

Integrating a Gender Perspective in the Sound Management of Chemicals and Waste

Regional Preparatory Meeting Training Session

Date, Location

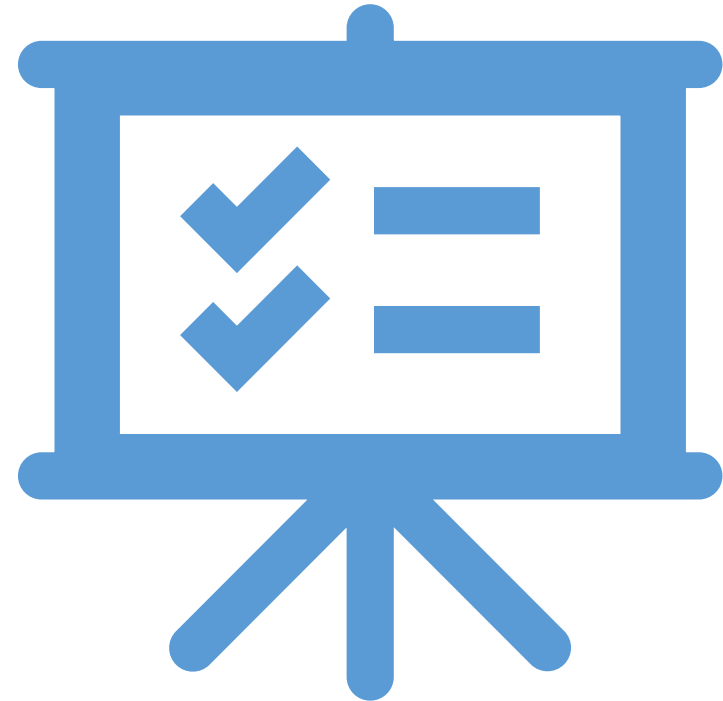
The Programme

Time	Session
09:00 – 09:30	Welcome and Introductions Objectives of the training session Group exercise
09:30 – 10:00	Gender, equality, mainstreaming, gender gap, empowerment : What does it all mean? <ul style="list-style-type: none"> - Within the UN system - For the BRS Conventions - From a chemicals and waste perspective
10:00 – 10:30	Let's hear from you: regional perspectives on gender mainstreaming
10:30 – 10:45	<i>Mid-morning break</i>
10:45 – 11:15	BRS track record in gender mainstreaming Short film
11:15 – 12:00	Taking it forward: the theory and the practice Group exercise
12:00 – 12:15	Resources available What other tools do you need?
12:15 – 12:30	Wrap-up and honest (!) feedback



Objectives of the training session

- To improve our understanding of:
 - Gender, equality, mainstreaming,...
 - The relationship between gender, chemicals and waste
 - How gender equality contributes to the sound management of chemicals and waste
 - How to put it into practice



Group exercise





Some definitions

Gender

The term *gender* refers to socially defined **roles and identities** of women and men that:

are socially constructed

are culturally learned

can differ across and even within societies and cultural contexts

are changeable and adaptable over time.

In contrast, the term *sex* refers to the **biologically defined differences** between women and men.

The attributed gender role of a person generally determines their rights, responsibilities and opportunities, as well as their decision making powers.

Gender equality

Achieved when women and men, girls and boys enjoy **equal rights, responsibilities and opportunities** and participate equally in society.

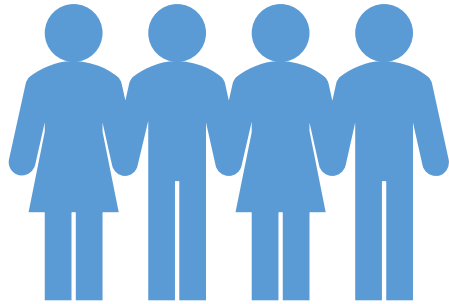
Women and men have equal opportunities in all spheres of life and equal access to and control over resources and services.

The state in which men and women are able to fully and equally exercise their human rights.

Results when there is no discrimination on the basis of a person's sex.



Gender mainstreaming



- A strategy that integrates women's and men's different concerns and interests into the planning, implementation, monitoring and evaluation stages of all policies, programmes, projects, policies and laws at all levels and in all economic, political and societal spheres.
- Programmes or services are analysed and evaluated regarding their impacts on gender equality.
- Appropriate action is taken to achieve gender equality so that women and men benefit equally.
- Ultimate goal is to achieve gender equality.

Gender gap

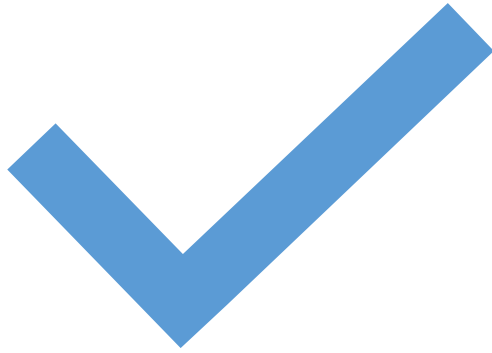


Any disparity and inequality between women's and men's condition due to their position and role in society.

It concerns inequalities with respect to:

- level of participation,
- access to opportunities,
- rights,
- power to influence and make decisions,
- incomes and benefits,
- and control and use of resources.

Empowerment



To be empowered, a person must not only have **equal capabilities** (such as education and health) and **equal access to resources and opportunities** (such as land and employment), but also have the **agency to use these rights**, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).



What does it all mean?



