginning a conversation on gender and standards for the SDGs with standards bodies that have historically worked outside of its space. As such the workshops were critical enablers in expanding the reach of project work on GRS and, going forward, will further inform the contextual barriers to and determinants of gender equality.

3.2.3 How effective was the support of the secretariat of WP.6 in servicing the activities?
Most survey respondents (68.75%) found the support of the WP.6 secretariat in servicing the activities to be highly effective, with a quarter finding such support to be moderately effective. Interview feedback was positive about the work of the secretariat as well. Some comments included that the support was, “integral... couldn’t have done it without them”; “fantastic, helpful, responsive to issues”; very effective, always supportive, quick answers”.

However, one interviewee noted that almost all activities were carried out between January and June 2022, with the rest of the project implementation time spent doing almost nothing, with the exception of preparation for the e-learning trainings.

Another interlocutor noted that the secretariat was fortunate to also have the support of technical personnel to ensure the suitability and sustainability of innovative knowledge and training platforms, such as the e-learning LearnQI and ‘UNECE Portal on Standards for SDGs’, which houses the standards mapping tool. Other support was provided by the UNECE Executive Secretary, who has been a proud and diligent support of gender-responsive standards and standards for SDGs, and UNECE’s Gender Focal Point, who liaised with the project to highlight its work inside and outside the organisation. Furthermore, the project had the broad support of the Secretariat to engage UN Women and advocate for the inclusion of gender-responsive standards in the High-Level Roundtable (‘Accelerators of gender equality and women’s empowerment in the context of the COVID-19 pandemic’) of the Regional Forum on Sustainable Development 2022.

3.2.4 What were the challenges/obstacles to achieving the expected results?
Just over half of respondents to the survey (53.85%) stated that there were no challenges to achieving the expected results. The remaining 46.15% thought that there were obstacles, citing in particular time to focus, especially during the pandemic; the lower proportion of women in the technical risk areas to which the standards are applied; some cultural challenges and biases that gender equality can be achieved until a new generation of employees take leadership roles in organisations; producing substantive and solutions-based resources; and socio-cultural backgrounds.

Key informants noted other challenges, including making sure there is balance representation of both men and women. One interlocutor noted the challenges of internal processes of the UN, such as managing the budget due to Umoja provision of different numbers every day. This meant that there was no visibility of what happened prior, and in the end there was lots of money left which was spent on contracts; this made it difficult to plan. However, another interlocutor pointed out that Umoja has been deployed as the corporate enterprise resource planning process since 2015, with appropriate Job Aids available for troubleshooting this issue.
Another challenge was that the project manager left during the middle of the project and the replacement process was protracted and problematic, meaning that ultimately the project was without a project manager for about one year. Several other interviewees highlighted the challenges of delivering during a pandemic, which meant that some project activities had to be delivered online rather than in person. One key informant noted that there were some challenges around access to standards, with most providing really positive support to the project, but another 20% who weren’t, noting that it could have been more successful with their support. Other interview feedback included that the time differences for working group participants constrained participation. Although reports and power points were always available on the website, it hindered the real time interaction and exchange.

### 3.3 Efficiency

**Efficiency:** Extent to which human and financial resources were used in the best possible way to deliver activities and outputs, in coordination with other stakeholders.

#### 3.3.1 Did the project achieve its objectives within the anticipated budget and allocation of resources?

The project document shows the project budget to include UN regular budget resources of 2 months of a P-4 staff member of the UNECE Economic Cooperation and Trade Division, as well as extrabudgetary resources of $400,000 USD contributed by the donor, Germany (Physikalisch-Technische Bundesanstalt). Of the XB resources, $140,000 was to be spent on developing the portal and $30,000 was to be spent on developing awareness raising and training materials, $161,000 was to be spent on organisation of high-level events and workshops, and $15,000 was to be spent on gender-responsive standards best practices, with the remainder going to administration and evaluation costs. Much of the XB budget was used to employ the temporary P-3 staff member and was spent on consultants to produce the deliverables.

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<thead>
<tr>
<th>Expected accomplishments</th>
<th>Planned activities</th>
<th>Estimated costs (USD)</th>
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<tbody>
<tr>
<td>EA1. Increased understanding of the policy makers on the role of standards in the implementation of the 2030 Agenda</td>
<td>A1.1. Development of an information, research and training portal, &quot;Standards for the SDGs&quot; and Gender responsive standards, which will host existing and tailor-made e-learning training programmes and support the dissemination of research and training on the role of standards in the implementation of the 2030 Agenda. 1 international consultant x 24 months x $5,000 Contractual services (licences, hosting, ICT, web support) x $20,000</td>
<td>$140,000</td>
</tr>
<tr>
<td>EA2. Strengthened cooperation for the achievement of sustainable development, gender equality and inclusive economic growth across standards bodies, national governments and the United Nations system</td>
<td>A2.1. Organisation of 2 high-level events and 4 national/regional workshops on the topic of “Standards for the SDGs” and gender responsive standards 4 national consultants for adaptation of training material to different sub-regions (to be further identified) x $5,000 4 national gender consultants to lead local/regional workshops x 1 month x $5,000 Travel of 24 meeting participants x $2,500 Contractual services (hospitality, venue, etc) Travel of staff x 4 missions x $2,500 Administrative support: GS x 6 months x $6,000</td>
<td>$161,000</td>
</tr>
<tr>
<td></td>
<td>A2.2. Support local and national stakeholders in the development, dissemination and implementation of best practice for gender responsive standards Contractual services (production of video) x $10,000 Travel of staff x 2 missions x $2,500</td>
<td>$15,000</td>
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Key informant interviewees confirmed that the budget was used to achieve the project objectives, and in some instances succeeded in delivering beyond the initial aims, such as reaching more workshop participants once the delivery modality was changed to an online format.
However, due to pandemic travel restrictions, some of the budget (i.e. the travel allocations) remained unspent, approximately $75,000. Therefore, the money was distributed in different ways, including through creation of new activities, such as translating the e-learning course into the other five official languages of the UN, rather than just Russian. Permission for reallocation of resources was sought from the donor who was happy to oblige.

3.3.2 Have the available resources been used efficiently to deliver expected outputs?
Key informants confirmed that available resources were used efficiently to deliver expected outputs. As discussed above, in-person events were cancelled and the money that had been allocated for travel used for translation of the e-learning course so that it could potentially reach a larger audience. Moreover, the project originally planned to do only three modules for the e-learning course, LearnQI. However, some money was reallocated to produce a fourth module on gender responsive standards. The donor and course participants were reportedly very happy with this. Moreover, some money was reallocated to do a series of video recordings not previously anticipated.

In conclusion, the available resources have been used efficiently to deliver beyond the expected deliverables in a manner consistent with the original project aims. With a modest budget, WP.6 succeeded in delivering a wealth of knowledge and training resources, showcasing its capacity for maximizing value for money.

3.3.3 Were there sufficient resources to achieve the intended outcomes? How could the use of resources be improved?
About half of the key informants thought there were sufficient resources to achieve the intended outcomes. This finding is also supported by the fact that the intended outcomes were achieved under budget, as discussed above.

The other half of the interviewees commented on the perceived insufficient staffing at the secretariat. Comments included that the project continuity was affected by staff changes and interruptions (such as in the role of Secretary of WP.6) at the secretariat level, and that it would have been helpful to have some consistency throughout the project lifetime, that short term endeavours were not ideal to retain the progress. One interlocutor shared that it did feel at times that, through the transition of staff, UNECE would be running risk of things not necessarily moving forward and risking the project, but that in the end things worked out. Overall interview feedback was consistent that the human resources were excellent but operating on a shoestring and trying to make the absolute most of things. About two thirds of survey respondents (64.29%) thought there were insufficient resources to achieve the intended outcomes.

