

GENDER IMPACT ASSESSMENT: AN INTRODUCTORY GUIDE

Prepared for PT Kaltim Prima Coal (KPC)
Project Partner

*Creating Empowered Communities: Gender and Sustainable Livelihoods in a Coal Mining
Region in Indonesia*



Resource Management in Asia-Pacific Program
Australian National University
2008



About the Project

In 2006, the Resource Management in Asia-Pacific Program received funding from the Australian Research Council to investigate gender and sustainable livelihoods in a coal mining region in Kalimantan, Indonesia. *Creating Empowered Communities: Gender and Sustainable Livelihoods in a Coal Mining Region in Indonesia* is an action research project which aims to test the hypothesis that women's empowerment is the key to wider community empowerment and the creation of sustainable livelihoods in a mine-affected community.

ANU, together with the industry project partner, PT Kaltim Prima Coal (KPC), is helping to formulate community development strategies that benefit both women and men in communities affected by extractive industries activities and operations.

For further information, visit: <http://empoweringcommunities.anu.edu.au/>

Gender Impact Assessment: An Introductory Guide

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February 2009

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Preface

The following Gender Impact Assessment guide has been developed for use by PT Kaltim Prima Coal (KPC), an industry partner in the Australian National University's ARC Linkage project, *Creating Empowered Communities: Gender and Sustainable Livelihoods in a Coal Mining Region in Indonesia*.

This guide offers an introduction to the key concepts, methods and steps performed during Gender Impact Assessment (GIA). It is designed to familiarize community relations staff from a mining company, such as KPC's Community Empowerment department, with the gender impact assessment process as well as offering a step-by-step guide to undertaking gender impact assessment within a community affected by a proposed or operational mining project. The guide is also designed to assist staff members in evaluating the terms of reference and work of external experts that may be engaged to undertake any form of social assessment or social baseline study on the company's behalf.

Gender Impact Assessment incorporates key elements of gender analysis. A guide to gender analysis has also been developed for use by PT Kaltim Prima Coal and other professionals working with or within the extractive industries. It is recommended that both guides be consulted by those intending to familiarise themselves with the steps and processes involved in undertaking gender impact assessment with mining-affected communities.



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This section gives a framework for undertaking GIA and provides a summary of the key stages and steps in GIA for project and policy planners.

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This section looks at when and how to conduct GIA at different stages of the project cycle, how to assess the gender impacts of development projects and provides a checklist for integrating gender issues into the project cycle.

Introduction:

Gender Impact Assessment for the Extractive Industries

Why is Gender Impact Assessment important for the extractive industries?

Mining and resource extraction feature prominently in the economies of many developed and developing countries, yet women are less likely to enjoy the economic benefits and more likely to experience the adverse impacts of mining. Because men and women have different roles and responsibilities in most societies, the impacts of development projects are experienced differently by men and women. Failure to assess and understand the gender impacts of medium-large scale development projects such as mining can lead to poor project design and planning, inadequate stakeholder analysis, increased risk of direct and indirect negative impacts, social deterioration and conflict, poor community relations, increased risks and ultimately, project failure.

As gender is a cross-cutting issue, no impact assessment, social analysis or baseline study can be regarded as rigorous or accurate unless it incorporates gender. Gender Impact Assessment (GIA) recognizes the central importance of gender in all societies, that no policy or project is 'gender neutral' and that men and women will be affected differently by any planned course of action. GIA is a key tool for gender mainstreaming that can be used by the extractive industries to gain greater understanding of gender issues in the project environment and the impacts and benefits of mining activities and community development initiatives on local women and men.

The need for the extractive industry to address the gendered impacts of mining and promote gender equity throughout its operations has been recognized by a number of major donors and non-government organisations, including the World Bank, International Finance Corporation and Oxfam. Mining companies are increasingly expected to demonstrate their commitment to sustainable development and their social license to operate by actively developing policies and programs which support gender equity. Undertaking GIA prior to and throughout the project cycle is one strategy that can be employed by the extractive industries to mainstream gender throughout their operations and improve gender equity.

The gendered impacts of mining

Mining is viewed by many in the extractive industries as positive for local communities, offering economic development, investment, jobs, compensation and infrastructure such as roads, schools and health clinics. However, communities are made up of men and women with different needs, priorities and interests. The impacts of mining are not gender neutral and research has shown that on balance, women are more negatively affected by mining activities than men. Until recently, women have not been considered as a distinct group of stakeholders by the extractive industries, yet there is considerable evidence to show that as with all development projects and policies, mining has differential impacts on women and men.

Women receive less of the direct and indirect benefits derived from mining, primarily because women have had limited employment opportunities within the industry and rarely directly receive compensation payments, but also because their status, health, safety and livelihoods can be adversely affected by the changes that mining can bring to communities. While mining can bring benefits to a community, it can also increase the vulnerability of women and their dependence on men, alter gender relations and exacerbate inequality between men and women, particularly in remote and under-developed regions.

Some of the adverse impacts of mining and resource extraction on women include:

Lack of engagement, consultation and compensation

In many societies and cultures, women are not entitled to own land as individuals or jointly with their husbands, are not elected to represent communities and are often not consulted as stakeholders about project plans, compensation or land use agreements. In the past, women have often been invisible as stakeholders in mining agreements. When social impact assessment studies and planning and negotiation processes exclude women, their needs, interests and priorities can be ignored and the potential for negative impacts increases.

Lack of employment opportunities

Mining can boost direct and indirect employment in a region, however it is primarily men that gain direct employment in the extractive industries or benefit as supply chain partners. Women face a range of barriers to employment by mining companies, including lack of affirmative action policies, sexual discrimination and harassment and prevailing cultural attitudes – both within companies and communities – that mining is ‘men’s work’. Women’s low education levels or lack of skills, particularly in less-developed countries or poor socio-economic regions, also prevents them from benefiting from the employment opportunities that mining generates.

Displacement

Many large-scale mining projects involve some level of displacement and re-settlement of human populations. The fragmentation of communities following displacement can lead to social breakdown and the breaking of kinship ties. For women, displacement and re-settlement can involve separation from social and extended family support networks, increasing their isolation and vulnerability. Displacement may interrupt women’s access to common natural resources and potable water supplies. Livelihood activities such as basket weaving, pottery and the collection of herbal remedies may all become redundant with re-settlement. Where women do have land or property rights, this very important economic asset may be removed by displacement and resettlement.

Land use and livelihood changes

Changes to land use and ownership that accompany mining activities, such as deforestation or changes to water supply and river systems, can dramatically affect local women that depend on accessing natural resources such as fuel, water, natural medicines and fodder for their income and their family’s subsistence. These changes can alter or reduce women’s livelihoods and leave them increasingly dependent on their husband’s income or may remove a source of livelihood altogether for female-headed households.

Increased poverty and work burden

The inflationary affects of mineral resource development and the sudden introduction of a cash wage economy may leave the purchase of staple household items out of local people’s reach, increasing poverty and hardship, particularly for female-headed households and women that do not receive any of the direct or indirect benefits of mining activities. The departure of able-bodied men to work for mining companies on a shift-work or seasonal basis can also increase the work burden and responsibilities of women in the home, workplace and community.

