UTZ GUIDANCE DOCUMENT

GENDER EQUALITY AND WOMEN’S EMPOWERMENT

[Version 1.0, May 2018]

Guidance on how to promote gender equality, as required in the UTZ Certified core Codes of Conduct for individual and multi-site certification, and for group or multi-group certification (version 1.1).

This guidance document has been designed to explain UTZ’ approach and assist with the implementation of gender related control points within the UTZ core Code of Conduct. This document is intended for use by farmer groups and farm managers, and technical assistants supporting them in the certification process.

Equal opportunities for women and men

Equal pay for equal work

Specific needs for women

No discrimination nor violence
Contents

UTZ Approach..................................................................................................................3
Control Points Block A – Management.................................................................5
Control Points Block C – Working and living conditions.........................13
Annex 1 – Resources and Organizations.................................................................19

How to read this document

This document contains a section with general guidance on the subjects of gender equality and women’s empowerment and a section where control point specific guidance is provided. Parts of the control points are included. They are summarized to avoid making the document too lengthy. For the full and official content of the control points, including required procedures & documentation, please refer to the UTZ Code of Conduct documents.

“CP” is the abbreviation for “Control Point”, this part provides the requirement that needs to be met. The “Clarification for Compliance” section provides further clarification for implementation and assessment of compliance. Compliance with clarification given in this column is also mandatory.

“Group” refers to the Core Code of Conduct for Group and Multi-Group certification. Control points from this Code start with a G, for example G.A.5.

“Indiv” refers to the Core Code of Conduct for Individual and Multi-Site certification. Control points from this Code start with an I, for example I.A.7.

“Year”: Indicates the first year of compliance in which the control point must be met. For “Additional” control point the group/producer is free to choose which additional control points to comply with, as long as the required number for certification is met.

Required by the Code  Optional / Good practice  Good to remember  Background info / definition
UTZ APPROACH

Gender equality means that women and men have equal rights and opportunities and are free to develop their personal abilities and make choices without being hindered by stereotypes, rigid gender roles or prejudices. UTZ’s overall mission is to promote sustainable farming – which cannot be done without addressing gender equality.

With gender we understand that relations between men and women, the roles and responsibilities assigned to women and men, the opportunities open to them, and the work they engage in are determined by the understanding of what is appropriate for men and women. It is different from ‘sex’, which refers to the biological and physiological differences between women and men.

For example, women are physically not able to carry the same weight of coffee bags as men, which is related to their sex. However, in some societies it is believed that women are not able to or should not be selling the coffee. This is not related to women not being able to do so physically, but because of the social values and norms in that specific society. The latter is related to gender. In the same way, in many countries men, according to local values and beliefs, are not supposed to look after children though they are able to.

Gender equality concerns both women and men. It involves working with men and boys, women and girls to bring about changes in attitudes, behaviors, roles and responsibilities at home, in the workplace, in organizations and in the community to make women and men participate and benefit in a more equal way. This means more than equal numbers, etc., it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for men, women, girls and boys. This approach needs to go hand-in-hand with promoting ‘women’s empowerment’.

Women’s empowerment means that women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies and institutions create conditions that facilitate or undermine the possibilities for empowerment.

Why gender equality? First of all, gender equality is a human right that needs to be protected1. The promotion of gender equality is also part of the Sustainable Development Goals (SDG’s)2 that UTZ wants to link to. Besides, studies show that when equal rights and opportunities for both women and men are promoted, this leads to increased economic returns, poverty reduction, increased family welfare and a higher well-being of the community, also in the future.3 Indeed the Food and Agricultural Organization

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1 These human rights are internationally recognized through, between others, ILO Equal Remuneration Convention, 1951 (No. 100), Discrimination (Employment and Occupation) Convention, 1958, (No. 111), Workers with Family Responsibilities Convention, 1975 (No. 156), Maternity Protection Convention, 2000 (No. 183), and the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, UN).
3 https://cgspace.cgiar.org/handle/10568/68985
(FAO) found that if female farmers had the same access to resources, training and information as male farmers, they could produce 20-30% more on their land.\(^4\)

In other words, given the right tool, information and support, women have a high potential to increase their productivity and product quality. Moreover, they tend to invest their earnings mostly in the family, leading to stronger families and communities.