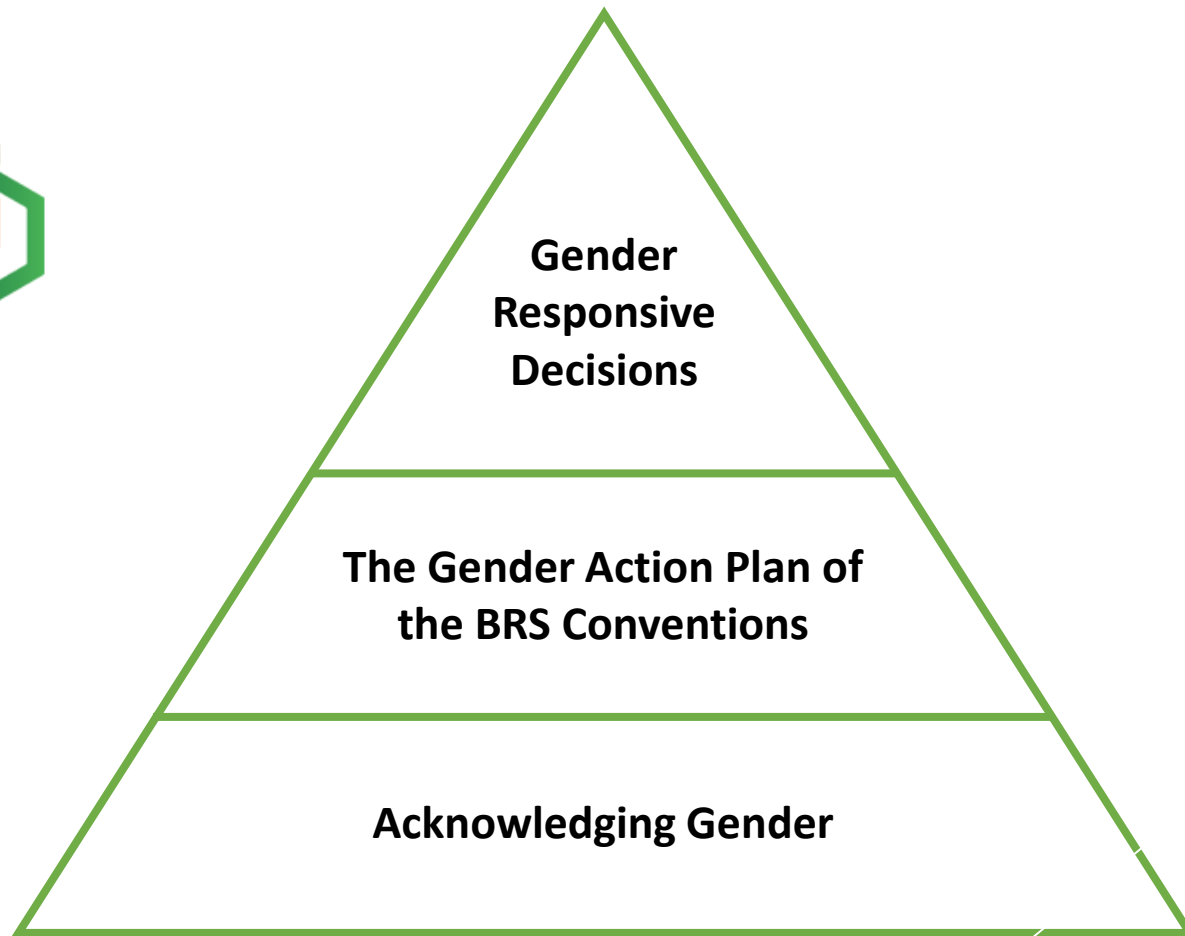
Gender in the UN

International mandates passed in the last 20 years have required UN member states to *integrate gender into environmental management*:

- ✓ Principle 20 of the Rio Declaration (1992)
- ✓ 1995 Beijing Platform of Action
- ✓ Paragraph 20 of the UN Millennium Declaration
- ✓ Paragraph 20 of the Johannesburg Declaration
- ✓ 2005 World Summit Outcome document: The Future We Want
- ✓ 2012 Rio+ 20 Outcome document
- ✓ SDGs - Goal 5 Target 5a
- ✓ Within the UN system: UN System-wide Action Plan on Gender Equality and the Empowerment of Women



From a BRS perspective



Provides the guiding framework to ensure that gender concerns are mainstreamed throughout the work of the BRS Conventions.

Objectives

The plan envisions gender equality as “an integral part of the implementation of the Basel, Rotterdam and Stockholm conventions, including the secretariat”.

Promote the consideration of gender issues in hazardous chemicals and waste management at the national and regional levels

Develop an understanding and support from BRS staff on the issue of gender equality

Ensure that the Secretariat's programmes and projects are planned and implemented from the gender equality perspective

Support staff in achieving a sustainable work-life balance

BRS Gender Action Plan (BRS GAP)

BRS GAP Activities



• Secretariat level

- Establish a Secretariat internal baseline on gender issues
- Communicate widely about the GAP
- Training and skill development on gender-related issues
- Create a working environment which is supportive of the work-life balance of staff

BRS GAP Activities



- **With our partners**

- Establish a baseline on gender issues in projects and programmes
- Include gender components in Secretariat's programmes and projects
- Improve awareness of gender dimension in chemicals and waste
- Capacity building
- Promote gender balanced meetings

Indicator 2: Party delegates at COPs

2013 COP

There were 894 Party delegates at the 2013 BRS COP; the gender of 10 individuals could not be confirmed, bringing the sample size to 884. Of these participants, 355 (40%) were women (Figure 7).

2015 COP

There were 842 Party delegates at the 2013 BRS COP; the gender of one individual could not be confirmed, bringing the sample size to 841. Of these participants, 381 (45%) were women (Figure 8).