Family conflict and breakdown

Transfers of cash compensation payments to male heads of households can further aggravate gender inequalities, lead to conflict and the breakdown of families. While compensation funds and new sources of income have the potential to bring benefits to households and communities, research has shown that men often deplete them through the consumption of ‘status’ goods, drinking, gambling, prostitution and long-running conflicts with competing male land-owners. In contrast, research has shown that women tend to invest income in ways that benefit the whole family and community. The wives of migrant mine workers may also experience particularly high levels of vulnerability, having moved away from the support networks of family and friends at home.

Sexual health and safety

The influx of migrants, seasonal labour and sex workers that accompany mining activities can have adverse affects on gender relations and women and girls in particular, including exposure to HIV/Aids and Sexually Transmitted Diseases (STDs). For some local women and girls, sex work may become the only way of earning an income if they suffer family breakdown, other sources of livelihood become redundant or the cost of living escalates. Lack of awareness about sexual health and diseases, low levels of sex education, social stigmas, cultural taboos and pressure on sex workers not to engage in safe sex practices can have devastating impacts on the sexual health of both women and men in mine-affected communities.

Understanding the gendered impacts of mining or any policy or development project can not only help to broaden the identification and assessment of likely impacts, but can assist in the development of appropriate mitigation strategies to neutralize the affects of negative impacts and ensure that men and women benefit equally from any positive affects.

SECTION 1: WHAT IS GENDER IMPACT ASSESSMENT?

What is gender?

Gender refers to the socially constructed roles and responsibilities that men and women play and fulfill. Sex refers to the biological differences between men and women. Gender refers to the social and culturally-assigned differences between men and women. Gender relations – the way men and women interact and their different rights, roles and responsibilities in the home, workforce, community and wider society are products of our social and cultural environment. Gender is one of the fundamental organizing units of any society and is intrinsically linked to economic, cultural and political organization and processes.

Gender is a 'dynamic concept'. Gender roles and relations can and do change and are closely interlinked with economic, cultural and political forces and trends. Geographical and historical factors also influence gender roles and relations. Women and men are not homogenous universal categories, but are differentiated in most societies according to age, socio-economic status, caste, class and ethnicity. Gender roles and relations are thus highly variable both across and within different countries.

What is Gender Impact Assessment?

Gender impact assessment (GIA) is a social assessment tool that is used to analyse the impact of development projects, programs and policies on men and women. As an assessment instrument, GIA is similar in its methods and approaches to other impact assessment instruments, in particular Social Impact Assessment (SIA), but has a clear focus on identifying the differential impacts on men and women, gender relations and gender equity.

GIA is used by planners and policy makers to understand the different experiences, needs and interests of men and women in a target population and to assess the negative and positive effects of any planned activity or policy on men and women. Both gender analysis and gender impact assessment are important tools for gender mainstreaming – bringing a gender perspective to all organizational policies and activities.

GIA typically begins with a preliminary assessment to gauge the likelihood of gender impacts arising from the proposed activity or policy. If gender impacts cannot be ruled out, a full gender impact assessment is undertaken, which involves collecting baseline information on gender roles and relations in the affected population, consulting with men and women stakeholders to understand their views on the likely impacts should development proceed, assessing all steps and stages of the project or policy cycle to predict the likely gender impacts, and evaluating trade-offs between impacts and benefits. The final step involves making recommended changes to the project or policy to minimise negative impacts and maximize the equal distribution of benefits between men and women and designing ongoing impact monitoring and evaluation processes.

GIA can be undertaken at any time during the policy or project cycle, but is most effective when used during the earliest planning stages to inform policy or program development, assess options and to ensure that gender considerations become embedded in planning and implementation processes. GIA has been applied to many fields, policies and projects and – like SIA – can be easily transferred and adapted to suit different contexts.

Gender Impact Assessment (GIA) is a key instrument of gender mainstreaming and supports the realization of the goal of equal opportunity and gender equality. A GIA supports the analysis and review of the effects on women and men, as well as on gender relations, of policy measures. Its core function is to identify the effects that concrete measures, political decisions, laws and regulations, programs, projects and the actions of organizations have on equal opportunity. GIA's were developed as a result of an awareness that the supposedly gender neutral design of a project, plan or program can have unintended, serious and often negative consequences.

Source: Institute for Social-Ecological Research (ISOE), 'Gender Impact Assessment', http://www.isoe.de/english/spectrum/meth_gia.htm

Principles and Practices of Gender Impact Assessment

- ***The gender impact assessment process is based on an understanding that gender is one of the most fundamental organising features in society and affects our lives from the moment we are born.***
- ***Gender impact assessment recognises that differences exist in men's and women's lives and therefore our needs, experiences and priorities are different. The gender impact assessment process takes these differences into account in the development, implementation and evaluation of projects and policies.***
- ***The gender impact assessment process is based on a commitment to full gender equality. It is premised on a recognition that inequalities exist which can and do discriminate against either sex. Gender impact assessment involves a pro-active process designed to tackle these inequalities.***
- ***Gender impact assessment is based on a solid analysis of the current situation with, where possible, the use of gender disaggregated statistics and qualitative data. This ensures that policies and practices are not based on incorrect assumptions and stereotypes about gender roles and relations.***
- ***Engagement in a gender impact assessment process is not about apportioning blame for the inequalities which exist or discrimination which took place in the past, it is about understanding what caused the inequalities and taking action to ensure they do not recur in the future.***
- ***The achievement of equality of opportunity in any activity or service may need an unequal investment - i.e different actions or approaches for men and women may be necessary. The same treatment will not necessarily provide equitable results.***
- ***One of the strengths of the gender impact assessment process is that it focuses on indirect or unintentional discrimination. Indirect discrimination can be very subtle and based on beliefs, assumptions and practices which go unchallenged and, as such, are considered 'normal'.***
- ***The questions that arise from the gender impact assessment process should stimulate discussion, reflection and action.***
- ***Commitment from the highest level in an organisation is essential if an effective gender impact assessment is to take place.***
- ***Gender impact assessment should be adopted as an integral part of work, rather than a goal to reach. When effectively implemented, it becomes part and parcel of the everyday work of the organisation and no longer appears as an additional task or action - it is then, in effect, mainstreamed.***

Source: Crawley, M & O'Meara, L (2004) Gender Impact Assessment Handbook, Gender Equality Unit, Office of First Minister & Deputy First Minister, Northern Ireland, <http://www.ofmdfmi.gov.uk/handbook1.pdf>

Why do Gender Impact Assessment?

Men and women have different lives, needs and interests, thus development activities and policies can affect men and women in different ways and on different levels. All projects and policies have gender impacts – even those that appear to be ‘gender neutral’. If policies or projects are mistakenly perceived as gender-neutral, stakeholder consultation will be inadequate, potential impacts on men and women will be missed, projects and policies may be poorly designed or targeted and may ultimately fail. GIA ensures that men and women are considered and consulted equally on the impacts of any planned activities and can reveal gender differences in the capacity of men and women to participate in and benefit from development activities.

Like gender analysis, GIA is an important planning tool. Anticipating the direct and indirect impacts and benefits of development activities is a complex process. GIA allows planners to gain a greater understanding of the likely impacts of development activities. Because GIA examines the different impacts on different groups of women and men, it broadens the assessment of impacts to include members of the population that may be overlooked. GIA does not just seek to identify the differences between men and women. GIA can help to assess which policy opportunities or program activities will increase and enhance equality between men and women.

There are three compelling arguments for undertaking Gender Impact Assessment:

Fulfilment of legal obligations

In many jurisdictions there are requirements, legal and other, which require that planners or project proponents undertake a comprehensive assessment of the likely impacts of any course of action on men and women in the target or surrounding population.

