



# Gender and Chemicals Road Map

Workbook  
electronic version

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## IMPRINT

### Gender and Chemicals Road Map - Workbook

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### Other publications on gender and chemicals by MSP Institute:

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

Hemmati, M. & Holthaus, A (2018): Gender and Chemicals Beyond 2020. 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.

## Foreword

Dear colleagues,

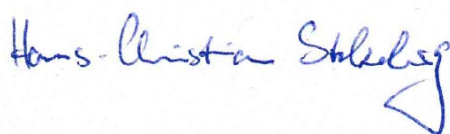
integrating gender aspects in our work has become ever more important with Agenda 2030 for Sustainable Development and its Sustainable Development Goal (SDG) 5 on gender equality, as well as with heed of the overarching goal to “leave no one behind”.

Gender inequalities are among the reasons for the unsound management of chemicals. Taking gender aspects into account in chemicals management not only promotes gender equality, which is an essential human right, but can also improve our chemicals management per se. Gender mainstreaming is the strategy to integrate a key cross-cutting issue, and it is a strategic opportunity to improve our work and achieve our goals. Gender equality is essential for sustainable chemistry!

However, we often do not know how to address the issue at the national level and in our day-to-day work, for example as SAICM Focal Points: to act as an effective conduit for communication on the sound management of chemicals and waste is a complex task, and any issues perceived as ‘additional’ often fall by the wayside.

The Gender and Chemicals Road Map, together with this Workbook, offer practical support for the integration of gender in national chemicals management - and I want to use it: I have accepted MSP Institute’s invitation to try to implement first steps in Germany and share our lessons learned in 2021/2022. Moreover, it would be very useful to discuss experiences with you and learn from implementation activities in your countries.

**Let’s work together on gender-responsive national chemicals management!**



SAICM German National Focal  
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Exchange is welcome!

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## List of abbreviations

|        |   |
|--------|---|
| BMU    | German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety |
| ECOSOC | UN Economic and Social Council  |
| EIGE   | European Institute for Gender Equality  |
| GIA    | Geological Institute Of Amerika   |
| ICCM   | International Conference on Composite Materials                                     |
| IOMC   | Institute for Organic Chemistry and Macromolecular Chemistry                        |
| UNDP   | United Nations Development Programme  |
| IPEN   | International Pollutants Elimination Network  |
| NGOs   | Non-governmental Organizations  |
| SAICM  | Strategic Approach to International Chemicals Management                            |
| SDGs   | Sustainable Development Goals   |
| UBA    | German Federal Environmental Agency   |
| UN     | United Nations  |
| UNEA   | United Nations Environment Assembly   |
| UNEP   | United Nations Environment Programme  |
| UNGA   | UN General Assembly   |
| UNITAR | United Nations Institute for Training and Research                                  |
| WHO    | World Health Organization   |

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## Introduction

Dear SAICM National Focal Points,  
dear colleagues and friends,

At the international policy level, there have been increasing discussions and efforts on how gender should be included in international chemicals and waste management, including in the SAICM Beyond 2020-Process. Even though such commitment is urgently needed, the real implementation must take place at the national and local level.

To date, however, there are hardly any gender mainstreaming concepts for national chemicals policy nor gendered legislation. There seem to be no official strategy documents or information about activities by governments. This is not really surprising as we still seem to be in the early stages of integrating gender into environmental and sustainability policy in most areas.

Yet progress is underway: in the policy fields of climate change and biodiversity conservation, governments have agreed that gender aspects must be considered in the respective national strategies and action plans, and since 2019, several countries have appointed national gender and climate change focal points. The Minamata and BRS conventions have installed Gender Focal Points in their secretariats and developed guidance tools for national governments. The SAICM community can and should build on these experiences.

During an online discussion of the Chemicals and SDGs Community of Practice in September 2020, participants discussed the implementation of gender mainstreaming into national policies:

- 87,5% of participants thought gender inequalities related to the management of chemicals and waste exist in their countries.
- To change this, most participants thought that the development of a gender action plan and additional research on chemicals and gender would be crucial.
- However, in more than 50% of the countries, gender mainstreaming had not yet been considered in environmental and health policies, and no gender experts or women's organizations were involved in chemicals management at the national level.

This urgently needs to change. Otherwise, gender inequalities will remain one cause for ineffective and unjust chemicals management.

That's why we developed the Gender and Chemicals Road Map and this workbook as a brief guidance for a gender-responsive national chemicals policy for SAICM National Focal Points.

Additionally, the "GenChemRoadMap"-project, which is supported by the German Ministry for Environment, Nature Conservation and Nuclear Safety and the German Environment Agency, includes an international training workshop and the support of the German SAICM Focal Point when taking initial steps towards implementing the road map in Germany. Experiences, challenges and successful elements of this pilot project will be discussed at the international level to enable mutual learning and encourage implementation activities in other countries.

We believe that gender-responsive national chemicals management is urgently needed and that Gender mainstreaming is an essential task of all National SAICM Focal Points - this workbook aims to help you do it!

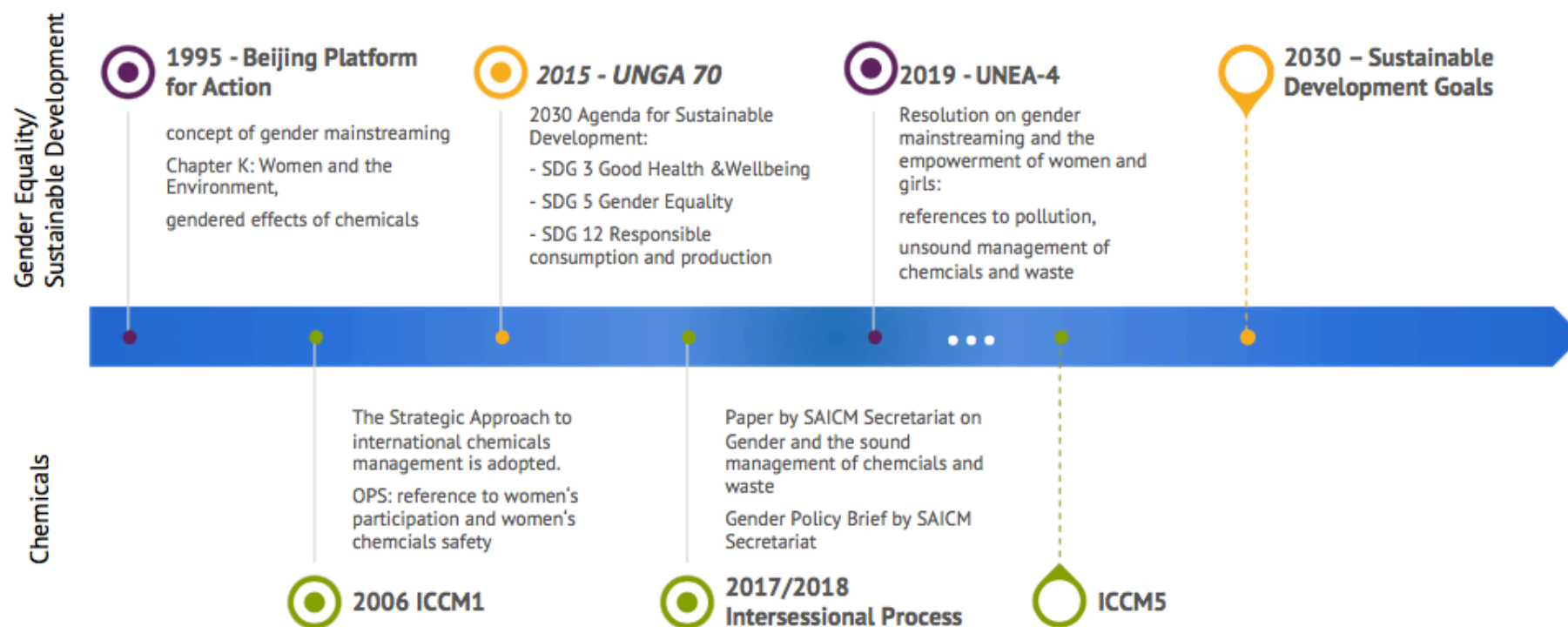
Anna Holthaus, Minu Hemmati and Pia Cimander, MSP Institute

## Background and Context

Looking at gender and chemicals management is a multi-dimensional exercise: the use of chemicals is nearly ubiquitous and gender dimensions are multi-disciplinary. Analysis and action need to pay attention to scientific risk assessments as well as cultural and social factors, technical capacities, decision-making procedures, education and professional occupations as well as governance processes. In order to do so, there is a need to build capacities and provide guidance to governments and stakeholders on how to integrate, step by step, gender aspects into chemicals and wastes related policies and projects. Although chemicals management has long been a topic of national and international policy and regulation, the need to account for sex and gender differences in exposure, susceptibility, and health impacts by generating gender-disaggregated data, and the need for gender analysis has only slowly gained the necessary consideration in policy processes:

- Beijing Declaration and Platform for Action: The chosen approach of the United Nations system and international community towards realizing gender equality until today, and the Interlinkages of "Women and the Environment" were highlighted for the very first time in 1995, when the concept of gender mainstreaming was developed - a novelty in international policy. The Beijing Declaration and Platform for Action stated that women are agents of change, that women's full participation is crucial, and that gender mainstreaming needs to be implemented in all policy fields – including chemicals and waste and even refers to the gendered effects of chemicals.
- Agenda 2030: Since the Rio Earth Summit in 1992, the safer use of chemicals is considered a vital part of sustainable development. At present, realizing gender equality is at the core of 2030 Agenda and its SDGs, through promoting women's rights and raising awareness of social norms and values that shape gender-specific expectations and conformity to roles. SDG Target 5.5 specifically calls for "women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life". In the context of chemicals management, SDG Target 12.4 calls for achieving "the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment".
- SAICM: SAICM's Overarching Policy Strategy (OPS) draws attention to the fact "[t]hat in many countries some stakeholders, particularly women and indigenous communities, still do not participate in all aspects of decision-making related to the sound management of chemicals, a situation which needs to be addressed". Additionally, a report of the Special Rapporteur on the implications for human rights of the environmentally sound management and disposal of hazardous substances and wastes states that: "States have elevated duties to protect those who are disproportionately affected by toxic exposures under international human rights law." and recommends "[g]reater attention to both the gendered impact of exposure to toxic substances and its disproportional impact on children" for the future framework on chemicals and waste. To promote discussions on gender in the intersectoral process, the SAICM Secretariat developed a paper on "Gender and the sound management of chemicals and waste" in 2017 as well as a "SAICM Gender Policy Briefing".

