



## **Gender Road Map**

Short guidance for a gender-responsive national  
chemicals policy

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## Gender Road Map.

### Brief guidance for a gender-responsive national chemicals policy – Draft for discussion

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#### Other Publications:

Hemmati, M. & Bach, A. (2017): Gender and Chemicals. Questions, Issues and Possible Entry Points.

Hemmati, M. & Holthaus, A. (2018): Gender and Chemicals Beyond2020. Policy Suggestions. How to integrate gender in SAICM Beyond 2020.

MSP Institute (2019): Gender & Chemicals Beyond 2020 – How to create a gender-just healthy planet.

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## Introduction

### Why a Road Map?

Since the WHO published its “WHO Chemicals Road Map” in 2017, which was very well received internationally, road maps have been discussed as tools to strengthen voluntary, multi-sectoral and multi-stakeholder global governance for the sound management of chemicals: “a roadmap approach can be beneficial in guiding stakeholders on where and how to start, and who to engage. It encourages stakeholders to take initiative and ownership and helps develop a network of committed stakeholders.”<sup>1</sup>

### What is a Road Map?

A road map itself is a publication serving as a communication medium and a guidance tool. It provides an overview of how a project develops visually over a period of time. It is characterised by its preparatory character and the rough planning of the steps to be taken over a longer period of time, usually more than one year. The roadmap is used to structure the long-term project of mainstreaming gender into individual, more manageable steps, considering uncertainties and possible scenarios for goal achievement. Therefore, it is user-friendly and clearly understandable. It recommends first steps and actions areas without overloading or over-complicating.

### How to use the Road Map?

The following provides guidance on how to fully integrate gender in national chemicals management. These steps are meant to give support and direction to actors engaged in national chemicals management. Not all steps will be relevant for all. It is useful to have tools and guidance for creating gender-responsive and thus better structures, policies and processes at hand. However, people should not be pressured to integrate gender into their work as this may lead to feelings of overburdening and resistance. Therefore, gender should be introduced step by step. Demonstrating the potential of integrating gender can help generate interest, and particularly engaged actors should receive support.

### Have fun trying it!

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<sup>1</sup> UNITAR (2019): Summary outcome document: Stakeholder workshop on strengthening governance for the sound management of chemicals and waste beyond 2020. From national to global: Learning from experience, exploring options.

## 1. Understanding why gender matters

The interconnections between gender and chemicals and waste are complex and multi-dimensional. In summary, the following three points justify serious consideration of gender within chemicals management:

- Women's and men's bodies are affected differently by certain chemicals – exposure, risk, and impacts can be different between the sexes.
- Gender, as a social category, is linked to gender-specific norms of behaviour, roles in society as well as the development of 'feminine' and 'masculine' identities, which in turn influence people's behaviour, including their impact on the environment, their affectedness by environmental degradation, and their access to and power over resources.
- Gender analysis allows to ask questions that help us understand and unpack root causes of unsustainable behaviour and societies, and hence have a transformational potential. We need to tap into this potential in order to bring about sustainable development, justice and peace.

Even though gender inequalities regarding the management of chemicals and waste can have negative impacts on human health and the environment, specific and widespread knowledge on differentiated and long-term effects of chemicals on women and men as well as comprehensive gender analysis of chemicals and waste management is still lacking. In the consequence, national chemicals and waste policies are often gender blind.

## 2. How to initiate the process: first steps for the National Focal Point

### Establish a working group

*Questions: Who is needed to be able to work on the cross-cutting integration?*

Activities:

- Conduct a stakeholder analysis
- Include all relevant and interested stakeholders
- Include gender experts/researchers and women's organisations
- Involve other so-called vulnerable groups (like youth and indigenous peoples)
- Pay attention to gender balance when inviting stakeholders
- Include female leaders and managers in the core working group
- Keep in mind possible needs in terms of capacity building and financing participation

### Develop an understanding of the problem situation from a gender perspective

*Question: Why is gender relevant for you?*

Activities:

- Identify relevant international and organisational goals and agreements on gender equality
- Search for literature and data on gender in relation to your main challenges in regard to chemicals policy
- Collect practical experiences of gender aspects in the working areas of your team (see Method: Problem Gallery and Problem Ranking)