Achievement of equality and fairness goals

In most democracies there is a moral imperative which demands that pro-active measures to ensure equality between men and women are pursued.

Efficiency and effectiveness

Through gender equality policies and practices such as GIA, organisations can improve their efficiency and effectiveness by maximising human resource potential and identifying and addressing local needs more effectively.

Source: Crawley, M & O’Meara, L (2004) Gender Impact Assessment Handbook, Gender Equality Unit, Office of First Minister & Deputy First Minister, Northern Ireland, <http://www.ofmdfmi.gov.uk/handbook1.pdf>

How does GIA relate to Gender Analysis?

Both gender analysis and gender impact assessment are important analytic tools for gender mainstreaming. Gender analysis is a form of social research that is used to gather sex-disaggregated data in order to gain a comprehensive understanding of gender roles and relations in a given population or community. Gender analysis seeks to identify and understand the root causes of gender inequality and can be used to devise gender-sensitive policies, projects and programs.

Gender impact assessment also involves gathering and analyzing data on gender roles and relations in a target population. GIA therefore incorporates elements of gender analysis to collect baseline information on gender roles and relations and understand how different groups of men and women in a population or community will be affected by any planned course of action.

The primary difference between GIA and gender analysis is that GIA is concerned with identifying the potential or actual impacts of policies and planned activities. Gender impact assessment involves assessing both the data that is gained from gender analysis and all aspects of a proposed project, policy or program to identify the impacts on women and men and gender equity. While gender analysis may be undertaken to provide a broad social baseline or assessment of gender roles and relations, GIA is usually applied to a specific policy, project or activity.

How does GIA relate to SIA (Social Impact Assessment)?

GIA is similar to SIA in its method and approaches, but it explicitly examines the impacts of any planned course of action on men and women and gender relations. GIA ensures that a gender perspective is not lost from the assessment of impacts of a policy or project on a community or population. All social assessments should integrate gender as a key element of social life and a key difference between stakeholder groups, but at times, the gendered impacts of projects such as mining can be overlooked during SIA. This is often because women are not represented on community leadership committees, are not consulted as a distinct stakeholder group during community consultation and negotiation processes or when collecting data on social impacts, or their views about impacts may be overshadowed or dominated by those of men.

An advantage of GIA is that it is also concerned with identifying areas of inequality between men and women both before and after project implementation and can therefore provide important data for the development of targeted, gender-sensitive programs and initiatives which have gender equity as their goal.

GIA can be undertaken separately to SIA or combined with both environmental and social impact assessment processes to form an integrated impact assessment. Because GIA involves a comprehensive stakeholder and situation analysis and investigates the impacts of policies and project activities on different groups of women and men it can effectively replace SIA. If proceeding with an SIA or integrated impact assessment, planners and project proponents should ensure that gender is mainstreamed throughout the assessment process. That is, a comprehensive SIA should integrate considerations of gender roles, relations and equity and involve both men and women equally as stakeholders throughout the assessment and analysis process

Gender Analysis:

The study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision making powers etc. between women and men in their assigned gender roles. Gender analysis draws on sex disaggregated data to analyse the causes and consequences of gender difference and inequality.

Gender Impact Assessment:

Examining policy or project proposals to see whether they will affect women and men differently, with a view to adapting these proposals to make sure that discriminatory effects are neutralised and that gender equality is promoted. Gender Impact Assessment is a systematic method for ensuring that gender considerations form part of any policy or planning exercise.

Social Impact Assessment:

A process examining proposed projects, programmes and policies for their possible effects on individuals, groups and communities. SIA encompasses studies regarding the actions that need be taken to minimize the adverse impacts identified and maximize the impact of the favorable ones.

What skills and resources are required to undertake GIA?

GIA involves the collection of sex-disaggregated data and the ability to apply gender-sensitive analysis to the data. It also involves consulting with men and women in affected communities and devising participatory research strategies to collect data on the gendered impacts of planned activities. Training, skills and/or experience in undertaking participatory social research, gender analysis, GIA and SIA are required, as is an understanding of gender issues and theories as they relate to the context, project or policy in question.

Mining companies frequently contract external researchers to undertake SIA and other social baseline and monitoring studies. While many organisations may feel that they lack the internal capacity to undertake a GIA, it is important that companies develop the ability to undertake or at least integrate the findings of GIA into planning processes. This ensures that GIA does not become a one-off exercise, but becomes integrated into all areas of operation and activities and that the benefits of undertaking GIA are maximised.

External consultants should and can assist organisations by providing a simple framework for conducting follow-up GIA and monitoring and evaluation exercises for the duration of the project, policy or program life cycle. Once a comprehensive initial GIA is undertaken, this provides valuable baseline data and indicators that organisations can use to continually assess monitor and assess impacts, set performance benchmarks and measure targets.

If contracting external consultants to undertake GIA, companies and organisations should ensure that:

- External professionals have the required training, skills and experience to undertake gender-based social analysis
- There is gender balance on the assessment team (men and women researchers are involved)
- Consultation and data collection methods are participative and involve men and women equally in the affected population/community
- The results of the GIA are presented in a way that enables companies to integrate GIA into their planning processes and operations
- Internal staff have the opportunity to learn and benefit from the experience of conducting GIA with a view to implementing recommendations and mainstreaming a gender perspective throughout the project cycle

By assisting with and participating in the GIA process and integrating GIA findings into all areas of planning, internal staff can become familiar with the key steps and processes involved in GIA, as well as gender issues, roles and relations in affected or beneficiary communities. This in turn can assist in mainstreaming gender throughout all policies and areas of activity.

Gender Impact Assessment can:

- *Reveal and examine the differences and realities in women's and men's lives. If this does not happen, unexpected consequences of policies and projects can arise, which may contribute to policy or project failure.*
- *Identify where more data is needed in order to have quality information on which to base policy decisions or target services and programs.*
- *Force an examination of underlying issues and problems and indirect impacts and formulating a response.*
- *Enable the early identification of impacts, thereby removing the need for reactive and costly measures later on.*
- *Enable planners and proponents to analyse systematically whether the outcomes of policies, projects or services are equitable.*
- *Allow for better targeting of policies and programs, products and services.*
- *Broaden the focus of economic/cost-benefit analysis to inspire different questions to be asked and issues to be raised.*
- *Improve the accuracy of costing and projections in relation to the uptake of programs or benefits.*
- *Encourage maximum participation by women at all levels of society, increasing benefits to society through women's skills and contribution.*
- *Promote gender equality, which is a basic human right.*
- *Encourage openness and transparency in decision making, as it requires consultation with affected parties and stakeholders at an early stage of policy making or project design.*
- *Provide broader and more detailed information about stakeholders and beneficiaries and their needs.*
- *Assist companies and public authorities in complying with laws and regulations requiring community consultation and impact assessment.*

Sources: Gender Impact Assessment: Implementing the Netherlands Model (2005) Office for Women and the University of Adelaide, SA, http://www.officeforwomen.sa.gov.au/siteFiles/GAP_Netherlands.pdf & Crawley, M & O'Meara, L (2004) Gender Impact Assessment Handbook, Gender Equality Unit, Office of First Minister & Deputy First Minister, Northern Ireland, <http://www.ofmdfmi.gov.uk/handbook1.pdf>

SECTION 2:

GENDER IMPACT ASSESSMENT STEP-BY-STEP

A Framework for Undertaking Gender Impact Assessment

There are a number of different frameworks for undertaking GIA, which vary slightly depending on whether the GIA is being applied to a policy or a project, or whether the GIA is being applied prior to ('ex-ante') or following ('post-facto') implementation.