Nonetheless, in many contexts women still face fewer opportunities and rights than men. They face a range of barriers, ranging from laws that prevent them from owning property to social norms that stop them attending school and push them into lower-paying, less secure jobs. On top of this, women are more likely to face discrimination and violence. Besides, women usually have to balance the reproductive and caring demands of the family with income-earning tasks, which means they are time poor. This leads to inefficient production, and can also lead to child labor, as women try to ease their work burden.

Besides these more general challenges, there are specific challenges for female farmers and female workers.

Some challenges for female farmers:
- Both male and female farmers play an important role in the production process, but female farmers are often valued less due to the way society views them. They can face difficulties in accessing land or tree ownership, which is usually necessary to become a member of the producer group. This means they have limited access to information, innovation and resources related to production, which in turn means that female farmers are less able to farm sustainably, have lower productivity rates, and cannot voice their needs.

Some challenges for female workers:
- Working conditions often do not properly address gender-specific needs such as the right to maternity leave, childcare facilities and equal job opportunities.
- For women, it is often more difficult to gain access to better paid jobs and fixed contracts.
- In addition, women and girls can face the risk of gender-based violence, such as sexual intimidation by superiors or sexual harassment by other workers in remote picking areas.
- Male-dominated working areas and limited access to trade unions or workers’ organizations make it difficult for female workers to claim their rights and demand safe working environments.

These difficulties often become worse in situations of migrated workers who, for example, do not speak the local language nor know the local rules making it difficult for them to stand up for their rights.

**UTZ approach**

UTZ considers the first step towards gender equality the understanding of underlying structures, meaning the roles of men and women within agricultural value chains, social norms and values and the constraints that marginalized, often female, group staff, group members and workers might have. With the requirements in the Code of Conduct, UTZ tries to address several of these challenges, by promoting gender equality and women’s empowerment, and by requiring measures to address gender-based violence and discrimination.

On the next pages you can find the control points in the Core Code of Conduct that specifically help to identify and address gender-related issues and guidance of how they can be implemented.

In general, all control points in the Code of Conduct should be implemented with a gender lens. However some control points, mainly in Blocks A and C, specifically refer to the promotion of gender equality, while others specifically focus on the empowerment of women.

In the UTZ Code of Conduct’s Block A, control points can be found that ensure that gender equality and women empowerment is monitored and dealt with in a continuous way.

An important role of the responsible person/committee is to keep a sex disaggregated overviews of workers, and in the case of groups of the group staff and members and farm operators. This means that you keep track of the number of women and men with regards to workers, group staff and members and also with regards to participants in trainings and awareness raising events. (Page 6)

Training & awareness raising sessions need to be organized, and equal opportunities to participate need to be provided. (Page 9 - 10)

These data allow for monitoring, and can serve as an input for the risk assessment & management plan.

To help you understand the situation in your organization and understand where there might be certain needs. For example, with this information you can analyze to which extent you are reaching the right people with your trainings. (Page 7 - 8)

By having a complaints procedure in place and make people aware of its functioning, you are able to collect input on the performance and status of these requirements. (Page 11)

For the full and official content of the control points, including required procedures & documentation, please refer to the UTZ Code of Conduct. In the IMS guidance you can find more guidance about the control points related to Management.
### Appointing responsible person(s) or a committee

<table>
<thead>
<tr>
<th>Code</th>
<th>CP</th>
<th>Control Point</th>
<th>Clarification for Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.A.7</td>
<td>Responsible person(s) or a committee are appointed for the following: Block A) Management Block B) Farming practices Block C) Working conditions Block D) Environment The responsible person(s) or committee is competent, knowledgeable about the topic(s), and accessible to group members and group staff.</td>
<td>To keep this document short this text has been deleted. See Code of Conduct.</td>
</tr>
<tr>
<td>Individual</td>
<td>I.A.9</td>
<td>Responsible person(s) or a committee are appointed for the following: Block A) Management Block B) Farming practices Block C) Working and living conditions Block D) Environment The responsible person(s) or committee is competent, knowledgeable about the topic(s), and accessible to workers.</td>
<td>To keep this document short this text has been deleted. See Code of Conduct.</td>
</tr>
</tbody>
</table>

To ensure that gender equality will be monitored and dealt with in a continuous way, the certificate holder needs to appoint a knowledgeable, responsible person(s) or committee for Block A: Management, and also for Block C: Working conditions. These person(s) or committee are responsible for topics such as equal rights and opportunities for women, and should facilitate actions to promote gender equality such as awareness-raising about gender equality, ensure a gender lens is used when making a risk assessment, and that training on gender-related issues takes place. Those responsible for Block A and Block C could be, but don’t need to be, the same person/committee.