Other comments were around the challenges associated with delivering much of the project deliverables of what was intended to be a three-year project in just a six month period, which stemmed from staffing transitions and a period where there were no dedicated project staff. This meant that some decisions had to be taken in a rushed manner. This impacted on the quality of the videos produced, for example, since the short time period affected the contract modality, which limited the pool of providers. There were also challenges associated with the e-learning platform, which ultimately led to the project arranging this independently from UNECE.

3.4 Sustainability
Sustainability: Likelihood that the benefits of the project will continue in the future.
3.4.1 To what extent will the benefits of the project continue after the completion of the project?

Most survey respondents (62.5%) thought that it was likely that the benefits of the project would continue after the completion of the project, with the remaining respondents (37.5%) thinking it would be highly likely. Key informant interviewees pointed to a range of evidence that the benefits of the project would continue, including the fact that the e-learning platform would be maintained for two years, so the learning modules would continue; the UNECE Portal on Standards for the SDGs remains and is updateable beyond the life of the project; and the establishment of the Team of Specialists on Gender-Responsive Standards, which would be a permanent sub-group of WP.6 (discussed below). Others underlined that countries that signed the Declaration on Gender-Responsive Standards and Standards Development will continue with implementation of their Gender Action Plans. One interlocutor pointed out that ISO and IEC have been embedding gender in the work of technical committees, so it will outlast this project. Others emphasized that standards organisations now have sufficient knowledge of how to mainstream gender equality into their standardisation activities, and are well equipped to do so. Moreover, the publications developed by the project remain available for use, including the Training Material on Gender-Responsive Standards and Training Material on Standards in Support of the Sustainable Development Goals.

3.4.2 How likely is stakeholders’ engagement to continue?

Three quarters of survey respondents thought that it would be likely that stakeholders’ engagement would continue, with another 18.75% of respondents thinking that it would be highly likely. The Steering Committee on Trade Capacity and Standards and the ECE Executive Committee endorsed the launch of the Team of Specialists on Gender-Responsive Standards at the thirty-second session of WP.6, and encouraged member States to nominate experts to participate in this Team of Specialists. Key informants noted that engagement would continue under this body. Interview feedback also highlighted the Declaration for Gender-Responsive Standards and Standards Development, which encourages member States to consider financing for follow-up work particularly capacity-building for gender action plans. Moreover, member States are developing innovative tools and resources to support standards development organisations (SDOs) to implement gender action plans and ensure that standards and standards development practices increasingly meet the needs of women and girls. Such tools include the systematic implementation of gender focal points, and stakeholders pointed out that such focal points would help to ensure continued stakeholder engagement. One stakeholder highlighted the fact that there are more and more men participating in gender activities and stepping up as gender champions, including from ISO and IEC, underlining the continued interest in the topic which has emerged as a priority area. Another key informant emphasised the importance and interest in the SDGs, which would further support continued momentum towards standards for the SDGs.


3.4.3 To what extent do the partners and beneficiaries ‘own’ the outcomes of the work?

Regarding the extent to which partners and beneficiaries own the outcomes of the work, 40% of survey respondents thought it was to a moderate extent, 33.33% to a high extent, and 26.67% to a low extent. Key informant interviewees thought there was a good level of ownership by partners and beneficiaries, citing the high level of engagement as evidence of this. One interlocutor shared an article written about her colleagues in New Zealand, “Tackling unconscious gender bias with a gender action plan”, which interviews Standards New Zealand committee members on their international work leading the conversation on gender awareness in standards development.\(^{40}\) She also shared a link to a podcast about “Decoding Gender-Responsive Standards in Canada”.\(^ {41}\) Another interlocutor referred to an article he wrote in a national magazine about standards and the SDGs, referring to this project. This shows that stakeholders are spreading the message further afield and affirms their ownership of this work. Another stakeholder highlighted that partners and beneficiaries are integrating the outcomes of the work into their own standards development work, utilizing the project guidelines and structure of how to develop gender-responsive standards. Moreover, the final progress report highlighted that activities undertaken as part of the project resulted in greater cooperation and mutual understanding between international SDOs, regulatory authorities, administrations, and policymakers. The project firmly established gender equality as a critical component in effective standards development and drew great interest from the standards community, as evidenced by the signing of the Declaration for Gender-Responsive Standards and Standards Development by 77 international, regional, and national standards bodies worldwide.\(^ {42}\) One interviewee noted that a key component of being impact driven is that the work has application for policymakers and end-users. WP. 6 has cultivated leading groups of experts who help to shape and guide the project knowledge tools. In particular, the training manuals on standards for the SDGs and gender-responsive standards and the e-learning courses were developed in consultation with participating experts on aspects such as content, learning approach and thematic areas. As such, the tools are owned through the communication and feedback loops established by WP.6. These recognize the essential knowledge and subject matter expertise brought to this work by these member State representatives. Another key informant remarked that it has largely been women who have honed in on this work, and who will benefit from the outcomes of the work. On the other hand, it was noted that this agenda is largely driven by developed Nations, and it would be good to bring in developing Nations’ perspectives too.

4. Conclusions

In conclusion, regarding relevance the evaluation found that the project activities were relevant for achieving increased understanding of the role of standards in the implementation of the 2030 Agenda, strengthened cooperation for the achievement of sustainable development, furthering the 2030 Agenda, and attaining the SDGs. Moreover, they were relevant for achieving increased understanding of the role of standards in strengthened cooperation for the achievement of gender equality and inclusive economic growth through the use of gender-


responsive standards. The project was relevant to the needs and priorities of the UNECE region, as well as to the work and mandates of UNECE. The project activities contributed to the promotion of gender equality and women’s empowerment, and human rights, but did not have an emphasis on “leaving no-one behind”. The project applied gender inclusion approaches in the design, implementation, and results of the activities. However, the project did not apply a rights-based approach to the design of the activities. Nor did the project apply a disability inclusion approach in its design or implementation of the project. However, the results of the activities may have inadvertently helped to further disability inclusion in terms of preventing accidents and injuries. The project was also relevant with regard to climate change and disaster risk reduction.

Regarding effectiveness, the evaluation found that the project objectives were achieved to a high degree. The planned activities, including the training on gender-responsive standards, contributed to achieving the project objectives. It found that the support of the secretariat in servicing the activities was adequate. There were some challenges to achieving the project results, including the delivering during a pandemic; the lower proportion of women in the technical risk areas to which the standards are applied; cultural challenges and biases; and internal processes of the UN.

In terms of efficiency, the evaluation found that the project achieved its objectives within the anticipated budget and allocation of resources, coming in significantly under budget having adjusted the delivery modality to an online format due to pandemic travel restrictions. The remaining funds were spent on additional relevant activities, such as further translation of the e-learning course, as well as development of an additional training module. The evaluation found that there were sufficient financial resources to achieve the intended outcomes. Regarding human resources, there was a perception that these were insufficient due to staffing gaps for a period during the middle year of implementation.

Concerning sustainability, the evaluation found that it was likely that the benefits of the project would continue after completion, notably due to the recent establishment of the Team of Specialists on Gender-Responsive Standards which is a permanent sub-group of WP.6. It is likely that stakeholders’ engagement would continue for the same reason. There was moderate to high ownership of the outcomes of the work by partners and beneficiaries.

5. Lessons
A number of lessons stand out from stakeholder feedback and the review of documentation on implementation of the project. These provide useful inputs into the design and implementation of the next phase of UNECE work on gender-responsive standards and standards for the SDGs and other UNECE Trade Subprogramme activities.