Most frameworks for undertaking GIA consist of three assessment stages:

1. Relevance test (pre-assessment)
2. Gender Impact Assessment (main assessment)
3. Monitor and Evaluate

Stage 1: Relevance Test

A relevance test is applied to the policy, project or activity being proposed to determine the likelihood of a significant gender impact so that planners can determine whether a full GIA is required. For a large project, where numerous activities will be taking place, relevance tests can help to determine which activities should have top priority in assessing and analyzing gender impacts and which may have lesser priority.

It should be noted that there is no strict criteria on whether or not a GIA is warranted and that it is rare for most policies and projects not to have at least some gender impacts. In many instances, gender impacts may not be immediately obvious or may not appear until after the implementation of a policy or program. The purpose of relevance tests is to paint a picture of the likely gender impact of a policy or activity, but the only way to ensure that gender impacts are fully explored in advance and can be anticipated and mitigated is to carry out a GIA.

Checking gender relevance can be a relatively quick and simple process. Planners should obtain and study an initial sample of sex-disaggregated data and ask the following questions:

- Does the proposal concern one or more target groups? Will it affect the daily life of part/s of the population?
- Are there differences between men and women in the target group/s or population (with regard to rights, resources, participation, values and norms related to gender)?

If the answer to any of these questions is positive, gender is relevant to your project or policy and a full assessment should be made of the potential gender impacts of the proposed activities.

“If pre-analysis (relevance tests) show women and men are affected differently, a gender impact assessment should be carried out. The existence of even one indicator is sufficient for an assumption of gender relevance, particularly if, for example, the planned measure would represent a severe encroachment of an area protected by basic rights. A GIA should also be conducted if gender relevance cannot be excluded.”

Source: Implementing Gender Mainstreaming in Germany: Towards Gender Justice in Environmental Policy, http://www.gendercc.net/fileadmin/inhalte/Dokumente/Tools/GM_Environment_Germany.pdf

Extensive research has shown that almost all medium-large scale mining projects will have gender impacts – many of them significant - throughout the project life cycle. In most jurisdictions it is mandatory for mining companies to undertake an integrated impact assessment. Incorporating GIA as part of any impact assessment process, evaluation or social analysis can only be beneficial in terms of understanding the full range of likely impacts on men and women in the affected communities.

Some mining companies may prefer to engage a consultant to assist with undertaking a relevance test. An external consultant or social researcher with experience and skills in gender analysis and impact assessment can give their professional assessment of the likelihood of significant gender impact and the need to conduct a full GIA. This can be combined with a relevance test to determine whether GIA is recommended.

Identifying gender issues in the proposed project area

Quickly identifying social and gender issues in the proposed project area can be done with the help of a Rapid Social Assessment and/or a criteria-based relevance test.

A checklist of questions to quickly assess differences between men and women and the level of gender equity in a target population or impacted community is given below. An example of a criteria-based relevance test is also given below. Both of these may be used as guides when making a pre-assessment of the likelihood of gender impacts.

Like relevance tests, the findings of a rapid social assessment helps to make a determination about the nature and extent of gender differences in a population that may be affected by any planned course of action. It also assists in planning a more detailed assessment of impacts. By identifying differences between men and women in terms of participation, behaviour, rules, rights, norms and equity, a rapid social assessment allows planners to quickly evaluate the potential - and the significance - of gender impacts arising from a proposed policy or project.

Rapid Social Assessment

A Rapid Social Assessment requires attention to the following gender issues in the proposed project:

Social diversity and gender	<ul style="list-style-type: none">• Are there differences in gender relations between subgroups of the community (indigenous groups, religious or ethnic affiliation, socioeconomic strata)?• What is the proportion of households headed by women? Are these households significantly poorer than male-headed households?• Will the proposed project benefit both women and men differently?• What contributions do men's and women's activities make to development goals?
Institutions, rule and behaviour	<ul style="list-style-type: none">• What are the formal and informal institutions that promote/perpetuate current gender relations in the project area?• Do women participate equitably in formal and informal institutions?• Are there any opportunities to promote gender equality through the formal and informal institutions that are present in the project area?
Stakeholders	<ul style="list-style-type: none">• Who are the male and female stakeholders in the project? Do they support or oppose the project?• Does the project threaten the interests (actual or perceived) of either men or women?• What are the potential male-female conflicts that the project might induce?
Participation	<ul style="list-style-type: none">• Will both women and men participate in the project?• Is there a likelihood of elite capture (all-male community councils, better-off women whose priorities differ from those of poorer women in the community)?
Social Risk	<ul style="list-style-type: none">• Are there any significant local, regional or national risks that are different for men and women?• What measures can be taken to minimise or avoid these risks?

Source: The World Bank (2005) *Gender-Responsive Social Analysis: A Guidance Note*

Criteria-Based Relevance Test

The criteria-based relevance test below asks planners to go through a four-part checklist of questions about the project or policy in question. The answers will indicate the level of priority for performing a gender impact assessment. Not all of the questions will be relevant to the specific project or policy being assessed. Some policies or projects have clear gender impacts, which makes it easier to determine gender relevance and for others, gender impact may be more subtle or hidden.

A considerable amount of data and understanding regarding gender issues is required in order to complete the test. For this reason, companies or organisations may choose to work with a consultant with skills and experience in undertaking gender analysis and/or participatory social research to help complete the test, or to supplement the test with their professional assessment of likely gender impacts.

Section 1: Background Information

- What is the nature of the planned project/policy/intervention?
- Who are the direct target beneficiaries or impacted groups?
- Who are the indirect target beneficiaries or impacted groups?

Section 2: Direct Beneficiaries

Will the planned project/policy/intervention affect men and women within the directly impacted or target beneficiary group differently in any way in relation to their:

- **Participation** (e.g. will it influence male or female beneficiaries' ability to participate in the labour market, in decision-making or their family activities?)
- **Resources** (e.g. will it result in more or less resources such as income, time, or skills for men or women?)
- **Norms and values** associated with either gender (e.g. will it reinforce or challenge gender stereotypes?)
- **Rights** (e.g. will it represent a violation of the rights of women or men?)

Does the planned project/policy/intervention in any way concern:

- **gender-specific reproductive health issues** (e.g. related to pregnancy, contraception, HIV/Aids)
- the **differing physio-biological conditions** of men and women (e.g. related to gender-specific conditions such as ovarian or prostate cancer)
- the **gender-gender-specific vulnerabilities or sensitivities** of men and women (e.g. related to violence against women)

What **proportion** of men and women will be affected in any of the above ways?

To what **degree** and for what **duration** will men and women be affected in any of the above ways?

*If the data is weak, note this and make an estimate, stating what the estimate is based on. Where there is no data, state this as well.

Section 3: Indirect Beneficiaries

Repeat all steps above in Section 2, examining how the planned project/policy/intervention will affect men and women within the **indirect beneficiary group** or **surrounding/downstream communities** that may be indirectly impacted.

Section 4: Evaluation

Based on the above, is a full gender impact assessment required for this project/policy/intervention or parts thereof? If not, justify why not. This decision requires a judgement based on significance of the potential impact.