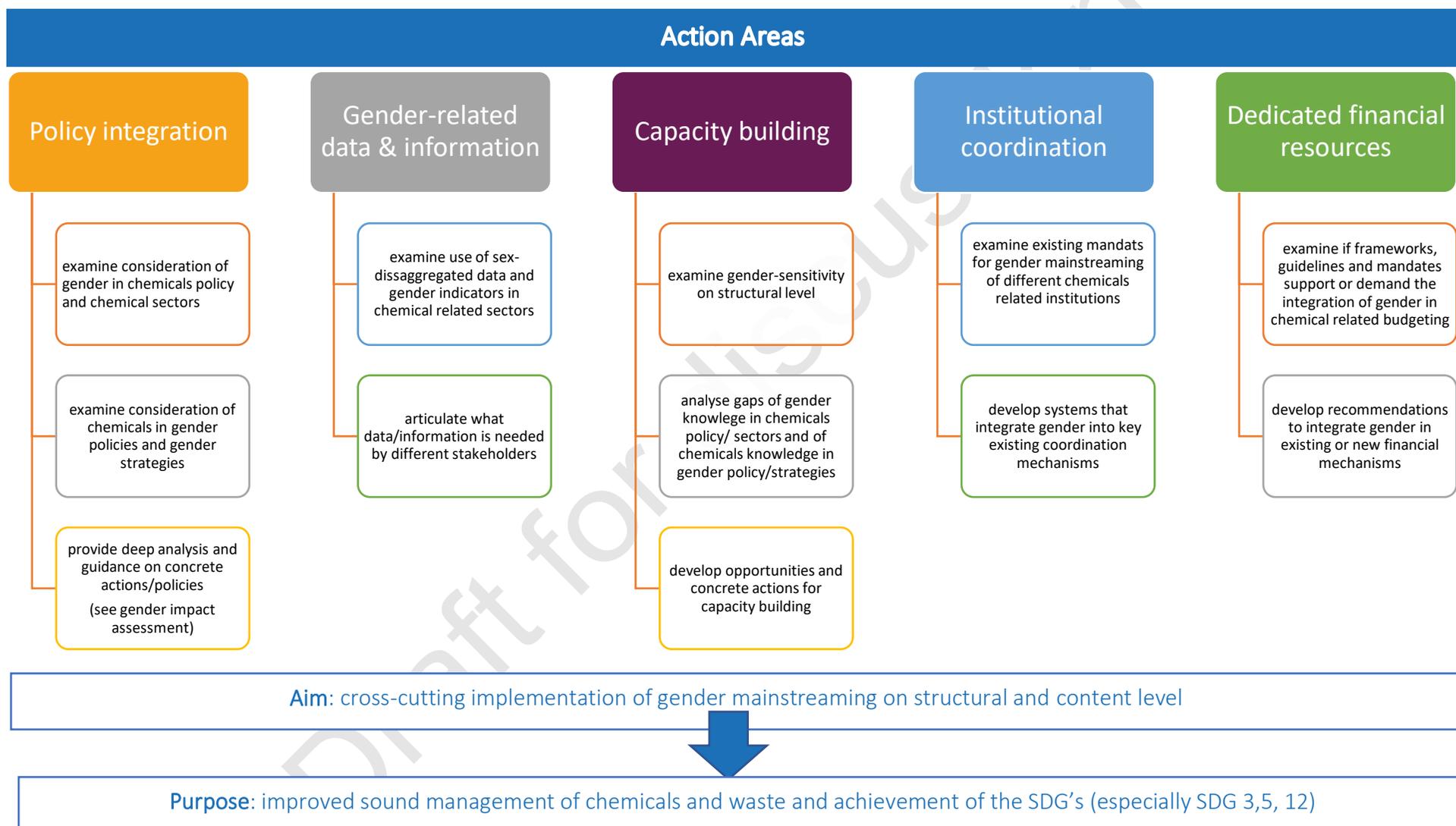
## **Create space for gender-sensitive collaboration and work processes together**

*Question: How can we work together in a gender-sensitive manner?*

Activities:

- Support trust building and open communication
- Ensure equitable distribution of speaking time and contributions
- Pay attention to the number of women and men in different roles
- Pay attention to limited capacity of team members due to care obligations

### 3. How to develop a comprehensive overview: gender analysis of chemicals policy



## Questions for your analysis

### Policy integration

*Is gender mentioned in the principal documents on chemicals policy?*

*Are chemicals mentioned in the principal documents on gender equality and women's health?*

*Does the development of chemicals-related policies and actions incorporate socio-economic aspects, e.g. through the use of impact assessments?*

*Have potential social co-benefits of chemical policies been identified for women and men?*

*Are initiatives regarding which chemicals are relevant routinely screened for potential effects on all gender and on gender relations?*

*Are specific measures in place to address gender inequalities related to chemicals, or to address the specific vulnerabilities, needs and capacities that may exist regarding different genders?*

