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UNDP Guidance Document: Gender and Chemicals

MAINSTREAMING GENDER INTO UNDP-GEF PROJECTS ON CHEMICALS AND WASTE

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About this document

This Guide to Mainstreaming Gender into UNDP-GEF Projects on Chemicals and Wastes was developed in February 2017 to support the chemicals and waste programmes and projects in countries at the national and regional levels. It is intended to guide UNDP MPU/Chemicals Regional Technical Advisors, UNDP Country Offices, project teams, consultants, and implementing partners by describing the steps that should be taken to ensure that gender considerations are an integral part of projects on chemicals and wastes.

Scope of the Guide

The Guide is consistent with existing gender mainstreaming policies, including those highlighted in the Rio Declaration on environment and development[1], the Stockholm Convention on Persistent Organic Pollutants[2], the Minamata Convention on Mercury[3], the Dubai Declaration of SAICM[4], the Sustainable Development Goals[5], the GEF policy on gender mainstreaming guidelines and processes[6], and the Guide to Gender Mainstreaming in UNDP Supported GEF Financed Projects of October 2016. However, it is considered to be a living tool and subject for update if new requirements are introduced by UNDP or GEF.

[1] United Nations Conference on Environment and Development (1992) Rio Declaration on environment and development, http://www.unep.org/documents.multilingual/default.asp?documentid=78&articleid=1163
[2] Stockholm Convention preamble, http://chm.pops.int/TheConvention/Overview/TextoftheConvention/tabid/2232/Default.aspx
[3] Minamata Convention on Mercury http://www.mercuryconvention.org/Portals/11/documents/conventionText/Minamata%20Convention%20on%20Mercury_e.pdf
[4] UNEP - WHO (2006) Dubai Declaration, para 18, Strategic Approach to International Chemicals Management http://www.saicm.org/index.php?option=com_content&view=article&id=73&Itemid=475
[5] United Nations (2015) Transforming our world: The 2030 Agenda for Sustainable Development, UN General Assembly, A/RES/70/1 http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E
[6] https://www.thegef.org/sites/default/files/documents/Gender_Mainstreaming_Policy-2012_0.pdf

Introduction

This Guide has been prepared as a supplement to the Guide to Gender Mainstreaming in UNDP Supported GEF Financed Projects of October 2016. Both documents were commissioned to provide guidance on how gender should be mainstreamed into projects supported by UNDP and financed by the Global Environmental Facility (GEF). This Guide specifically identifies the gender considerations that should be integrated into projects on sound chemicals and waste management and builds upon the UNDP MPU/Chemicals publication on Chemicals and Gender[7] of 2011, which describes the important linkages between development, gender, and chemicals management.

Understanding the relationship between gender and sound chemicals management is important for the overall effectiveness of any project on chemicals and wastes. Women and men are impacted differently by chemicals and through different routes. They have different experiences of dealing with sources of exposure, and different priorities, responsibilities and needs relating to the reduction of toxic chemicals and wastes. In many developing countries, women and men also often have different levels of access to participation, decision-making, information, education or justice, and face different constraints in their efforts to improve their environment and living conditions. They can also play different roles in making decisions about pollution prevention, waste management, identification of sources of chemical exposure, and building a safer environment for communities.

Gender mainstreaming in projects on chemicals and waste is a relatively new strategy. It is aimed at making female and male views and concerns over toxic chemicals exposure an integral part of the design, implementation, monitoring and evaluation of policies and programmes on chemicals and waste so that women and men benefit equally from the outcomes with the goal to achieve gender equality in sound chemicals management.

The Guide focuses on the requirements of the GEF that are aimed at advancing gender equality at the national level. It is largely based on the review and assessment of the current UNDP-GEF projects on chemicals and waste. This document provides guidance for the following activities, resulting in a gender action plan, described in five Chapters below:

1. Considering gender dimensions during project design;
2. Developing specific gender-related activities during project design;
3. Developing gender-specific indicators during project design;
4. Developing gender-specific activities to support project outcomes within the context of a gender action plan; and
5. Considering gender issues during project evaluations (midterm and final).

Seven Annexes with concrete examples and suggestions for gender-related activities, indicators and budgets, as well as the Terms of Reference for consultants on gender and chemicals and an example of the Gender Workshop agenda are included.

In general, the Guide includes the following recommendations for UNDP-GEF projects on chemicals and wastes:

- Conduct gender analysis, collect sex-disaggregated data, and conduct gender trainings for involved staff and project participants for all chemicals and waste projects;
- Develop quantitative and qualitative gender indicators (including considerations such as education, social aspects, and religion) for projects on chemicals and waste to better understand gender and social class implications related to chemicals and waste topics, which will further lead to improved conditions for women and men equally, and empower women to play an active role as agents of change; and

[7] http://www.undp.org/content/undp/en/home/librarypage/environment-energy/chemicals_management/chemicals-and-gender.html

- Strengthen existing sections on gender-related outputs and outcomes contained in project documentation[8] for UNDP-GEF projects on chemicals and wastes.

[8] GEF Project Identification Form (PIF), CEO-Endorsement document and UNDP project document

Chapter 1: Gender dimensions to be considered during project design

One of the lessons learned from past chemicals and waste projects is that a lack of gender analysis at the project design stage results in a low level of women participating and involved during project implementation. Another lesson that has been learned is that considering gender issues at the design stage could have helped to overcome certain cultural, social and religious norms and influences in some countries. To ensure the participation of women, project designers must first conduct a gender analysis and determine which gender considerations are relevant to the project. These considerations depend on a number of factors, including the chemicals and/or waste targeted within the project; the availability of information on their health effects; project goals and objectives; project location; project stakeholders; and planned activities; among others.

Typically, activities on chemicals and wastes ignore gender aspects, which is the result of a lack of understanding of the differences in gender susceptibility to chemical exposure as well as the different roles women and men play in chemicals and waste management and the various responsibilities they have at different levels, including the household level.

Key challenges to including gender aspects in UNDP-GEF projects on chemicals and wastes

- Funding levels and funding rules for gender-specific activities
- Lack of knowledge about gender aspects
- Difficulties in identification of valuable gender-specific indicators and activities
- Difficulties in finding gender activities in the project field
- Difficulties in finding a key expert/consultant specialized in gender and chemicals
- Difficulties in measuring impact of project outcomes on women who are not directly involved in project activities
- Difficulties in identification of social groups of women to be targeted (waste pickers, students, housewives, others)
- Difficulties in measuring direct impacts
- Cultural aspects / Reluctance towards gender mainstreaming

Including gender considerations at the project design stage will help to ensure that separate budget lines are included to:

- Implement gender-specific activities within the project;
- Hire a gender and chemicals expert;
- Conduct gender-related trainings for project coordinators and staff;
- Hold gender-focused meetings for project stakeholders;
- Collect sex disaggregated data; and
- Develop gender-specific recommendations.