These person(s) or committee can play an important role by promoting equal opportunities not only among group members, but also and especially within the IMS and group management itself. For example, through pushing group management to contract more female-headed farms, or ensuring that premiums are spent to promote e.g. the training of women in GAP or have a project to create access to credit for women. A step further would be to create a committee that ensures that human rights for all members – regardless of gender, immigration status, sexual orientation, and/or HIV status – are respected.

The person or committee responsible for gender equality could link with local persons and institutions who are involved in relevant issues like human rights, women empowerment, health, etc. to improve access to actual information, tools and support.

It is important that the appointed people are accessible to workers, including female workers. It is advisable to have at least one woman appointed in this function to facilitate risk assessments of topics such as harassment and discrimination and women’s empowerment. Women’s participation should be promoted through shared responsibilities at household level, organized child care, etc. The committee should meet regularly with group management to discuss the best way to address gender-related issues within the organization.

The material listed in Annex 1 can help you to familiarize yourself with the topic gender in agriculture.
### Registry & overview of group members, farm operators, group staff & workers

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
<th>Clarification for Compliance</th>
</tr>
</thead>
</table>
| Group | G.A.5 | Year 1 | Group staff overview | For the permanent group staff, the overview contains **at least** their:  
  - Full name  
  - Gender  
  - Etc.  
  For the temporary group staff, the overview contains **at least** their:  
  - Full name  
  - Gender,  
  - Etc. |
| Group | G.A.8 | Year 1 | A registry of group members is kept and updated. | For each group member, the registry contains in Year 1:  
  - name, gender, location (e.g. community) and phone number  
  - name, gender, location (e.g. community) and phone number of the operator of the farm (if different from the group member, e.g. a sharecropper)  
  - … (etc.)  
  
  To keep this document short this text has been deleted. See Code of Conduct. |
| Indiv | I.A.7 | Year 1 | An accurate and updated overview of all workers on the farm (permanent and temporary) is kept. | For all permanent workers, the overview contains at least their:  
  - full name  
  - gender  
  - date of birth or age  
  - date of entry and period of contract  
  - wages  
  For all temporary workers, the overview contains at least their:  
  - full name  
  - gender  
  - date of birth or age  
  - number of days worked  
  - wages |

In the Code for group certification, you are required to include the name and contact details of the actual operator of the farm in the member registry, in case this is a different person than the group member. The operator of a farm can, for example, be a sharecropper or a permanent worker, but also the wife or child of a group member who takes care of a farm for a longer period of time. It is important to also include these operators in the registry, among others because it allows you to target them for training and awareness-raising in line with G.A.19, which requires the training of operators relevant to each topic.
Risk assessment & Management Plan

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
<th>Clarification for Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.A.16</td>
<td>A risk assessment is carried out to identify possible risks in production and processing related to: Block A) Management Block B) Farming practices Block C) Working conditions Block D) Environment</td>
<td>The risk assessment is annually reviewed and kept up-to-date. The risk assessment considers UTZ risk assessment guidance.</td>
</tr>
<tr>
<td>Group</td>
<td>G.A.17</td>
<td>A three-year group management plan is prepared, and includes actions to address all relevant issues from the risk assessment. Actions are implemented and documented.</td>
<td>The group management plan is monitored and updated annually.</td>
</tr>
<tr>
<td>Indiv</td>
<td>I.A.11</td>
<td>A risk assessment is carried out to identify possible risks in production and processing related to: Block A) Management Block B) Farming practices Block C) Working and living conditions Block D) Environment</td>
<td>The risk assessment is annually reviewed and kept up-to-date. The risk assessment considers UTZ risk assessment guidance.</td>
</tr>
<tr>
<td>Indiv</td>
<td>I.A.12</td>
<td>A three-year farm management plan is prepared, and includes actions to address all relevant issues from the risk assessment. Actions are implemented and documented.</td>
<td>The farm management plan is monitored and updated annually.</td>
</tr>
</tbody>
</table>

The risk assessment should be performed on all control points of the Code of Conduct, including those related to gender equality and women’s empowerment. For an explanation on how to do a risk assessment, see the Guidance on Risk Assessment for Group certification and the Guidance for Risk Assessment for Individual certification.

Men and women are subject to different kinds of risks, due to their different situation, their different tasks, different local values and norms and legislation. Before doing a risk assessment, it is important to think about the members of your group and the differences between them, such as sex, age, position (e.g. head of household), access to resources like land and credit, etc. You could group the farmers according to social, agricultural and ecological conditions and farming practices. This will enable you to focus your risk assessment on the real needs of the different types of farmers in your group, and to target interventions and preventive actions in a more accurate way.