5.1 Project planning and management
Key informants emphasized the sometimes negative effect of inadequate planning of personnel, budget and project timeline. Examples given included the rushed implementation of deliverables in the final stages of the project, with a period of relative inaction in the middle year of implementation; absence of handover notes with change of project manager; large gap in recruitment of new project manager due to various internal UN processes; and the challenges of managing the budget due to software quirks. On this last point, another interlocutor
suggested that UNECE staff should take advantage of the mandatory Umoja trainings to learn the process of discovering how many funds have been spent at a given time. The project could have benefitted from better utilization of the full three years of implementation to increase the quality of some of the deliverables that were affected by lengthy internal processes, such as around contracting for various services. It would be helpful to ensure that all aspects of managing, coordinating and administering the project are adequately resourced so that undue pressures do not arise in the final stages of implementation.

5.2 The project had several positive unintended consequences
The project had several positive unintended consequences. First, delivering during a pandemic inadvertently increased accessibility. Due to pandemic travel restrictions, some of the project activities moved to a digital platform instead of face to face. Interlocutors emphasized that the project ended up reaching many more participants due to this online interface. Moreover, these digital sessions were delivered in multiple languages relevant for the UNECE region, which broadened the reach of the project activities even further. Since the project did not end up having to use the budget that was originally allocated for travel expenses, some of this was reallocated (in consultation with the donor) to expand the translation of the e-learning course into multiple UN languages, which also expanded accessibility of the project deliverables. The adaptability of the project to deliver during the conditions imposed by the pandemic response ultimately ended up increasing accessibility of some of the project activities to a wider audience, a positive unintended consequence. An open and transparent relationship between UNECE and the donor, combined with openness on the part of the donor to adapt to emerging needs of the project was a positive contribution.

Second, as discussed above, although the project did not apply a disability inclusion approach in its design or implementation of the project, nevertheless the results of the activities may have inadvertently helped to further disability inclusion in terms of preventing accidents, injuries and illness. The evaluation has noted the examples of gender-responsive PPE standards and the relevance for effective prevention of exposure to COVID-19, the potential of gender blind standards on hazards to women in terms of occupational safety and health, and the fact that the focus on prevention of accidents and injuries has trickled down to the national level in several countries. Therefore, the project has raised awareness about disability inclusion and prevention of accidents, injuries and illness, even if this was not explicitly articulated in the project design. This is a relevant thematic area for standards for the SDGs. Disability inclusion is explicitly referred to in several targets of multiple sustainable development goals, including SDGs 3, 4, 8, 10, 11 and 17. For example, in SDG 10 on reducing inequality within and among countries, target 10.2 refers to empowerment and promotion of the social, economic and political inclusion of all, including persons with disabilities. SDG 11 on sustainable cities and communities has two disability targets – target 11.2 refers to access to safe, affordable, accessible and sustainable transport systems for all, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, including persons with disabilities. Target 11.7 refers to provision of universal access to safe, inclusive and accessible green and public spaces, in particular for persons with disabilities.

5.3 European Union and Council of Europe accession may provide good entry points to encourage UNECE member States to build consensus for gender responsive standards
In October 2022, UNECE and UN Women’s Regional Office for Europe and Central Asia
developed a Concept Note for a Project Proposal for a next phase of Gender Responsive Standards 2023-2025. One of the proposed activity areas is capacity building on gender-responsive standards, including building consensus and buy-in. UNECE has 17 programme countries in Eastern Europe, the Balkans, the Caucasus, and Central Asia. Of these, member States standards development organisations that have signed the Declaration for Gender-Responsive Standards and Standards Development include Albania, Bosnia and Herzegovina, Georgia, Latvia, Lithuania, Moldova, Serbia, and Turkey. Some of these countries are working towards membership in the European Union and the Council of Europe. For example, countries in the Western Balkans (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia and Serbia) have accession plans for the European Union (Serbia and Montenegro have begun accession talks), and as such are trying to adapt their policies to comply with EU standards; Kazakhstan has aspirations to be part of the Council of Europe. EU access has improved regional economic integration in the EU-CEE. Trade in goods and services within this region increased by approximately 50 percent due to the countries’ EU accession. As such, EU and Council of Europe accession pathways may provide good entry points to encourage UNECE member States to build consensus and buy-in for gender responsive standards. For instance, during political dialogue with these countries, the EU could advocate that gender-responsive standards should be part of gender mainstreaming conditions, integrating such standards as criteria for accession. This could help to build consensus and buy-in and lead to increased implementation of gender-responsive standards and standards development and the empowerment of women in the implementation of the 2030 Agenda.

5.4 The project would have benefitted from applying a rights-based approach

The evaluation Terms of Reference asked whether the project applied a rights-based approach in the design, implementation and results of the activities. A human rights-based approach is described by the Office of the High Commissioner for Human Rights (OHCHR) as a conceptual framework that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. Under this approach, plans, policies, and programmes are anchored in a system of rights and corresponding obligations established by international law. The project did not make any reference to any relevant international human rights law standards. The most relevant international human rights standards for gender responsive standards are contained in the Convention on the Elimination of Discrimination Against Women (CEDAW), which has been widely ratified by UNECE member States. As such, States Parties are legally obliged to implement the standards contained in that instrument. For example, Article 2 obliges States Parties to condemn discrimination against women in all its forms and to agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women, and to this end undertake: (a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation and to ensure, through law and other

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43 UNECE/UN Women (2022), Project Proposal: Gender-responsive standards 2023-2025
appropriate means, the practical realization of this principle; and (e) To take all appropriate measures to eliminate discrimination against women by any person, organisation or enterprise. CEDAW is relevant for encouraging States to integrate gender-responsive standards. Gender-responsive standards and standards for the SDGs are good entry points to implement gender mainstreaming from the perspective of international gender equality norms and standards. Another key aspect of the human rights-based approach to programming is the principle of participation: everyone has the right to participate in decisions which affect them. There is an opportunity to better apply a human rights-based approach to programming in the next phase of UNECE’s gender-responsive standards and standards for the SDGs engagements.

5.5 Building an evidence base for national policy making around standards for the SDGs - leaving no one behind and the value of a human rights-based approach to data disaggregation

The Terms of Reference for the evaluation asked whether the project activities had an emphasis on “Leaving No One Behind”, which is the central, transformative promise of the 2030 Agenda for Sustainable Development and its SDGs, and thus highly relevant for work relating to standards for the SDGs. A major cause of people being left behind is persistent forms of discrimination. Interview feedback was consistent that the project did not include a focus on particularly vulnerable groups of women or other groups, despite the project’s focus on the Sustainable Development Agenda. One of the proposed activity areas of the joint UNECE/UN Women Concept Note for Gender Responsive Standards 2023-2025 is strengthening capacity to compile and use gender- and sex- disaggregated data, including the identification and dissemination of best practices in this area to showcase to other stakeholders and utilize the data for standards development. A similar activity could be proposed for the next iteration of the Standards for the SDGs project to build an evidence base for national policy making relevant for inclusive standards development. Capacity building could include how to support partners to use the SDG indicators to collect and analyse disaggregated data. This is important for evidence based national policy making, and for monitoring international rights-based frameworks at the national level, such as the Sustainable Development Goals, the Beijing Platform For Action, and the Convention on the Elimination of all forms of Discrimination Against Women.

Evidence based national policy making needs to be underpinned by disaggregated data that tells the story as to why policy should favour a particular course of action. A human rights based approach to data disaggregation is one that calls for disaggregation in accordance with grounds of discrimination prohibited by international human rights law – including sex and gender. Disaggregation by a variety of categories allows for measurement which reflects the multiple and intersecting forms of discrimination against women and other groups that are left behind. Data disaggregated by gender and other categories illustrates who is being left behind – for example women and girls, women with disabilities, or rural women – so that policies can be adjusted accordingly to target programming to address these inequalities. This is an important lesson: to make sure no one is left behind in future policy making, there is a need to develop indicators that enable measurement of progress among women and girls who experience multiple and intersecting forms of discrimination. Therefore, data needs to be disaggregated by sex, geography, income, disability, and other categories of discrimination, as well as combined.

to capture intersecting inequalities. However, political will and commitment are required to ensure indicators and data on the most sensitive gender equality and women’s rights issues are developed, collected, analysed and made public, and that national agendas tackle the structural causes of gender inequality as well as multiple and intersecting forms of discrimination.