Chapter 2: Gender-related activities to be considered during project design

Projects on chemicals and wastes have clear links to Agenda 2030 and contribute to achieving relevant Sustainable Development Goals (SDGs)[9][10]. Achieving gender equality and empowering all women and girls is included in SDG 5 with the following major targets:

5.1: End all forms of discrimination against all women and girls everywhere.
5.5: Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.
5a: Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.
5c: Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

To contribute to the implementation of the 2030 Agenda and to SDG 5 in particular, UNDP-GEF projects on chemicals and wastes should have gender-specific activities that will make gender and chemical safety components an integral part of the whole project cycle. Special attention should be paid to collecting sex-disaggregated data. However, these projects usually lack gender-specific activities, including collecting of sex-disaggregated data, which may undermine the differences between gender susceptibility to chemical exposure.

The following gender-specific activities could be considered:

- Assess gender-related national legislation (brief desk review);
- Analyze the link between gender-related national legislation and project goals and objectives;
- Collect baseline gender information and sex-disaggregated data;
- Assess risk reduction measures (for example, reduce the use of pesticides and synthetic fertilizers; use traditional knowledge and agroecology; introduce safer chemical and non-chemicals alternatives; promote the use of protective measures, etc.) within the project to better prevent the adverse effects of chemicals on the health of men and women;
- Organize gender-specific technical and capacity-building trainings for project managerial staff and project implementing partners;
- Assess the participation of women and men in decision-making;
- Develop gender-specific quantitative and qualitative indicators to facilitate project monitoring and assessment;
- Develop a Gender Action Plan with outputs and activities that respond to the gender analysis. Please see the UNDP-GEF Gender Mainstreaming Guidance Document for instructions on how to develop a Gender Action Plan as well as a template with examples.
- Hold a gender-specific outreach campaign for project stakeholders;
- Define gender-specific recommendations as part of project outcomes;
- Conduct regular project monitoring using gender-specific indicators; andConduct project evaluation using gender-specific indicators.

[9] United Nations (2015) Transforming our world: The 2030 Agenda for Sustainable Development, UN General Assembly, A/RES/70/1 http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E
[10]http://www.saicm.org/images/saicm_documents/Beyond_2020/IP1/Referencedocs/Beyond-2020-Chemical-safety-and-Agenda-2030-24-Jan-2017.pdf

Steps in collecting baseline gender information and sex-disaggregated data

Collecting gender-disaggregated data is important to better identify routes of exposure and chemicals' impacts on the health of women and men. Lack of such data results in poor exposure standards that are "usually based on an assumed average male height and body weight and this reduces protection for both women and children"[11]. Baseline gender-disaggregated data provides the foundation for a better understanding of gender-dependent hazards that, in turn, will improve the design and implementation of protective and preventive measures. While collecting sex-disaggregated data it is important to focus on men and women rather than on one gender only. Having comparable data for men and women will facilitate the evaluation of the project's effectiveness in benefiting women and men equally.

To collect sex-disaggregated data, it is possible to utilize both quantitative and qualitative methods while using available resources such as national statistics, reports, surveys, stakeholder interviews and outcomes of the relevant round table discussions, brainstorming, and in depth personal interviews. While using these and other methods to collect sex-disaggregated data, it is important that women's views are equally represented to avoid a situation where surveys and interviews present men's opinions only.

For projects on chemicals and wastes, the following baseline gender information and sex-disaggregated data could be considered:

- Define chemicals' health effects on women and men
  The following information could be utilized: Literature review, available statistics data, and interviews with health providers and patients. Ensure that interviewees represent females and males equally. Consider organizing individual interviews as well as group interviews, both by gender and mixed groups. In some countries women are not used to discussing their health problems with men and may be more willing to speak openly in women only groups.
- Define gender-specific routes of exposure
  The following information could be utilized: Results of national human biomonitoring, literature review, reports from global human biomonitoring projects, and interviews with project stakeholders and community leaders. Collecting this type of gender information and sex-disaggregated data could also require field trips to the communities. Ensure that the project field team consists of men and women. This is specifically important in countries where females do not interact freely with males and where male fieldworkers will not be allowed to interview females in the community.
- Assess the economic conditions of the women related to the project
  The following information could be utilized: Statistic data, national reports on economic developments, national reports on the implementation of the relevant international conventions, and interviews with project stakeholders. Make sure to conduct interviews with male and female community leaders and stakeholders to discuss gender-specific routes of toxic exposure. This approach will help better understand the social and economic situation in the community that forces women to choose occupations that leads to toxic chemicals exposure, such as low paid, unsecure and unskilled labor positions.

[11] http://www.saicm.org/images/saicm_documents/Beyond_2020/IP1/Referencedocs/Beyond-2020-Women-and-chemical-safety-24-Jan-2017.pdf

Chapter 3: Gender-specific indicators to be considered during project design

The findings from the gender-disaggregated baseline data should form the basis for the development of indicators that would further be used for gender-specific project monitoring and evaluation. Indicators help to better assess desired gender-related impacts; ensure a comprehensive gender analysis; assist in the development of gender-responsive project recommendations; and, finally, help to assess whether project outcomes are equally beneficial for both women and men. It is possible to develop gender-specific indicators for UNDP-GEF projects on chemicals and wastes that can be used to measure project impact on gender equality, environment and people's health.

A broad literature basis for indicators to measure gender-related changes over time already exists, including the OECD gender indicators[12] and the UNECE indicators for gender equality[13]. These general indicators could be applied for projects in different thematic fields. General ideas for both quantitative and qualitative indicators for gender equality are provided in Annex 3.

Gender-related indicators specifically for projects on chemicals and wastes are suggested below. They should lead to improved conditions for women and men equally, and empower them to play an active role as agents of change.

Gender indicators for chemicals and waste projects

In the field of chemicals and waste, indicators should, inter alia, consider specific national situations, including socio-economic, socio-cultural, legal, political, biological and physiological dimensions. They should also help to understand the gender-specific impact of project outcomes, taking into consideration concrete chemicals/waste issues addressed in the framework of a particular project, thus assessing impact at the project level.

