



TOOLKIT:
GENDER IMPACT ASSESSMENTS FOR
PROJECTS AND POLICIES RELATED TO
**ARTISANAL AND
SMALL-SCALE MINING**





**Toolkit:
Gender Impact Assessments
for Projects and Policies Related to
Artisanal and Small-Scale Mining**

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IMPACT transforms how natural resources are managed in areas where security and human rights are at risk. We investigate and develop approaches for natural resources to improve security, development, and equality. We are an independent non-profit, collaborating with local partners for lasting change.

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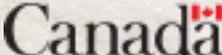
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FOREWORD



This toolkit reflects IMPACT’s commitment to integrating gender and human rights into minerals sector initiatives—from projects and programs to policy and legislation—including those that support the formalization of the artisanal and small-scale mining (ASM) sector.

When it comes to women and ASM, here is what we know:



- women are essential to artisanal mining
- women have great potential as economic and political actors in the sector
- women continue to face significant barriers in the sector
- women disproportionately face discrimination and gender-based violence
- women depend on ASM for their livelihoods

Through our work on the ground and across all levels of natural resource management around the world, IMPACT and our partners see first-hand the ways in which women are directly involved in ASM, such as panning, processing, and trading goods and services. Yet their diverse and active participation is repeatedly ignored.

The lack of gender sensitive approaches across the sector leaves women vulnerable, particularly in areas where security and human rights are at risk. Well-intentioned processes to improve how natural resources are managed often lead to unintended negative consequences for women and amplify the existing inequalities that current laws fail to acknowledge.

Given the important contributions women make to the sector, they must be more meaningfully considered in any projects and policies related to artisanal mining.

And because of their use and dependence on natural resources, women must be valued as key stakeholders in resource governance.

IMPACT believes that development in the ASM sector cannot be sustainable without both women and men empowered to participate and determine their own futures.

To help achieve these goals, we are pleased to provide this Gender Impact Assessment Toolkit.

We encourage civil society, mining associations and cooperatives, government departments and agencies, philanthropic foundations, and the private sector to use this toolkit to ensure the integration of gender equality in their ASM-related projects and any policies and approaches to empowering women miners.

On behalf of everyone whose expertise and experiences have informed this resource, I hope you find the ideas and tools useful.

Joanne Lebert
Executive Director, IMPACT



GLOSSARY



Note: "project/policy" or "projects/policies" are used in this toolkit when the full spectrum of applications is implied, including program, process, policy, legislation, law, intervention, regulation.

Artisanal and small-scale mining (ASM): largely informal mining activities using low technology or minimal machinery. ASM is most prevalent in developing countries.

Baseline data: establishes a preliminary understanding of the situation of women and men in mining communities that is used to compare with data acquired afterward.

Economic empowerment: when a person has the ability, power, and freedom to make decisions about their financial and economic wellbeing. For women, economic empowerment can include contributing financially to the household, having the money and freedom to establish a business, or go to school.

Gender: socially constructed roles of women and men based on norms, rules, and access to, distribution, and control of resources. IMPACT's definition of gender includes all gender identities, not just the exclusive labels of female and male.

Gender-based analysis: an analytical process used to assess how diverse groups of women, men, and non-binary people may experience policies, programs, and initiatives. In gender-based analysis plus, the "plus" acknowledges that analysis goes beyond biological (sex) and socio-cultural (gender) differences to consider the intersecting identity factors that make us who we are, such as race, ethnicity, religion, age, and mental or physical disability.¹

Gender-based violence (GBV): any form of violence against an individual because of their gender expression, gender identity or perceived gender. Gender-based violence includes acts of sexual violence (such as rape or sexual harassment), physical violence (including domestic), psychological or emotional violence (including threats, insults, harassment,

exploitation, and intimidation), socio-cultural violence (discrimination, social exclusion or stigmas, political or religious marginalization), and economic violence (restricting access and control to financial resources).

Gender blind/neutral: when a project/policy ignores gender norms, roles, and relations and may reinforce gender-based discrimination, biases, and stereotypes.

Gender equality: when women and men enjoy the same rights and opportunities, including the right to access, control, and benefit from natural resources in their communities.