There has been a recurrent call for data disaggregation as part of the development of the Sustainable Development Goals. In August 2014 UN Secretary General Ban Ki moon asked an Independent Expert Advisory Group to make concrete recommendations on bringing about a data revolution in sustainable development. The 2015 report of the High Level Panel of Eminent Persons on the Post 2015 Development Agenda, “A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development” states that, “indicators should be disaggregated to ensure no one is left behind and targets should only be considered achieved if they are met for all relevant income and social groups”. “Data must also enable us to reach the neediest, and find out whether they are receiving essential services. This means that data gathered will need to be disaggregated by gender, geography, income, disability, and other categories, to make sure that no group is being left behind”. In other words, disaggregated statistics will be key to support tailored and evidence-based policy formulation, as well as monitoring of the implementation of the international development agenda. Moreover, General Recommendation 9 of the Committee on the Elimination of all Forms of Discrimination Against Women on statistical data recommends data disaggregation by gender so that users can easily obtain information on the situation of women in particular sectors. The Committees that monitor the various United Nations Human Rights Treaties have repeatedly requested data disaggregation by gender, age and other grounds of discrimination in various Concluding Observations to Member States around the world.

Gender equality is a standalone sustainable development goal as well as a key driver for achieving the other SDGs. This means that the development, collection and analysis of high-quality gender statistics is a crucial aspect of the gender data revolution needed to ensure the adequate monitoring of the new development framework. All countries will need to put in place, track and report on gender-responsive indicators that measure progress towards achieving gender equality, women’s empowerment and the human rights of women and girls in line with both new and existing international commitments on gender equality, including the Sustainable Development Goals, the Beijing Platform for Action and the Convention on the Elimination of all forms of Discrimination Against Women. Such monitoring is challenged by a lack of comparable, high quality data on gender equality globally.

5.6 The need for continued capacity building and awareness raising about gender-responsive standards and Gender Action Plans

This phase of the project included capacity building and awareness raising about gender-responsive standards and Gender Action Plans. However, for this to be sustainable, it would appear that there is a continued need for capacity building and awareness raising to embed this more fully into the relevant institutions. For example, expert commentaries were developed by leading standards authorities to highlight the important role of standards in the achievement of the 2030 Agenda. Fourteen commentaries were received and are available on the ECE Portal on Standards for SDGs. Representatives of the following SDOs contributed expert commentaries: African Organisation for Standardisation (ARSO); ASTM International; Austrian Standards International (ASI); Bureau of Indian Standards (BIS); Fairtrade International; Georgian National Agency for Standards and Metrology (GeoSTM); Green-E; Malawi Bureau of Standards (MBS);
National Standards Authority of Ireland (NSAI); Rainforest Alliance (RA); Round Table on Responsible Soy Association (RTRS); Royal Netherlands Standardization Institute (NEN); Standards Norway (SN); Türk Standardları Enstitüsü (TSE). The need for capacity building is underlined in a number of the expert commentaries. The commentaries considered contextual determinants of success, barriers to the greater adoption of standards and the importance of capacity-building. The commentaries further highlighted the need for innovative awareness-raising resources.49

Moreover, the evaluation of the capacity building workshops requested further support to relevant institutions to engage more people with the topic of gender-responsive standards and to design and implement effective Gender Action Plans, including through raising internal awareness and building capacity. 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 Action Plans of standard setting bodies.50

The continued need for capacity building and awareness raising was also reflected in the Report of WP.6 on its 32nd Annual Session, which stated that a survey on gender action plans (GAP), training and research was completed at the beginning of the period revealing that less than half of those surveyed have completed GAPs and the majority do not have a process in place to assess gender impacts of its current/future standards despite the near systematic implementation of gender focal points. The results demonstrate that there is a need for capacity building in order to achieve gender-responsiveness.51

5.7 Increased translation has led to increased engagement and accessibility of gender responsive standards beyond the UNECE region

An illustration of how increased translation has led to increased engagement and accessibility of gender responsive standards intra-regionally is through the fact that the regional standards body, the Pan American Standards Commission (COPANT) has translated a lot of the material into Spanish. This has led to the Spanish-speaking countries in the Latin America/Caribbean region being so well represented in the signatories list of the Declaration on Gender-Responsive Standards, with 10 signatories. For example, signatories include Argentina – Instituto Argentino de Normalización y Certificación; Bolivia – Instituto Boliviano de Normalización y Calidad; Colombia – Instituto Colombiano de Normas Técnicas y Certificación; Costa Rica – Instituto de Normas Técnicas; Dominican Republic – Instituto Dominicano para la Calidad; Ecuador – Servicio Ecuatoriano de Normalización; Honduras – Organismo Hondureño de Normalización; Mexico – Dirección General de Normas; Peru – instituto Nacional de Calidad (INACAL); and Uruguay – Instituto Uruguayo de Normas Técnicas. Moreover, Spain is a signatory: Asociación Española de Normalización.52 One interlocutor noted that whilst it is commendable that the translation took place, such translations are not necessarily professionally done, leading to some technical terms

50 This was one of the main results of the evaluation after the April-May Workshops, in section 5, page 14.
52 https://unece.org/trade/wp6/Gender-Resp%20-Stds-declaration
not being translated in a consistent manner. Being able to bring the translation into WP.6 would help to harmonize this situation.

A survey was conducted in December 2021, which identified and collected tools and resources, including training materials, from standards development organisations. The aim of the survey was to gather information regarding materials, research studies, gender action plans and any unmet needs to support the development of a gender-responsive standards resources hub for standards development organisations. The survey covered four sections: gender action plans; training; research; and additional information/comments.\(^5^3\) The survey results indicated that under half of respondents (N=22) have or are completing gender action plans, with most respondents having no or informal targets/indicators. Despite the systematic implementation of gender focal points – though many are not top-managerial level – the survey results confirm a lack of awareness and knowledge of gender-responsiveness. As a result, there is a focus on achieving responsiveness through balancing male and female participation, with little attention to the measurement of the responsiveness of completed standards.\(^5^4\) The survey indicated that participants are interested in undertaking gender training in different formats and multiple languages, as well as in receiving more gender-responsive standards information, and in sharing their gender action plans.\(^5^5\) It was recommended that further information and extensive support are necessary for organizations to achieve gender-responsiveness. This support could be delivered in the form of workshops, training materials and checklists, which can be applied during the standard development process and/or as reviewing existing standards.\(^5^6\)

Moreover, there is other support for translation into other languages, such as the direct request from the Standards and Metrology Institute for Islamic Countries (SMIIC) to have the material translated into Arabic. There are 14 Arabic speaking SMIIC Member States. Currently, only Morocco is signatory to the Declaration in the Arabic speaking world. If the Spanish example is to be followed, it would indicate that there is potential for a further 13 Arabic speaking signatories.

WP.6 has made a similar internal request to have more Russian translation to try and encourage its member States in the Commonwealth of Independent States to engage in gender responsive standards. This would add potential for a further eight Russian speaking signatories, as currently only Georgia is signatory to the Declaration in the Russian speaking world.

### 6. Recommendations

Recommendations have been made based upon the evaluation findings and conclusions. Recommendations include advice for the revision of working modalities in the area of standardisation and to inform decisions on improving technical cooperation projects on

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regulatory cooperation and the use of standards. Recommendations have been developed in consultation with stakeholders.

1. Plan effectively for implementation of future projects, including through spreading out the work appropriately across the full length of project life time, utilising annual work plans, adequately planning for effective use of human resources, both in terms of staff and contractors and the associated internal UN processes, and monitoring budget use at regular intervals.