## Global Policy Context for the Road Map





## About the Road Map and Workbook

### Why a Road Map?

Since the WHO published its “WHO Chemicals Road Map” in 2017, road maps have been well-coming 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.” (UNITAR 2019, p. 4)

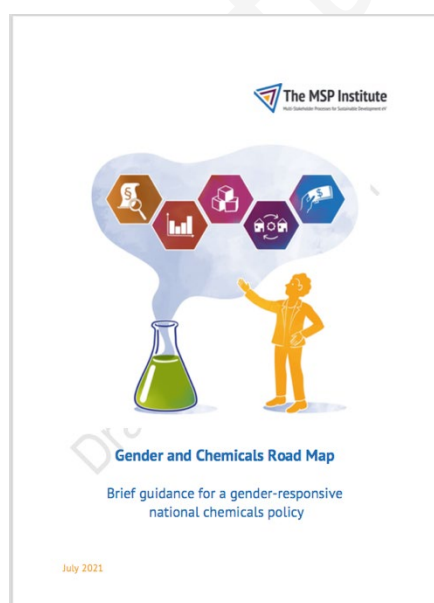
### What is a Road Map?

A road map itself is a publication serving as a guidance tool and a means of communication. 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. It recommends first steps and action areas without overloading or over-complicating.

### How to use the Road Map?

The road map 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. Introducing them step by step (with the workbook) and demonstrating the potential of integrating gender can prevent feelings of overburdening and resistance and will help generate interest.

### Publication 1: Road Map



The road map lays out actions to integrate gender into national chemicals management.

You can download it here:

<http://gender-chemicals.org/road-map>

## Publication 2: Workbook

This workbook helps SAICM Focal Points and others to prioritize and plan work on gender actions outlined in the road map.

### Why a Workbook?

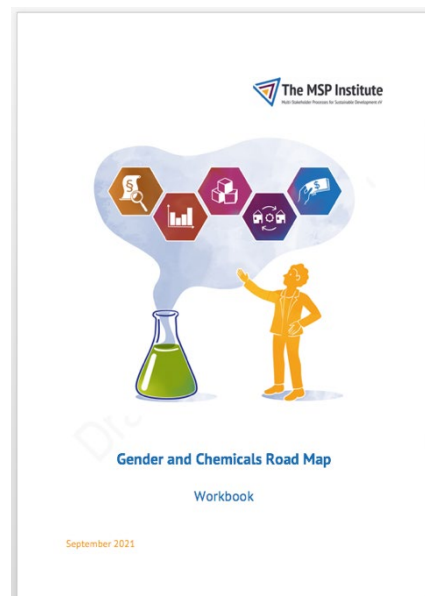
The workbook is designed to assist SAICM National Focal Points and other stakeholders to use the road map to identify priorities and to plan gender activities around these priorities. A great deal of guidance already exists on the various tasks involved in gender mainstreaming as well as on various strategies and approaches for managing chemicals (see additional resources below). But specific guidance on the integration of gender and chemicals is still missing.

The gender chemicals road map gives an overview of actions to integrate gender as cross-cutting task in chemicals management, but all steps might be too much for the beginning. The workbook helps to prioritize and plan your activities step by step. Additionally, SAICM Focal Points and other stakeholders might be at different stages of capacity development, and priority actions and objectives will differ depending on the individual national context - the workbook, therefore, allows you to develop your specific process of integrating gender.

### What is a Workbook?

This workbook is not intended to be an in-depth guide on how to develop an implementation plan or on specific strategies and approaches for the many road map actions. Rather, it is a simple and practical tool to assist SAICM National Focal Points in using the Gender and Chemicals Road Map. The workbook offers a structured way to work through the road map step by step, choose priorities and plan activities. Completing the workbook and the associated process will likely take some time, approximately one year.

While the road map and this workbook are intended for the SAICM National Focal Points it is expected that others will need to be engaged and consulted in the process. This could include gender experts and chemistry specialists, as well as representatives of other sectors and stakeholders. Using the workbook will support information sharing, identification of shared priorities and collaboration between various stakeholders, and might be an opportunity to strengthen the multi-stakeholder character of the sound management of chemicals at the national level.



## How to use the Workbook?

The workbook contains four main working steps, similar to the chapters of the Gender and Chemicals Road map:

### Step 1: Understanding why Gender matters

The first step invites you to learn more about gender and its interconnections to the world of chemistry.

### Step 2: Initiating the Process

The second step helps you to start with the integration of gender and to find some supporters – so that you don't have to work on it alone.

### Step 3: Conducting a Gender Analysis

The third step lays down important action fields to consider for the integration of gender as a cross-cutting issue in chemicals management. It offers you questions to analyse the current status and to plan and priorities first activities.

### Step 4: Gender Impact Assessment

The fourth step offers you one of best-known tools to mainstream gender into specific policies and projects, which we adapted to national chemicals management.

In addition, the last chapter offers [Further Information and Tools](#), including how to handle typical challenges, a glossary of gender terms, useful resources and suggestions on how to share your experiences.

## Print it or not?

In order to fill the workbook with your thoughts and ideas, you can either print it or you work with it digitally. We recommend the latter, as this saves paper and print ink and it will be easier to share the workbook and your notes with your colleagues.

On our [website](#) you will find an extra print version.

Let's get started!

## STEP 1: Understanding why Gender matters

In Step 1, we would like to invite you to learn more about gender and chemicals, so that you get to know some key documents and definitions. It is important to familiarize yourself with the topic and deepen your understanding for the main aspects, problems and questions – so that you can explore why gender might be relevant to you and your work.

## 1.1 What is Gender?

People tend to use the terms “sex” and “gender” interchangeably. However, while connected, the two terms are not equivalent. Sex is a person’s biological gender based on genitals, but a person’s gender is the complex interrelationship between three dimensions: body, identity, and social gender, so all in all it is an interplay of biological and social factors. That is why, gender identity may or may not correspond with the biological sex assigned, it rather exists on a spectrum and is not necessarily connected to an identity that is completely male or completely female (WHO 2016).

Gender is not “naturally” given, but rather determined by the social, cultural and economic organization of a society and its norms and values. Thus it’s changeable and data show that today young people have very different understandings of gender than previous generations. The term “Gender” is often used as an umbrella term, also in this workbook, which includes the entire field of gender and gender relations. That’s why this field is complex and multi-dimensional, and gender studies as well as understandings of gender continually evolve.

Gender Equality refers to the equal rights, responsibilities and opportunities of women, men and gender diverse people and implies that their interests, needs and priorities are taken into consideration. This is at first, a human rights issue and a huge issue of political participation because women are still under-represented at all levels of political leadership but gender equality is also a precondition and indicator for sustainable development, which simply means that there is no sustainable development without gender equality! The preferred terminology within the United Nations is indeed gender equality, rather than the very similar term gender equity.

### Useful Resources

- Concept of gender: <https://www.genderbread.org/>
- Gender and Science: <http://www.genderportal.eu/>
- Gender Terminology: [UN Women \(2017\) - Gender Equality Glossary.](#)
- Health and Sexual Diversity: WHO (2016): <https://www.who.int/gender-equity-rights/news/20170329-health-and-sexual-diversity-faq.pdf>
- List of Journals in Gender, Sexuality and Feminist Studies: <https://www.mcgill.ca/iqsf/graduate-0/resources/journals-gender-sexuality-and-feminist-studies>

## 1.2 What is Gender Mainstreaming?

There are global patterns of inequalities between women and men: Women tend to experience domestic violence more often than men; women's political participation and leadership positions are limited; women and men have different access to resources; women are still more likely than men to live in poverty; and women and girls are often disproportionately affected by climate change and environmental disasters (UN 2002, UN Women 2018).

It is important to note that it is not only women who are negatively affected - gender inequalities impact whole societies: for example, not investing in female education lowers the gross national product; gender discrimination in the labour market decreases national income; and gender inequality reduces the productivity of the next generation because it has negative effects on household investments in nutrition, health and education of children (UN 2002).