When analyzing each type of farmer, identify the hazards related to their particular type of needs and barriers. For example women tend to have many other activities next to their farming work, therefore they might not have time to attend trainings in the evening hours. This is often even more the case for female farmers who are head of a household, therefore it is recommended to differentiate between them and female farmers who help their male family members in the farm.

**Example questions to identify gender issues within the group:**

- What barriers exist, if any, that make it more difficult for women and other marginalized groups to have access to membership, training, input, etc. and how could these be addressed?
- Are as many women participating in training and other events as men do?
- Do women have as much access to inputs and services as men have?
- Is there a good level of awareness about the importance of equal rights and opportunities for men and women?
- Are girls as much as boys following the whole school program without dropping out (including secondary school)?
Through the risk assessment on the possible risks in production and processing related to the different Blocks in the Code of Conduct you can identify where the performance between female and male farmers might be different with regards to the implementation of the control points.

Gender-based discrimination linked to hiring and remuneration can be assessed by an analysis of existing data on workforce composition and the wage gap between women/men in equal functions. If it turns out that, for example, most male workers have higher paid functions and/or functions with a higher responsibility than their female counterparts, this should be analyzed further. It could indicate a risk that discrimination between men and women takes place in the hiring and remuneration procedures.

**Example questions on the risk on gender based discrimination on the work floor:**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Defined actions</th>
</tr>
</thead>
</table>
| Low participation of women as members in the organization (best practices, not required) | - Register not only the husband, but also the wife as a member.  
- Adjust the requirements of membership, making it possible for all people who are participating in the production process to become a member.  
- Define a minimum number of female and male members on the basis of their presence in the group. |
| Limited participation of women in training                             | - Invite women personally to training.  
- Invite husband and wife to training.  
- Organize training in places and at times that are most convenient for both sexes.  
- Organize training for women with female trainers.  
- Organize childcare facilities during training. |
| High drop-out rate of girls at school (best practice, not required)    | - Awareness-raising of parents, both father and mother, about the importance of school.  
- Involve teachers, community leaders, church leaders and other role models in the awareness-raising process.  
- Create vigilance groups. |
| Little understanding within the organization about the importance of equal rights and opportunities for men and women | - Incorporate the issue into community meetings  
- Involving important local people such as chiefs and school directors in promoting the issue  
- Producing posters with images that promote gender equality. |

In the case that certain issues score high on the list, UTZ requires certificate holders to include a strategy in the management plan for addressing these barriers and take action to promote gender equality. As this is a continuous improvement process, actions can be added or adjusted every year. Your management plan should:

- Identify the measures you need to minimize the risks identified in your risk assessment. These are the preventive actions.
- Include these preventive actions as part of your management plan.
- Specify the responsible person and the timeline for action.

In the table below, you can find some examples of identified issues and preventative actions.

We recommend that female group members, staff and workers are participating, or at least consulted, in the risk assessment process and the development of both the risk assessment and the management plan, to allow them to represent their needs and to contribute with ideas on how to address the risks and barriers.
Training and awareness raising

UTZ requires two types of learning interventions; trainings and awareness raising activities. Trainings focus on giving you more knowledge about a certain topic, while awareness raising is about understanding the importance of a topic and changing your attitude towards it. Promoting gender equality within the organization, means that both female and male group members, workers and family members (children, daughters and sons in law, etc.) are familiar with the related topics, understand why they are important and take into account the situation and needs of both sexes.

For groups and multi-groups: The Code of Conduct requires you to include operators in training and awareness raising activities. G.A.8 requires you to record not only the names (and sex) of group members in your registry, but also of the actual operators of the farm. Keeping these records allows you to target not only registered group members, often the land owners, but also those conducting a large part of the work and/or taking major decisions on farm management, like for example a wife or other family member.

Training

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Summary of Control Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.A.18</td>
<td>The Code of Conduct requires that training is provided on Block C) Working Conditions is provided to group staff, group members and/or operators5 and workers6, male and female, on all topics that are relevant to them, including working and living conditions.</td>
</tr>
<tr>
<td>Group</td>
<td>G.A.19</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>I.A.13</td>
<td></td>
</tr>
</tbody>
</table>

Awareness raising activities

Awareness raising activities should be held specifically for Block C) Working Conditions.