*Is the communication to the broader public gender-sensitive?*

### Gender-related data and information

*Are changes in health and wellbeing tracked across all social groups and all gender groups, including women and girls?*

*Are gender-disaggregated data related to chemicals collected through the statistics system and additional data collection (e.g. research bodies, academic institutions, chemicals companies)?*

*Are socio-economic and demographic data related to sex/gender, region and age available and used for chemicals policy-making?*

*Are the indicators used in the design of chemicals policies gender-responsive?*

### Capacity Building

*Are there provisions to achieve gender balance and to ensure that women's voices are heard in decision-making?*

*Is meaningful participation of women and gender groups ensured throughout planning, implementation and evaluation of chemicals policy?*

*Are key actors aware of the gender aspects of chemicals?*

*Does policy-making relating to chemicals involve individuals with awareness of gender issues?*

*Are gender experts and women's organizations regularly involved in chemicals policy-making?*

*Are chemicals experts involved in policy-making on gender and health?*

## Institutional coordination

*Are institutions and policy-makers responsible for gender equality and gender mainstreaming part of the policy process?*

*Is there regular interaction between relevant ministries and agencies at all policy levels (e.g. ministries for health, women, family, the elderly, youth, work, agriculture & food)?*

*Do overarching institutional processes and interactions address gender aspects?*

## Dedicated financial resources

*Is incorporating gender a criterion for the allocation of grants?*

*Does the government undertake gender-responsive budgeting?*

*Is funding available to cover the costs of the gender screening of chemicals policies and actions, e.g. to involve gender experts?*

*Is funding available for specific actions addressing gender inequalities related to chemicals, or the specific vulnerabilities, needs and capacities that may exist regarding different genders?*



## 4. How to analyse selected policies and measures: gender impact assessment

### 1. Definition of the policy purpose

- Define the purpose of the planned policy, law, or project
- Focus on how it relates to gender equality
- Questions: *What (social) issue is being addressed by this intervention? Why is this intervention being considered for this particular situation? Is the intervention intended to contribute to gender equality? If yes, how? What are the existing gender equality objectives in this field?*

### 2. Checking gender relevance

- Check whether the implementation of a GIA is relevant to the examined policy measure or not:
- Estimate the effects of the implementation of the policy on gender equality and gender relations
- Questions: *What might be unintended impacts on gender relations? Does the intervention affect women and men regarding their access to and/or control of resources (grants, jobs, land, health etc.)?*

### 3. Analysing gender impact

- Analyze the situation of women and men in the field by collecting sex-disaggregated data and information
- Conduct interview to get primary data and a deeper understanding through experiences from women and men on the ground
- Analyse which factors of the policy measure are influencing women and men, as well as gender relations
- Questions:
  - Is the planned intervention addressing the needs of both men and women, taking into account their different interest, roles and positions?*
  - Will gender-based health risks be reduced? If yes, how?*
  - Will the unequal distribution of income between women and men change? If yes, what will be the changes?*
  - Will the unequal use of time between women and men change? If yes, what will be the changes?*
  - Will women's perception of security be improved? If yes, what will be the changes?*
  - Will women's employment rate be increased? If yes, what will be the changes?*
  - Will gender segregation of the labour market be reduced? If yes, what will be the changes?*
  - Are there gender-specific consumption patterns that need to be considered?*
  - Does the intervention take into account different education levels of target groups?*
  - Does the intervention assist affected persons to be aware of and exercise their rights?*