“Achieving greater gender equality will require changes at all levels, including changes in attitudes and relationships, changes in institutions and legal frameworks, changes in economic institutions, and changes in political decision-making structures” (UN 2002, p. 1).

➔ The strategy for promoting gender equality is Gender Mainstreaming!

Since 1990, there has been a growing international debate about gender mainstreaming strategies. Gender Mainstreaming was endorsed in the Beijing Platform for Action, agreed at the United Nations Fourth World Conference on Women in 1995. It was finally defined in the ECOSOC agreed conclusions 1997/2 as: “the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality” (ECOSOC 1997, p.3).

This official UN definition is strong with regard to including all different spheres and levels and all the phases of the policy cycle but also has some weaknesses from a feminist perspective: the actors in charge of implementation are not being mentioned; it remains a top-down approach; and the definition reduces the term ‘gender’ to ‘women and men’. When developing gender mainstreaming activities, it is therefore useful to also take note of other definitions, for example: gender mainstreaming is “the (re)organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making” (Council of Europe, 1998, p. 15).

The primary objective of gender mainstreaming is to design and implement development projects, programs and policies that:

- do not reinforce existing gender inequalities (Gender Neutral);
- attempt to redress existing gender inequalities (Gender Sensitive); or
- attempt to re-define women and men's gender roles and relations at the structural level (Gender Responsive/Transformative).

Institutional gender mainstreaming strategies ideally combine several components (EIGE 2016):

- a goal definition for mainstreaming gender with targeted actions for gender equality;
- a gender analysis of the initial position;

- a gender impact assessment of planned measurements, programs and projects;
- gender budgeting;
- a combined approach to responsibilities (where all staff shares responsibility, but are
- supported by gender experts or a gender focal point);
- gender trainings and gender awareness raising; and
- monitoring and evaluation.

Opportunities, challenges and suitable processes in the context of gender mainstreaming are often very different for each area of work: “(T)here is no set formula or blueprint that can be applied in every context. However, what is common to mainstreaming in all sectors or development issues is that a concern for gender equality is brought into the ‘mainstream’ of activities rather than dealt with as an ‘add-on” (UN 2002, p. 2) – it requires change in all mainstream policies, programmes and resource allocations (UN 2007). That is why gender equality is an independent goal (SDG5) in Agenda 2030, and it is also integrated as a cross-cutting task in other SDGs.

Gender mainstreaming is not a new strategy. It builds on years of work trying to bring gender perspectives to the center of attention in policies and programs and is used nowadays by numerous institutions at all political levels, inside and outside government. Many lessons have been learned and we can build on this knowledge and experience when mainstreaming gender in chemicals management.

### Useful Resources

- Gender Equality and Agenda 2030: UN Women (2018) Turning Promises into Action: Gender Equality in 2030 Agenda for Sustainable Development.
- Gender Equality and the United Nations: <https://www.un.org/en/global-issues/gender-equality>
- Gender Mainstreaming Definition and Tools: European Institute for Gender Equality: What is gender mainstreaming?
- Gender Mainstreaming in the UN:
  - ECOSOC (1997): Mainstreaming the gender perspective into all policies and programmes in the United Nations system.
  - UN (2002): Gender Mainstreaming. An Overview.
  - UN Women: Gender Mainstreaming + Key tools and resources.

## 1.2 What are the Interconnections of Gender and Chemicals?

Chemicals are used in nearly every area of life, for example in the agricultural sector, health sector, pharmaceuticals, cosmetics, laboratories and in various functions at home. That is why the chemicals management plays an important role in every economic and social sector (IOMC 2018).

The World Health Organization estimates that 2 million lives and 53 million disability-adjusted life-years were lost in 2019 due to exposures to selected chemicals (WHO 2021). Furthermore, the second edition of the Global Chemicals Outlook (GCO-II) projects that the chemical industry will double by 2030. GCO-II also states that “[t]he global goal to minimize adverse impacts of chemicals and waste will not be achieved by 2020. (...) ambitious worldwide action by all stake-holders is urgently required.” (UNEP 2019, p. vi).

A sound and sustainable chemicals management is essential to avoiding complex risks to human health and ecosystems and substantial costs to national economies as well as to maximize the potential benefits of chemicals contribution to human well-being (IOMC 2018). In order to maximize the contribution of chemistry as a driver towards sustainable development, holistic approaches are needed, which consider the economic, environmental and social dimensions of sustainability. One of the essential factors to strengthen decision-making, legislation and actions related to chemicals and waste is gender mainstreaming.

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

- 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, the levels to which they are affected by their access to and power over resources: Due to the division of labour between the sexes, men and women are more often affected by different chemicals. For example, men are more likely to work in construction and thus come into contact with chemicals from building materials, while women are more likely to work in the care sector with cleaning agents and cosmetics or care products. Additionally, the division of labour also causes differences in exposure within individual sectors: For example, women in agriculture are more affected by indirect exposure, e.g. from harvesting and handling chemically-treated plants or contaminated clothing, while men are often more directly exposed, e.g. when mixing chemicals. Women are also more severely affected by indoor pollution, e.g. from the burning of household fuels or chemical pollution from furniture, especially in poor population groups (UNDP 2011; Hemmati/Bach 2017; ILO 2021).
- Gender, from a biological perspective, prompts us to consider that women’s and men’s bodies may be affected differently by chemicals depending on exposure and contamination pathways, pertinent risks, and impacts on health. Women, for example, tend to store more environmental pollutants in their body tissues than men due to a higher body fat content. In addition to puberty, women live through other phases of life such as pregnancy, breastfeeding and menopause, during which their bodies become more susceptible to health damages from chemicals due to the significant physiological changes. Furthermore, chemical exposure can also be passed on to the next generation (UNDP



2011; IPEN/SAICM 2020). On the other hand, men are particularly susceptible to chemicals in other ways: researchers regard hormonal chemicals and pollutants as a possible cause of the global increase in testicular cancer and the massive loss of male sperm count in industrialized countries (Levine et al. 2017). However, these biological differences have so far not been sufficiently researched and receive little attention in risk analyses of chemicals and drug tests.

- Gender analysis enables us to understand and unpack root causes of unsustainable behaviour and societies, and helps us to find innovative solutions for a sustainable chemicals policy (Hemmati/Bach 2017). Gender analysis can be used, for example, to find out why protective measures are repeatedly disregarded when dealing with toxic chemicals: Women, especially those from developing countries, are less likely to be able to afford appropriately-fitting protective clothing than their male colleagues (if it is available at all) (Ontario Women's Directorate 2006; WES 2010), and they are less able to understand and implement safety instructions due to higher illiteracy rates. Men, on the other hand, more often believe that wearing protective clothing is unnecessary and indicates a level of weakness, and tend to use risky behaviour and dangerous practices in order to improve their status in a group (Andrade-Rivas/Rother 2015).



## Overview: Gender Gaps and Gender Specifics in Chemicals Management (by MSP Institute 2021)

### Gaps in understanding gender:

- complexity: multi-dimensional, cross-sectoral; understanding of gender evolves
- gender is a human right, precondition and indicator for sustainable development (SDG5)
- gender mainstreaming is not seen as a strategic opportunity

### Specifics in health and exposure impacts:

- women and men are affected differently because of their body composition
- women and men are affected differently because of their gendered roles in society
- women are at particularly high-risk during child bearing years and pregnancy

### Gaps in knowledge and research:

- huge gaps of research studies on gender and its interlinkages in toxicology and risk assessments exist
- the white male body is still used as prototype
- women's occupational diseases are often under-diagnosed, under-reported and under-compensated
- virtually no studies on gender diverse persons exist

### Specifics in protection:

- men tend to work in high-risk industries: more short-term but acute exposure
- typical "women's job": more indirect and long-term exposure presumed to be less hazardous, receive often less attention in terms of protection measures;
- work tools and personal protective equipment usually fit women less well
- women sometimes have to combine childcare with work, risk: children can be exposed
- precautionary consumption & activities are seen as women's tasks, due to the feminization of reproductive labour

### Gaps in representation:

- women are underrepresented at all levels of political leadership
- women often have less decision-making power at work(place)
- women are rarely in leadership positions for implementation

### Gaps in implementation:

- women are often less well reached by projects and communication
- women's concerns, capacity gaps and proposals are often overlooked in project design and implementation activities

### Gaps in opportunities for being agents of change:

- women's specific experiences, expertise and feminist perspectives are often not acknowledged
- ethic principles of non-discrimination and equal opportunities are not always included in new concepts of green and sustainable chemistry
- many barriers and less funding for women's businesses and start-ups
- masculine image of chemistry – women and girls still face discrimination in the discipline

## Useful Resources

### Publications on Women, Gender and Chemicals:

- Catalyst – feminism, theory, technoscience (2017): 6(1): Special Section on Chemical En-tanglements: Gender and Exposure.
- Caterbow (2017): Mainstreaming Gender into UNDP-GEF Projects on Chemicals and Waste.
- Hemmati/Bach (2017): Gender and Chemicals. Questions, Issues and Possible Entry Points.
- Holthaus/Hemmati (2019): Gender & SAICM Beyond 2020 – How to create a gender-just healthy planet.
- IPEN/SAICM (2020): Women, Chemicals and the SDGs.
- UNDP (2011): Gender and Chemicals.
- UNEP (2021): Incorporating gender dimensions into national strategy setting in chemicals management for Minamata Convention National Action Plans for ASGM and Stockholm Convention National Implementation Plans.
- WECF (2018): Women and Chemicals. The impact of hazardous chemicals on women.