Recommended criteria for the selection of gender sensitive indicators for chemicals and waste projects are:

- Indicators can be measured in a relatively short time period (4 years); and
- Indicators can help measure changes for women and men separately.

Prior to defining gender indicators for projects on chemicals and waste, the following gender aspects should be taken into account:

- What chemicals does the project consider?
- What are their health effects?
- Is there different gender susceptibility to the exposure?
- What are the routes of exposure to hazardous chemicals (at work, at home, during production/use)? Are they different for men and women?
- Should the high vulnerability of pregnant and breastfeeding women be considered?
- Is there a nexus between exposure to these chemicals and poverty?

Suggested gender indicators for projects on chemicals and waste include quantitative and qualitative indicators listed in Table A. Annex 4 provides proposed specific gender indicators for types of UNDP–GEF chemicals and waste projects, including:

- PCBs management
- POPs pesticides management
- Reduction and elimination of UPOPs from healthcare waste management, e-waste management, metallurgical production processes and recycling

[12] http://www.oecd.org/dac/gender-development/43041409.pdf
[13] http://www.unece.org/stats/publications/gender_equality.html

- Reduced use and releases of POPs flame retardants from plastics waste management and recycling
- Minamata Initial Assessments (MIAs)
- Artisanal Small-Scale Gold Mining (ASGM)
- Phase out of mercury in lamps
- Phase out of mercury in medical devices/products and dental amalgam.

Usually no more than two gender-specific indicators should be developed, noting that project coordinators and project staff will have to report on their implementation. Thus, project teams will choose those indicators that are the most relevant to a particular project. These indicators should reflect the realities of the role women and men play in the implementation of projects on chemicals and waste and that are needed to formulate and monitor policies and plans on sound chemicals management that will benefit females and males equally. Evidence gathered using indicators can help understand whether gender issues are taken seriously and whether gender mainstreaming is part of national policies on sound chemicals management. They will also help understand gender-dependent hazards which are needed to better design and implement protective and preventive measures.

Table A. Suggested general gender indicators for projects on chemicals and waste

Quantitative indicators	Qualitative indicators
• Percentage of women and men in project staff who have professional and university training in the project area; • Number and percentage of women and men in project stakeholder groups; • Number and percentage of men and women participating in project activities, trainings, workshops, consultations, interviews; • Number of gender-specific routes of exposure to hazardous chemicals targeted in the project; • Number of women and men using protective measures to minimize toxic chemicals exposure; • Number of community groups lead by women that are project beneficiaries; • Primary school enrolment and attendance for females and males in the targeted communities; • Percentage of illiterate females and males in the targeted communities; • Unemployment rate among women and men; • Percentage of women's employment in low income-generating activities; • Percentage of women and men in occupations relevant to the project.	• Impact of national gender policies on the topic of the project; • Women's views on how effective gender-related capacity trainings were to improve women's knowledge on toxic chemicals, and how well women's experiences and opinions were captured; • Women's views on how beneficial project outcomes are for women in terms of health and economic perspectives; • Women's views on body burden associated with toxic chemicals exposure; • Women's views on how well different health implications for men and women are considered in regards to risks associated with toxic chemicals exposure; • Women's and men's views on the social and economic situation in the community that forces women to choose occupations that lead to toxic chemicals exposure, such as low paid, unsecure and unskilled labor positions; • Women's views on how well the baseline assessment of toxic chemicals' health effects reflects toxic chemicals' impact on women and how well women's experiences and opinions are captured; • How effective gender-related capacity trainings were to improve knowledge on toxic chemicals' health effects, the availability of less hazardous alternatives and protection among women;

	• Gender-sensitive recommendations to minimize health risks associated with chemicals of concern.

Chapter 4: Recommendations for gender specific project outcomes

Gender mainstreaming should become a key component for consideration if gender indicators reveal gaps in gender equality or poor gender-focused outcomes of projects and policies implementation. If indicators provide sex-disaggregated data that proves low project benefits for women or reveals other barriers to achieving success in gender equality, more attention should be paid on gender mainstreaming. According to the UNDP Gender and Chemicals report[14], "gender mainstreaming is not an end in itself; it is a process whose ultimate goal is to achieve gender equality".

While formulating project outcomes and mainstreaming gender into the formulation of outcomes, the following key questions may be considered:

- Does outcome consider sex-disaggregated data collected in the framework of the project?
- Are concerns of both men and women well reflected in project outcomes?
- Are project outcomes beneficial for men and women equally?
- In what ways can project outcomes contribute to the overall goal of gender equality and women's empowerment?
- Do project outcomes consider follow up gender-related activities to monitor improvements brought by project implementation for both women and men?

The following broad gender assessment projected outcomes may be considered when developing more specific gender and chemicals outcomes:

- The importance of gender mainstreaming is well recognized and supported by all stakeholders involved in sound chemicals and waste management, including relevant ministries, industry associations, local authorities, labor organizations, civil society organizations, community groups, and others;
- All new initiatives in chemicals and waste management (including planning, design, implementation, monitoring, and evaluation) are gender-responsive and provide clear connections to other sectors, such as poverty and education, and a commitment to efforts towards gender equity, the economic empowerment of women, and better opportunities for girls and women to receive quality education;
- Project effectiveness is increased and project outcomes are beneficial for males and females, with equitable access to livelihoods, resources and benefits under the project (keeping in mind the different impacts a project activity may have on males and females); and
- Females and males have equal access to education and training on chemicals and waste management, and their capacity is equally strengthened, including technical knowledge and skills that equally empower females and males and facilitate the development of gender responsive policies and projects within the chemicals and waste management sectors.