2. Any future project should ensure equal integration of cross-cutting issues into its outputs and activities, by establishing respective mechanisms and tools derived from relevant UN mainstreaming strategies (gender, human rights, disability) which should include the strengthening of partnerships with relevant UN agencies, national partners, and think-tanks with subject-matter expertise.
   a. Consider explicitly applying a disability inclusion approach in the design and implementation of the next phase of the Standards for the SDGs project, expanding the portal to map standards relevant for disability inclusion and prevention of accidents, injuries and illness, and embed disability indicators and targets in project and activity results frameworks. Gender should also be mainstreamed in these areas.
   b. Apply a rights-based approach in the design, implementation and results of the activities for the next phase of the project, including by making explicit reference to relevant international human rights law standards, particularly the Convention on the Elimination of Discrimination Against Women. Consider developing future projects on gender standards jointly with UN Women to leverage its comparative advantage and technical expertise in gender equality and gender mainstreaming. Increase participation of women including by seeking to engage with national gender equality machineries, women-led MSMEs, and women’s civil society organisations, and integrating use of gender advocates and experts. Consider embedding the appropriate gender equality, human rights, disability inclusion, and other LNOB indicators and targets for inclusion in project and activity results framework as relevant. Links should be made where possible and appropriate to relevant SDG indicators and targets.
   c. Leave No One Behind: future projects should provide guidance for standards development bodies to employ a human rights based approach to data disaggregation, i.e. one that calls for disaggregation in accordance with grounds of discrimination prohibited by international human rights law – including gender, age, geographic location, income, and other characteristics relevant in the national context. Member States could be guided by OHCHR (2012), Human Rights Indicators: A Guide to Measurement and Implementation. Use this for evidence based policy making relevant for inclusive standards development, including standards for the SDGs and gender-responsive standards.

3. Consider European Union and Council of Europe accession as entry points to encourage UNECE member States to build consensus and buy-in to integrate gender responsive standards.

4. Any follow up project should include a focus on capacity building and awareness raising.

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relevant for Gender Action Plans and gender responsive standards, which may include the following:

a. Assistance to specific beneficiary country signatories of the *Declaration* to draft and implement gender action plans for gender-responsive standards and gender inclusive standards development. This would include building consensus and buy-in.\(^{58}\)

b. Support relevant institutions to engage more people with the topic of gender-responsive standards and to design and implement effective Gender Action Plans, including through raising internal awareness and building capacity. 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 Action Plans of standard setting bodies.\(^{59}\)

c. In line with the recommendation of Working Party 6: (i) encourage member States to engage in dialogue with standards bodies in their jurisdiction to become signatories of the United Nations Economic Commission for Europe (ECE) Declaration for Gender-Responsive Standards and Standards Development; (ii) Encourage member States to consider financing for follow-up work particularly capacity-building for gender action plans; and (iii) Continue awareness-raising efforts.\(^{60}\)

5. Consider increasing translation of project materials and capacity building activities into multiple UN languages, e.g. Russian, Arabic, Spanish to increase engagement and accessibility throughout the UNECE region and beyond.

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\(^{58}\) UNECE/UN Women (2022), Project Proposal: Gender-responsive standards 2023-2025

\(^{59}\) This was one of the main results of the evaluation after the April-May Workshops, in section 5, page 14.

6. Annexes

Annex A. Terms of Reference

TERMS OF REFERENCE

Evaluation of implementation of the UNECE project
“Enhancing usage and uptake of standards for sustainable development, gender equality and the empowerment of women and girls” (2019–2022)

I. Purpose

The purpose of this evaluation is to review the implementation and assess the extent to which the objectives of the UNECE project E330 “Enhancing usage and uptake of standards for sustainable development, gender equality and the empowerment of women and girls” (2019-2022) (hereinafter “the project”) were achieved. The evaluation will assess the relevance, effectiveness, efficiency and sustainability of the project in increasing the understanding of the role of standards in the implementation of the 2030 Agenda and strengthening cooperation for the achievement of sustainable development, gender equality and inclusive economic growth across standards bodies, national governments and the United Nations system. The evaluation will also assess any impacts the project may have on progressing human rights, disability inclusion, climate change and disaster risk reduction in the context of this engagement. The evaluation will finally look at the activities repurposed to address the impact of the COVID-19 crisis, and assess, to the extent possible, UNECE’s COVID-19 early response through this project.

The evaluation should identify lessons learned from the implementation of the project and areas that need further attention and provide practical recommendations on how to improve the efficiency, effectiveness and sustainability of future work on similar topics. The results of the evaluation will allow improving the quality of the services provided by the secretariat of the Working Party on Regulatory Cooperation and Standardization Policies (WP.6) as well as the planning and implementation of future subprogramme projects and activities.

II. Scope of activities for evaluation

The evaluation will cover the project activities carried out by UNECE over the full period of project implementation from September 2019 to June 2022.

The universally recognized values and principles of human rights and gender equality will be integrated into all stages of the evaluation, in compliance with the United Nations Evaluation Group’s revised gender-related norms and standards. Therefore, the evaluation will assess how the project activities contributed to gender equality and women’s empowerment, as well as the realization of human rights, with an emphasis on ‘leaving no one behind’ and, if needed, it will make recommendations on how these considerations can be better addressed in future activities.

III. Background

The objective of the project is to enhance the usage and uptake of the standards by policymakers as a vital tool to support the achievement of the 2030 Agenda for Sustainable Development. Standards are a foundation for: global resource efficiency in consumption and production; the decoupling of economic growth from environmental degradation and full and productive employment as well as gender equality.
Policymakers must be enabled and empowered to adopt and implement standards as part of their strategies for sustainable development.

The project is a direct extension of project on “Enhancing usage and uptake of the standards for achieving the Sustainable Development Goals” (2018–2019), through which an approximate 1,600 standards were ‘mapped’ to the SDGs; serving as a proof of concept, and revealing the demand amongst standards developers and standards users to progress the mapping and continue the development and dissemination of best practice.

In addition, the 2019–2022 project further builds on the commitments of over 60 national, regional, and international standards bodies to create gender action plans, which aim to empower women and girls in the standards development process. The gender action plans – a commitment of signatories to the UNECE Declaration for Gender-Responsive Standards and Standards Development (launched in May 2019) – provided an initial evidence base, informed initial best practice, and demonstrated the further need for UNECE to support policymakers in the implementation and adoption of standards for SDGs.

**IV. Issues**

The evaluation will answer the following questions:

**Relevance**

1. Are the activities carried out under the project relevant for achieving increased understanding of the role of standards in the implementation of the 2030 Agenda and strengthened cooperation for the achievement of sustainable development, gender equality and inclusive economic growth through the use of gender-responsive standards?

2. How relevant was the project to the needs and priorities of the UNECE region?

3. How relevant was the project to the work and mandates of UNECE?

4. How relevant are the activities of the project to furthering the 2030 Agenda for Sustainable Development and attaining its Sustainable Development Goals?

5. To what extent have the activities of the project contributed to the promotion of gender equality and women’s empowerment, as well as the realization of human rights, with an emphasis on “leaving no one behind”?

6. Did the project apply gender, rights-based and disability inclusion approaches in the design, implementation, and results of the activities?

7. How relevant was the project with regards to climate change and disaster risk reduction?

**Effectiveness**

8. To what extent were the objective of the project achieved?

9. To what extent did the planned activities contribute to achieving the objectives and the expected accomplishments, notably the training on gender-responsive standards?
10. How effective was the support of the secretariat of WP.6 in servicing the activities?
11. What were the challenges/obstacles to achieving the expected results?