Gender Impact Assessment (GIA): tool used to predict the effects or consequences of a proposed project/policy on gender equality.

Gender mainstreaming: concerns and experiences of women and men are made an integral part of the design, implementation, monitoring, and evaluation of projects/policies so that women and men benefit equally and inequality is not increased.²

Gender-sensitive project/policy: acknowledges unequal power relations between women and men but does not address them with specific strategies.

Gender-specific project/policy: acknowledges gender norms and considers women's and men's specific needs, but does not address the root causes of gender imbalance in power, rules, resources, or opportunities.

Gender transformative project/policy: addresses the root causes of inequality between women and men and provides ways of transforming power relations toward equality.

Gender unequal project/policy: perpetuates inequality between women and men by reinforcing imbalanced gender norms, roles, and relations.

¹ "Feminist International Assistance Gender Equality Toolkit for Projects, Tool 4: Gender-based analysis + (GBA+)," *Government of Canada*, modified December 23, 2019, accessed October 30, 2020, https://www.international.gc.ca/world-monde/funding-financement/gender_equality_toolkit-trousse_outils_egalite_genres.aspx?lang=eng#tool_4.

² *United Nations*, "Gender Mainstreaming", extract from: *Report of the Economic and Social Council*, 1997, p. 2, <https://www.un.org/womenwatch/daw/csw/GMS.PDF>.



SECTION 1



GENDER EQUALITY IN ARTISANAL AND SMALL-SCALE MINING

42.6
MILLION 

That's how many people are engaged in artisanal and small-scale mining (ASM) around the world, according to the most recent data analyzed.³

ASM is most prevalent in developing countries where it is an important source of livelihood for a diverse cross section of local populations.

A largely informal sector, ASM tends to operate inefficiently, damage the environment, and put the health and safety of workers and surrounding communities at risk.

In several areas of the world, ASM is associated with conflict and gross violations of human rights.

To address such challenges, actors across civil society, mining associations and cooperatives, government departments and agencies, philanthropic foundations, and the private sector have been working to formalize the ASM sector.

Formalization is helping to:

- improve economic outcomes for women and men miners and their communities
- increase public revenue
- minimize negative environmental, health, and social impacts
- increase production capacity and efficiency
- reduce harmful and unsafe practices, such as the use of mercury

³ DELVE, accessed August 2020, <https://delvedatabase.org/>.



Efforts to formalize the ASM sector include supporting policy and legal reforms, decentralizing government roles and responsibilities, encouraging private sector investment, and providing technical assistance to artisanal miners to build capacity, knowledge, and sustainability.

But ASM is as much about people as it is about resource extraction.

Women and men play a variety of roles at all stages of the supply chain. From panning and processing to transporting and trading,⁴ mining activities may be undertaken formally or informally, in groups or individually, using family labour or employed workers.

Behaviour of women and men in artisanal mining is regulated by gender norms. Expectations may differ based on age, status, job, ethnic origin, and nationality. Women and men usually access different resources and play different roles in the mining sites and communities, and at home.

Women in artisanal mining communities are often:

- confined to the low paying jobs
- absent from government structures, decision making, and leadership
- fully responsible for all reproductive and care activities at home
- using their income to meet basic family needs
- limited from accessing financing, capital, and income for investing in an artisanal mining business
- under the pressure of harmful customs, practices, and beliefs



Within the mining sector, as within other industries and sectors, women face generalized violence and insecurity, there is a lack of respect and recognition for women's rights, and there exists widespread impunity for perpetrators of violent crimes.

This reality, along with an increasing recognition by regional and international organizations of the need to integrate gender in mining, has led several governments and ASM actors to pursue programs and legislative strategies to end gender discrimination and advance gender justice. Since the UN Security Council has adopted multiple "Women, Peace and Security" resolutions—including Resolution 1325 in 2000 which provides for women in conflict countries to participate in key institutions and decision making bodies⁵—many African governments have committed to mainstreaming gender in their policies and laws, including in the minerals sector. Examples include:

- In 2003, the Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa was adopted, requiring state parties to "integrate a gender perspective in their policy decisions, legislation, development plans, programmes and activities and in all other spheres of life" and "take corrective and positive action in those areas where discrimination against women in law and in fact continues."⁶
- In 2006, the 11 Member States of the International Conference on the Great Lakes Region (ICGLR) signed the Pact on Security, Stability and Development in the Great Lakes Region, which included the Protocol on the Prevention and Suppression of Sexual Violence against Women and Children.⁷

⁴ "Women in Artisanal and Small-Scale Mining," *IMPACT*, September 2017, <https://impacttransform.org/en/work/project/women-in-artisanal-and-small-scale-mining-in-central-and-east-africa/>.