### Courses/Webinars

- Collaborative on Health and the Environment (2021): Generation Chemical. How environmental exposures are affecting reproductive health and development.
- Hej!Support: Webinar on women and mercury. Webinar recording.
- MSP Institute: 45min for gender (in sectors) – webinar series on gender equality and future chemicals management. Webinar recordings.
- UN CC: Learn Open Online Course on Gender and Environment. Course 6 on Chemicals.(registration required).
- UNEP Global Mercury Partnership: Integrating gender dimensions into national action plans for artisanal and small-scale mining. Webinar recording.

### Case Studies

- Envirocare (2016): A gender strategy on the sound management of chemicals and waste.
- Scott/ Lewis (2014): Sex and Gender in Canada's Chemicals Management Plan, in Dayna Nadine Scott (ed.) Our Chemical Selves: Toxics, Gender and Environmental

- WECF (2021): Gender, Chemicals and waste in Bolivia.
- WECF (2021): Gender, Chemicals and waste in Kyrgystan.
- WECF (2017): Gender dimensions of hazardous chemicals and waste. Case Studies in In-donesia and Nigeria.

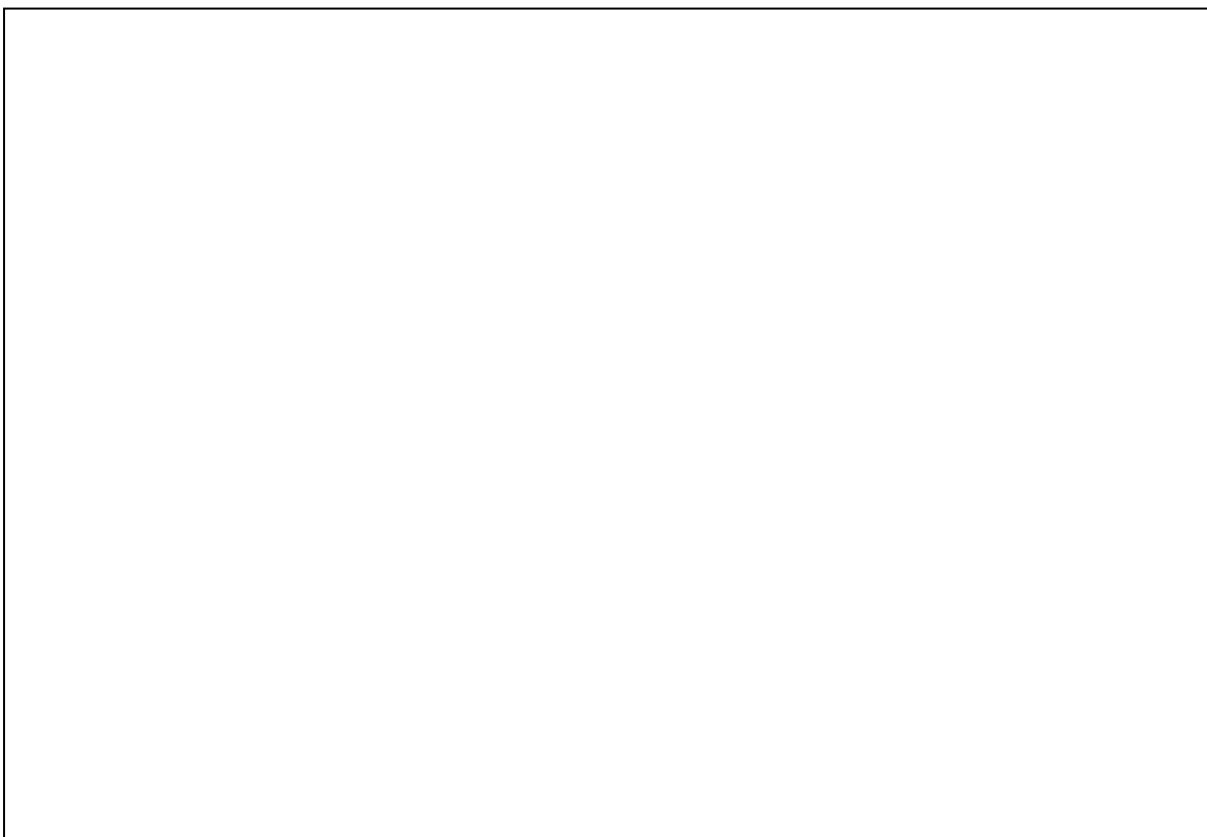
#### Blogs/Magazines/Videos

- Hej!Youth (2021): Hej!Youth Maqazin, for a healthy and toxic-free future! Vol. 2 on women and chemicals.
- MSP Institute: Blog article series “How to create a qender-just healthy planet.”
- WEP/WECF (2017): 30 min Documentary. What has qender got to do with chemicals?

### 1.3 Notes

Making notes of special references, facts or quotes that stuck in your mind and may even have touched you personally during the research on gender can help you to focus on your goal and to keep up motivation during the following steps of work. You can use these pages to write them down, and/or your ideas and visions on gender equality.

Gender aspects in chemicals management that I found noteworthy:

A large, empty rectangular box with a thin black border, intended for the user to write their notes on gender aspects in chemicals management. A faint, diagonal watermark reading 'draft' is visible across the lower portion of the page.

Why gender is important for me and my work:

draft for discussion



STEP 2 helps you to start with the integration of gender and to find some supporters – so that you don't have to do the work alone. Additionally, there are interactive tools for a first stakeholder meeting on gender and some guidance for gender-sensitive communication.

## 2.1 Establish a Working Group

Making national chemicals management gender-responsive is a task that should engage all stakeholder groups involved in the national management of chemicals. National SAICM Focal Points cannot master this task alone but are in an ideal position to initiate gender activities, due to their role in facilitating communication among various national stakeholders.

Many stakeholders need collaborate to achieve gender mainstreaming, and the National SAICM Focal Point can invite them. But whom to send the invitations to?

### Find supporters with Stakeholder Analysis

Stakeholder analysis is a proven project management tool for systematically identifying stakeholders, their relationship to a particular topic or decision, and to each other. The aim is to identify which stakeholders have an impact on the issue at hand and how they could or should be involved in the process.

The term stakeholder refers to all individuals, social groups or institutions that are affected by a particular decision and thus have an interest in it. Using a stakeholder approach enables us to identify and consider a wide range of interests within a society and with regard to a specific problem - in this case gender inequalities in chemicals management.

The following stakeholder groups in particular might be helpful to involve in the implementation of the Gender and Chemicals Roadmap:

- Governmental organizations, such as Ministry of Environment, Ministry of Health, Ministry of Women's Affairs, Ministry of Development, Ministry of Economy, Ministry of Science/Research, and occupational health and safety, risk assessment, consumer protection agencies;
- Science, such as experts from chemistry, toxicology, gender studies, political science and sustainability and transformation research;
- Private sector, such as small, medium and large companies in the chemical industry, textile production, pharmaceuticals, cosmetics, consultancies, and (women's) start-ups;
- Civil society organisations, such as environmental groups and women's organizations; and
- Professional associations, such as trade unions and professional societies.

The first step of the stakeholder analysis is stakeholder research:

Information of all potential stakeholders, such as their homepage, existing contacts, areas of activity and previous activities on the topic of women and gender, is compiled in a list by means of an internet search and/or conversations with colleagues and key stakeholders. The aim is to be able to assess which stakeholders are relevant for the project on the basis of the information gathered.

This can be done, for example, on the basis of the following criteria:

- Competencies
- Existing contact
- Political importance
- Interest in the project
- Size



The second step is stakeholder mapping: stakeholders identified as relevant are sorted according to their stakeholder groups. The aim is to gain an overview of the stakeholder landscape and its multi-stakeholder character. This makes it possible to assess whether stakeholders will be involved in a balanced manner or whether any important stakeholder groups are missing or underrepresented.