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
<th>Clarification for Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.A.20</td>
<td>Awareness-raising activities are held and documented for group members and group member workers and their families, to inform them about:</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>Year 1</td>
<td>Block C) Working conditions</td>
<td></td>
</tr>
<tr>
<td>Indiv</td>
<td>I.A.14</td>
<td>Awareness-raising activities are held for workers and their families to inform them about:</td>
<td></td>
</tr>
<tr>
<td>Indiv</td>
<td>Year 1</td>
<td>Block C) Working and living conditions</td>
<td></td>
</tr>
</tbody>
</table>

At least two topics are addressed per year. By the end of the fourth year all of the following topics have been addressed by internal or external trainers:
- Block C) Working conditions
- workers' rights
- child labor, including hazardous work and trafficking
- importance of education
- equal rights and opportunities for women
- sexual harassment, diversity and discrimination
- health and safety including HIV/AIDS, re-entry times and hygiene
- family nutrition and other issues that improve general health
- other relevant topics.

At least two topics are addressed per year (including child labor in Year 1). By the end of the fourth year all of the following topics have been addressed by internal or external trainers:
- Block C) Working and living conditions
- worker's rights
- child labor, including hazardous work and trafficking
- importance of education
- equal rights and opportunities for women
- sexual harassment
- diversity and discrimination
- health and safety including HIV/AIDS, re-entry times and hygiene
- family nutrition and other issues that improve the general health of on-site living workers and their families
- other relevant topics.

6 See Core Code of Conduct for Individual and Multi-Site certification control point I.A.13 (page 17)
Facilitating women’s participation in training and awareness sessions

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
<th>Clarification for Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.A.21</td>
<td>Measures are taken to ensure equal opportunities for women to participate in training and awareness-raising sessions.</td>
<td>Women are involved in identifying and prioritizing measures. Measures include e.g.:</td>
</tr>
<tr>
<td></td>
<td>Year 2</td>
<td></td>
<td>- Clear communication to women about the sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Conducting sessions at times when women can attend</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Tailor training programs to the needs of women</td>
</tr>
<tr>
<td>Indiv</td>
<td>I.A.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Often it is more complicated for women to attend training sessions because of logistical problems, social norms, or the need to fulfill other tasks such as taking care of children or the family. To address these difficulties and to ensure that women have the same access to training and other services as men, the Code includes requirements to facilitate women’s access to training and awareness-raising sessions.

By comparing the participation lists with the group registry / workers overview you can analyze if women are underrepresented in training sessions, and you can try to identify the reasons by directly asking some female group members/group staff/workers. This will help you to identify how participation of women could be encouraged.

Suggestions on how to involve men and women equally in training and awareness raising:

- Awareness-raising within the organization about the importance of women attending training
- Adjusting the time or location of training to make it easier for women to attend.
- Adjusting the topic of the training to the needs and interests of women.
- Providing childcare during the training session.
- Making sure that women members are informed about the training session and that invitations are directed to them.
- Using female trainers or involve local gender experts
- Adjust the training to the requirements of its participants. Some people might not be able to read or write and require training tools such as group discussions, drawings, games or field visits to be involved.
- Use participatory training methods and create a safe environment to promote active participation of all (for example by having separate discussion groups for men and women at certain moments).
- Involve successful female role models or local authorities, like community leaders, religious authorities, teachers, etc. to promote the importance of the participation of women in the event.

You can find examples of gender related training modules in the link in the annex.
Complaints procedure

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
<th>Clarification for Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.A.28</td>
<td>A procedure is in place for submitting and addressing complaints. This procedure is accessible to: - group staff - group members - group member workers - buyers and suppliers - anyone who wishes to file a complaint related to issues of compliance with the Code of Conduct. Group staff and group members are informed of the complaint procedure at the time of hiring/joining the group.</td>
<td>The procedure: - allows for complaints to be submitted anonymously - addresses complaints in a clear and timely manner - ensures no plaintiff will be penalized for submitting a complaint - does not interfere with other recognized complaint or grievance mechanisms (e.g. judicial, collective agreements). Complaints and the corrective actions taken are adequately documented. Records of complaints from the government in case of (alleged) violations are made available to the auditor.</td>
</tr>
<tr>
<td>Indiv</td>
<td>I.A.21</td>
<td>A procedure is in place for submitting and addressing complaints. This procedure is accessible to: - all workers - buyers and suppliers - anyone who wishes to file a complaint related to issues of compliance with the Code of Conduct. Workers are informed of the complaint procedure at the time of hiring.</td>
<td></td>
</tr>
</tbody>
</table>
BLOCK C - WORKING AND LIVING CONDITIONS

Within this block gender related topics are equal rights and opportunities, no gender-based discrimination and violence, and specific needs of women. This page provides an overview of the related control points. Only to a selection of control point’s further guidance is provided.