Figure 7: Party Delegates at the 2013 BRS COP

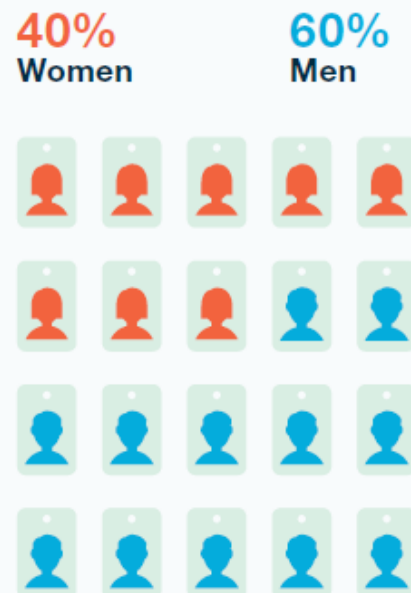
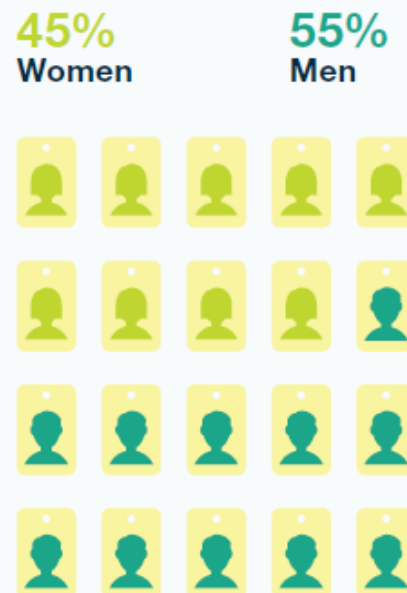


Figure 8: Party Delegates at the 2015 BRS COP



Gender responsive decisions

- **2017 COPs** - Parties adopted decisions BC-12/20, RC-8/13, SC 8/23 on gender mainstreaming
 - Women and men are equally involved in the implementation of the three conventions and are represented in their bodies and processes, and thus participate in decision-making on gender-responsive hazardous chemicals and waste policies.



From a chemicals and waste perspective

Biological Factors: Different Physiology Affects Exposure and Impacts

Women:

- Biologically more sensitive to pesticides than men
- Women have time periods (e.g. adolescence, pregnancy, lactation, and menopause) during which they are more vulnerable to the exposure to chemicals
→ major health impacts

Men:

- Exposure to environmental toxicants (particularly in industrialized countries) can affect their reproductive health.
- Environmental factors linked to the use of chemicals are one of the major causes of more than 76 % of male infertility cases.

Babies:

Women's exposure to various harmful chemicals can result in serious consequences for their babies.

Examples: chemicals transferred during fetal development can cause lifelong harm, such as birth defects, and childhood and adult diseases.

A growing number of chemicals have been shown to exert multigenerational and transgenerational effects.

Gender norms and roles



Culturally valued gender identities

Social norms

Household activities

Work exposure

Decision making processes

Cultural and social norms

Due to cultural norms, **women are the number one users of cosmetics** and personal care products. These products often include dangerous and toxic ingredients. Women use an average of nine personal care products each day, exposing themselves to a mixture of over 100 different chemicals.

Due to poverty, lack of social protection, access to information and resources, and their precarious conditions of work, **women are more vulnerable to chemical exposure**. They are often employed in less valued segments of the economy and informal sectors, are paid less and do not have as much health protection as men.

Example:

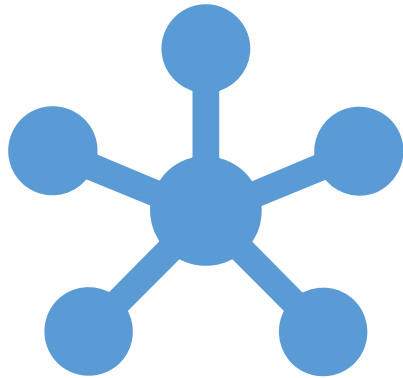
large majority of the 1.5 million waste collectors in India are women and girls from socially marginalized groups, who are regularly exposed to infectious and toxic materials from open burning.

Household activities



- Most cleaning and household management-related activities are performed by women
→ more likely to be exposed to toxic chemicals found in cleaners, insecticides, and other similar products
- Women traditionally wash clothes and may be exposed to pesticides through washing the clothes of her male partner who has been exposed to pesticides while at work

Work exposure



Women are exposed to specific chemicals even when they do not directly apply them, due to the type of activities they participate in within various industries, from health care to small scale artisanal production.

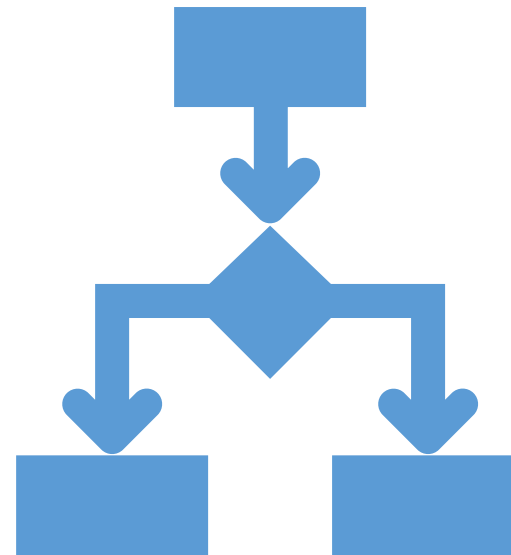
Example:

women generally represent the majority of workers in the pharmacy and nursing sector, administering care or conducting medical tests.