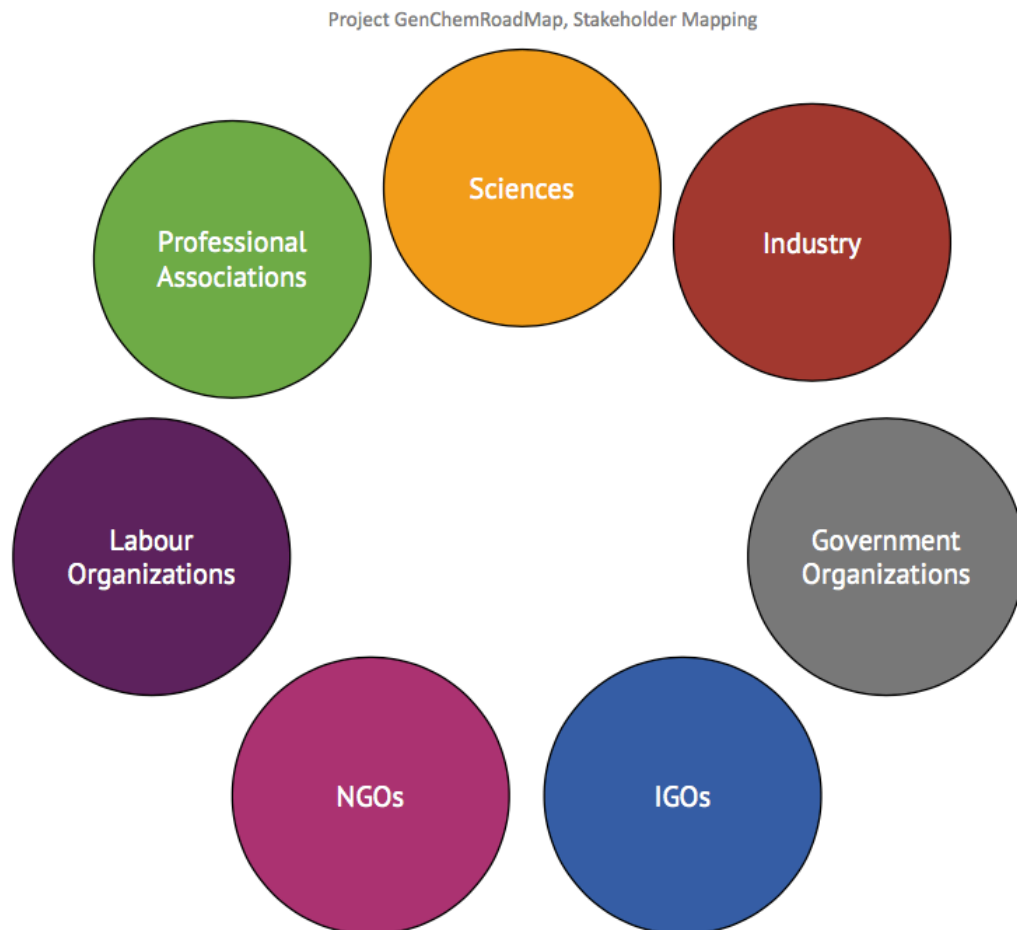


Figure 1 Stakeholder Mapping - example

In the third step, the power-interest matrix (by Johnson and Scholes, 1999), the relevant stakeholders are assessed based on their power and importance for the success of the project and their interest in the project, and then classified in a matrix. The goal is to understand which stakeholder needs to be involved and how.

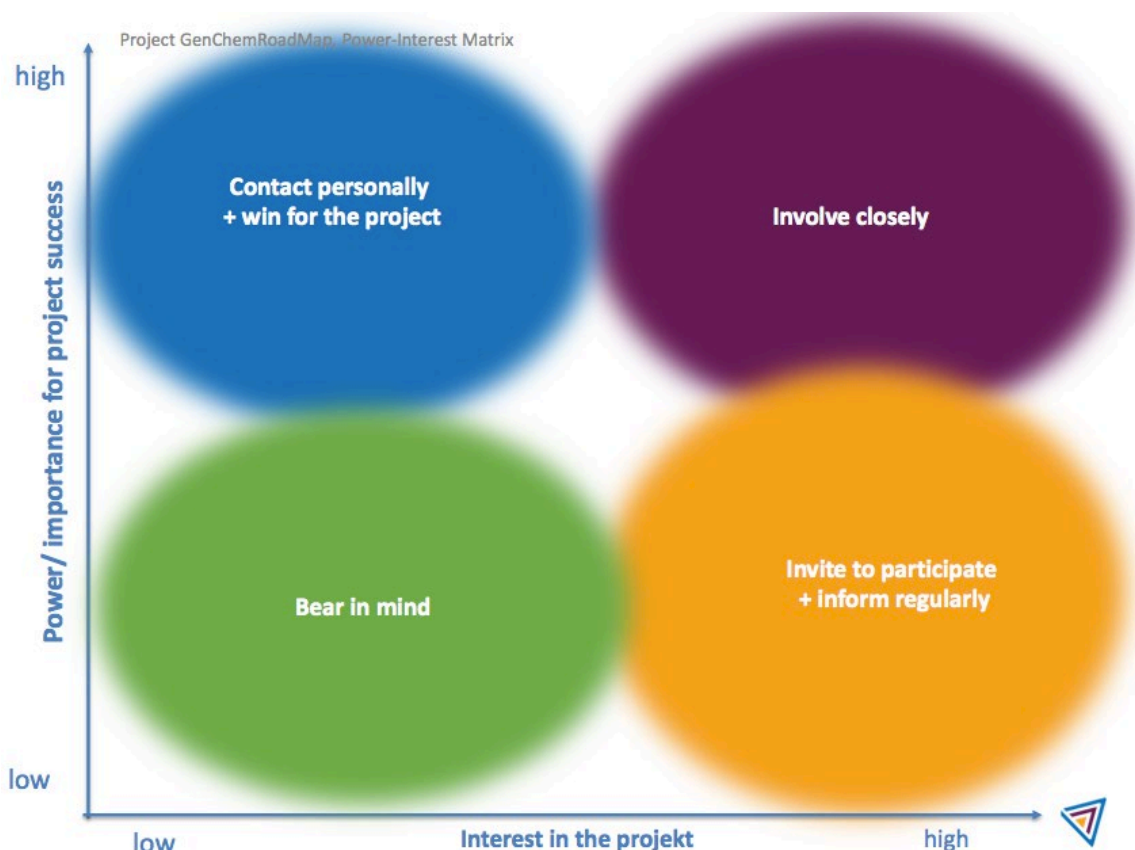


Figure 2 Power-Interest Matrix

Although conducting a stakeholder analysis can be somewhat time-consuming, it is not very difficult (and the bulk of the work can often be done by assistant staff). The method offers the National SAICM Focal Point a good opportunity to find supporters on the way to a gender-responsive chemicals management and to invite them to a first meeting.

### Useful Resources

- Brouwer, Herman and Brouwers, Jan, (2017) The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships. Companion to The MSP Guide, p.33.
- Wageningen Centre for Development Innovation (2012): Power-Interest Grid for stakeholder participation.



## Invite Supporters to a First Meeting

| Shaping chemicals management together in a gender-responsive way.<br>Round Table with Stakeholders |   |  |
|--|---|--|
| 2 Hours meeting – virtually or in-person   |   |  |
| 10min  | Welcome<br>Agenda   | SAICM National Focal Point   |
| 10min  | Brief Introduction<br><br>Gender dimensions in chemicals management   | If possible invite an expert on gen-der & chemicals, otherwise use information material from Step 1                                |
| 20min  | Gender and Chemical Road Map<br><br>Presentation of working steps   | SAICM National Focal Point   |
| 20min  | Gender and chemicals in our nation?<br><br>Panel Discussion   | SAICM National Focal Point<br><br>Representative(s) of Ministries Health, Women, Environment<br><br>Representative(s) of Women NGO |
| 30min  | Stakeholder Exchange<br><br>Interactive brainstorming with flipchart or problem gallery and ranking (see below) | All participants   |
| 15min  | What next?<br>Invitation to engage in next steps, create a mailing list with interested stakeholders            | SAICM National Focal Point   |
| 15min  | Reflection round<br><br>Closing   | All participants or some stakeholders  |

See also our event report of the first virtual meeting in Germany on the 20th of July 2021, where we used this agenda: <http://gender-chemicals.org/event-report-roundtable-genchem-roadmap>

## 2.2 Create Space for gender-sensitive Collaboration

In order to create a positive and (gender-)sensitive working atmosphere, we recommend to pay attention to the following activities and facilitation methods:

Before the meeting:

- Communicate with participants ahead of time to whom questions or accessibility needs can be raised and provide the contact info for technical assistance.
- Ask participants if there is a need for childcare and, if necessary, organize or hire some-one to do it
- Arrange the time and place of the meeting according to participants with care responsibilities.
- Schedule breaks for energizers, meals or coffee and care work.

During the meeting:

- Explain your guidelines of communication in the beginning. But don't spend too much time on this, as attention, which is particularly high in the beginning, can quickly wane.
- Ask if taking photos is okay for everyone, explain for what you will use the photos
- Note the number of female, male and gender diverse participants.
- Regularly invite participations who have not spoken yet to come in as well.
- Interrupt in a friendly manner whenever speakers or participants speak too long or have moved away from the actual topic.
- If people disrupt the meeting, ask them to be constructive and give them a clear warn-ing.

If you are doing the meeting virtually, we recommend you in addition to pay attention to the following activities:

- Ask if recording the webinar is okay for everyone.
- Explain your guidelines for online meetings in the beginning (see Figure 4).
- Monitor the chat throughout the sessions so that technical problems or substantive questions can be addressed and responded to directly.