Equal rights & opportunities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Group code</th>
<th>Year</th>
<th>Individual Code</th>
<th>Year</th>
<th>Page in this doc</th>
</tr>
</thead>
<tbody>
<tr>
<td>No forced labor</td>
<td>G.C.76</td>
<td>1</td>
<td>I.C.72</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Equal value for equal work</td>
<td>G.C.88</td>
<td>1</td>
<td>I.C.85</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Equal participation of disadvantaged groups</td>
<td>-</td>
<td>-</td>
<td>I.C.91</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No gender-based discrimination and violence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Group code</th>
<th>Year</th>
<th>Individual Code</th>
<th>Year</th>
<th>Page in this doc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overtime work</td>
<td>G.C.85</td>
<td>1</td>
<td>I.C.81</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>No discrimination</td>
<td>G.C.91</td>
<td>1</td>
<td>I.C.89</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>No sexual harassment / violence</td>
<td>G.C.92</td>
<td>1</td>
<td>I.C.90</td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>

Specific needs of women

<table>
<thead>
<tr>
<th>Topic</th>
<th>Group code</th>
<th>Year</th>
<th>Individual Code</th>
<th>Year</th>
<th>Page in this doc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breastfeeding</td>
<td>-</td>
<td>-</td>
<td>I.C.82</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Maternity rights</td>
<td>G.C.93</td>
<td>1</td>
<td>I.C.93</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Daycare</td>
<td>-</td>
<td>-</td>
<td>I.C.94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternal health care</td>
<td>-</td>
<td>-</td>
<td>I.C.96</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>No pesticide use by pregnant/ breastfeeding women</td>
<td>G.C.99</td>
<td>1</td>
<td>I.C.101</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Changing and shower facilities</td>
<td>-</td>
<td>-</td>
<td>I.C.103</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Living quarters</td>
<td>-</td>
<td>-</td>
<td>I.C.108</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

8 Women and girls are often the most vulnerable and less visible groups, for example in the case of forced labor and child labor or within disadvantaged groups. For example in the case of child labor this includes the so called hidden labor, meaning work within the household in which often girls are involved and which can prevent them from attending school. In the same way, it is important to include also women in child monitoring and remediation systems as they are often most involved in children’s education.

9 Overtime work is only allowed if the workers are consulted timely, with adequate recognition, within certain limits and not regularly demanded. This is often particularly relevant for women, especially women who are heads of households, as they have multiple tasks and need to organize themselves in advance.
**Equal pay for equal value of work**

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.C.88</td>
<td>Year 1 Group staff and group member workers’ work of equal value is remunerated with equal pay without discrimination, for example on gender or type of worker.</td>
</tr>
<tr>
<td>Indiv</td>
<td>I.C.85</td>
<td>Year 1 Work of equal value is remunerated with equal pay without discrimination, for example on gender or type of worker.</td>
</tr>
</tbody>
</table>

A clear requirement of the UTZ Code is no discrimination in wage levels and job opportunities based on sex. It is important to analyze wage records and positions on the basis of sex-disaggregated data, to find out whether and to what extent gender-based discrimination exists in wage levels and access to better paid jobs. In cases where the risk is high, measures should be taken to address the issues.

As a possible prevention measure it is suggested that hiring procedures and requirements are reviewed, to make sure no groups are specifically excluded. Additionally, management could organize training sessions and opportunities focusing on disadvantaged groups such as female workers to facilitate their promotion to higher positions. Training conditions should be favorable to facilitate attendance by women, e.g. by giving special attention to the timing and location of the event.

In many cases, men and women carry out different tasks, often due to physical differences. Often, the tasks of women are less valued and receive a lower remuneration than those carried out by men. Women also have more difficulty in accessing higher paid jobs. By improving its remuneration you show that you value the typical tasks of women and besides you can create opportunities for women to develop the skills they need to carry out better paid jobs.