⁵ "Landmark resolution on Women, Peace and Security", *United Nations*, accessed August 2020, <https://www.un.org/womenwatch/osagi/wps/>.

⁶ "Protocol to the African Charter on Human and Peoples' Rights on the Rights on Women in Africa", *United Nations*, July 2003, <https://au.int/en/treaties/protocol-african-charter-human-and-peoples-rights-rights-women-africa>.

⁷ "The Pact," International Conference on the Great Lakes Region, accessed September 2020, <http://www.icglr.org/index.php/en/the-pact>.



SECTION 1

- In 2019, the African Union launched a strategy on Gender Equality and Women's Empowerment (GEWE).⁸

However, there has been insufficient follow-through to effectively implement such commitments. Most action is limited to policy statements pledging to promote women's participation in the sector. But removing restrictions on access to underground tunnels and creating income-generating options outside the mining sector do not recognize the agency of women who make the choice to work in mine sites.

This situation is exacerbated by other sector-specific law (e.g. labour, environmental, land) that is often developed without coordination with mining institutions and with scant input from gender experts, civil society, and, most importantly, from affected stakeholders.

Several governments are recognizing that ASM formalization falls within their obligations to fulfill human rights, which are integral to ASM. According to the UN's International Covenant on Economic, Social and Cultural Rights, it is the duty and obligation of governments to ensure their citizens have access to a decent livelihood and income and have safe and healthy working conditions.⁹

Further, governments must recognize that people's ability to exercise their rights is often unequal, particularly for marginalized groups like women and Indigenous peoples. Efforts should be made to ensure marginalized groups can participate in, and benefit equally, from ASM through approaches and processes that are inclusive of their experiences and needs.¹⁰

Many policymakers in mineral sector governance and even in state agencies responsible for gender, lack the expertise and experience needed to identify and address gender issues specific to the minerals sector.

Many projects/policies pertaining to ASM are gender-neutral in design. But outcomes of gender-neutral design are often not gender neutral. For example, women are often left out of ASM formalization processes initiated by governments due to a lack of education and literacy in the country's official language. Because women shoulder most family obligations, they are less mobile than men, limiting their capacity to acquire new skills and access new mining opportunities.¹¹

The absence of women from decision making bodies such as mining cooperatives and as mine license holders is often not factored into the design of formalization. The result is that interventions that seem neutral—even seem positive on the surface—wind up embedding existing gendered exclusions.¹²

Rather than systematically ignoring or not taking seriously the time women spend in and around mines and the direct and indirect roles they play, ASM-related projects and policies must consider women's agency.



To meaningfully support gender equality in the ASM sector, projects/policies should properly integrate gender and human rights through the consistent use of Gender Impact Assessments.

⁸ "AU Strategy for Gender Equality and Women's Empowerment 2018-2028", *African Union*, February 2019, accessed September 2020, <https://au.int/en/articles/au-strategy-gender-equality-and-womens-empowerment>.

⁹ "International Covenant on Economic, Social and Cultural Rights", *United Nations Human Rights*, December 16, 1966, <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>.

¹⁰ Patience Singo and Kady Seguin, *Best Practices: Formalization and Due Diligence in Artisanal and Small-Scale Mining*, IMPACT, May 2018, https://impacttransform.org/wp-content/uploads/2018/11/IMPACT_ASM-Best-Practices_May-2018-EN-web.pdf.

¹¹ Doris Buss et al., *Gender and Artisanal and Small-Scale Mining in Central and East Africa: Barriers and Benefits*, Growth and Economic Opportunities for Women Working Paper Series, July 2017, https://impacttransform.org/wp-content/uploads/2017/10/GrOW-Working-Paper_2017.pdf.