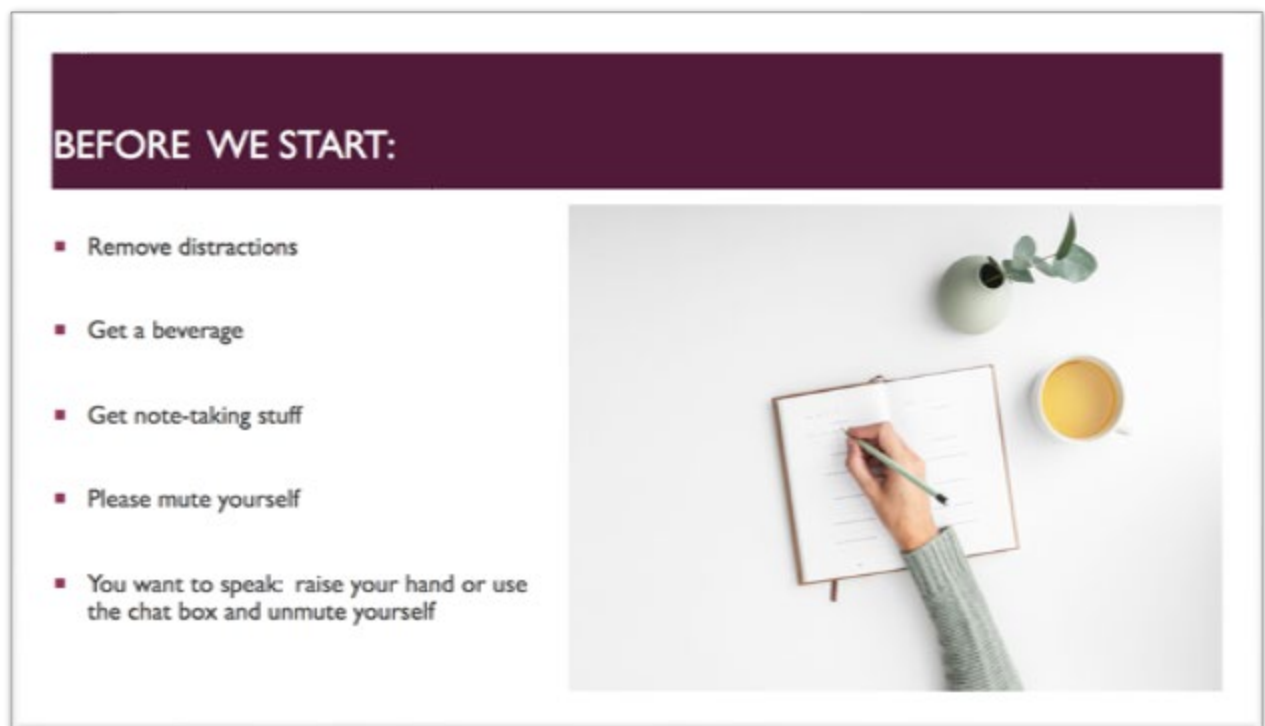


Figure 3 Example of guidelines for an online meeting

#### After the Meeting:

- Use blind carbon copy (BCC) and do not forward email addresses to everyone without agreement;
- Send all relevant material and results from the meeting to participants to ensure trans-parency (presentation, photos of flipcharts, recording..), and/or use a virtual platform as a repository for materials; and
- Small group meeting: send a draft of the minutes to all participants with a request for additions/changes.

#### Useful Resources

- Brouwer, Herman and Brouwers, Jan, (2017) The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships. Companion to The MSP Guide, p. 25.
- UN-REDD (2019): Checklist for Gender-Responsive Workshops.
- WEDO/ WECF (2020): Feminist Organizing Toolkit. Planning virtual meetings.

## 2.3 Develop a Common Understanding

### Brainstorming

**Objective:** The method of brainstorming is great to give participants space to dive into a subject and its many facets, to exchange their knowledge, experiences, connotations and ideas and to begin discussions.

**Implementation:** Brainstorming is a group problem-solving method that involves the spontaneous contribution of creative ideas and solutions. This technique requires intensive, freewheeling discussion in which every member of the group is encouraged to think aloud and suggest as many ideas as possible based on their diverse knowledge. A brainstorming session can be conducted online as well as in a face-to-face meeting, and might be structured by a few guiding questions. Brainstorming combines an informal approach to problem-solving with lateral thinking, which is a method for developing new concepts to solve problems by looking at them in innovative ways. Some of these ideas can be built into original, creative solutions to a problem, while others can generate additional ideas. Various graphic and facilitation tools/materials can be used for improved visualization, such as mind maps, word clouds or facilitation cards. In face-to-face meetings, working with flipchart paper and post-its or pin boards and cards is great, but the use of online tools is also recommended, especially in online meetings. During brainstorming sessions, participants should avoid criticizing or rewarding ideas in order to explore new possibilities and break down incorrect answers. Once the brainstorming session is over, the evaluation session which includes analysis and discussion of the aired ideas begins (e.g. you can ask participants to vote for their preferences with symbols or sticky dots), and solutions can be crafted using conventional means. Time required: about 45min - 1hr.

**Experiences from the German Stakeholder Round Table:**

A brainstorming session was conducted at our first virtual stakeholder meeting in Germany on the 20th of July 2021. A brainstorming board was prepared on 'Mural' to guide the process (see figure below). Participants discussed two guiding questions: "Which gender aspects are present in the respective chemical sector?" and "Which gender aspects do you consider to be particularly relevant in Germany?" in regard to various chemical sectors: textiles, cleaning agents, electronics, pharmaceuticals, pesticides/nutrition, building materials and cosmetics.

Participants were first given a brief introduction to working on the virtual board. They were then invited to turn to an area of their interest, note their ideas on virtual cards and post them. In Mural (as in other platforms offering virtual boards and similar spaces for online collaboration), it is possible to move around and post notes anonymously. In addition, participants were able to post content of very different lengths and scopes so that not only individual keywords but also longer statements were collected. Later on, participants were invited to highlight notes that they deemed particularly important with small exclamation marks, and participants had a discussion about priorities. Participants had the opportunity to add content on the digital board even after the meeting, and after one week, the final board was sent to all participants via email as a PDF attachment.



Figure 4 Example: Flipchart Board for the Stakeholder Round Table in Germany, the 20th of July 2021

### Problem Gallery and Problem Ranking (by [Women2030:2018](#))

**Objectives:** Problem Gallery allows to identify gender differentiated problems of women and men resulting from the gender specific division of labour and/or existing gender relations. Based on priorities women and men assign to these problems, Problem Ranking then helps to identify gender-specific needs.

**Process:** Participants work in separate groups of women and men. They are asked to list all problems they are experiencing right now. They are then asked to identify five top priority problems. Then both groups explain in plenary their choices and discuss if they can or cannot agree with the problems the respective other group has listed and prioritized. All are then asked to identify the most important problems. The facilitator notes these votes and initiates a discussion to check if everyone agrees with the priorities identified by the whole group. Time required: about 1-1,5 hrs.



2.5 Notes

List of stakeholders/(potential) working group members

| Name | Organiza-<br>tion | Stakeholder<br>group | Field of ex-<br>pertise | Power/ Im-<br>portance for pro-<br>ject success<br>(high/ middle/ low | Interest<br>in the project<br>(high/ middle/ low | Contact details |  |
|------|-------------------|----------------------|-------------------------|---|--|-----------------|--|
|      |                   |                      |                         |   |  |                 |  |
|      |                   |                      |                         |   |  |                 |  |
|      |                   |                      |                         |   |  |                 |  |
|      |                   |                      |                         |   |  |                 |  |
|      |                   |                      |                         |   |  |                 |  |

| Name | Organization | Stakeholder group | Field of expertise | Power/ Importance for project success<br>(high/ middle/ low) | Interest in the project<br>(high/ middle/ low) | Contact details |  |
|------|--------------|-------------------|--------------------|--|--|-----------------|--|
|      |              |                   |                    |  |  |                 |  |
|      |              |                   |                    |  |  |                 |  |
|      |              |                   |                    |  |  |                 |  |
|      |              |                   |                    |  |  |                 |  |
|      |              |                   |                    |  |  |                 |  |
|      |              |                   |                    |  |  |                 |  |

## **Brief Minutes of the Meeting**

During the meeting stakeholders discussed/are interested to work on the follow-ing interconnections of gender and chemicals:

draft for discussion

## **STEP 3: Gender Analysis**

STEP 3 gives you an overview how to implement gender mainstreaming as a cross-cutting task on the structural and content-related level in national chemicals management. It works on main action areas, namely: policy integration, gender-related data and information, capacity building, institutional coordination, and dedicated financial resources. Several working steps and key questions are included in order to analyse the current status and to plan and prioritise initial activities. Because mainstreaming gender is a complex and long-term or even continuous task, we advise you to:

→ begin with focussing on one or two chemicals sectors or problem areas in your country, e.g.: pesticides, textiles, pharmaceuticals, electronics or plastics. Criteria for identifying priorities might be: Importance in your county, interest in the issue in your working group, existing contact to experts with practical experiences, availability of data and research results on gender.

→ Divide the work in your working group, jointly prioritize the individual worksteps and determine who is responsible for which work step. Meet regularly to share the status of your work and plan the implementation of the initial activities.