**Efficiency**
12. Did the project achieve its objectives within the anticipated budget and allocation of resources?
13. Have the available resources been used efficiently to deliver expected outputs?
14. Were there sufficient resources to achieve the intended outcomes? How could the use of resources be improved?

**Sustainability**
15. To what extent will the benefits of the project continue after the completion of the project?
16. How likely is stakeholders’ engagement to continue?
17. To what extent do the partners and beneficiaries ‘own’ the outcomes of the work?

**V. Methodology**
The evaluation will adopt a theory-driven, utilization-focused and gender and human rights responsive approach. The evaluator is required to use a mixed-method approach, including qualitative as well as quantitative data gathering and analysis as the basis for a triangulation exercise of all available data to draw conclusions and findings.

The evaluation will be conducted on the basis of:
1. A desk review of all relevant documents over the period including:
   - Materials developed in support of the activities (agendas, plans, participant lists, background documents, final reports and publications)
   - Reports of the WP.6 and its Bureau; Reports on annual work programme implementation
   - Proposed programme budgets covering the evaluation period
   - Relevant United Nations and UNECE resolutions on the matter.
2. A tailored questionnaire will be developed by the evaluator in consultation with UNECE to assess the views of stakeholders (e.g. from experts, current and former UNECE staff, standards development organizations).
3. The questionnaire will be followed by interviews of selected stakeholders (methodology to be determined by the evaluator in consultation with UNECE). These will be carried out via phone or other electronic means of communication. The results of the survey will be disaggregated by gender.
The report will summarize the findings, conclusions and recommendations of the evaluation. An executive summary (max. 2 pages) will sum up the methodology of the evaluation, key findings, conclusions and recommendations.

All material needed for the evaluation, will be provided to the consultant. In addition to the documents mentioned above, the programme manager will provide the list of persons to be interviewed. UNECE will provide support and further explanation to the evaluator as needed.

The evaluation will be conducted in accordance with the UNECE Evaluation Policy. A gender-responsive methodology, methods and tools, and data techniques will be selected. The evaluation findings, conclusions and recommendations will reflect a gender analysis.

VI. Evaluation schedule

27 May 2022  ToR finalized
3 June 2022   Evaluator selected
24 June 2022  Contract signed. Evaluator starts the desk review
24 July 2022  Evaluator submits inception report including survey design
August 2022   Launch of data gathering and conduct of interviews
29 September 2022 Evaluator submits draft report
14 October 2022 Evaluator submits final report

VII. Resources

The resources available for this evaluation are USD 8,000 (all inclusive). Payment will be made upon satisfactory delivery of work.

The Programme Management Unit (PMU) will manage the evaluation and will be involved in the following steps: Selection of the evaluator; Preparation and clearance of the Terms of Reference; Provision of guidance to the Secretary, Aarhus Convention and to the evaluator as needed on the evaluation design and methodology; Clearance of the final report after quality assurance of the draft report.

The Secretary, Working Party 6, in consultation with the Division Director, will be involved in the following steps: Provide all documentation needed for desk review, contact details, support and guidance to the evaluation consultant as needed throughout the timeline of the evaluation; Advise the evaluator on the recipients for the questionnaire and for follow-up interviews; Process and manage the consultancy contract of the evaluator, along the key milestones agreed with PMU.

VIII. Intended use / Next steps

The evaluation will be consistent with the UNECE Evaluation Policy. The results of the evaluation will be used in the planning and implementation of future activities of the Trade Subprogramme in support of the realization of the 2030 Agenda for Sustainable Development and the Paris Agreement.

Following the issuance of the final report, the Secretary, Working Party 6, in consultation with the Division Director, will develop a management response for addressing the recommendations made by the evaluator. The final evaluation report, the management response and the progress on implementation of recommendations will be publicly available on the UNECE website.

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61 Final timetable to be agreed following engagement of the evaluator.
IX. Criteria for evaluation

The evaluator should have:

• An advanced university degree or equivalent background in relevant disciplines, with specialized training in areas such as evaluation, project management and social statistics.

• Knowledge of and experience in working with standards development process and/or gender mainstreaming.

• Relevant professional experience in design and management of evaluation processes with multiple stakeholders, survey design and implementation, project planning, monitoring and management, gender mainstreaming and human-rights due diligence.

• Demonstrated methodological knowledge of evaluations, including quantitative and qualitative data collection and analysis for end-of-cycle project evaluations.

• Fluency in written and spoken English.

Evaluators should declare any conflict of interest to UNECE before embarking on an evaluation project, and at any point where such conflict occurs.
Annex B. List of Documents Reviewed

1. Materials developed in support of the activities (Folder)
   a. Best Practice Template (Folder)
      i. GRSI Comments (Folder)
         1. E-Mail: Lucy He
         2. E-Mail: Michelle Parkouda
         3. E-Mail: Peter Morfee
         4. E-Mail: Stephanie Eynon
         5. Stephanie Eynon Best Practice Submission Template 17th July
      ii. Best Practice Submission Template 2022 July 21
   b. Capacity Building Workshops (Folder)
      i. Evaluation (Folder)
         1. 2022 April-May WP.6 Workshop – Training Report 17May22
      ii. Exit Questionnaire (Folder)
         1. Russian (Folder)
            a. Exit questionnaire participants UNECE 2022doc RU
      iii. Participant list (Folder)
         1. Workshop participant list 2022.05.05
   iv. Session PowerPoints (Folder)
      1. Session 1 (Folder)
         a. Workshop Session 1 (English)
         b. Workshop Session 1 (French)
      2. Session 2 (Folder)
         a. Workshop Session 2 (English)
         b. Workshop Session 2 (French)
      3. Session 3 (Folder)
         a. Workshop Session 3 (English)
         b. Workshop Session 3 (French)
   v. Workshop Flyer (Folder)
      1. April 26th (Russian Interpretation) (Folder)
         a. April 26th UNECE GRSI Workshop Flyer
      2. April 27th (English) (Folder)
         a. April 27th UNECE GRSI Workshop Flyer (English)
      3. May 03rd (English) (Folder)
         a. May 03rd UNECE GRSI Workshop Flyer (English)
      4. May 04th (French) (Folder)
         a. May 04th UNECE GRSI Workshop Flyer
   vi. Workshop Resource Document (Folder)
      1. UNECE – workshop hand-out further reading final
  
c. GRSI Reports (Folder)
   i. Annual Session Presentations (Folder)
      1. 2019 Gender responsive PPE for effective response to COVID 19
2. 2019 Gender-Responsive Standards
3. 2019 Intersessional developments
4. 2020 UN Women gender responsive standards
5. 2021 Capacity building
6. 2021 GRSI report
7. 2021 Stephanie Eynon – Towards a Gender-Responsive Circular Economy

ii. Annual Session Reports (Folder)
1. 2019 ECE CTCS WP.6 2019 3 EN (Standards for SDGs)
2. 2019 ECE CTCS WP.6 2019 6 EN (GRS)
3. 2020 ECE CTCS WP.6 2020 Chair Note
4. 2020 Report on Gender-Responsive Standards
5. 2020 WP.6 Conference Building Back Better
6. 2021 ECE CTCS WP.6 2021 8 E (GRS)
7. 2021 ECE CTCS WP.6 2021 9 E (Standards for SDGs)
8. 2022 ECE CTCS WP.6 2022 8 GRSI v0.2
9. 2022 ECE CTCS WP.6 2022 10 E330 v5