Adapted from: UNDP (2007) *Gender Mainstreaming in Practice: A Toolkit*

Stage 2: Gender Impact Assessment

Gender impact assessment should be carried out once it has been established that a policy or project will have gender impacts or implications for gender relations. GIA - the main assessment stage - involves a full and detailed analysis of the gender impacts of a policy or project. This involves collecting sex-disaggregated data to analyse the local context and current status of gender roles and relations, examination of all proposed activities associated with the policy or project, and the prediction of direct and indirect impacts that may arise and whether they will enhance or reduce gender equity. On the basis of this assessment, planners can evaluate whether an activity should proceed unchanged, or whether changes are required and mitigation strategies should be put in place to minimise negative impacts and enhance potential benefits.

Like SIA, community consultation and participative research methods are an integral part of GIA. Both quantitative and qualitative data on gender roles and relations can be used to aid assessment and analysis. Men and women from affected or target communities can participate in the GIA process through interviews, surveys and focus groups. Community organizations, local NGOs and women's and men's associations and any other identified target or stakeholder groups should be consulted and engaged as part of the data gathering and assessment process.

For a project-related GIA, the assessment process can be broken down into eight steps. These steps are similar to those that take place during social impact assessment, only with GIA there is clear focus and attention to gender in assessing impacts. Steps 1 and 2 below are the main data and information gathering stages, while steps 3-7 are primarily concerned with assessment and analysis of impacts in light of the data gathered. Although the steps are presented sequentially here, if at any time assessors find that they need more data to fully inform their assessment of impacts they should not hesitate to go back to steps 1 and 2 and gather more data as required.

Step 1: Establish baseline information

This step involves the collection of sex-disaggregated data on the current status, roles and relations of men and women in the target population or affected community. The baseline information that is gathered is used to measure changes and impacts of the project or policy. The best way to gather this information is using gender analysis tools and techniques including interviews, surveys, focus group discussions and case studies to find out what men and women do (their roles, responsibilities and activities), the levels of access and control they have over assets and resources, and their needs and priorities. During this step, areas of inequality between men and women should be identified, as well as any gender rules, values or norms that govern men's and women's behaviour, and how their participation and contribution in the home, workplace and broader society is valued.

Step 2: Assess gender trends

This step involves collecting data on underlying trends in the social environment that may be affecting or impacting gender roles and relations. This may include assessing demographic, economic and employment trends, religious and cultural influences and local or national laws and policies. During this stage, assessors are seeking to gain insight into the factors and trends influencing gender roles and relations and levels of gender equity that are external to the project.

GIA should examine the following:

- *Gender division of labour, roles and relations in the community and household*
- *Gender and local/national policies and laws*
- *Gender and rights at the local/regional/national level*
- *Gender and participation in the development planning process*
- *The gendered nature of institutions and groups that represent all the various communities involved in and affected by the development project*
- *The gendered impacts of adverse outcomes such as displacement, resettlement and rehabilitation*
- *The gendered distribution of benefits such as compensation, infrastructure improvements, irrigation, targeted social investments or community development initiatives*

Source: Bina Srinivasan & Lyla Mehta (2003) 'Assessing gender impacts', Becker, H.A & Vanclay, F (Eds) *The International Handbook of Social Impact Assessment*

Step 3: Analysis of the policy plan or project cycle

If it has not already been done, during this step assessors should analyse all facets of the proposed policy, project or planned activity. A project or policy should be broken down into its component parts and sub-activities. Time-line schedules, geographical area/s of impact, target population, goals, key performance indicators and measures should all be carefully examined. A detailed understanding of all aspects of the project or policy cycle, from inception to closure, is required in order to also understand and assess the likely impacts on men and women and to ensure that all those that may be affected are considered and consulted during the GIA. It is likely that different impacts will be felt by different groups of men and women at different stages of the project or policy cycle. This is particularly so for mining projects which move through stages of exploration, construction, extraction, processing, expansion and closure, sometimes over a long period of time.

Step 4: Determine the priority and significance of the gender impact

During this step assessors need to determine the priority and significance of the gender impact of planned activities on men and women in the community based on the data collected during steps 1 and 2 above. It may be necessary to gather further data on community attitudes towards the project or particular planned activities to establish priority and significance. The significance of the impact can be gauged by considering the number of people affected, its duration, magnitude and the level of vulnerability of different members of the community.

Step 5: Assess and describe potential impacts on men and women

Based on the understanding of gender roles and relations gathered during steps 1 and 2, the potential impacts on men and women of the proposed activity are assessed and described. Both negative and positive impacts should be considered, as well as the trade-offs between the two.

Step 6: Assess potential impact on specific groups

It must be kept in mind that men and women are not homogenous groups. All data gathered for GIA should not only be disaggregated by sex, but also by other important variables, such as age, socio-economic status, ethnicity, marital status, occupation, urban/rural location. This data is invaluable for assessing the potential impacts on particular groups of the population or beneficiary community. Impacts may not only be felt differently by men and women, but may be felt differently by different groups of men and women such as those from isolated, rural areas, or from particular tribal or ethnic backgrounds. For instance, older, widowed women in rural areas may be more vulnerable to impacts than younger, married women in urban areas. During this step, impacts are examined in terms of their affect on the full cross-section of the community or population being assessed.

Step 7: Assess indirect impacts

Potential impacts may be felt at a range of levels and across a number of areas of people's lives – their jobs, livelihoods, health, physical environment, and their families. Assessing indirect impacts involves looking at people that are not directly impacted – such as the relatives of those directly impacted, those outside the target group or those living downstream or in neighbouring areas. For example, livelihood programs targeted at women need to consider what happens to the children or elderly that might be in their care while they are involved in program activities. Similarly, a mining project may create new opportunities for paid work for men, but increase the work burden of women in and outside the home and around the community. These are examples of indirect gender impacts that may be overlooked by assessors.

Step 8: Identify potential changes to the project or policy

If the assessment indicates significant negative gender impacts, it is necessary to consider how they can be counterbalanced or removed. During this step, assessors weigh up negative and positive affects and examine how the potential negative impacts of the project or policy can be mitigated. If a number of negative impacts are identified, it may be recommended that the project or policy be re-designed or re-oriented to promote gender equity. Planners should develop a range of options and mitigation strategies to improve policy or project design that should also be assessed in terms of negative and positive gender impacts and gender equity goals.

“No intervention can have neutral effects when the players do not start as equals. Gender relations themselves affect a project's ability to deliver the outcomes and impact it proposes. Gender awareness in impact assessment starts from recognizing that a project will always affect men and women differently.”

Source: Johnson, S (2000) 'Gender Impact Assessment in Microfinance and Microenterprise: Why and How', *Development in Practice* 10(1):89-93

Using Gender Analysis to Establish Baseline Information and Assess Gender Trends

GIA involves collecting sex disaggregated data and information on gender relations in the household, workplace and community to establish baseline information and assess gender trends. Gender analysis can be used during GIA to gather this essential data on gender roles and relations in a target population or affected community. Like GIA, gender analysis requires professionals with skills, training and/or experience in undertaking participative social research and gender-sensitive social analysis. For a comprehensive guide to undertaking gender analysis, *Gender Analysis: An Introductory Guide* developed for PT Kaltim Prima Coal can be referred to.

Gender Analysis Framework: A Guide for Data Collection

Gender analysis frameworks resemble project 'logframes' and provide a structure to help organize the information you need to gain an understanding of gender roles and relations in a given community or population.