#### 4. Weighting gender impact

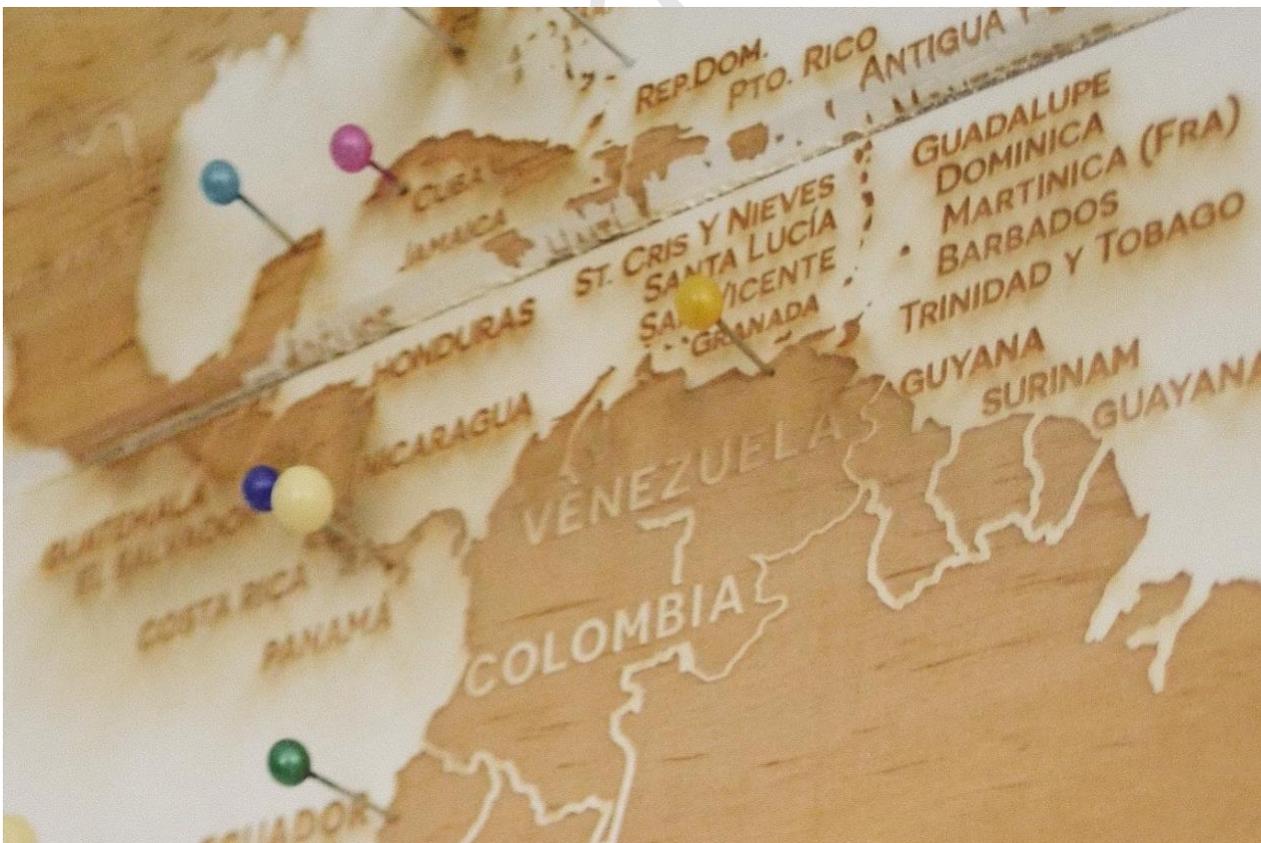
- Measure the identified effects
- Questions: *Are the impacts of the initiative on gender equality neutral, positive or negative?*

#### 5. Findings and recommendations for improvement - Implementation

- Formulate conclusions in terms of the impact on women and men
- Develop recommendations and follow these instruction during the implementation
- Question: *How can gender equality be strengthened in the different parts of the draft intervention?*

#### 6. Evaluation

- The analyzed gender impacts are evaluated
- Questions: *Are gender aspects sufficiently taken into account within the new recommendations?*  
*Is gender equality better addressed by the intervention than before the measure?*



## 5. Glossary of terms

*The definitions provided below have been copied, or adapted, from the mentioned references, especially the UN Women Gender Equality Glossary.*

**Gender** refers to the roles, behaviors, activities, and attributes that a given society at a given time consider appropriate for men and women. Cultural and social contexts, including characteristics such as age, ethnicity, socialization, economic background and education co-determine the understanding of gender and associated gender specific roles and identities. A gender-responsive approach will not focus solely on women, nor will it focus solely on men. In contrary, Sex refers to the physical and biological characteristics by which most of our societies distinguish males and females. But research is showing that sex may be far more complex than the traditional male-female binary.

**Gender activities** are structural-organizational as well as thematic-content-related activities that contribute to gender equality.

**Gender analysis** is a critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situation or contexts. Gender analysis examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other. A gender analysis should be integrated into all sector assessments or situational analyses to ensure that gender-based injustices and inequalities are not exacerbated by interventions, and that where possible, greater equality and justice in gender relations are promoted.

**Gender/Sex-disaggregated data** refers to data that is cross-classified by gender/sex, presenting information separately for men and women. When data is not disaggregated by gender/sex, it is more difficult to identify real and potential inequalities.

**Gender equality** refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

**Gender mainstreaming** is the chosen approach of the United Nations system and international community toward realizing progress on women's and girl's rights, as a sub-set of human rights to which the United Nations dedicates itself. It is not a goal or objective on its own. It is a strategy for implementing greater equality for women and girls in relation to men and boys. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all

political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

**Gender relations** are the specific sub-set of social relations uniting men and women as social groups in a particular community, including how power and access to and control over re- sources are distributed between the sexes. Gender relations intersect with all other influences on social relations – age, ethnicity, race, religion – to determine the position and identity of people in a social group. Since gender relations are a social construct, they can be transformed over time to become more equitable.