[14] http://www.undp.org/content/undp/en/home/librarypage/environment-energy/chemicals_management/chemicals-and-gender.html

Chapter 5: Gender issues to be considered during project evaluation

The project evaluations (midterm as well as final evaluation) should include a section on whether gender was sufficiently mainstreamed into the project. The following questions may be considered:

- Was a summary of assessment of national gender policy and gender aspects in the national legislation/regulations, plans, programs and strategies on chemicals management made?
- Was a quick review of ongoing national projects on sound chemicals and waste management conducted with the focus on whether and how gender inequality is addressed? Were lessons learned and good practice examples collected?
- Was an external consultant/expert on gender and chemicals hired?
- Was a gender analysis conducted in advance of the relevant project activities?
- Were women's and men's views about the usefulness of the project report collected?
- Was a stakeholder meeting conducted to present the above-mentioned gender assessment and reviewed to collect thoughts and ideas on how to avoid mistakes from lessons learned?
- Were gender issues fully integrated into the project design, implementation, monitoring and reporting?
- Was a gender action plan developed?
- How did the project work to promote gender equality and women's empowerment?
- Was gender balance met in the project management team to ensure gender equality at the managerial, administrative and expert levels?
- Were gender-focused trainings on gender awareness-raising and capacity-building part of project planning? Were they held prior to the beginning of the project to ensure a good level of understanding of gender issues? Was the evaluation of the usefulness of gender-focused trainings for both men and women conducted?

Annex 1: Examples for general gender considerations for different types of projects

Examples for gender considerations for projects on e-waste

To achieve better and more efficient outcomes from projects on chemicals and waste it is important to address females and males differently at the initial stage of project design and planning. For example, projects addressing electronic waste (e-waste) management often consider males as the main stakeholder in e-waste collection, informal recycling and management, even though women are also key stakeholders and should also have access to information about e-waste health hazards first hand. In the majority of developing countries, women and children are very much involved in e-waste collection and further recycling, so they are at risk of being exposed to the toxic chemicals that are released from burning cables, acid baths and other activities such as breaking apart soldered components. In one project in Ghana, numerous toxic chemicals, including lead, cadmium, chromium, polybrominated biphenyl ethers polychlorinated biphenyls, and polycyclic aromatic hydrocarbons were found at high concentrations in pregnant women and young children".[15] Authors of the study reviewed original articles and review papers in PubMed and Web of Science regarding e-waste toxicants and their potential developmental neurotoxicity, and searched published reports of intergovernmental and governmental agencies and nongovernmental organizations on e-waste production and management practices. In addition, scientific publications provide data that women exposed to toxic chemicals contained in e-waste, "may suffer from anemia, fetal toxicity, hormonal effects, menstrual cycle irregularities, endometriosis, autoimmune disorders, and cancers of the reproductive system"[16].

For e-waste projects, the following gender considerations could be taken into account while designing the project:

- Are women a part of decision-making on e-waste management at the governmental level?
- Do women play a role in e-waste collection, recycling, management?
- Is there data on e-waste toxic exposure on women and men at the country level?
- Will it be useful to organize workshops for women scavengers on e-waste artisanal recycling and toxic chemicals exposure?
- What other gender-specific activities could be organized?
- Is there data on the percentage of women involved in low paid, insecure and unskilled labor positions in the country?
- Is there data on feminization of poverty in the country?
- What other gender disaggregated data could be collected?
- What outcomes/recommendations could be developed within the project to make it equally beneficial to women and men?

Examples of gender-related activities for projects on pesticide use in agriculture

Projects addressing the use of pesticides in agriculture often lack an understanding of pesticide exposure on women. However, in many countries women represent the majority of workers involved in pesticide spraying and agricultural waste management. For such a project, the following gender-related activities could be suggested:

[15] Chen A, Dietrich KN, Huo X, Ho S (2010) Developmental Neurotoxicants in E-Waste: An Emerging Health Concern, Environ Health Perspect 119:431-438

[16] McAllister L, Magee A, Hale B (2014) Women, e-waste, and technological solutions to climate change, Health and Human Rights Journal 16:166-178 https://cdn2.sph.harvard.edu/wp-content/uploads/sites/13/2014/06/McAllister1.pdf

- Assess the National Gender Strategy in the country and its link to the existing national chemical and waste legislation, including the National Implementation Plan of the Stockholm Convention on POPs;
- Analyze the link between the National Gender Strategy and the project goal and objectives;
- Collect baseline gender-disaggregated data;
- Define toxic chemical routes of exposure;
- Find out whether the country participated in global breast milk monitoring project under the Stockholm Convention. Try to obtain data;
- Define the number of women working as scavengers, agricultural workers and housewives, and how many occupy managerial positions, and analyze the results of the finding;
- Organize gender-specific technical and capacity-building trainings for project management staff and project implementing partners;
- Assess the participation of women and men in project decision-making;
- Prepare information materials targeting women;
- Develop gender-specific quantitative and qualitative indicators;
- Define gender-specific recommendations to better prevent the adverse effects of chemicals and waste on the health of men and women; and
- Conduct gender-specific project monitoring and evaluation using qualitative and quantitative indicators.

Note: The number of gender indicators and activities by project will vary depending on the type of project and the size of the GEF grant. Although several gender indicators and activities have been proposed, this has been provided for informational purposes only and each project should define about 1-2 gender indicators and corresponding activities at a maximum.

Annex 2: Examples for activities and indicators

Examples for activities and indicators are suggested below for the main types of UNDP-GEF chemicals and waste projects. The provided examples should give an idea and direction for further activities and indicators, which have to be developed on a case by case basis. Some of the suggested examples apply to several different types of chemicals and waste projects, but have been mentioned only once in the following tables. Ideally an expert on chemicals and gender is involved in the development of activities and indicators, and the drafting of a gender action plan. The main types of UNDP-GEF chemicals and waste projects addressed in this Annex are:

- PCBs management
- POPs pesticides management
- Reduction and elimination of UPOPs from healthcare waste management, e-waste management, metallurgical production processes and recycling
- Reduced use and releases of POPs flame retardants from plastics waste management and recycling
- Minamata Initial Assessments (MIA)
- Artisanal Small-Scale Gold Mining (ASGM)
- Phase out of mercury in lamps
- Phase out of mercury in medical devices/products and dental amalgam

In addition, the number of gender indicators and activities will vary depending on the type of project and the size of the GEF grant. Although several gender indicators and activities have been proposed, this has been provided for informational purposes only and each project should define about 1-2 gender indicators and corresponding activities at a maximum.

Topic: PCBs management

Examples of project level outcome: Strengthening legal frameworks and improving enforcement capacity pertaining to PCBs management; undertaking additional PCBs inventories to identify remaining geographically dispersed PCBs and sensitive sites; improving PCBs management practices; ensuring safe disposal of PCBs; and implementing public awareness campaigns and communication strategies.