Below is an example of a typical gender analysis framework designed to gather a broad baseline of information on gender roles and relations in a population. It features a 'Category of Enquiry' and 'Issues to Consider' to aid data collection. Under each 'category of enquiry' are question prompts and under 'issues to consider' are a range of possible activities and issues that should be investigated to gain insight into men's and women's roles and responsibilities, assets, levels of empowerment, needs, priorities and perspectives at a variety of levels.

Category of enquiry	Issues to consider
Roles and Responsibilities (Gender Division of Labour) <ul style="list-style-type: none"> What do men/women do? Where (location/patterns of mobility) When (daily and seasonal patterns) 	<ul style="list-style-type: none"> Productive roles (paid work, self-employment and subsistence production) Reproductive roles (domestic work, childcare and care of the sick and elderly) Community participation/self-help (voluntary work for the benefit of the community) Community politics (representation/decision-making on behalf of the community)
Assets and Resources <ul style="list-style-type: none"> What livelihood assets/opportunities do men and women have access to? What constraints do they face? 	<ul style="list-style-type: none"> Human assets (e.g. health services, education, skills) Natural assets (e.g. land, water, forests) Productive assets (e.g. equipment, technology) Social assets (e.g. social networks) Physical assets (transport, communications) Financial assets (capital/income, credit)
Power and Decision-making <ul style="list-style-type: none"> What decision-making do men and/or women participate in? What decision-making do men/women usually control? What constraints do they face? 	<ul style="list-style-type: none"> Household level (e.g. decisions over household expenditure) Community level (e.g. decisions on the management of resources and services) Local government level National government level
Needs, Priorities and Perspectives <ul style="list-style-type: none"> What are women's and men's needs and priorities for themselves, their families and community? What perspectives do they have on appropriate and sustainable ways of addressing their needs? 	<ul style="list-style-type: none"> "Practical" gender needs (needs arising in relation to current gender roles or assets) "Strategic" gender needs (needs that require changes to existing gender roles or assets in order to achieve equal opportunity) Perspectives on improved services and delivery systems
Social/Cultural Context <ul style="list-style-type: none"> What social, cultural, economic, institutional and legal factors and trends influence gender relations? 	<ul style="list-style-type: none"> Customary and non-customary laws governing men's and women's rights and entitlements Institutions and policies which limit women's participation in public life and access to resources, assets and services Economic conditions (e.g. seasonal labour migration)

Source: Derbyshire, H (2002) *Gender Manual: A Practical Guide for Development Policy Makers and Practitioners*, DFID

Stage 3: Monitor and Evaluate

Following a full consideration of the impacts of the project or policy (including any alternatives or proposed mitigation strategies), a plan to monitor and evaluate impacts - positive and negative - must be designed. Ongoing monitoring and evaluation is a critical part of active impact management and allows feedback on impacts to occur between affected or beneficiary communities and project proponents. Monitoring and evaluation ensures that goals and targets can be measured against baseline data and also allows for continual improvement and adjustment of policies and projects to minimise negative impacts and maximise positive affects.

Monitoring is the continuous process of scrutiny and examination of the impact of a project or policy on women and men. It helps determine how well programs or policies are meeting their goals and provides opportunities for improvements. The process of monitoring requires baseline data/statistics against which progress towards (equality) targets is measured.

During a GIA, project planners/policy makers should ask:

- Are monitoring requirements specified in the implementation plans?
- Do they include a measure for gender equality as well as other measures?
- How can those representing different groups of men and women in the community help to monitor project or policy outcomes?
- Are measures in place to initiate an investigation or to change the project or policy if it not delivering equality in terms of outcomes and opportunities for women or men?

Evaluation is the task of assessing and analysing the data captured during the monitoring stage in order to identify the success of the project or policy. To be effective, policy making and project design must be a learning process that involves finding out what works and what does not, taking corrective action to redress imbalances and making sure others can learn from the experience. This means feeding back the lessons learnt from evaluation to other policy makers and project proponents.

During implementation, project planners/policy makers should ask:

- Is the project or policy delivering equality of opportunity for women and men?
- Did one group receive greater benefit than others - if so how will the imbalance be addressed?
- Is there a need for additional data collection and do targets and indicators need adjusting in the light of experience?
- What lessons are there for improving future projects, policies and services, who needs to be informed and how should the information be presented?

Source: Women & Equality Unit, Department of Trade and Industry, Government of the United Kingdom, 'Gender Mainstreaming Resources: Gender Impact Assessment', http://www.womenandequalityunit.gov.uk/equality/gender_impact_assessment.pdf

Gender-sensitive indicators

Monitoring the impact of development activities on women and men and on gender relations requires gender sensitive performance indicators. Indicators measure or describe change – changes to gender roles and relations, to the participation and empowerment of women and to people's development. Collecting sex-disaggregated baseline data is crucial for measuring change and must be done before project or policy implementation in order to establish a benchmark against which to assess progress. Gender sensitive indicators are based on sex-disaggregated data on who participates in, is affected by and benefits from program or project activities.

Indicators are used to assess whether the program or project has resulted in different impacts or benefits for men and women and why; and whether changes in gender relations have occurred or are occurring because of the program. Women and men from the beneficiary community should be involved in developing indicators to measure and assess outcomes. Both qualitative and quantitative gender-sensitive indicators are needed to monitor and evaluate program outcomes.

Quantitative indicators

Quantitative indicators can be easily derived from counting the number of women and men that participate in or are affected by project activities. These indicators can be drawn from sex-disaggregated quantitative data gathered during GIA, gender analysis or social baseline studies.

Examples of quantitative gender-sensitive indicators:

- **Women to form at least 33% of the water quality monitoring committee by the end of the first year**
- **Equal numbers of boys and girls enrolled in primary education by 2010**
- **25% increase in the number of women attending ante-natal health clinics by 2008, from a baseline of 18%**

Qualitative indicators

Assessing changes to gender relations and whether men and women experience positive changes or adverse impacts, requires qualitative indicators. This involves asking people to reflect on changes that have occurred in their lives since the program or project activity commenced and their views on the distribution of benefits and impacts. Women and men from the beneficiary community should be asked before implementation in interviews and focus groups what changes they would like to see, what the change will look like, and how it can best be measured. Where baseline data is available, targets and indicators for qualitative changes can be set.

Examples of qualitative gender-sensitive indicators:

- **70% of women report having greater influence over household decision making in relation to savings and investment of income by the end of year 2**
- **55% of women participating in water quality monitoring committee feel they have increased skills and confidence in public speaking**
- **48% of management staff report increased knowledge of gender mainstreaming principles, an increase from a pre-program baseline of 10%**

Qualitative data regarding changes to men's and women's perceptions and experiences can be collected using evaluation surveys or participatory methods such as focus group discussions and case studies. Having members of the community involved in developing indicators, collecting and analyzing data and participating in the monitoring and evaluation of the project strengthens their involvement and creates accountability.

Checklist for monitoring and addressing problems encountered during project implementation:

- **What potential gender-specific social risks identified during project planning have actually been encountered during implementation?**
- **What unforeseen situations involving risk have occurred?**
- **What measures have been taken to mitigate these risks?**
- **Have project activities negatively affected gender relations in unexpected ways?**
- **What measures have been taken to adjust activities accordingly, or to resolve conflicts that have occurred?**
- **Have necessary adjustments and changes been made to correct approaches and alter techniques, or to adapt project components, that were deemed unsuccessful or problematic by either women or men stakeholders?**

Source: The World Bank (2005) *Gender-Responsive Social Analysis: A Guidance Note*

SECTION 3:

CONDUCTING GIA THROUGH THE PROJECT CYCLE

When to Undertake GIA

GIA should not be one-time event in the life of a project. Analysis should be repeated at appropriate intervals during implementation and throughout the project cycle in order to monitor impacts and gender-related project components and to ensure that planners maintain a responsiveness to gender issues. GIA can be undertaken at any time during the policy or project cycle, but is most effective when used during the earliest planning stages to inform policy or project development, allow planners to assess all options and modify plans before implementation, and to ensure that gender considerations become embedded in the planning and implementation process.