¹² Doris Buss et al., *Gender and artisanal and small-scale mining: implications for formalization*, *The Extractive Industries and Society*, Volume 6, Issue 4, November 2019, p. 1101-1112, <https://www.sciencedirect.com/science/article/abs/pii/S2214790X19301522>.



SECTION 2

ABOUT GENDER IMPACT ASSESSMENTS

A yellow silhouette of a person wearing a hat and holding a tool, possibly a pickaxe, standing next to a vertical line with colored segments.

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SECTION 2

WHO SHOULD USE THIS TOOLKIT?

Many actors across civil society, mining associations and cooperatives, government departments and agencies, philanthropic foundations, and the private sector working in the area of artisanal and small-scale mining (ASM) who are interested in:

- improving the position of women and disadvantaged men
- reducing gender inequality

WHO SHOULD BE INVOLVED IN A GIA?

To ensure a Gender Impact Assessment (GIA) is effective and credible, we recommend

COLLABORATING WITH:

- government ministries, specifically public servants who are responsible for developing ASM policies and legislation and/or overseeing ASM-related programming and respective budgets (they can be helpful resources for collecting data and for monitoring and evaluating the initiative for which the GIA is being undertaken)
- government ministries, departments, and agencies that coordinate governmental efforts on gender equality
- experts on gender to help identify aspects of the project/policy that may affect gender equality outcomes and to design measures and strategies to mitigate the reinforcing of gender inequality

Governments have a duty to respect, protect, and fulfill the human rights of all people within their territory. This includes all local, regional, and national authorities involved in minerals sector governance, such as mining ministers, mine site inspectors, environmental officers, government geologists, local government leaders, and others.

Governments also have a duty to ensure that all policies, laws, budgets, and practices—including those governing the minerals sector—reflect human rights obligations. They have an obligation to ensure gender and human rights impacts are assessed for all development plans and activities, including those pertaining to mining projects and policies.

To ensure a GIA is meaningful and respectful, we recommend **CONSULTING WITH:**

- the population within the ASM communities targeted by the proposed project/policy
- women and men who will be directly affected by the proposed project/policy

People in mining communities are knowledgeable about the existing power relations between women and men, needs of women and men, and potential consequences of any given project/policy based on current information. They have valuable insights and suggestions on ways to minimize and mitigate negative gender impacts of the project/policy and how to ensure women and men can benefit equally.

WE CREATED THIS RESOURCE WITH **TWO** USER GROUPS IN MIND:



PROJECT/PROGRAM DEVELOPERS

Anyone developing or implementing local-level initiatives in the ASM sector – this refers to any activity, program, or project intended to operate at the grassroots level



POLICYMAKERS

Anyone drafting, implementing, monitoring, and evaluating policies, legislation, and institutional processes pertaining to the ASM sector



In the context of the minerals sector, any individual who may be affected by mineral exploration, extraction, processing, refining, transport, and trade—or by policy, laws, and the ways in which they are implemented—has a right to be consulted. This includes people who may potentially be affected by expropriation and displacement, such as:

- women and men who are engaged as workers, employees, providers of goods and services, contractors, and their families
- community members, including women, men, girls, boys, migrant workers, Indigenous peoples, and ethnic minorities
- employees of government and civil society organizations

WHAT IS A GIA?

GIAAs are critical means of:

- predicting how a project/policy will affect gender relations
- analyzing how existing projects/policies affect gender relations (as part of their monitoring and evaluation processes)
- designing strategies and measures to minimize and mitigate negative (gender) impacts of a project/policy

GIAAs provide a framework¹³ for describing:

- the state of gender relations before the new project/policy
- probable developments without the new project/policy
- positive and potentially negative impacts on gender relations as a result of the new project/policy

An effective GIA will conclude with a report that contains:

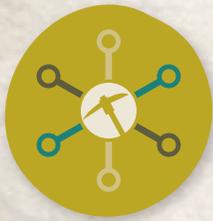
- description and analysis of the current state of gender relations in the area(s) targeted by the proposed project/policy
- women's and men's perceptions of the proposed project/policy
- description and analysis from a gender perspective of the proposed project/policy
- assessment and evaluation of the potential impact of the proposed project/policy on gender relations and the roles of women and men, boys and girls
- recommendations for redesigning the project to minimize/mitigate negative gender impacts

GIAAs are based on the following criteria:



- **Gender equality** – does the proposed project/policy increase or reduce unequal power relations between women and men?
- **Autonomy** – are women and men able to make the same choices without being limited by gender?