→ increases their chances of being exposed to chemical agents used

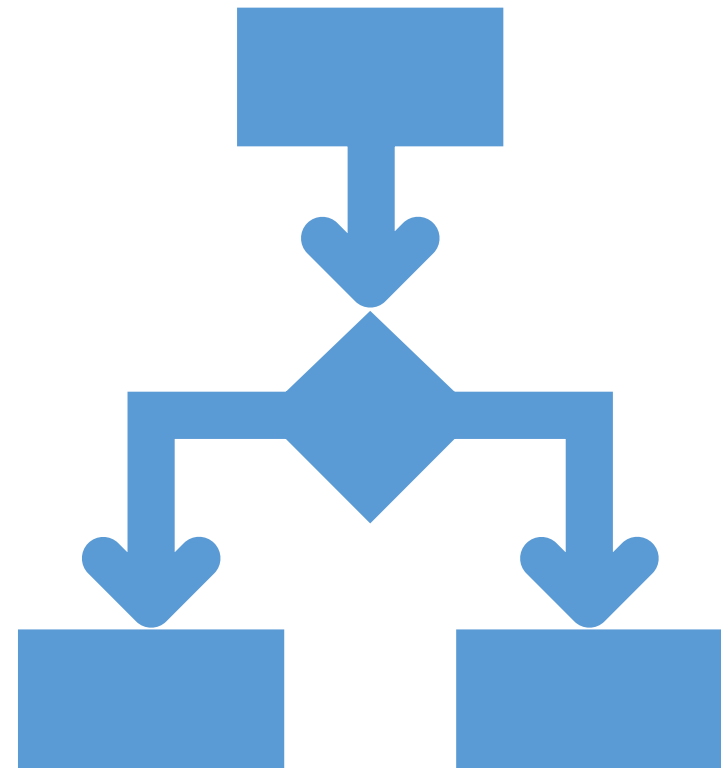
Participation in decision-making

- **Different abilities to participate.**
 - Given gender biases in education, women and men often have varying literacy levels. Women are less involved in local decision making institutions



Decision-making processes

- Of 150 National Implementation Plans under the Stockholm Convention on Persistent Organic Pollutants,
 - only 2 % characterize women as “agents of change”,
 - while 41 % consider them as “vulnerable”,
 - 33 % as “beneficiaries”,
 - and 35% as “stakeholders”.



Differences exist in accessing information

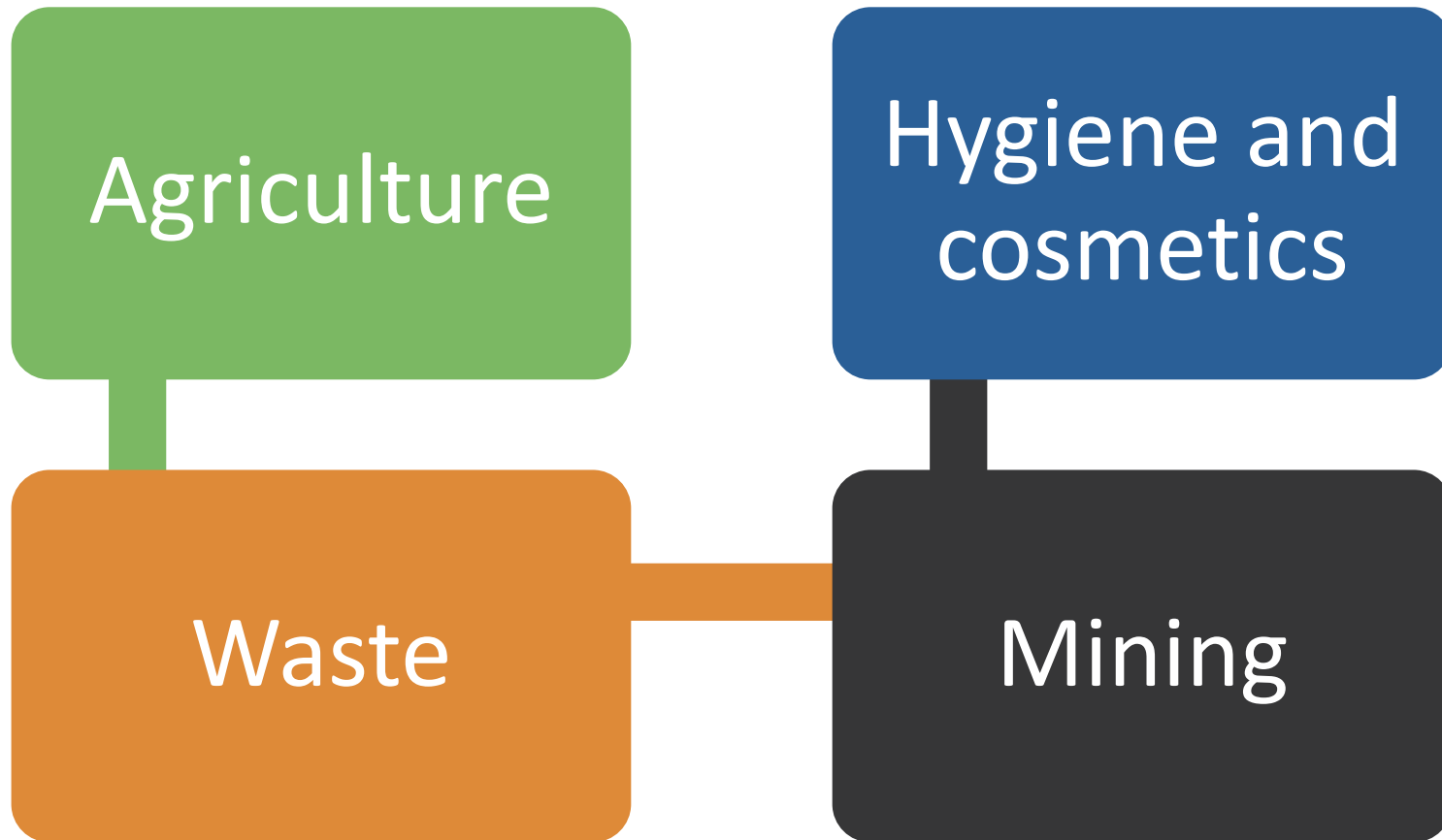
related to:

- capacity to understand the information
- availability of the information (e.g. easily understandable; medium through which the information is made available)

- Illiteracy (often higher in women than men)
- work loads and time burdens may provide obstacles to information access

Access to information

Different industries : Different impacts



Agriculture

The increasing industrialization of agriculture and the unsustainable use of fertilizers and pesticides have a high impact on human health and on the environment

- Women represent about **70 % of the agricultural labor force** in developing countries
→ shoulder large part of the burden of the injuries and the use of toxic chemicals in this sector.

In some countries, women make up 85 % or more of the pesticide applicators on commercial farms and plantations.

Example: estimated 30,000 women in Malaysia spray pesticides on an average of 262 days per year. 80 % of the spraying is carried out with leaky hand-held equipment.

The gender (uninformed) impact:

- Female farmers and workers often **do not know what kind of pesticides** and chemicals they deal with and how dangerous they are for their and their children's health.

Example: a survey of female rice farmers in Thailand

- women lack basic training in handling pesticides
 - often unequal power in the household and, typically, men make the decisions about new technologies and strategies for their farms.
-



Waste

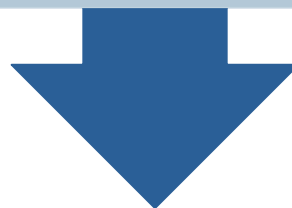
Waste contains and releases highly toxic chemicals that may be life and health threatening

→ Especially for women and children who tend to be responsible for waste management and sorting in their households and communities. Differences in the distribution of responsibilities, resources and barriers between women and men, often lead to different needs and preferences related to waste management.

Example:

Men: may prefer a drop-off central collection point system

Women may prefer door-to-door collection, due to time constraints because of multiple roles and responsibilities, related to formal and informal work, career and domestic tasks, and the limited mobility imposed sometimes by social expectations.



Following the waste cycle:

At home:

Local uncontrolled dumpsites or carrying out hazardous disposal practices (e.g. open burning of waste)

→ **risk for women's and children's health**, who are typically responsible for dealing with household waste

Community level:

In absence of adequate waste management services, women take on the **responsibility for community sanitation**

Tasks:

- cleaning,
- sweeping the streets
- primary collection of waste.

Waste management services:

When cleaning services/ waste collection services are contracted to private enterprises or institutionalized

→ often men get the jobs, because of general perception that formalized (and therefore paid) work in waste management is a “man’s job”.

→ **denies women the opportunity** to earn a living or improve their position

Mining

Mercury exposure

- Mining and post extraction treatment
→ primarily assumed by men, especially in industrial processes.
- Women are more involved in work surrounding the mining
→ provision of food supplies and amenities.
- Women mostly work in post extraction work in small scale artisanal mining, such as cleaning and treating the minerals. Depending on the mineral, numerous chemicals are used in the process.
- An important chemical used in the gold mining industry is **mercury**.
→ differentiated impacts on men and women.



Facts & Figures

- Artisanal small-scale gold mining is a way to survive for an estimated 10-15 million miners in 70 countries, including approximately 3 million women and children.
- Work conditions have a significant impact on health:
 - **Children** are also affected right from conception and birth, when women participate in mining activities, as well as when they are taken to the mining areas.
- **Example:** In Africa, women represent 40 to 50 % of the workers in small scale artisanal mining and are mostly engaged in post extraction jobs, which take place in the most toxic environments.

Hygiene and cosmetics



- Women represent the broadest share of end users for cosmetic products.
→ more exposed to the chemicals, including heavy metals.
- **Mercury and lead** are among the chemicals of highest concern, due to their health impacts during pregnancy.

What are the health risks?

- Men and women: differently physically vulnerable to the use of hygiene products and cosmetics.
→ Due to: gender roles, and related social pressure impacting the decision that determines the use of cosmetics and risk related behaviors.
 - Studies stress the presence of low-level concentrations of potential reproductive or developmental toxicants in cosmetics and personal care products
→ lack safety data
 - Most cosmetic products do not disclose the presence of hazardous chemicals within their labels.
→ If labeled, they include technical language.
- Health impacts:
- | | |
|------------------------|--|
| • Skin rashes | • Headaches |
| • asthma | • cancers |
| • endocrine disruption | • damage to the brain, the nervous system, the kidneys and the liver |
| • fertility effects | • still births |

In summary



- We are all exposed daily to a variety of different chemicals, and wastes
- Biological differences, cultural norms, socio-economic factors all influence the way men and women are impacted by chemicals and wastes and their consequent health impacts
- As women are disproportionately affected, we need to understand these differences and correct for them in our programming

1

Your understanding
of gender equality
and gender
mainstreaming

2

What does it look
like in your region?

3

Do you think its
important for your
work? Why, why
not?