Examples for guiding questions:

What is the context?	How are women involved in development and implementation of legal frameworks on PCBs? What legal framework is in place to protect women and men from PCBs? Are there any specific gender considerations included? What are the obstacles to achieve the highest protection level for women and men? What are the known exposure routes for women and men? What is unknown?
Who does what?	How many women are occupationally exposed to PCBs? How many women are "informally" and secondarily exposed to PCBs (for example, via cooking oil on street markets, washing clothes of workers, use of PCBs containers as food and water containers, etc.)? What do they do? Who handles what substances, when and where? Where are women exposed? Are women exposed at home? What can enable women to be agents of change to achieve the project outcomes?
Who has access and controls what?	What hinders women from being active? Do women have access to information? What kind of information? Who controls if and what kind of protection measures are applied?
Who decides?	Who decides about national (technical) standards? Are they suitable for the health needs of (pregnant) women and children? Who decides about access to information about PCBs, and safety measures? Wo decides about who works where? Who decides about what PCBs-containing sites are being cleaned up? Who lives and works near these sites? Who has the power to change working methods?
Who knows what?	What is the literacy rate of m/f workers? Do women have access to the right to know (labels, information materials, safety data sheets, information about their own exposure and body burden, etc)?

Examples:

Activity	Quantitative Indicators	Qualitative Indicators	Comment
Develop national standards that meet the needs of (pregnant) women and children	Threshold level that poses the highest protection level for women and children		Standards are mostly based upon the average male (weight, metabolism, etc.)
Establish a gender-balanced national standard setting committee	Number of women participating in the national committee, with equal participation rights	Women`s needs are reflected in the outcome and decision-making of the national committee	
Select contaminated sites for clean up that pose risk to women (and other vulnerable groups)	Number of women living/working close to selected sites, and who will have reduced exposure in the future	Women`s views on their ability to switch to safe alternatives in regard to their living conditions (land rights, etc.) Level of understanding increased	
Create a communication campaign that addresses women`s needs (based on information about exposure routes) - Communication channels reach women - Communication via multipliers	Number of women informed Number of women that switch to safe alternatives	Level of empowerment of women in terms of ability to change habits, consumption	Evaluation of communication should be gender-disaggregated accordingly
Include potential women`s exposure in PCBs inventories	Exposure level and number of women exposed to PCBs-contaminated sites included in inventory		
Assess secondary and “informal” exposure of women related to workers exposed to PCBs	Number of women exposed Level of exposure	Information about exposure routes Information about ways to address secondary and “informal” exposure	Assessment results could feed into design of communication strategy Results interesting for data generation

Topic: POPs pesticide management

Examples of project level outcome: Capacity-building aiming for safe management and disposal of obsolete POPs pesticides stockpiles; promote safe alternatives to POPs pesticides.

Examples for guiding questions:

What is the context?	What is the status of women in terms of representation in the affected community? What is the legal status of involved women, e.g. pesticide sprayers, land rights owners? Does the law protect pregnant workers? What are the obstacles for the highest protection level for women and men?
Who does what?	How many women work in the fields? Do m/f bring home pesticides? What do they do? Who handles what kind of pesticides, when and where? Are women at home affected? Who is exposed to what? What are the exposure routes? Is the community affected? Who lives there?
Who has access and controls what?	Do women own land? Do women have access to bank loans and accounts (e.g. to invest in better alternatives)?
Who decides?	Who takes the decisions about what pesticides are being applied? Who decides about protection measures and protection gear? Who decides about access to information about pesticides and safety measures? Wo decides about who works where? Who decides about the new location and safety measures of contained stockpiles? Who controls if protection measures are applied? Who has the power to change working methods?
Who knows what?	What is the literacy rate of m/f workers? Do women have access to the right to know (labels, information materials, safety data sheets, etc.)?

Examples:

Activity	Quantitative Indicators	Qualitative Indicators	Comment
Mapping of m/f workers	Number of women working as e.g. sprayers, harvesting	Assessment of gender roles involved in different occupations	
Human biomonitoring (HBM) of female (pregnant) field workers	Number and levels of POPs pesticides measurable	Women`s views on the levels of the contamination of their bodies.	HBM of women, especially pregnant or breastfeeding women, has to be done in a very sensitive way
Gender responsive trainings about safe alternatives	Number of women trained Number of women who use safe alternatives	Women`s views on their ability to switch to safe alternatives in regard to their living conditions (land rights, etc). Level of understanding increased	How should the trainings be designed to reach women (right time, safe environment)?
Community-based decision-making body is enabled to decide about POPs stockpile handling	Number of women participating Number of activities targeting women`s safety	Level of consideration of women`s views	
Awareness-raising activities such as development and dissemination of gender responsive information materials	Rate of women reached Number of women who understood Number of women who switched to safe products accordingly	Level of gender responsiveness of content of materials and workshops	Which are channels that reach women?

Topics: Reduction and elimination of UPOPs from healthcare waste management, e-waste management, metallurgical production processes and recycling; Reduction of use and releases of POPs flame retardants from plastics waste management and recycling

Examples of project level outcome: Minimizing human exposure from highly dioxin-contaminated areas; reduce UPOPs releases caused by uncontrolled burning of wastes through the introduction of sustainable waste management practices at the community level; minimize emissions of dioxins and mercury from medical waste by demonstrating and promoting best techniques and practices for reducing healthcare waste; reduction of use and releases of POPs flame retardants from plastics waste management and recycling.

Examples for guiding questions:

What is the context?	What gender-related aspects are included in NIPs of the Stockholm Convention? What gender-related aspects are included in existing standards and regulations (including OSH) regarding e-waste management, healthcare waste management, and metallurgical production? Are threshold limits derived from the average male, or do they take women`s and children`s needs into account? What are common perceptions and stereotypes in healthcare waste management, e-waste management and metallurgical production processes and recycling? How are they related to obstacles and solutions to achieve the project outcome? What are the national regulations on plastic industry and recycling?
Who does what?	How is the division of labor in the related occupations? What are exposure routes for men/women/children? What determines who is doing what kind of work? What plastics are contaminated with POPs from flame retardants? What products? Are there contaminated products mainly women buy? How many women work in the plastics and plastic recycling industry?
Who has access and controls what?	Do women have access to precautionary measures? Are there any? Do women have the means to control medical waste treatment in their work environment? Do women have access to information? What kind of information about hazardous chemicals is provided? Who has the power to influence decision-making in hospitals? Do women as consumers have access to information about POPs in the plastic products they use?
Who decides?	Who decides about practices in medical care waste handling? Who decides about division of labor regarding healthcare waste management, e-waste management, metallurgical production processes and recycling?