d. Meeting Documentation (Folder)
   i. 2019.09.17 Agenda
   ii. 2019.09.17 Meeting Minutes
   iii. 2019.09.25 Agenda
   iv. 2019.09.25 Meeting PowerPoint
   v. 2019.11.20 Agenda
   vi. 2019.11.20 Meeting Minutes
   vii. 2019.11.20 Meeting PowerPoint
   viii. 2020.02.06 Agenda
   ix. 2020.02.06 Meeting Minutes
   x. 2020.03.19 Agenda
   xi. 2020.03.19 Meeting Minutes
   xii. 2020.03.19 Meeting PowerPoint
   xiii. 2020.04.01 Agenda
   xiv. 2020.04.01 Meeting Minutes
   xv. 2020.04.01 Meeting PowerPoint
   xvi. 2020.05.13 Agenda
   xvii. 2020.05.13 Meeting PowerPoint
   xviii. 2020.07.15 Agenda
   xix. 2020.07.15 Meeting Minutes
   xx. 2020.09.25 Agenda
   xxi. 2020.09.25 Meeting PowerPoints
   xxii. 2020.11.02 Meeting Agenda
   xxiii. 2020.11.02 Meeting Minutes
xxiv. 2020.11.02 Meeting PowerPoint
xxv. 2021.02.10 Agenda
xxvi. 2021.02.10 Meeting PowerPoint
xxvii. 2021.11.24 Agenda
xxviii. 2021.11.24 Meeting Report
xxix. 2022.02.15 Agenda
xxx. 2022.02.15 Meeting Minutes
xxxi. 2022.04.13 Agenda
xxxii. 2022.06.01 E300 Final event synopsis v4
xxxiii. 2022.06.01 Event Agenda
xxxiv. 2022.06.08 Agenda
xxxv. 2022.06.08 Meeting Minutes
xxxvi. 2022.06.08 Meeting PowerPoint

e. News Items (Folder)
   i. 2019.09.17 News Item Cape Town event
   ii. 2019.11.19 News Item Annual Sess. 2019
   iii. 2020.11.02 News Item Building Back Better
   iv. 2022.02.15 News Item Guidelines on Developing Gender-Responsive Standards
   v. 2022.03.09 News Item Standards Mapping Database
   vi. 2022.03.29 UNI Magazine Article on GRS
   vii. 2022.05.10 News Item on Capacity Building Workshop
   viii. 2022.05.16 News Item RFSD Side Event
   ix. 2022.08.01 News Item on Learn QI Platform

f. Online Instruments (Folder)
   i. Standards4SDGs Portal (Folder)
      1. Case Studies
      2. Standards Mapping Tool
   ii. LearnQI E-Learning Platform (Folder)
      1. UNECE LearnQI Platform – United Nations

g. Presentations on Standards4SDGs (Folder)
   i. Director Tuerk TUV Standards for SDGs
   ii. Lorenza Jachia PTB Presentation
   iii. Lucy He GRSI PT1 Survey Results
   iv. Mika Vepsalainen WTO Dec 8th (Edit)

h. Publications
   i. Gender Responsive Standards (ECE.TRADE.445) (Folder)
      1. ECE Trade 445E
   ii. Guidelines on Developing Gender-Responsive Standards (Folder)
      1. ECE CTCS WP6 2022 09 GRS Guide v0.3
2. Guidelines on Developing Gender-Responsive Standards
   Advanced Copy

   iii. Training Manual (Gender-Responsive Standards) (Folder)
       1. Training Manual Design File (Folder)
          a. GRS Training Manual Diagrams – for Translation
       2. ECE CTCS WP6 2022 INF6 GRS Training v0.7
       3. Training Manual GRS Cover Page

   iv. Training Manual (Standards for SDGs) (Folder)
       1. 22.06.2022 Standards for SDGs Training Manual

   i. Standards4SDGs Case Studies (Folder)
      i. 1st Round Submissions (Folder)
         1. Word Versions (Folder)
            a. SDG 6 Botswana
            b. SDG 6 Italy
            c. SDG 6 South Africa
            d. SDG 6 Thailand
            e. SDG 7 Brazil
            f. SDG 7 Egypt
            g. SDG 7 Mexico
            h. SDG 7 North Macedonia
            i. SDG 7 Peru
            j. SDG 7 Ukraine
            k. SDG 11 Egypt
            l. SDG 11 Spain
            m. SDG 11 Switzerland
            n. SDG 11 United Kingdom
            o. SDG 11 USA
            p. SDG 11 Zambia
            q. SDG 13 Africa
            r. SDG 13 Chile
            s. SDG 13 Colombia
            t. SDG 13 France
            u. SDG 13 Ghana
            v. SDG 13 Italy
            w. SDG 13 Tanzania

      2. PDF Versions (Folder)
         a. SDG 6 Botswana
         b. SDG 6 Italy
         c. SDG 6 South Africa
         d. SDG 6 Thailand
         e. SDG 7 Brazil
         f. SDG 7 Egypt
g. SDG 7 Mexico
h. SDG 7 North Macedonia
i. SDG 7 Peru
j. SDG 7 Ukraine
k. SDG 11 Egypt
l. SDG 11 Spain
m. SDG 11 Switzerland
n. SDG 11 United Kingdom
o. SDG 11 USA
p. SDG 11 Zambia
q. SDG 13 Africa
r. SDG 13 Chile
s. SDG 13 Colombia
t. SDG 13 France
u. SDG 13 Ghana
v. SDG 13 Italy
w. SDG 13 Tanzania

ii. 2nd Round Submissions (Folder)
   1. Word Versions
      a. SDG 6 Austria
      b. SDG 6 Cameroon
      c. SDG 6 Netherlands (c)
      d. SDG 6 Samoa
      e. SDG 6 Senegal
      f. SDG 6 Spain
      g. SDG 6 Togo
      h. SDG 6 WFI USA
      i. SDG 7 Denmark
      j. SDG 7 Georgia
      k. SDG 7 Green-E USA
      l. SDG 7 India
      m. SDG 7 Italy
      n. SDG 7 Malawi
      o. SDG 7 Netherlands (a)
      p. SDG 7 Netherlands (b)
      q. SDG 7 Spain
      r. SDG 7 Sweden
      s. SDG 7 WOCAN
t. SDG 11 Denmark (b)
u. SDG 11 Norway (a)
v. SDG 11 Norway (b)
w. SDG 11 Poland
x. SDG 11 Russian Federation (ITU)
y. SDG 11 Singapore (ITU)
z. SDG 11 United Arab Emirates (ITU)
aa. SDG 12 ASTM
bb. SDG 12 Ecuador
c. SDG 12 Fairtrade Nicaragua
dd. SDG 12 Finland
e. SDG 13 RTRS South America
ff. SDG 13 Norway (c)
gg. SDG 13 Norway (d)
hh. SDG 13 Norway (e)
ii. SDG 13 Norway (f)
jj. SDG 13 United Kingdom
kk. SDG 14 Spain
ll. SDG 17 BRCGS
mm. SDG 17 Mexico

2. PDF Versions (Folder)
a. SDG 6 Austria
b. SDG 6 Cameroon
c. SDG 6 Netherlands (c)
d. SDG 6 Samoa
e. SDG 6 Senegal
f. SDG 6 Spain
g. SDG 6 Togo
h. SDG 6 WFI USA
i. SDG 7 Denmark
j. SDG 7 Georgia
k. SDG 7 Green-E USA
l. SDG 7 India
m. SDG 7 Italy
n. SDG 7 Malawi
o. SDG 7 Netherlands (a)
p. SDG 7 Netherlands (b)
q. SDG 7 Spain
r. SDG 7 Sweden
s. SDG 7 WOCAN
t. SDG 11 Denmark (b)
u. SDG 11 Norway (a)
v. SDG 11 Norway (b)
w. SDG 11 Poland
x. SDG 11 Russian Federation (ITU)
y. SDG 11 Singapore (ITU)
z. SDG 11 United Arab Emirates (ITU)
   aa. SDG 12 ASTM
   bb. SDG 12 Ecuador
   cc. SDG 12 Fairtrade Nicaragua
   dd. SDG 12 Finland
   ee. SDG 13 RTRS South America
   ff. SDG 13 Norway (c)
   gg. SDG 13 Norway (d)
   hh. SDG 13 Norway (e)
   ii. SDG 13 Norway (f)
   jj. SDG 13 United Kingdom
   kk. SDG 14 Spain
   ll. SDG 17 BRCGS
   mm. SDG 17 Mexico