¹³ Adapted from Mieke Verloo and Connie Roggerband, *Gender Impact Assessment: The Development of a New Instrument in the Netherlands*, 1996.



TOOL #1:
**MAPPING GENDER
COMPONENTS**

GIAs deal with the following components of gender:

A. Work relations within mining areas, institutions, and at home

- division of jobs between women and men in the mining communities
- roles of women and men in governance structures

B. Personal and family relations

- different roles and tasks that women and men perform in the home
- how women and men relate with children and adults

C. Rules and norms relating to gender in the mining community

- social and legal rules that dictate how women and men behave in the mining community

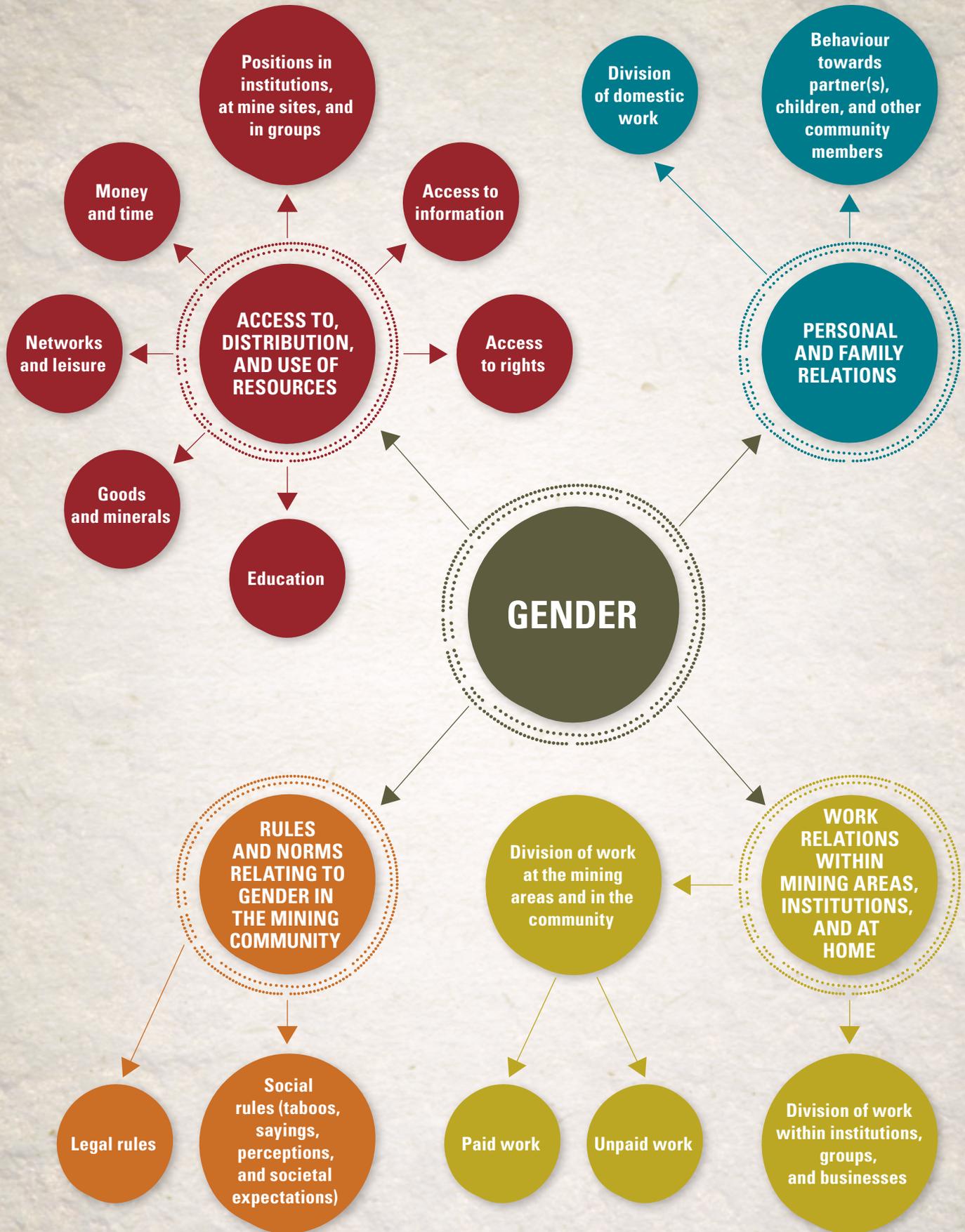
D. Access to, distribution, and use of resources