'Ex-ante' GIA is undertaken prior to policy or project implementation and 'Post-facto' GIA is undertaken during or after implementation. Whether you are conducting an 'ex-ante assessment' or 'post-facto assessment' will determine the kinds of information you gather and the questions you need to ask during GIA.

Ex-ante GIA requires assessors to undertake a thorough assessment of the actual situation before implementation of a new policy or project and to assess the probable development of this situation if the policy or project does or does not go ahead. Challenges in undertaking ex-ante GIA include predicting probable impacts and also predicting what may occur if the project or activity does not proceed. Benefits of undertaking ex-ante GIA is that it allows for a full and detailed assessment of likely impacts before implementation, which gives project proponents and planners time to evaluate different options, redesign policies and projects if required and put in place mitigation strategies to neutralise negative impacts and enhance benefits.

Post-facto GIA requires assessors to examine the actual gender impacts of a policy or project – either during or after implementation. This may be challenging if there is an absence of good baseline data that describes the situation prior to implementation. While it may be possible to assemble a baseline retrospectively using a range of demographic and qualitative data, it may be difficult to determine which are the direct and indirect impacts of the project and which impacts can be attributed to other factors and trends in the social environment. Benefits of conducting post-facto GIA is that it tells planners and project proponents about the actual impacts of implemented policies and activities and how these might relate to project or policy aims, objectives and targets. If a project or policy is continuing, recommendations from the GIA can be incorporated and lessons learned applied to both existing and new project activities or policies.

Ideally, GIA should be undertaken both 'ex-ante' AND 'post-facto' to enable the assessment of likely impacts and continual monitoring and evaluation of actual impacts to be fed back into policy or project design and implementation.

The Mining Project Cycle

Mining project cycles are similar to other development or natural resource management project cycles, which can be divided broadly into feasibility and design, implementation and closure stages. For mining projects, the first stage is exploration, followed by feasibility, construction, operations, divestment and legacy. The design, development and monitoring of social and environmental impact assessment processes and community engagement strategies should be embedded throughout all these stages. Communities and their environment are impacted throughout the project cycle and must be engaged and consulted during each stage of the mining project life cycle.

The different impacts on men and women should be also be assessed at each of these stages. Gender impact assessment is a tool that can be used to assess the impacts and benefits of mining activities and community development programs throughout the life cycle of the mining project.

Like social impact assessment or any form of monitoring and evaluation, GIA should be considered an ongoing process. You cannot assess the impact or effectiveness of a particular project or policy unless you conduct follow-up GIA during and after implementation. Data collected before project implementation can serve as a valuable baseline, enabling planners to track changes to gender roles and relations over time and to identify both positive and negative impacts of mining activities and community development initiatives.

Steps in Ex-Ante GIA and Ex-Post GIA

Your information needs, the questions you ask and the approach taken to GIA varies according to the stage of the policy or project cycle and whether you are conducting GIA before (ex-ante) or after (ex-post) implementation.

	Ex-Ante Assessment	Ex-Post Assessment
1	Identify the position of men and women prior to project or policy development with respect to participation, resources, norms and values, and rights. This serves as the baseline against which to measure anticipated change or lack of change.	Identify the position of men and women prior to project or policy implementation with respect to participation, resources, norms and values, and rights. This serves as the baseline against which to measure real change or lack of change.
2	Assess the trends in men's and women's position independent of the proposed project or policy. In other words, if the policy is not implemented, what will the situation of men and women be, respectively?	Assess the trends in men's and women's position independent of the implemented project or policy. In other words, if the policy had not been implemented, what would have been the likely situation of men and women, respectively?
3	Determine the priority to be attached to promoting gender equality through this project or policy, according to an assessment of the current degree of inequality and the impact of the inequality on men and women's lives. In other words, how significant would the gender impact of this project or policy be?	Determine the priority that was attached to promoting gender equality through this project or policy. In other words, how significant was the anticipated and the real gender impact?
4	Assess the potential impact of the project or policy on the men and women who are its direct beneficiaries. You should pay attention not only to easily quantified results (e.g numbers employed), but also to less measurable results (e.g quality of jobs, job security, promotion prospects). Assess both short and long term costs and benefits.	Assess the real impact of the project or policy on the men and women who were its direct beneficiaries. You should pay attention not only to easily quantified results (e.g numbers employed), but also to less measurable results (e.g quality of jobs, job security, promotion prospects). Determine existing costs and benefits, and assess additional projected long term costs and benefits
5	Assess the potential impact of the project or policy on particular groups of women and men . For example: What will the impact be on ethnic minority groups, parents or non-parents, various age groups, educational groups, employed or unemployed, regional groups or urban/rural groups etc.	Assess the real impact of the project or policy on particular groups of women and men . For example: What has been the impact be on ethnic minority groups, parents or non-parents, various age groups, educational groups, employed or unemployed, regional groups or urban/rural groups etc.
6	Assess the potential indirect affects of the proposed project or policy on families and children, elderly or ill dependents or those 'downstream' from the immediate impact area or target population who may be indirectly affected.	Assess the real indirect affects of the proposed project or policy on families and children, elderly or ill dependents or those 'downstream' from the immediate impact area or target population who were indirectly affected.
7	If the ex-ante assessment of the proposed project or policy predicts negative affects on gender equality or reinforces a status quo of inequality, then identify ways in which the project or policy could be re-designed or mitigation strategies put in place to promote gender equity.	If the ex-post assessment revealed a negative affect on gender equality or reinforced a status quo of inequality, then identify further corrective action , or ways in which the project or policy could be re-designed or mitigation strategies put in place to promote gender equity.

Source: UNDP (2007) *Gender Mainstreaming in Practice: A Toolkit*

GIA for Community Development Projects and Social Investment Schemes

Many mining companies invest in communities affected by their operations in a variety of ways - through community development projects, providing infrastructure development and a range of services in areas such as education and health. GIA can and should also be applied to these projects, services and initiatives, many of which are devised to neutralise or mitigate the negative impacts of mining on surrounding communities and improve relations between companies and the local population. GIA can be applied to all projects - large and small - to identify the needs and priorities of men and women in the beneficiary community and to assess who will directly and indirectly benefit, who might be adversely affected, and the likely impacts on gender equity.

Just as for the mining project itself, it should never be assumed that all social investments and community development programs will automatically benefit all members of the community. Even if a project proposes that women will be treated equally to men, the ability of men and women to participate in the project or use the services created will differ in practice due to their different roles and responsibilities, needs and priorities. If care and consultation is not taken in the design of these programs and initiatives they may not meet the needs of the targeted beneficiaries at all or result in further indirect or unforeseen negative impacts on men and women and gender relations.

It is particularly crucial that any projects or schemes that target either men or women are subject to a full GIA and are informed by extensive research and analysis on gender roles and relations in the beneficiary community. If the goal of any development program or social investment is to improve levels of gender equity, it is also important that baseline data is collected and that the outcomes and impacts of the program are monitored and evaluated with the participation of male and female beneficiaries.