	Who decides about waste burning in communities and families? What gender roles are involved? Are women able to make informed decisions?
Who knows what?	What do women know about the products and the substances these products and wastes contain? What determines the level of knowledge? What are obstacles to use non-incineration technologies in hospitals linked to gender roles and constraints? Are women in the plastic and plastic recycling sectors informed about POPs in plastics that they are handling?

Examples:

Activity	Quantitative Indicators	Qualitative Indicators	Comment
Mapping of exposure routes for women and men separately	Number of pregnant and breast feeding women in formal and informal e-waste recycling Percentage of women`s employment in occupations relevant to e-waste recycling	Women´s and men`s views on the constraints and advantages of working in informal and formal forms of e-waste recycling	
Gender-sensitive trainings for women involved in e-waste/plastics recycling	Number of women trained Number of women who apply protective measures Number of women who switched to safer occupations	Women`s views on how effective gender-related trainings were to improve women`s knowledge on hazardous chemicals in e-waste and their health effects, and how well women´s experiences and opinions were captured	
Gender-sensitive assessment of decision-makers and medical waste handlers in selected hospitals	Rate of women making decisions about medical waste and handling it.	Women`s views on their role in the decision-making process and improvement of medical waste handling Level of empowerment of women in terms of ability to change habits, consumption	Results can be used for the design of trainings and best practice examples
Assessment of reasons for open waste burning, taking into account gender aspects		Women`s views on their living conditions and ideas about how to enhance them regarding open waste burning	

Develop information material for female consumers about POPs in the plastic products they use	Number of women informed Number of women who switched to safer products		

Topic: Minamata Initial Assessment (MIA)

Examples of project level outcome: Initial assessment to enable a country to determine what is needed in order to ratify the Minamata Convention and provide a basis for further work towards its implementation.

Examples for guiding questions:

What is the context?	What level of access to rights do women have in the country being assessed? In terms of mercury: land rights for women, female worker`s rights, economic independency from husbands and families, literacy level of women Does the regulatory framework (mining, environment, product safety, consumer protection, OSH, health care, etc.) contain gender aspects? What kind of sex-disaggregated data about mercury exposure and sources is available?
Who does what?	What is the female-to-male worker ratio in mercury-related sectors? What are the main mercury exposure routes for women?
Who has access and controls what?	Do women have access to information about mercury-containing products (disclosure of ingredients, labeling, etc.)? Do women have the means to change to better alternatives?
Who decides?	Do decision-makers have the political will to protect women from mercury? Do women have decision-making power on all related levels (community, regional, national, international)?
Who knows what?	Is information about mercury-related health threats to women available to women/consumers/decision-makers/media? Who holds back information?

Examples:

Activity	Quantitative Indicators	Qualitative Indicators	Comment
Include gender aspects in the identification of emission sources and release sources: - Identification of exposure routes for women - Human biomonitoring of exposed women - Identification of sources that are highly relevant for female exposure	Number of women working in industries that are identified as sources of mercury emissions and releases; Number of women in the managerial positions; Number of women tested Number of gender-specific exposure sources identified	Quality of data	
Include gender aspects in assessment of legislation and policies:	Number of legislation and policies that are gender mainstreamed	Quality of gender mainstreaming	

- Identification of protection levels for women / men / children / workers - Analyze decision-making power in relevant policy processes	Percentage of women with decision-making power	Women´s views on existing legislation and policies	
Include gender aspects in assessment of institutional and capacity needs: - Gender fitness check of institutional settings on national level	Number of institutions that are gender mainstreamed	Quality of gender mainstreaming	
Action Plan includes a gender action plan - Awareness-raising activities informing women at risk - Recommendations of protection measures for women / children (eat less fish, do not use mercury-containing skin lightening cream, etc.) - Monitoring of health aspects related to mercury contamination - Product testing - Human biomonitoring	Number of protection measures implemented Number of women informed Number of products tested / Number of products that have their ingredients changed Number of women tested / levels of mercury identified		This depends highly on the region

Topic: ASGM

Examples of project level outcome: Reducing the use of mercury in Artisanal and Small-Scale Gold Mining (ASGM); prepare ASGM National Action Plans; support formalization of the ASGM sector; establish financial lending arrangements/revolving funds for the purchase of mercury-free processing equipment; increase capacity of mining communities to shorten supply chain; apply BAT/BEP approaches; adopt socially and environmentally sound mining practices.

Examples for guiding questions:

What is the context?	Does existing legislation on mining, OSH, and others include any gender -elated points? What is the legal and social status of women in ASGM communities? How important are cultural determinants (e.g. women are seen as bewitched when their children get sick)? Do NAPs include gender-related activities, goals and indicators?
Who does what?	How do gender-related perceptions, mores and customs influence the project outcome (for example: women do the gold cooking, because they do not have to carry heavy weight / it can be done at home, etc.)?
Who has access and controls what?	Are women able to participate in the financial lending arrangements? Who owes the equipment? Are women allowed to participate equally in cooperatives? Are women paid equally to men? What is the difference between salaries for women and men? Do women have access to health treatment?
Who decides?	Who decides about what women and men do? Who decides about changing to BAT/BET approaches? Who decides about investments being made?
Who knows what?	What do women know about the negative health impacts of mercury? Are women being trained to use BAT/BET approaches, mercury-free processing equipment and safer alternatives?

Examples:

Activity	Quantitative Indicators	Qualitative Indicators	Comment
Gender training for project staff and consultants to make assessments	Number of staff trained Number of gender-related activities being included in the work plan	What new perspectives has the staff gained?	A gender training at the beginning of the project should be mandatory

Cooperatives provide gender equality in decision-making and profit sharing	Number of women included in the cooperative Number of women with decision-making power in the cooperative Percentage of profits that is received by women (that benefits women)	Quality of gender-sensitive activities of the cooperative	
Gender trainings for trainers	Number of women that were trained by the trainers and benefited from the trainings	Women`s view on the benefits of the trainings to improve their lives	
Promotion of alternatives suitable for women (e.g. are they affordable, manageable, culturally acceptable?)	Number of women who switched to safe alternatives		This also relates to creation of safe jobs for women
Awareness-raising activities aiming for women (international) that purchase gold products Introducing a label for sustainable gold products	Number of women reached and are informed about sustainable gold products (jewelry) Number of women who switched to sustainable products Number of labelled products available		This suggestion goes beyond the scope of existing projects, but could help to increase the market for sustainable gold products.