- different resources to which women and men have access and control over in the mining communities



Instructions:

Analysis of these various gender components will occur during the data collection phase ([Section 3](#)). Use this tool to identify which components of gender should be studied for your project/policy. Consider each component in relation to women and men and their different roles.





WHY CONDUCT A GIA?

Because gender and human rights should be properly integrated into mining projects/policies, including those that support the formalization of the ASM sector.

Because projects/policies pertaining to ASM should make every effort to advance gender equality and improve the position of women and disadvantaged men.

Because work performed by women and men in mining communities—at work and at home—should be equitable, women and men should have equal access to decision making, leadership roles, and resources, and they should benefit equally from the norms and values championed by ASM projects/policies.

GIA's give projects/policies the best chance of improving gender equality and supporting women to make choices that will enable their equal participation in ASM.

WHEN SHOULD A GIA BE CONDUCTED?

A GIA should be conducted whenever a proposed project/policy targets women and men in:

- ASM
- mining cooperatives
- mining associations
- mining governance processes such as formalization, legalization, regulations, financing or technical improvements
- any other joint ventures or partnerships that manage increasing benefits from the mineral supply chains

A GIA is most effective when undertaken early enough in the process to inform strategy, design, planning, and budgeting of the project/policy. It is a useful resource for developing a common understanding and approach among all the partners involved, as well as for undertaking consultations with stakeholders and the public.

Conducting a comprehensive, credible GIA requires time, money, gender expertise, and other resources. Outcomes are most meaningful when all the partners involved in the proposed project/policy are committed and invested in the process.



TOOL #2:
**TO CONDUCT A GIA
OR NOT?**

Instructions:

Ready to conduct a Gender Impact Assessment? Discuss the questions in this template with all partners involved with the proposed project/policy.

"Yes" responses suggest a GIA will be useful. Use the comments column to note target groups and important factors that might justify undertaking a GIA. This exercise should help generate a statement on why the proposed project/policy will or will not benefit from a GIA.

Template:

	Yes	No	Comments
Does the proposed project/policy <i>directly</i> target both women and men in artisanal and small-scale mining sites and communities?			
Does the proposed project/policy <i>indirectly</i> target both women and men in artisanal and small-scale mining sites and communities?			
Are different demographics of women and men in the mining sites and communities targeted by the proposed project/policy? For example, on the basis of income, status, disability, race, ethnicity, age, marital status, education level, sexual orientation.			
Does the proposed project/policy target a group or institution that engages both women and men in the mining sites and communities? For example, miners, sellers, traders, mining associations, cooperatives, companies.			
Does the proposed project/policy pertain to a resource that is used in multiple ways by both women and men in the mining site or close to the mining sites and communities? For example, equipment, minerals, water, forest, roads, land.			



WE WANT TO MOVE FROM GENDER BLIND TO GENDER TRANSFORMATIVE

definition

GENDER TRANSFORMATIVE PROJECT/POLICY:

addresses the root causes of inequality between women and men and provides ways of transforming power relations toward equality.





SECTION 3

COLLECTING DATA



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Tools in this section have been adapted from well-established gender analysis methodologies. Where no such resource existed, checklists and matrixes have been developed. They can also be used during the assessment phase to guide examination and analysis.

BASELINE DATA

Baseline data on the current state of gender relations in the area(s) targeted by the proposed project/policy is necessary to analyze its potential impact.