Example on pesticides:

| Actions  | Current Situation   | Potential Activities/<br>Considerations  |
|--|---|--|
| <p><b>Examine consideration of gender in chemicals policy and chemical sectors</b></p> <p>Priority: low medium high <b>X</b></p> <p>Responsible: <span style="border: 1px solid black; padding: 2px;">NN. -<br/>Ministry of Environment</span></p> | <ul style="list-style-type: none"> <li>• The term "gender" is not yet mentioned in our principal documents on pesticides, but "to strengthen women's participation",</li> <li>• <i>Gender mainstreaming is generally desirable by all ministries, but not obligatory,</i></li> <li>• <i>The Ministry of Environment funded a women agroecology project 4 years ago</i></li> </ul> | <ul style="list-style-type: none"> <li>• include the goal of gender equality (SDG5) in principal documents on pesticides.</li> <li>• hire a gender mainstreaming expert in the Ministry of Environment</li> <li>• contact women's project and ask how gender equality can be promoted in pesticide law.</li> </ul> |

### 3.1 Policy Integration

| Actions   | Current Situation | Potential Activities/<br>Considerations |
|---|-------------------|---|
| <p>Examine the consideration of gender in chemicals policy and chemical sectors</p> <p>Priority: low / medium / high<br/>Responsible:</p> |                   |   |
| <p>Examine consideration of chemicals in gender policies and gender strategies</p> <p>Priority: low / medium / high<br/>Responsible:</p>  |                   |   |

|  |  |  |
|--|--|--|
| <p>Provide deeper analysis and guidance on actions/policies (see Step 4)</p> <p>Priority: low / medium / high<br/>Responsible:</p> |  |  |
|--|--|--|

### Useful Questions:



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 and/or discrimination of chemical policies been identified for all genders?

Are initiatives that address which chemicals are relevant routinely reviewed for potential impacts on all genders 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?

### 3.2 Gender-related Data and Information

| Actions  | Current Situation | Potential Activities/<br>Considerations |
|--|-------------------|---|
| <p>Examine use of sex-disaggregated data and gender indicators in chemical related sectors</p> <p>Priority: low / medium / high<br/>Responsible:</p> |                   |   |





### 3.3 Capacity Building

| Actions  | Current Situation | Potential Activities/<br>Considerations |
|--|-------------------|---|
| <p>Examine gender-sensitivity on the structural level</p> <p>Priority: low / medium / high<br/>Responsible:</p>  |                   |   |
| <p>Analyse gaps of gender knowledge in chemicals policy/sectors and of chemicals knowledge in gender policy/strategies</p> <p>Priority: low / medium / high<br/>Responsible:</p> |                   |   |

|   |  |  |
|---|--|--|
| <p>Analyse capacity building options and develop opportunities and actions for gender trainings</p> <p>Priority: low / medium / high<br/>Responsible:</p> |  |  |
|---|--|--|

## Useful Questions



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

Is meaningful participation of women and women's organizations ensured throughout research and planning, implementation and evaluation of chemicals policy?

Are key actors aware of the gender aspects of chemicals?

Are gender experts regularly involved in chemicals policy-making?

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

### 3.4 Institutional Coordination

| Actions   | Current Situation | Potential Activities/<br>Considerations |
|---|-------------------|---|
| <p>Examine existing mandates for gender mainstreaming of different chemicals related institutions</p> <p>Priority: low / medium / high<br/>Responsible:</p> |                   |   |

|   |  |  |
|---|--|--|
| <p>Analyse and develop systems that integrate gender into key existing coordination mecha-nisms</p> <p>Priority: low / medium / high<br/>Responsible:</p> |  |  |
|---|--|--|

## Useful Questions



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?

### 3.5 Dedicated Financial Resources

| Actions   | Current Situation | Potential Activities/<br>Considerations |
|---|-------------------|---|
| <p>Examine if frameworks, guidelines and mandates support or demand the integration of gender in chemical related budgeting and develop recommendations</p> <p>Priority: low / medium / high<br/>Responsible:</p> |                   |   |

### Useful Questions



Is incorporating gender a criterion for the allocation of public research and project funding?

Does the government undertake gender-responsive budgeting (see Glossary of terms)?

Is funding available to cover the costs of a further gender analysis and gender impact assessments, 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?

## Step 4: Gender Impact Assessment

STEP 4 offers one of best-known tools to provide deeper analysis and guidance on specific policies and projects. We have adapted it to the area of national chemicals management. You need this tool to work on STEP 3.1 above, but it might be useful in many other situations as well. Key questions and a checklist will guide you through the process.

The Gender Impact Assessment (GIA) is a key instrument of the political strategy of gender mainstreaming, originally developed in the Netherlands in the early Nineties (Verloo/Roggeband 1996). It is an ex ante evaluation or analysis of a law, policy or programme that makes it possible to determine, in a preventative manner, if its future implementation is causing negative consequences for the state of equality between women and men (EIGE 2018). The basic understanding of a GIA is “that the gender neutrality of political measures often has unintentional but highly consequential and often negative impacts on gender relations in a society and on men and women themselves” (ISOE 2002, p. II). Thus, the central question of GIA is: “Does a policy measure reduce, maintain or increase the gender inequalities between women and men?” (EIGE 2018).

The German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU) developed a GIA model for environment policy in 2004, in collaboration with the Institute for Social-Ecological Research: The environmental Gender Impact Assessment is the specific review of an environmental policy measure by using a GIA stage model. Its main stages are:

- **Relevance (Pre-Test):** In the first step, it is checked whether the implementation of a GIA is relevant to the examined policy measure or not. Are persons directly or indirectly affected by the measure or parts of it, and if so, to what extent? This step allows to decide if a GIA should be conducted or if it is not necessary.
- **Gender Impact Analysis (Main Test):** In the second step, the gender impacts are being analysed. Which factors of the policy measure are influencing women and men and/or gender relations? The aim is to provide a detailed description of relevant gender aspects of the examined policy measure that will lay the foundations for the subsequent rating.
- **Rating and Voting:** In the third step, the analysed gender impacts are being evaluated and improvements can be developed. At the end, these are again examined: Are gender aspects sufficiently taken into account when implementing the resulting recommendations? Is gender equality addressed better by the measure than it was before the measure?

GIA has enormous potential in this regard: beyond avoiding negative effects it can also be used in a transformative manner as a tool for defining gender equality objectives and formulating policies that proactively promote gender equality. It is important to understand sex differences and gender differences in terms of roles and identities so that we can improve chemicals and waste management.

But we can go one step further: We also need to understand structural causes of gender inequalities, environmental degradation and pollution. Gender injustices and gender inequalities are symptoms of androcentric structures in societies. Using GIA helps to see these connections and to find better solutions.<sup>1</sup>

---

<sup>1</sup> If you want to dive deeper into the issue, we recommend you to have a look into the analytical framework for gender dimensions of environmental policies, by Spitzner et al. (2020), p. 29.31.



For working with GIA, we advise you to:

→ Choose one or two specific policy measures or projects in your focused chemical sector or problem area from STEP 3.

→ Work together with your working group, especially with gender experts or women's organizations.

→ Please note: By looking at respective data on women and men in the GIA, we aim to better understand different life situations and the potential impact of policies. Additionally, it helps us to identify gender data gaps. At the same time, the dilemma remains that gender-differentiated studies may indirectly reproduce socially constructed gender binarity, which means the classification of gender into two distinct, opposite forms of masculine and feminine, and exclude gender-diverse people (see section on "Gender" in the Glossary of Terms).

#### Useful Resources

- European Institute for Gender Equality (EIGE) (2018): Homepage: <http://eige.europa.eu/gender-mainstreaming/methods-tools/gender-impact>.
- Institute for Social-Ecological Research (ISOE) (2002): Gender Impact Assessment in the Field of Radiation Protection and the Environment. Concluding Report.
- Spitzner, Meike et al. (2020): Interdependente Genderaspekte der Klimapolitik. Gender-gerechtigkeit als Beitrag zu einer erfolgreichen Klimapolitik: Wirkungsanalyse, Interdependenzen mit anderen sozialen Kategorien, methodische Aspekte und Gestaltungsoptionen. Abschlussbericht. Umweltb.
- Verloo, Mieke/Roggeband, Connie (1996): Gender Impact Assessment: The Development of a New Instrument in the Netherlands. In: Impact Assessment 14/996, 3-20.



## 4.1 Definition of the Policy Purpose

Define the purpose of the planned policy, law, or project and 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?*

Notes:

## 4.2 Checking Gender Relevance

Check whether the implementation of a GIA is relevant to the examined policy measure or not by estimating the effects of the implementation of the policy on gender equality and gender re-lations.

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.)?*

**Notes:**

**Might the policy measure have effects on women/men or gender relations?**

☐

Yes/not sure → the next steps below are necessary to make the policy gender-sensitive/-responsive

☐

No → the next steps are not necessary but they could improve your gender activities

### 4.3 Analysing Gender Impact

Analyse which factors of the policy measure are influencing women and men, as well as gender relations. Do this by collecting sex/gender-disaggregated data and and/or conducting interviews to get primary data and a deeper understanding of the experiences from women and men on the ground.

It may help to use the following questions:

*Will gender-based health risks be reduced? If yes, how?*

*Will the unequal distribution of income between women and men change? If yes, which changes do you expect?*

*Will the unequal use of time between women and men change? If yes, which changes do you expect?*

*Will women's perception of security be improved? If yes, which changes do you expect?*

*Will women's employment rate be increased? If yes, which changes do you expect?*

*Will gender segregation of the labour market be reduced? If yes, which changes do you expect?*

*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?*

*Is the planned intervention addressing the needs of both women and men, taking into account their different interest, roles and positions?*

*Further notes:*

draft for discussion

draft for discussion



## 4.4 Assessing Gender Impact

Assess the identified effects.