Regional perspectives on gender
mainstreaming

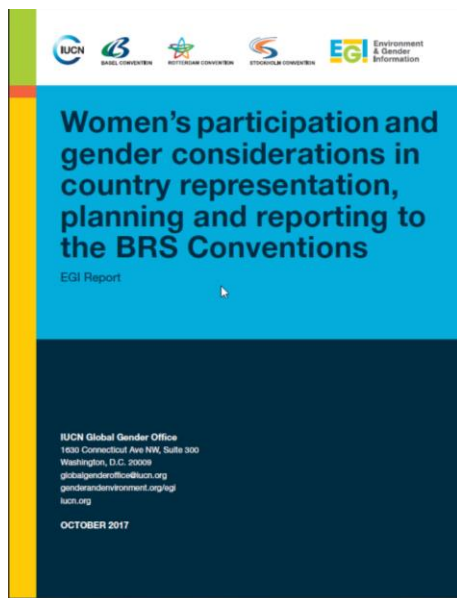


BRS track record
in gender
mainstreaming

BRS track record in gender mainstreaming

IUCN Gender Report

Women's participation and gender considerations in country representation, planning and reporting to the BRS Conventions



Gender Pioneer Awards



Amrita Chatterjee is an adept professional in risk management, development communication and human rights and a gender green activist with a decade of experience in community outreach and rights-based inclusive development in the Indian Eco-region of South Asia. She is currently undertaking a PhD thesis entitled "Model of environmental communication with gender perspectives in climate conflict". Amrita serves as Director for the South Asian Forum for Environment, a regional civil society organization. She is proficient in building social entrepreneurship opportunities for marginalized women and also actively works on women's empowerment and rights. Her pioneering work is entitled 'Resolve Trash2Cash', a ground-breaking programme on solid waste management that creates livelihood opportunities for the poor, in particular, waste scavengers in landfills. Amrita was awarded the UN Habitat Youth Award in 2014 and March International Women's Award in 2015. Under her leadership, Resolve Trash2Cash, received UNFCCC's Momentum for Change, Lighthouse Activity Award in 2014.