Topic: Phase out of mercury in lamps

Examples of project level outcome: Phase out the manufacture, import and export of mercury lamps; promote safe alternatives.

Examples for guiding questions:

What is the context?	Do national standards and regulation take women´s needs into account (threshold levels, availability of alternatives)? What alternatives are on the market (known, affordable, available for women)? Do women have the rights to establish alternative businesses?
Who does what?	Who buys mercury-containing lamps? Who handles the waste? Also at the household and business levels? Can women be enabled to establish alternative businesses providing better solutions?
Who has access and controls what?	Who is in charge of national legislation? Is there gender equality and gender mainstreaming established? Do women have access to financing tools and rights to establish alternative businesses?
Who decides?	Are retailers of lamps able to reach out equitably to women and men? Are women free to decide about the lamps they are buying? Are companies willing to address the need of female consumers by switching to safe alternatives?
Who knows what?	Are national legislators and competent authorities aware of hazards for women`s health caused by mercury lamps? Are female consumers aware of hazards for women`s health caused by mercury lamps? Are female consumers aware of the existence of safe alternatives?

Examples:

Activity	Quantitative Indicators	Qualitative Indicators	Comment
Develop information material and market campaign about hazards of mercury-containing lamps for women	Number of women informed Ratio of market shift towards safe alternatives		Women are main purchasers for their families, likely to be the ones who buy lamps, and who have to take care about lamps that become waste
Assessment of number of women working in the lamp production and the related exposure	Number of women working in production	Level of exposure	Information can be used for the design of educational material for workers
Enable women to establish green businesses based on safe alternatives: trainings, loans, etc.	Number of women being social entrepreneurs		

Assessment of roles of women involved in end of life / waste handling	Number of women working in waste / recycling	Women`s views on implementation measures to achieve safe handling of waste	

Topic: Phase out of mercury in medical devices/products and dental amalgam

Examples of project level outcome: Phase out the manufacture, import and export of mercury-containing thermometers and blood pressure devices; introduce measures to reduce the use of dental amalgam; promote safe alternatives.

Examples for guiding questions:

What is the context?	What OSH standards regarding mercury management do exist and how are they implemented? What gender considerations do they include? Do they have specific provisions for women and pregnant women? Is there any regulation in place that protects (pregnant) women and children from dental amalgam (including female dentists)? What is the role of the health insurance (if there is one)? Do they have a gender sensitive approach?
Who does what?	Who handles mercury-containing devices? Who is responsible for safe disposal and the implementation of existing requirements? Are there any gender-related constraints for safe disposal? Are there any gender-related constraints for using safe alternatives?
Who has access and controls what?	Who has access to mercury-containing devices and to the mercury-containing waste? Who has access and who controls the usage of safe alternatives (e.g. are only doctors allowed to use them or also nurses)? Who has the means to purchase better alternative devices (e.g. in hospitals)? Who has the means to spend money on mercury-free dental fillings? Are they more expensive? Affordable for women?
Who decides?	Does the health insurance or the patient or doctor decide about what dental filling is used?
Who knows what?	Who has access to information about better alternatives (patients, nurses, doctors, corporate purchasers, waste handlers, etc.)? Are women as patients, female dentists and female assistants aware of the health hazards related to dental amalgam fillings? Are women being trained to use mercury-free devices?

Examples:

Activity	Quantitative Indicators	Qualitative Indicators	Comment

Develop gender sensitive information about mercury and its related hazards for health and environment to be included in curricula of education and training for medical professionals	Number of training elements included in existing curricula Number of (future) health professionals informed Number of female (future) health professionals informed	Quality of training materials Quality of gender aspects included	
Develop awareness-raising materials aimed at female patients and dentists that provide information about mercury-containing dental fillings and related hazards, and about safe alternatives.	Number of women informed Number of women switched to safe alternatives		Women are often the ones who take care of the family`s doctor visits
Develop awareness-raising campaign to push for consumption of safe household medical devices (thermometers) and disposal of mercury-containing ones	Number of women informed Ratio of market shift		Women are often the main purchasers of thermometers for their families
Develop national standards for dental fillings that provide the highest protection level for women and children	Threshold level adopted, ban of mercury-containing dental amalgam		

Annex 3: General quantitative and qualitative gender indicators

Quantitative indicators:	Qualitative indicators:
• Percentage of women and men who have professional and university training in the project area. • Male and female wage rate. • Number and percentage of women and men in managerial and decision-making positions related to project context. • Number of women versus men who are aware of the national gender-focused strategies and legislation. • Number and percentage of women and men in project stakeholder groups. • Number and percentage of men and women participating in project activities, trainings, workshops, consultations, and interviews. • Number of community groups led by women that are project beneficiaries; percentage of women/men community leaders. • Primary school enrolment and attendance for females/males in the targeted communities. • Percentage of illiterate females versus males. • Percentage of women and men who own land. • Number of women and men who know about national legislation on land use. • Percentage of women and men who have access to land use. • Unemployment rate among women and men. • Percentage of women and men in occupations relevant to the project goal. • Percentage of women's employment in low income-generating activities. • Number of gender-specific information materials. • Number of gender-specific recommendations to better prevent the adverse effects of targeted chemicals on the health of men and women.	• Women's views on the implementation of laws formulated to protect the rights and interests of women, including those associated with the unwritten traditional norms and practices. • Women's views on the constraints and advantages of working in the service sector, including informal and formal forms of employment and household management. • Women's views on the causes and consequences of disparities between men and women (feminization of poverty, access to high paying secure employment, and capacity to contribute to economic growth).

Annex 4: Preliminary thoughts about gender aspects in ozone projects

Projects aiming at the reduction and phase out of ozone depleting substances (ODS) have not been included in this guidance document and should be explored in more depth at a later stage.
Nonetheless, through interviews with the staff, the following challenges to include gender aspects in ozone projects have been reported:

- The Multilateral Fund for the Implementation of the Montreal Protocol (MLF) does not require the inclusion of gender aspects in their funded projects. Therefore it is difficult to fund any such linkages.
- Phase out and reduction of ODS is beneficial for both men and women and it is difficult to see the differential impact of gender for ODS projects.
- The main target group of existing projects consists of nearly 100 percent men (engineers, technicians, etc.), who are e.g. responsible for maintenance of air conditions or other relevant products and facilities.