Question: Are the impacts of the initiative on gender equality neutral, positive or negative? Tick the boxes below; add boxes if needed.

| Impact on...              | gender-neutral | gender-positive | gender-negative |
|---------------------------|----------------|-----------------|-----------------|
| health                    |                |                 |                 |
| income                    |                |                 |                 |
| care work/<br>use of time |                |                 |                 |
| security                  |                |                 |                 |
| labour market             |                |                 |                 |
| consumption               |                |                 |                 |
| education/<br>information |                |                 |                 |
| human rights              |                |                 |                 |
| decision-making power     |                |                 |                 |
| ---                       |                |                 |                 |
| ---                       |                |                 |                 |

## 4.5 Findings and Recommendations for Improvement/Implementation

Identify conclusions in terms of the impact on women and men, develop recommendations and follow these instructions during the implementation.

Question: *How can gender equality be strengthened with this particular policy measure?*

Conclusion from the gender impact assessment:

draft for discussion

New recommendations for the policy measure:

draft for discussion

## 4.6 Evaluation

Evaluate the implementation of the gender impact assessment and the new recommendations for your policy measure together with gender experts or in your group.

*Are gender aspects sufficiently taken into account within the newly identified recommendations?*

*Is gender equality better addressed by the intervention than before the measure? In what way?*

*What is still lacking? Which further aspects should and/or could be improved in the future?*

*What would you like to share with other SAICM National Focal Points?*

## Further Information and Tools

## Challenges – How to overcome them

Integrating gender is a promising activity but not always easy. The following describes common challenges and potential solutions for addressing them.

### Lack of interest

Most stakeholders working in chemicals management are not primarily concerned with gender. Often, people simply know very little about gender issues. However, gender mainstreaming offers a wealth of tools and approaches for cooperation and sustainable development – hence, there is a lot of potential for enhancing the sound management of chemicals and wastes in general as well.

→Potential solution: Demonstrating the relevance and potential benefits of gender mainstreaming can generate interest among colleagues and stakeholders. Offering studies and publications, online courses or webinars on the interconnection of gender and chemicals can help raising awareness. Have a look at our lists of resources in Step 1.

### Differences in understanding and language

Gender is a complex issue, and there is a variety of concepts and definitions. Even among expert, it can be difficult to develop a shared language and understanding.

→Potential solution: A first meeting with stakeholders to get into exchange on gender and chemicals and its relevance in your country as well as trainings with gender experts can help develop a shared understanding, and are particularly use in the beginning of the process. Lengthy discussions about wording can be avoided using effective facilitation.

### The 'gender ideology' accusation

Gender is a political issue – it's about changing inequalities and power relations. This is why gender is often at the center of political debates. On the other hand, gender is a very personal issue, and it affects everyone. In this complex entanglement people feel sometimes misunderstood, may become nervous, or feel personally attacked. In turn, some people and political parties/movements accuse gender studies of being unscientific or merely an ideology.<sup>2</sup>

→Potential solution: The change in gender relations is part of historical developments and it's important to debate it in our societies. It is key to demonstrate determination to involve everyone – people of all different backgrounds, knowledge and personal and cultural experiences. Sometimes a personal conversation or telephone call might help to find common ground and is better than a quasi-public debate.

### Complexity of gender and other dimensions of inequality

Gender is a social variable, which cuts across other social variables such as age, ethnicity, class, religion, disability and sexual orientation. Intersectionality refers to the fact that these social variables interact. For instance, a woman is never merely a woman but always has a certain ethnicity, age, sexual orientation, etc. Trying to consider all these different inequality aspects can lead to feeling overwhelmed, especially in the practical implementation.

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<sup>2</sup> For a substantive discussion of the ideology accusation we recommend the publication "Gender, Scientificity and Ideology" (2014) by Frey et. al.

→Potential solution: Keep in mind that all social categories are interconnected and can lead to overlapping forms of discrimination. Try to include this consideration at least in some areas of your work and begin with those aspects that you regard as most relevant. Collect research gaps, questions and data on intersectionality that you come across for future activities.

Lack of capacities and decreasing motivation

Considering and integrating gender aspects is highly desirable but a long-term and sometimes challenging process. Over time, motivation and engagement can decrease, particularly among stakeholders who are working on gender voluntarily and in addition to their full workload.

→Potential solution: It is key to consider and respect capacity limits, e.g. due to care obligations that stakeholders (often women) may have in their personal and family lives. Institutionalizing gender activities through creating a specific desk or role (e.g. national gender focal point) can relieve people from time-consuming parts of the work, and help keep up their motivation to implement gender activities in the long run.



## Basic Gender Indicators for Project Design

The following basic indicators can be used to assess the integration of gender in a project, and to identify future needs.

| Level                | Indicators   | Assessment  |
|----------------------|--|---|
| Organisational level | <ul style="list-style-type: none"> <li>• Equal representation of women and men/increasing participation of women.</li> <li>• There are women in leadership positions.</li> <li>• Women's organisations/gender experts are gaged</li> <li>• Attention is paid to gender-sensitive cation</li> </ul>   | Yes/no<br>Yes/no<br><br>Yes/no<br><br>Yes/no  |
| Content level        | <ul style="list-style-type: none"> <li>• A gender analysis/gender impact assessment has been conducted</li> </ul> <p>If gender has been confirmed as a relevant dimension through gender analysis/ gender impact assessment:</p> <ul style="list-style-type: none"> <li>• Organizer(s) gives a public commitment statement on gender equality.</li> <li>• Gender activities are being undertaken.</li> <li>• A gender-sensitive project plan has been developed.</li> <li>• Gender-sensitive monitoring is being conducted, using specifically developed indicators.</li> <li>• Gender-disaggregated data are being generated.</li> <li>• There is an appropriate budget for gender activities.</li> </ul> | Yes/No<br><br>If irrelevant, no assessments from here onwards<br>Yes/No<br><br>Yes/No<br>Yes/No<br><br>Yes/No<br><br>Yes/No |

Assessment:

Mostly Yes: gender is taken into account. The project can contribute to gender equality and demonstrate results and measures towards gender justice by the end of the project.

Yes and No in equal measure: gender is partly taken into account; it is likely to contribute to gender equality to a certain extent.

Mostly No: the project is gender-blind; project activities will likely not contribute to gender equality; it could even contribute to maintaining unequal power relations between women and men or exclude certain stakeholder groups from participating or benefitting.

## 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, behaviours, 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 budgeting gender budgeting is an application of gender mainstreaming in the budgetary process. It involves conducting a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process, and restructuring revenues and expenditures in order to promote gender equality. In short, gender budgeting is a strategy and a process with the long-term aim of achieving gender equality goals.

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-centred 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. Main-streaming 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 con-sidered 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 re-sources, specific impacts of the global economy, occurrence of conflict or disaster, and other lo-cally 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 peo-ple'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 |  |
|--|--|
| gender-blind                               | no gender analysis in project planning; project does not take into account different gender roles and different needs<br>→ might reinforce gender              |
| gender-neutral                             | gender analysis showed that gender is not relevant, women and men participate and benefit equally<br>→ status quo is maintained by the project                 |
| gender-sensitive                           | gender roles and diverse needs of women and men are taken into account<br>→ project contributes to gender equality, mostly in the pro-ject's thematic context  |
| gender-responsive/-trans-formative         | the project aims to change the deep-rooted structures under-pinning gender inequalities<br>→ project transforms gender relations                               |
| projects focusing on gender equality       | gender actions and/or empowering women and girls are the focus of the project<br>→ mostly with direct connection to the women's movement and a feminist agenda |

## Additional Guidance and Toolkits

Gender and Water Alliance/Women2030 (2018): #Women2030 Master Manual for Training of Trainers: Building knowledge, skills, and capacity to implement gender-responsive SDGs.

GenderCC (2009): gender into climate policy. Toolkit for climate-experts and decision making.

GenderCC (2018): Gamma - Gender Assessment and Monitoring of Mitigation and Adaptation.

Hemmati/Holthaus (2019): Gender in Multi-Stakeholder Partnerships (MSP).

UNDP (2015): Gender Responsive National Communications Toolkit.

UNDP (2019): Gender Analysis and Nationally Determined Contributions (NDCs).

UNEP (2021): Incorporating gender dimensions into national strategy setting in chemicals management for Minamata Convention National Action Plans for ASGM and Stockholm Convention National Implementation Plans.

UN Women/Sida GRB Project/Friederich Ebert Foundation (2016): Gender-Responsive Budgeting: Analysis of Budget Programmes from Gender Perspective.

WECF (2018): The gender impact assessment and monitoring tool.

## Well done! - Please share your experiences!

Thank you for working with this guidance for a gender-responsive national chemicals policy. We hope the workbook was useful!

We recommend you celebrate your achievements and enjoy communicating them to the outside world! Share your activities with your respective SAICM Regional Focal Points, present your activities at regional and international meetings, and become a member of our "Women and Gender at SAICM" Group to help other SAICM National Focal Points and the SAICM process benefit from your experience.

Feel free to share your experiences on twitter under the hashtag  
#GenderChemicalsRoadMap

If you have any questions, suggestions, or feedback, please don't hesitate to contact us:  
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draft for discussion



Download the Gender and Chemicals Road Map  
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