#Detox #GenderPioneer



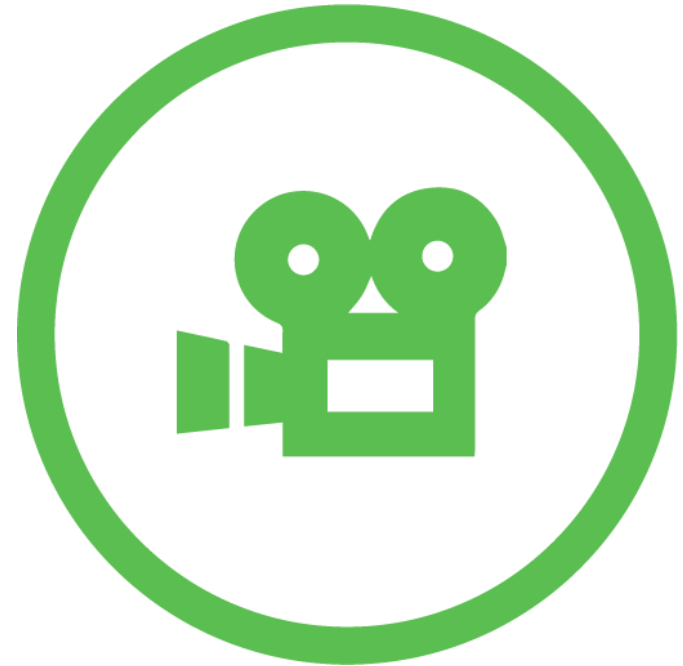
Scoping Study in Indonesia

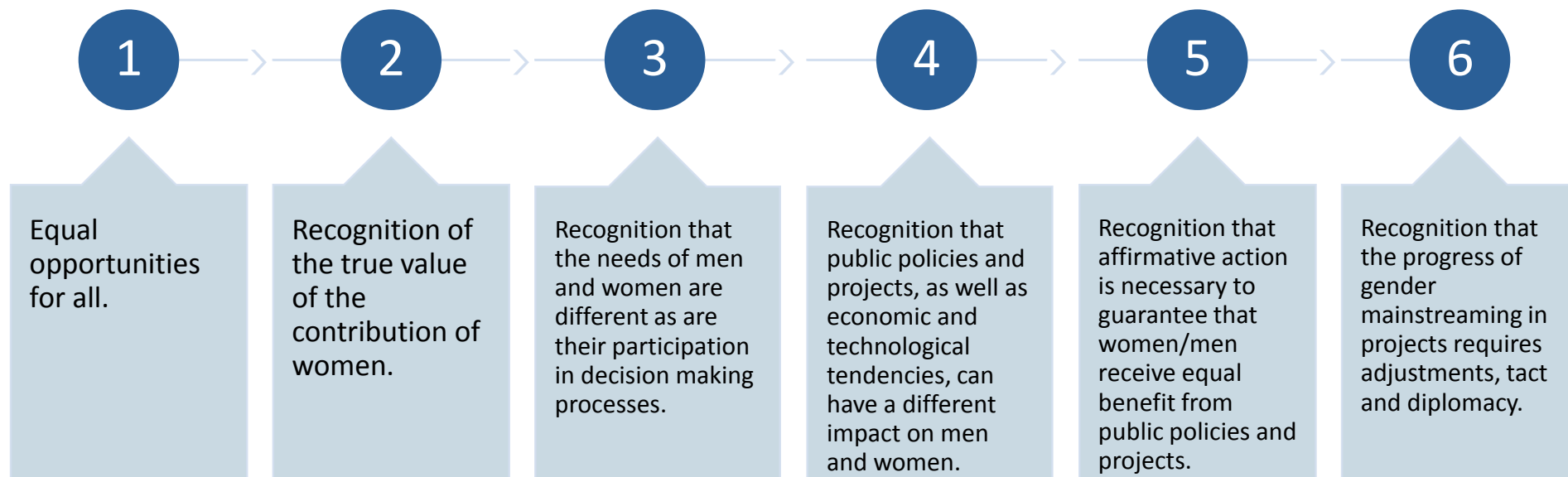


Gender heroes



Short film





Gender mainstreaming in projects and programmes

Within the project cycle

Assessment

Design

Implementation

Monitoring

Evaluation

Consider the
informal
recycling sector



Scenario

- Cities in low and middle income countries often have a large informal sector that makes a living from recyclable solid waste recovery. The work of these recyclers is generally not recognized by local authorities.
- However, in practice, in many countries, the recyclers, though informal, are an **integral part of the solid waste management systems of the cities where they work**. They collect waste from homes, streets, commercial and industrial establishments and final disposal sites. They contribute to the wider waste management system often providing this service free of charge to municipalities, central government or residents.
- **Notable inequalities** in the income generated by this occupation **between men and women have been observed** and have been attributed to differences in access to recyclable materials and the power relations between men and women.



The objective of the exercise

As part of the push to achieve the social and economic inclusion of informal recyclers, a joint effort of the key actors involved in the recycling market is needed.



This effort should include a gender focus that encourages the empowerment of women recyclers to gain access to the recycling market; to lead and participate fully in decision making in the organizations that represent them.

Within the project cycle

Assessment

Design

Implementation

Monitoring

Evaluation

Assessment

Objective:

Identify the economic, social, political and environmental circumstances of men and women recyclers who will benefit from the project or programme.

Expected Result:

An assessment with a gender focus.

Design

Implementation

Monitoring

Evaluation

Project design

Objective:

Define the inclusive recycling project or programme goals and objectives and the strategies that will be used to achieve these, using information from the assessment step as a starting point.

Expected Result:

Project or programme proposal with a gender focus.

Implementation

Monitoring

Evaluation

Implementation

Objective:

The implementation of the actions proposed to achieve the proposed objectives in accordance with the strategies defined in the previous step, with the necessary budget

Expected Result:

Actions implemented according to planning.

Monitoring

Objective:

Analyse, reflect and determine

- the extent to which gender gaps have reduced
- how empowerment has been promoted
- how processes of equal opportunities have been generated.

In addition, analyze and reflect on

- efficiency and the effectiveness of the implementation of actions;
- indicators and level of achievement;
- integration of the team;
- relationship with the target population.

Expected Result:

Adjustments to the implementation of established plans. During this step, the implementation team's attitudes and knowledge of how to put the gender approach into practice will be identified.

Assessment

Design

Implementation

Monitoring

Evaluation

Objective:

Compare real gender mainstreaming achievements against proposed achievements and give recommendations on necessary adjustments to the next phase.

Expected Result:

Recommended practices identified; dissemination plan for results and lessons learned

Any examples
from your work?



Taking it forward

Educate	... men and women on the risks associated with chemicals, taking into account gender disparities in access to information.
Raise	... awareness of the linkages between chemical exposures, the effects on human health and the environment, and gender differences in risks and impacts.
Support	... mandatory labeling of all chemicals in products to ensure the right to information.
Promote	... a multi-stakeholder approach to ensure the participation of women and vulnerable populations in policy development and decision-making processes for the sound management of chemicals and waste.
Implement	... the polluter pays principle and the precautionary principle for chemicals that are harmful or suspected to be harmful to human health and environment, through regulatory measures.
Gather	... gender-disaggregated data and research on the intersection between women and chemicals.
Strengthen	... women's rights, in particular their participatory rights, in all aspects of decision making, chemical production, use and disposal.



Resources available



[BRS Gender Action Plan](#) (BRS GAP)



[UN Women](#)



[UN Environment](#)



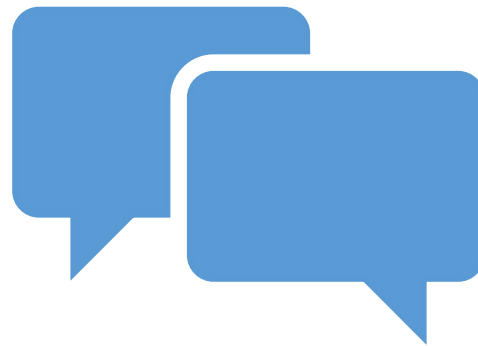
[SDG Goal 5](#)



[Open Online Course on Gender and Environment](#)

→ See "[Further resources](#)" for more information

What tools
do you need?





Evaluation and feedback

Quiz Question 1

In how many countries do women have the same legal rights as men to own and access land?

83

15

28

54

Quiz Question 2

What percent of a woman's chemical burden can be passed on to her baby during gestation and via breastfeeding?

13

33

53

78

Quiz Question 3

What percentage of waste management companies that have contract services with local governments are run by women?

70

7

35

47

Quiz Question 4

What percentage of named focal points, national contacts and designated national authorities to the Basel, Rotterdam and Stockholm (BRS) Conventions are women?

34

60

55

75

Quiz Question 5

According to the UN System Wide Strategy on Gender Parity, by when does Rolph and his senior management colleagues have to achieve gender parity across the UN system?

Quiz Question 6

What was the first country in the world to give women the vote?

Quiz Question 7

Is gender equity the same as gender equality?



Quiz Question 8

What fraction of the world's working hours are worked by women and girls?

$1/4$

$1/2$

$2/3$

$3/4$

Quiz Question 9

Which Sustainable Development Goal focuses on gender?



Quiz Question 10

Which celebrity helped found the HeForShe campaign?

Quiz Question 11

What awards were presented at the 2017 COPs to recognize the leadership of men and women in advancing gender equality and mainstreaming of gender issues in the area of chemicals and wastes?

Quiz Question 12

How many genders are there?