Instead of paying per piece and thus promoting a situation where women often get paid less, payment could be done per hour – or you could decide to adjust the requirements for men and women on the basis of their capacities.
## Ensuring that no discrimination takes place

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.C.91</td>
<td>Group staff (G.C.91) / Workers (I.C.89) are not subject to benefits or discrimination in hiring, remuneration, access to training, opportunities or termination, on the basis of gender, race, caste, ethnicity, nationality, color, type of worker (permanent, temporary or migrant), sexual orientation, union membership, marital status, disability, age, religion, political opinion or other.</td>
</tr>
<tr>
<td>Indiv</td>
<td>I.C.89</td>
<td></td>
</tr>
</tbody>
</table>

Gender-based discrimination is a topic that has been the focus of numerous international conventions and agreements.\(^{10}\) The ILO defines discrimination in employment as follows: "To discriminate in employment and occupation is to treat people differently on the basis of race, color, or sex, among other reasons, irrespective of their capabilities of the job."

A way to detect gender based discrimination in work related issues is to register the presence of men and women in different functions, in different salary scales, and in training and other events, to visualize if there is a relevant difference. If this is the case, the underlying causes need to be analysed and measures need to be taken to minimize these gaps. Measures could be access to more training opportunities for the underprivileged group, coaching on the job for marginalized groups, positive discrimination while hiring, awareness raising of management, etc.

Measures should be taken to prevent gender-based discrimination and violence. Discrimination may be difficult to detect where it is indirect, or where women’s employment opportunities and treatment are affected by social norms and values and unequal access to education and training, rather than by formal legislation. For example, a woman may not get a field related job because it is assumed that she is not able to ride a motor bike (or learn how to do that). However, the code provides a number of possibilities to both detect and prevent such practices (e.g. through creating awareness about discrimination (G.A.20/I.C.89) or giving adequate notice to group staff when overtime is required so that they can arrange childcare (G.C.85/I.C.81)).

By having the complaints procedure in place, it is possible to collect input on the performance and status of these requirements regarding women as well as men.

The control point on no discrimination (G.C.91 and I.C.89) is closely linked to the additional control point on the promotion of equal participation of disadvantaged groups (I.C.91). This control point particularly encourages equal participation with respect to recruitment, staff and committee membership.

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\(^{10}\) Such as the UDHR (arts. 2 and 23), the ICESCR (arts. 2(2) and 6-8) and in the CEDAW (art. 11). Detailed provisions on women’s labor rights are contained in several ILO conventions (in particular conventions 110; 111 and 110).
No sexual harassment

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
</tr>
</thead>
</table>
| Group | G.C.92 | Group staff (G.C.92)... / Workers (I.C.90)...
| Indiv | I.C.90 | are not subject to corporal punishment, sexual harassment, oppression, coercion, or any other kind of mental or physical abuse or intimidation at the workplace. |

Sexual harassment is one form of violence that can take place in the workplace, along with intimidation, bullying and other forms of physical violence. Sexual harassment can be either physical or non-physical, and can affect women and men seriously in their physical and mental wellbeing and in their labor rights and opportunities. Forms of sexual harassment include (ILO11):

**Physical**
- Deliberate and unsolicited physical contact.
- Unnecessarily close physical proximity.
- Stalking, for example repeatedly following in an insistent but often unobtrusive way.

**Verbal**
- Repeated sexually orientated comments or gestures about a person’s body, appearance or lifestyle.
- Offensive phone calls.
- Questions or insinuations about a person’s private life.
- Sexually explicit jokes or propositions.
- Name-calling;
- Playing games with a person’s name; and reference to sexual orientation.

**Coercive behavior**
- Overt or covert behavior used to control, influence or affect a person’s job, career or status;
- Explicit/implicit promise of career advancement in exchange of sexual favors;
- Explicit/implicit promise of recruitment in exchange of sexual favors; threatening of dismissal if sexual favors are not granted; and
- Making work difficult if sexual favors are not granted.

Policies that producer groups can implement lower the risk of sexual harassment in the workplace include, but are not limited to, the following: avoid sending women and/or men to work in isolated areas without emergency communications and transportation; provide safe transportation for all workers after dark; and take steps to prevent male and female employees from working long hours alone in the work-site after business hours.

It is important that what is understood by sexual harassment is communicated to all, and that the group does not tolerate any variation of it. This can be done by developing a clear sexual harassment policy), communicating it to each workplace participant, and making sure that it is understood. The policy should include a definition of what sexual harassment means (physical and non-physical – e.g., verbal = abusive language), channels for reporting incidents, and the possible consequences if a case is detected.