**Gender roles** refer to social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls (see gender division of labour). Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and transformation of masculinities (UN Women 2017).

**Gender perspective** is a way of seeing or analysing which looks at the impact of gender on people's opportunities, social roles and interactions. This way of seeing is what enables one to carry out gender analysis and subsequently to mainstream a gender perspective into any proposed program, policy or organization.

#### Levels of integrating gender into projects

<b>gender-blind</b>	no gender analysis in project planning; project does not take into account different gender roles and different needs → might reinforce gender inequalities
<b>gender-neutral</b>	gender analysis showed that gender is not relevant, women and men participate and benefit equally → status quo is maintained by the project
<b>gender-sensitive</b>	gender roles and diverse needs of women and men are taken into account → project contributes to gender equality; mostly in the project's thematic context
<b>gender-responsive/-transformative</b>	the project aims to change the deep-rooted structures underpinning gender inequalities → project transforms gender relations
<b>projects focusing on gender equality</b>	gender actions and/or the empowering of women and girls are the focus of the project → mostly with direct connection to the women's movement and a feminist agenda

## 6. Additional resources

Caterbow (2017): Mainstreaming Gender into UNDP-GEF Projects on Chemicals and Waste. Online at: [https://www.undp.org/content/undp/en/home/librarypage/environment-energy/chemicals\\_management/GuidanceGender&Chemicals.html](https://www.undp.org/content/undp/en/home/librarypage/environment-energy/chemicals_management/GuidanceGender&Chemicals.html)

EIGE (2017): Gender Impact Assessment. Gender Mainstreaming Toolkit. Online at: <https://eige.europa.eu/publications/gender-impact-assessment-gender-mainstreaming-toolkit>

EIGE (2020): Gender Mainstreaming. Online at: <https://eige.europa.eu/gender-mainstreaming>

Envirocare (2016): A gender strategy on the sound management of chemicals in Tanzania. Online at: <https://saicmknowledge.org/sites/default/files/meterial/gender%20strategy%20by%20envirocare.pdf>

GenderCC (2009): gender into climate policy. Toolkit for climate-experts and decision making. Online at: [https://gendercc.net/fileadmin/inhalte/dokumente/5\\_Gender\\_Climate/toolkit-gender-cc-web.pdf](https://gendercc.net/fileadmin/inhalte/dokumente/5_Gender_Climate/toolkit-gender-cc-web.pdf)

GenderCC: Gamma - Gender Assessment and Monitoring of Mitigation and Adaptation. Online at: [https://unfccc.int/files/gender\\_and\\_climate\\_change/application/pdf/gendercc-gamma-tool.pdf](https://unfccc.int/files/gender_and_climate_change/application/pdf/gendercc-gamma-tool.pdf)

Hemmati/Holthaus (2019): Gender in Multi-Stakeholder Partnerships (MSP). Online at: [https://www.bmz.de/rue/includes/downloads/MAPInternalGuidanceNote\\_qb.pdf](https://www.bmz.de/rue/includes/downloads/MAPInternalGuidanceNote_qb.pdf)

Lewis, Sarah and Scott, Dayna Nadine (2014): Regulating Toxics: Sex and Gender in Canada's Chemicals Management Plan. Online at: [https://saicmknowledge.org/sites/default/files/meterial/Regulating%20Toxics\\_%20Sex%20and%20Gender%20in%20Canadas%20Chemicals%20Managemen.pdf](https://saicmknowledge.org/sites/default/files/meterial/Regulating%20Toxics_%20Sex%20and%20Gender%20in%20Canadas%20Chemicals%20Managemen.pdf)

UNDP (2015): Gender Responsive National Communications Toolkit. Online at:  
<https://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-responsive-national-communications.html>

UNDP (2019): Gender Analysis and Nationally Determined Contributions (NDCs). Online at: <https://www.ndcs.undp.org/content/ndc-support-programme/en/home/impact-and-learning/library/gender-analysis-and-ndcs--short-guidance-for-government-stakehol.html>

UN Women (2017): Gender Equality Glossary. Online at:  
<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey&sortorder=asc&fullsearch=0&page=2>

WECF (2018): The gender impact assessment and monitoring tool. Online at:  
<https://www.wecf.org/the-gender-impact-assessment-and-monitoring-tool/>

WHO (2017): Chemicals Road Map and Workbook. Online at:  
<https://www.who.int/ipcs/roadmap/en/>

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