Baseline data establishes a preliminary understanding of the situation of women and men in mining communities that is used to compare with data acquired afterward.

Baseline data should be collected in consultation with women, men, members of various ethnic groups and social classes, women's organizations, mining cooperatives, and other community organizations.

Considerations for the data collection process include:

- community selection (if not already identified in the proposed project plan)
- different demographics of women and men in the area based on information from the context analysis such as age, type of business, income, mine owners and labourers, persons with disabilities, and migrants

- local political and community institutions that will be engaged in the implementation of the proposed project
- characteristics of the project area from a gender perspective
- project sector and other related sectors, for example, mining and livelihoods to help in understanding the magnitude of the proposed project's impact on the lives of women and men and to aid the description of gender relations
- methodologies for gathering information from the target group or, if resources are limited, for organizing secondary data from reliable sources such as independent research by non-governmental organizations, academic research, field reports, documentaries, and statistics from government bodies and international organizations

To ensure the diversity within the area targeted by the project/policy is accurately reflected in the data, women and men must participate meaningfully, both individually and in groups. This means ensuring adequate representation across participant samples and sessions that are held at convenient times and locations to maximize women's opportunity to participate.



Practical tips for gender awareness when collecting data:

- do not pressure people to participate
- acquire consent from participants
- create safe spaces for participants
- ensure confidentiality (no identification of individuals in the report)
- keep questions objective – never lead participants' answers
- have someone take clear notes
- ask participants' permission before recording a session
- provide opportunities to be as accessible as possible (e.g. location, scheduling, childcare)
- be aware of your own gender stereotypes or biases

A gender stereotype is the belief that certain behaviours or attitudes are acceptable for women and men. These stereotypes come from our own culture, experiences, things other people tell us, institutional influences, and other external influences such as social media. People who do not conform to traditional gender stereotypes often suffer from discrimination, issues in their personal relationships, and isolation. For example, a common stereotype in ASM is that women are not strong or brave enough to enter tunnels.

CONTEXT ANALYSIS

Collecting baseline data begins with context analysis.

A solid understanding of social, legal, economic, and cultural factors will help determine the scope of the GIA. During analysis, the following elements should be considered:

- participants/informants (they will form the GIA's target group)
- demographics of women and men to be included
- methodologies
- researcher assignments

Use a combination of participatory research such as focus group discussions and interviews, as well as a desk review of materials available. This includes published reports, census data, national poverty reduction plans, mining legislation, women's rights legislation, in-depth reports by academics and experts, family code, labour code, local government reports on health and education services, and international covenants related to human and women's rights.



Questions to help guide context analysis might include:

- What roles have women and men played in the development of the ASM sector?
- What policies, programs, and laws have been passed that affect work, behaviour, and structures in the ASM sector?
- What policies have been developed/adopted targeting women?
 - What is their focus?
 - Which demographic(s) of women do they mainly target?
- What policies have been developed/adopted targeting men?
 - What is their focus?
 - Which demographic(s) of men do they mainly target?
- What groups of women and men exist in ASM, for example, how are they organized (teams, committees, networks, governance structures)?
- How has the behaviour of women and men in ASM been influenced/changed by factors affecting the mining community, such as policy reforms?
- How has the behaviour of women and men in ASM been influenced/changed by external factors, such as project interventions by donors and non-governmental organizations?
- What are local societal views about the position of women and men in ASM?
 - Are inequalities acknowledged or ignored by:
 - » government programs? why?
 - » non-governmental organization programs? why?
- What is the contribution of women and men in ASM to their families and communities?
- Why is ASM in this area important to the mining sector and the country?
- What is the nature of the mining activities in this area?

- How do formal leadership structures work in this area (local governance)?
- How does informal leadership work in this area (community level)?
- Which leadership structures are most involved in implementing projects in this area?
- What rights do women have at the mining sites and in the communities, for example, right to work in a specific area or own a mining pit?
- What rights do men have at the mining sites and in the communities, for example, right to work in a specific area or own a mining pit?
- Have instances of sexual and gender-based violence against women in mining communities been recorded by individuals, women’s associations, government services or representatives or groups working to end this violence?
- What policies, programs, or strategies exist to end sexual and gender-based violence, and support survivors?
- What governmental and non-governmental structures exist to support women and girls who are survivors of sexual and gender-based violence?
- How will you ensure that sexual and gender-based violence is not exacerbated by your project/policy?
- What actions will your project/policy take if a case of sexual or gender-based violence is discovered among beneficiaries?