Quiz Question 13

Does the Universal Declaration of Human Rights distinguish between men and women?



Further resources

- **UN SWAP:** <http://www.unwomen.org/en/how-we-work/un-system-coordination/promoting-un-accountability>
- **GEF Gender Partnership:** [https://www.thegef.org/topics/gender/GEF Gender Equality Action Plan](https://www.thegef.org/topics/gender/GEF%20Gender%20Equality%20Action%20Plan);
- **UN Women:** <http://www.unwomen.org/en>
- **UNEP:** <https://www.unenvironment.org/explore-topics/gender>
 - UNEP Policy and Strategy for Gender Equality and the Environment 2014-2017, February 2015
- **UNICEF:** <https://www.unicef.org/gender-equality>
- **Gender Impact Assessment:** <http://gender-chemicals.org/blog-gender-impact-assessment>
- **The MSP Institute Gender and Chemicals – Questions, Issues and Possible Entry Points:**
PDF: [http://gender-chemicals.org/wp-content/uploads/2017/12/2017-12-04-Gender and Chemicals IssuePaper MSP Institute.pdf](http://gender-chemicals.org/wp-content/uploads/2017/12/2017-12-04-Gender_and_Chemicals_IssuePaper_MSP_Institute.pdf)
- **Mainstreaming Gender into UNDP-GEF projects on chemicals and waste:**
https://www.undp.org/content/undp/en/home/librarypage/environment-energy/chemicals_management/GuidanceGender&Chemicals.html
- **GEF Small Grants Programme**, implemented by UNDP “Women as Environmental Stewards: The Experience of the Small Grants Programme”: <https://sgp.undp.org/innovation-library/item/1796-women-as-environmental-stewards--the-experience-of-the-small-grants-programme.html>
- **BRS Gender Action Plan (BRS GAP):** <http://www.brsmeas.org/Gender/BRSGenderActionPlan>
PDF: www.brsmeas.org/Portals/4/download.aspx?d=UNEP-FAO-CHW-RC-POPS-SEC-REP-BRS-GAP-2016-2017.English.pdf
- **Sustainable Development Goal 5** - Achieve gender equality and empower all women and girls:
<https://sustainabledevelopment.un.org/sdg5>
- **What Has Gender Got To Do with Chemicals? – WECF, WEP and Balifokus present new publication and documentary film at United Nations:** <http://www.wecf.eu/english/articles/2017/12/gender-chemicals-UNEA3.php>
PDF: http://www.wecf.eu/download/2017/11-November/NigeriaGenderDimensions_2018_BRS_WECF.compressed.pdf

Further resources

- Gender and the sound management of chemicals and waste. Prepared for the intersessional process considering the Strategic Approach and the sound management of chemicals and waste beyond 2020
http://www.saicm.org/Portals/12/documents/meetings/IP2/IP_2_6_gender_document.pdf
- Chemicals and Gender here: <https://www.undp.org/content/dam/aplaws/publication/en/publications/environment-energy/www-ee-library/chemicals-management/chemicals-and-gender/2011%20Chemical&Gender.pdf>
- a document (you may know) that has been developed with UNEP:
http://www.saicm.org/Portals/12/documents/meetings/IP2/IP_2_6_gender_document.pdf
- Chemical risks related to occupational safety and health at ILO <https://www.ilo.org/safework/areasofwork/gender-and-occupational-safety-and-health/lang--en/index.htm>
- UNDP work on Chemicals and gender <https://www.undp.org/content/dam/aplaws/publication/en/publications/environment-energy/www-ee-library/chemicals-management/chemicals-and-gender/2011%20Chemical&Gender.pdf>
- In addition, there is this resource you can consult: <http://gender-chemicals.org/>

ONLINE COURSES AND TRAINING:

- **ITC – Gender, equality and diversity training:**
<https://www.itcilo.org/en/areas-of-expertise/gender-equality-and-diversity>
- **UNCC E-Learning: Open Online Course on Gender and Environment:**
<https://unccelearn.org/course/view.php?id=39&page=overview>
- **UN Women Training Center – UN SWAP 2.0 and UNCT-SWAP Scorecard Webinar:**
<https://www.youtube.com/watch?v=Ac4PvMj2yRw>

Further resources

FROM BRS WEBSITE:

- The Convention on Biological Diversity and gender:
 - [Decisions by the Conference of the Parties adopted at its ninth and tenth meetings](#);
 - [Gender Plan of Action \(2008\)](#);
- The United Nations Framework Convention on Climate Change and gender:
 - [Decision by the Conference of the Parties adopted at its eighteenth meeting \(No23/CP.18\)](#);
 - [“Options and ways to advance the gender balance goal - Submissions from Parties and observer organizations”](#) (Conference of the Parties, nineteenth session, 2013);
 - [Working document on Global Gender and Climate Alliance \(GGCA\) member and partner activities, twentieth session of the Conference of the Parties](#), December 2014;
- The Montreal Protocol and gender: [Decision of the Conference of the Parties No XXIV/8, selected paragraphs](#);
- [General Assembly Resolution 70.1 Transforming our world: the 2030 Agenda for Sustainable Development](#), October 2015
- [“FAO Policy on Gender Equality, Attaining Food Security Goals in Agriculture and Rural Development.”](#)

ONLINE DATABASE:

- **World Bank Gender Databank** (available at <http://datatopics.worldbank.org/gender/>)
- **UNDP Gender Inequality Index** (available at <http://hdr.undp.org/en/content/gender-inequality-index-gii>)
- **The Environment-Gender Index** (available at <http://genderandenvironment.org/egi/>)
- **UNDP Gender Development Index** (available at <http://hdr.undp.org/en/content/gender-development-index-gdi>)