How to Assess Gender Impact

Understanding the way a project has approached gender is a good starting point in designing an impact assessment. A number of questions can be asked in order to establish this:

- *What analysis has the project made of gender relations in the specific context in which it is working? What approach does it take as a result of this analysis?*
- *Who has the project targeted - women only, women and men, men only - and why?*
- *What positive impact does the project expect to have on (i) women for themselves; (ii) women in the context of their families/households; (iii) women in the context of their communities? How are these impacts expected to come about? Have any potential obstacles to achieving these impacts been identified? How was it anticipated that they would be overcome?*
- *What impact does the project anticipate for other members of the household/family? What does this assume about the way gender relations operate?*
- *Does the project anticipate negative impacts on gender relations?*
- *What indicators were identified to measure the project's progress? How do these indicators relate to gender relations?*
- *What steps has the project taken to evaluate its impact on women and on gender relations?*
- *What steps has the project taken as an institution itself to implement a gender policy in relation to staffing, organisation and management?*

Source: Johnson, S. (2000) 'Gender Impact Assessment in Microfinance and Microenterprise: How and Why', *Development in Practice*, 10(1): 89-93

Impact areas to be assessed during GIA

For a community development project or initiative, GIA should begin by examining gender equality in terms of men's and women's ability to participate in and benefit from the project, their ability to access the resources and services provided by the project or initiative, the impact the project or initiative may have on gender norms and values, and whether the project or initiative will adversely affect the rights of either men or women.

As a starting point, four key areas of impact should be considered during a GIA:

Area of Impact	GIA Questions for Planners
Participation	<p>Are the numbers of men and women equal in terms of:</p> <ul style="list-style-type: none"> • the policy or program target group • participants • beneficiaries <p>Are women and men participating in equal capacities in terms of:</p> <ul style="list-style-type: none"> • education and training • leadership roles • employment opportunities <p>Have women and men been consulted? What proportion of focus group participants have been women? Have they actively participated in group discussions?</p> <p>Do participants include women and men from ethnic and religious minorities and/or from poorer sections of the community?</p> <p>Have women's NGOs and community-based organisations participated in project activities and management?</p> <p>Have arrangements been made to enable both women and men to attend project meetings and activities? (e.g arrangements to assist with transport, child-care, etc.)</p>
Resources	<p>Do women and men have equal access to:</p> <ul style="list-style-type: none"> • resources that are required to benefit from the policy, program or service • resources that are generated by the policy, program or service <p>(*resources can include time, money, assets, information, education, training, credit)</p>
Norms and values	<p>How will cultural and social gender norms and stereotypes impact:</p> <ul style="list-style-type: none"> • the implementation of this policy or program • the participation of men or women in the policy or program • the benefits men or women may gain from the policy or program <p>How will the policy or program affect gender norms and stereotypes? Will it adversely affect gender relations or lead to conflict?</p> <p>Do project components include activities considered socially acceptable and permissible for women?</p> <p>Will separate services or programs for women and men be provided if joint services or programs are regarded as inappropriate?</p>
Rights	<p>Do men and women have equal opportunity to benefit from the policy or program?</p> <p>Will the policy or program affect men's or women's rights directly or indirectly?</p>

Adapted from: UNDP (2007) *Gender Mainstreaming in Practice: A Toolkit*

Gender Issues and Impacts in the Project Cycle - A Checklist

Below is a checklist that may be used by planners to check that consideration of gender issues and impacts have been integrated into project or policy design, planning, implementation, monitoring and evaluation. Not all questions may be relevant to the project or initiative under consideration.

Project Identification and Design

- Is the project design based on a real understanding of the needs of men and women?
- Are the planned results and outcomes really what male and female stakeholders need?
- Has the gender division of labour been examined in terms of men's and women's time, labour, and resources? Which groups of men and women are in the most disadvantaged position? Why? How will the project make things better?
- How will the project contribute to the empowerment of men and women in the sector it deals with?
- Has/will all data collected during all stages of the project cycle be disaggregated by sex?

Project Objectives

- Are project objectives clearly related to practical and strategic gender needs?
- Do these objectives adequately reflect gender needs?
- Have both men and women participated in setting those objectives?
- Have there been any earlier efforts?
- If so, how has the present proposal built on earlier activities?

Identifying potential impacts

- Will the project reduce women's and men's equal access to, or control of resources and benefits?
- Will it badly affect women's and men's situation in some other way?
- What will be the effects on women and men in the short and longer term, thinking of social, economic and political effects?
- Does the project affect community activities (production, reproduction, repair and maintenance, social or political)?
- Will the project change the way women and men carry out an activity – where it is done, payment, technology, kind of activity. Are the changes feasible? What positive or negative effects will there be on both women and men?
- How can the project design be adjusted to increase the positive effects, and reduce or eliminate the negative ones?

Identifying impacts on women's and men's access and control of resources and benefits

- How will each of the project components affect women's and men's access to and control of the resources and benefits?
- How will each of the project components affect women's and men's access to and control of the resources and benefits associated with the household and family responsibilities?
- How will each of the project components affect women's and men's access to and control of the resources and benefits associated with their social, political and community responsibilities?
- What arrangements have been made for further exploration of constraints and possible improvements?
- How can the project design be adjusted to increase both women and men's access to, and control of resources and benefits?

Implementation

- Are project personnel trained to be aware of and sympathetic towards women's and men's needs?
- Are personnel able to deliver the goods or services both to women and men?
- Do personnel have the necessary skills to provide the inputs required by women and men?
- What training techniques will be used to develop delivery systems?
- Are there appropriate opportunities for both women and men to participate in project management positions?

Implementation cont.

- Is there a member of the project team responsible for undertaking gender analysis, gender impact assessment or ongoing monitoring and evaluation of gender impacts?
- Are the organisation's delivery channels accessible to both women and men in terms of personnel, location and timing?
- Are there mechanisms to ensure that the project resources or benefits are not controlled or taken over by men or 'elite' /better off members of the community?
- Is there funding to ensure programme continuity and/or completion of planned tasks?
- Does the project ensure that men do not get preferential access?
- Is it possible to trace funds for both women and men, from allocation to delivery, with a fair degree of accuracy?
- Does the project have enough flexibility to adapt its structure and operations to meet the changing situations of men and women?

Monitoring & Evaluation

- Does the project's monitoring and evaluation system measure clearly the project's effects on both men and women?
- Are both men and women, from both project and community, involved in selecting what data is needed?
- Is the monitoring system participatory – did members of the community select some of what is monitored and then collect the data?
- Is the data collected with sufficient frequency so that adjustments can be made during the project?
- Is the data fed back to the project personnel and to the community in an understandable form and on a timely basis, so that adjustments can be made?
- Are women involved in the collection and interpretation of data?
- Is data analysed so as to provide guidance for the design of other projects?
- Are key areas of gender-related research identified?



All communities are made up of different groups of men and women from different socio-economic backgrounds, which influences how they may be impacted by mining activities. Some women may benefit from the new employment and livelihood opportunities that mining projects can bring. Others may find that the demands of childcare, lack of education, skills and training or transport options prevents them from benefitting from these opportunities. Other women, such as those from female-headed households, may be particularly vulnerable to the negative impacts of mining. GIA can identify the differential impacts of development projects on men and women, so that alternatives or mitigation strategies can be put in place.

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