To include gender considerations in ozone projects, it would be beneficial to look at the scope of these projects. The following questions could guide further considerations on gender-related topics on ODS:

- Can ODS be reduced by a market shift towards better products (refrigerators, air conditioning)? What role do women/men play as purchasers for their families or in public procurement?
- What are general social injustice considerations? Where do gender roles come into play?
- Can awareness-raising be increased by taking gender considerations into account?
- Can women play a role as agents of change? On what level (e.g. community, family, national)?

An in-depth assessment of past and ongoing projects would help to carve out new perspectives and gender-related activities in UNDP ozone projects.

Annex 5: Budget assessment for gender-related activities

Module	Estimation of working days	Expenses	Estimation of Budget USD
Desk study: gender assessment during project preparatory phase, e.g. national gender policy and gender aspects in the national legislation/regulations, plans, programmes and strategies on chemicals management, current related projects	<$1m: 15 $1-5m: 20 $5-10m: 25 >$10m: 25-30	Expert fee	9,000 12,000 15,000 15,000-18,000
Brainstorming stakeholder meeting: development of recommendations for gender action plan	8 (pre-meeting preparatory work) 2 days for the meeting	Travel cost for participants, accommodation, venue rent, meals, materials, expert fees, etc.	6,000 (gender and chemicals expert fee) + x for other expenses
Gender action plan: development of gender-specific activities, indicators, outcomes, baseline	<$1m: 15 $1-5m: 20 $5-10m: 25 >$10m: 25-30	Expert fee	9,000 12,000 15,000 15,000-18,000
Gender training for staff / project team	8 (pre-meeting preparatory work) 2 days for the meeting	Travel cost for participants, accommodation, meals, venue rent, materials, expert fee, etc.	6,000 (gender and chemicals expert fee) + x for other expenses
Gender evaluation: evaluation of implementation of gender action plan	<$1m: 20 $1-5m: 25 $5-10m: 30 >$10m: 30-40	Expert fee	12,.000 15,000 18,000 18,000-24,000

Annex 6: Terms of Reference for consultant on gender and chemicals

Please note: this TOR provides examples and needs to be adapted to the actual needs.

Qualification: The Gender and Chemicals consultant should have a postgraduate university degree in social or environmental sciences. She/he should have formal training or proved experience in gender analysis and gender planning and demonstrated expertise in mainstreaming gender, especially in the sector of chemicals and wastes. She/he should be familiar with the chemicals and waste sector in developing countries and countries with economies in transition, especially on issues of "vulnerability," "accessibility," and "affordability" related to chemicals production, use, export, import and disposal. Experience in conducting primary gender research and collecting of gender-disaggregated data is needed. She/he should also be familiar with gender analysis guidelines and methodologies in the chemical and waste sector. She/he should have consulted for international or nongovernmental organizations (NGOs) supporting gender and development work in the chemicals and waste sector.

She/he will be responsible for the following key tasks:

- Provide the necessary support to UNDP for Gender Action Plan (GAP) implementation, including orientation and training on the role of the GAP in enhancing project effectiveness, in GAP activities and implementation mechanisms, and the project staff's responsibilities in ensuring GAP implementation.
- Provide training for project staff on GAP and implementation of GAP activities and maintain the desired level of gender awareness.
- Provide the necessary support to the local UNDP partner organizations for the implementation of GAP activities.
- Conduct field trips to monitor GAP implementation, collect data reflecting progress on GAP activities and indicators, and prepare progress reports.
- Amend GAP activities based on monitoring and evaluation inputs.
- Provide support to the project team to ensure that GAP implementation is being adequately assessed and reported on.
- Act as the main contact for all gender-related activities between the project, the implementing agency, the local partner organizations, and other consultants.
- Prepare and conduct intermediate and final project monitoring and evaluation to assess project gender impacts.

In particular, the gender specialist will conduct the following tasks:

- Prepare a questionnaire and conduct a survey to identify capacity needs and opportunities to mainstream gender into UNDP chemicals and waste projects at the national and local levels;
- Review the related national policy and legal framework, as necessary;
- Review the ongoing national projects on sound chemicals and waste management with the focus on whether/how gender inequality is addressed. Lessons learned and good practice examples should be collected;
- Conduct a brainstorming meeting with the project managerial team to present the above-mentioned gender assessment and review and collect thoughts and ideas on how to avoid mistakes from lessons learned and achieve positive results in gender equality in the framework of the project;
- Facilitate one training workshop for project staff on gender and chemicals and for this purpose develop the agenda, methodology and a PowerPoint presentation;
- Develop a gender action plan (GAP) during the design stage, including gender specific activities, gender targets and indicators, time lines, assigned responsibilities, and implementation arrangements;
- Ensure that each planned project activity conducts a thorough gender analysis, as well as contains a certain level of flexibility to ensure the inclusion of new gender issues if they arise;

- Provide cost estimates for GAP implementation;
- Monitor and collect gender-disaggregated data, as relevant, in relation to chemicals impacts and prevention of toxic exposure;
- Conduct intermediate and final monitoring and evaluation of gender-related activities within the project with the view to identifying any unanticipated risks and/or negative gender impacts; identify successes, key challenges and underlying factors in achieving gender equity objectives. If such risks and/or impacts eventuate, adjust, adapt, and/or develop project activities to implement appropriate risk reduction measures;
- Conduct an additional training for the project team to address gender-specific challenges identified during intermediate project monitoring and evaluation; and
- Contribute to the mid-term and final project report with the focus on GAP implementation.

Annex 7: Example of a Gender Workshop Agenda (1 day)

Please note: this is a rough agenda, which needs to be adapted to the actual needs.

Time total

1 day

Participants

app. 20

Overview

The workshop should enable project staff to develop a gender action plan for their project.

Materials needed for the session

- Flip Chart
- Tape
- Pens for all participants
- Projector

Time	Modules	Goals
5 min	Introduction and expectations	Clarify expectations to avoid misunderstanding of the goals of the workshop
10 min	Rope method (participants are active)	Warm up, evaluation of status
180 min	Mapping of gender aspects: Scoping of the problem, defining gender entry points, mapping actors, assessment of gender sensitive needs	Develop a broad gender view on the topic of the project
60 min	Break	
180 min	Develop activities, indicators, baselines and budget	Develop a gender action plan for the project
45 min	Clarify tasks: Who does what, until when	Give a clear roadmap for unfinished business and follow up activities
10 min	Wrap up	Feedback from participants