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11 ILO, Violence at work
### Maternity rights and benefits

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.C.93 Year 1</td>
<td>Group staff (G.C.93) / Workers (I.C.93) receive maternity rights and benefits in accordance with national law and practice. They can return to their job after maternity leave on the same terms and conditions and without discrimination, loss of seniority, or deduction of wages.</td>
</tr>
<tr>
<td>Indiv</td>
<td>I.C.93 Year 1</td>
<td></td>
</tr>
</tbody>
</table>

Pregnancy and maternity are delicate periods in a woman’s life, where she needs extra care and time to recover and to nurse her children. It is in her interest, the interests of the child, the husband, and the rest of the family and of the community, that she is able to take maternity leave without the risk of losing her job, and that she gets her job back on the same terms as when she left – without discrimination, loss of seniority or deduction of wages.

In some countries, local legislation is more elaborate on specific maternity and paternity rights. In these cases, local laws should be followed.

Even if local law does not provide for it, a good practice would be to give paternity rights to the father to enable him to help his wife out with tasks at home and spend time with the newborn child.
No pesticides handling during pregnancy and breastfeeding

<table>
<thead>
<tr>
<th>Code</th>
<th>CP #</th>
<th>Control Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>G.C.99</td>
<td>Group staff, group members and group member workers (G.C.99) / Workers</td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td>who are under 18 years of age, or pregnant or breastfeeding, do not handle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pesticides.</td>
</tr>
<tr>
<td>Indiv</td>
<td>I.C.101</td>
<td>Year 1</td>
</tr>
</tbody>
</table>

Pesticides can influence human health. Pregnant and breastfeeding women are particularly vulnerable. Exposure to pesticides during pregnancy or breastfeeding can cause birth defects, pregnancy complications or other health effects, and affect both the mother as well as the development of the baby. Therefore women who are pregnant or breastfeeding are encouraged to indicate their situation and must not handle or apply pesticides.

Examples of how chemical agents can affect reproductive health. Source: Maternity Protection Resource Package, From Aspiration to Reality for All. Health protection at the workplace, Module

<table>
<thead>
<tr>
<th>Definition</th>
<th>Chemicals, chemical compounds or chemical intermediates in any form, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Chemicals that are or may be carcinogenic, teratogenic or mutagenic or toxic to</td>
</tr>
<tr>
<td></td>
<td>reproduction at any stage.</td>
</tr>
<tr>
<td>Examples</td>
<td>Some heavy metals (e.g. mercury, lead)</td>
</tr>
<tr>
<td></td>
<td>Some drugs</td>
</tr>
<tr>
<td></td>
<td>Harmful chemicals that may be absorbed through the skin, swallowed or breathed in</td>
</tr>
<tr>
<td></td>
<td>(e.g. pesticides or tobacco smoke)</td>
</tr>
<tr>
<td></td>
<td>Endocrine-disrupting chemicals</td>
</tr>
</tbody>
</table>

Examples of potential reproductive harm

- Before conception:
  - Menstrual disorders; low sperm count; infertility or sterility; reduced sexual drive or impotence; damage to male or female reproductive organs; irreversible genetic damage in sperm and eggs causing disease or birth defects, miscarriage or stillbirth. Upon conception: difficulties conceiving a child.
- During pregnancy:
  - Miscarriage, stillbirth, cancer, disease, birth defects and/or developmental problems
  - Premature birth, low birth/or developmental problems due to toxic effects of substances affecting development in the womb
  - Early childhood cancer due to effects of earlier exposure to carcinogens
- Toxic effects, including developmental problems and allergies due to substances carried in the mother’s breast milk or on parents’ work clothes or skin

This must be communicated to group staff, group members, group member workers/ workers, including during awareness-raising meetings and training sessions. The use of informational posters at central locations is also recommended.

It is important to note that asking female workers to conduct pregnancy tests is not permitted due to legal restrictions, it is their own choice to indicate their situation, even if they are not absolutely sure of it.
ANNEX 1: RESOURCES AND ORGANIZATIONS

- UTZ Code of Conduct documents: [https://utz.org/resource-library/](https://utz.org/resource-library/)

- E-learning tools on gender and agriculture: [http://www.genderinag.org/content/e-learning-course](http://www.genderinag.org/content/e-learning-course)


- Example modules to use during trainings or awareness raising sessions can be found on the Resource Library on the UTZ website. [https://utz.org/?attachment_id=17284](https://utz.org/?attachment_id=17284)

For more information and materials please check our website: [https://utz.org/what-we-offer/sector-change/gender/](https://utz.org/what-we-offer/sector-change/gender/)