iii. 3rd Round Submissions (Folder)
   1. Word Format (Folder)
      a. SDG 7 Pakistan
      b. SDG 12 Spain
      c. SDG 13 Ireland
   2. PDF Version (Format)
      a. SDG 7 Pakistan
      b. SDG 12 Spain
      c. SDG 13 Ireland

iv. Case Study Template – PDF & Word (Folder)
   1. Word Templates (Folder)
      a. SDG 1 Case Study Template
      b. SDG 2 Case Study Template
      c. SDG 3 Case Study Template
      d. SDG 4 Case Study Template
      e. SDG 5 Case Study Template
      f. SDG 6 Case Study Template
      g. SDG 7 Case Study Template
      h. SDG 8 Case Study Template
      i. SDG 9 Case Study Template
      j. SDG 10 Case Study Template
      k. SDG 11 Case Study Template
      l. SDG 12 Case Study Template
      m. SDG 13 Case Study Template
      n. SDG 14 Case Study Template
      o. SDG 15 Case Study Template
      p. SDG 16 Case Study Template
      q. SDG 17 Case Study Template
2. **Blank Case Study Template**
3. **SDG 1 Case Study Template**
4. **SDG 2 Case Study Template**
5. **SDG 3 Case Study Template**
6. **SDG 4 Case Study Template**
7. **SDG 5 Case Study Template**
8. **SDG 6 Case Study Template**
9. **SDG 7 Case Study Template**
10. **SDG 8 Case Study Template**
11. **SDG 9 Case Study Template**
12. **SDG 10 Case Study Template**
13. **SDG 11 Case Study Template**
14. **SDG 12 Case Study Template**
15. **SDG 13 Case Study Template**
16. **SDG 14 Case Study Template**
17. **SDG 15 Case Study Template**
18. **SDG 16 Case Study Template**
19. **SDG 17 Case Study Template**

v. **Expert Commentary (Folder)**
   1. **New Additions (Folder)**
      a. **Word (Folder)**
         i. **Ireland Expert Commentary**
      b. **Ireland Expert Commentary pdf**
   2. **Uploaded PDF (Folder)**
      a. **ARSO Expert Commentary**
      b. **ASTM Expert Commentary**
      c. **Austria Expert Commentary**
      d. **Fairtrade Expert Commentary**
      e. **Georgia Expert Commentary**
      f. **Green-E Expert Commentary**
      g. **India Expert Commentary**
      h. **Malawi Expert Commentary**
         i. **Netherlands Expert Commentary**
      j. **Norway Expert Commentary**
      k. **Rainforest Expert Commentary**
      l. **RTRS Expert Commentary**
      m. **Turkey Expert Commentary**
   3. **Word Version (Folder)**
      a. **ARSO Expert Commentary**
      b. **ASTM Expert Commentary**
      c. **Austria Expert Commentary**
      d. **Fairtrade Expert Commentary**
2. **Reports of WP.6 and its Bureau (Folder)**
   a. 220113-0 Minutes WP6 Bureau call v2 clean
   b. 220210-0 WP6 Leadership call report v2
   c. 220429 Bureau call minutes
   d. 220718 Bureau call draft minutes v0
   e. ECE CTCS WP6 2019 2 Report EN
   f. ECE CTCS WP6 2019 05 EN
   g. ECE CTCS WP6 2020 2 EN
   h. ECE CTCS WP6 2021 2 E
   i. ECE CTCS WP6 2021 10 E
   j. ECE CTCS WP6 2020 10

3. **Budget of the XB Project (Folder)**
   a. Approved Project E330-EXCOM
   b. Mail-Donor agreement for reallocating funds 2022
   c. Extension of timeframe UNECE-PTB project E330

4. **UN and UNECE Resolutions**
   a. ECE INF 2021 2 ECE Policy on GEEW 1
   b. UNECE Policy on GEEW Final

- UNECE Gender Responsive Standards Declaration
- Programme budget
- Strategic Frameworks
- Programme Performance Reports
Annex C. List of Interviewees

Individual interviews – 7 Females, 3 Males

1. Mr. Lance Thompson, Secretary, Working Party 6, UNECE
2. Mr. Oisin Curtis, former Consultant, UNECE
3. Ms. Lorenza Jachia, former Secretary, Working Party 6, UNECE
4. Ms. Michelle Parkouda, Standards Council of Canada
5. Ms. Lucy He, Worksafe New Zealand
6. Mr. Peter Morphy, Principal Technical Advisor, Energy Safety, Worksafe, Government of New Zealand
7. Ms. Deborah WAUTIER, Project Manager - Policy & Stakeholders Engagement – Strategy & Governance, CEN/CENELEC, Brussels
8. Ms. Gabrielle White, Natural Resources Canada
9. Mr. Daniel Masson, UNE – Spanish Association for Standardisation
10. Ms. Nargis Azizova, UN Women Regional Office for Europe and Central Asia
Annex D. Survey Questionnaires

- What is your gender? (Male, Female)
- What type of organisation do you represent?
  - International organisation
  - Regional organisation
  - International standards body
  - Regional standards body
  - National standards body
  - Diplomatic mission
  - National government entity
  - Civil society organisation
  - Academia
  - Private sector
- Which region or country do you represent?
  - Global
  - Europe
  - Africa
  - Asia Pacific
  - Middle East
  - Latin America and Caribbean
  - North America

Relevance
- How relevant is the work of the project with regard to the Sustainable Development Goals?
  - Highly relevant
  - Moderately relevant
  - Slightly relevant
  - Not relevant
- How relevant were project activities for increasing understanding of the role of standards in implementing the SDGs?
  - Highly relevant
  - Moderately relevant
  - Slightly relevant
  - Not relevant
- How relevant was the project to the needs and priorities of the UNECE region?
  - Highly relevant
  - Moderately relevant
  - Slightly relevant
  - Not relevant
- How relevant was the project to the work and mandates of UNECE?
  - Highly relevant
  - Moderately relevant
  - Slightly relevant
  - Not relevant
• How relevant are the project activities with regard to gender equality and women’s empowerment?
  - Highly relevant
  - Moderately relevant
  - Slightly relevant
  - Not relevant

• How relevant was the project with regards to climate change and disaster risk reduction?
  - Highly relevant
  - Moderately relevant
  - Slightly relevant
  - Not relevant

Effectiveness
• To what extent did the training on gender-responsive standards contribute to (a) enhancing the usage and uptake of the voluntary standards by policy makers to achieve the SDGs; (b) increasing the understanding by policy makers on the role of standards in the implementation of the 2030 Agenda; and (c) strengthened cooperation for the achievement of sustainable development, gender equality and inclusive economic growth across standards bodies, national governments and the United Nations system?
  - High
  - Moderate
  - Low
  - Not at all.

• How effective was the support of the secretariat of WP.6 in servicing the activities?
  - Highly effective
  - Moderately effective
  - Slightly effective
  - Not at all.

• Were there challenges/obstacles to achieving the expected results? Yes/No. If so please explain

Efficiency
• Were there sufficient resources (human, financial, other) to achieve the intended outcomes? Yes/No
• How could the use of resources be improved? Long answer

Sustainability
• What is the likelihood that benefits of the project (e.g. training, publications) will continue?
  - Highly likely
  - Likely
  - Not likely
  - Not at all.
• How likely is it that stakeholders’ engagement will continue?
  - Highly likely
  - Likely
  - Not likely
  - Not at all.

• To what extent do partners and beneficiaries ‘own’ the outcomes of project work?
  - High
  - Moderate
  - Low
  - Not at all.