Effective context analysis should reveal the target group(s) for data collection. With that, use other tools in this Section to understand the activities, family relations, and gender norms at play locally, as well as the local political and community institutions that are going to be engaged in the implementation of the proposed project/policy. ———— ■■■■



INTERVIEW GUIDE



Semi-structured interviews can gather valuable information for the data collection tools and other research related to the proposed project/policy.

We recommend interviews be conducted with women and men miners, representatives from mining service providers, mining operators, and representatives from state mining services.

Consider the following guiding questions in interview design for various gender components ([See Tool #1: Mapping Gender Components](#)). They may also be useful in focus group discussions.



Gender Component	Guiding Questions
<p>A) Work relations within the mining areas, institutions, and at home</p>	<ul style="list-style-type: none"> • Why are women assigned specific tasks? • Why is a specific task performed predominantly by women? • Why is a specific task performed predominately by men? • Which activities garner higher remuneration? • How are the activities that are performed predominantly by women or men perceived by fellow workers, employers, and other members of the community? • Can men demand sexual favours from women in return for service?
<p>B) Personal and family relations</p>	<ul style="list-style-type: none"> • Why do women perform certain tasks? • How are women in the mining community expected to behave toward their husbands, relatives, and other women and men in society? • What kind of gender-based violence (sexual, physical, psychological, economic, cultural, social) do women face? • What behaviours are expected of/attributed to a "good" wife, woman, or mother in the mining community? Are these expectations affected by their work in mining? • What behaviours are expected of/attributed to a "good" husband, man, or father in the mining community? • What additional work are women who work in the mine sites expected to undertake? • Who makes which decisions at home? • How do women balance their roles at home and outside the home? • How do men balance their roles at home and outside the home?
<p>C) Rules and norms relating to gender in the mining community</p>	<ul style="list-style-type: none"> • What is considered "normal" behaviour by men toward women and by women toward men in the mining area? • Which "normal" behaviours do women consider unpleasant? • What qualities are required for anyone to succeed in artisanal and small-scale mining? • How do women feel about themselves and their work? • How are women miners perceived by co-workers, employers, other women, and society? How does it differ from how men are perceived? • Are women perceived to be as capable to mine as men are?
<p>D) Access to, distribution, and use of resources</p>	<ul style="list-style-type: none"> • Who is in charge of the resource? • Who makes decisions about the resource, e.g. selling or buying it? • Who has access to the resource at any time?



TOOL #3:

PRACTICAL NEEDS AND STRATEGIC INTERESTS PROFILE



Purpose:

To understand how the proposed project/policy responds to the practical needs and strategic interests of women and men in the targeted community



Objective:

Identify what women and men need to perform their current activities and to achieve greater equality in the community, and identify their strategic interests



Gender component(s):

A, B, C, D

(See Tool #1: Mapping Gender Components)



Participants:

- women and men engaged in artisanal and small-scale mining



Examples:

Practical Gender Needs	Strategic Gender Interests
<ul style="list-style-type: none"> • Access to water • Access to childcare facilities • Access to health services • Access to mining tools (assets) • Access to income generating opportunities • Access to technical training in mines 	<ul style="list-style-type: none"> • Equal access to work outside the home • Equal access to mining tools • Equal access to credits • Social protection from sexual and gender-based violence • Equal legal rights for women in mines • Increased decision making for women



Methodology:

- 30-45-minute focus group discussions
- maximum 15 participants
- women and men grouped separately (women should feel safe and free to share their opinions openly)
- if participants agree, share results from the groups in a large plenary



Instructions:

Use input from focus group participants to complete the practical needs and strategic interests profile for women and men.

Practical gender needs entail the daily and often immediate needs of women and men based on their common or differentiated gender roles, such as the need for tools, financing, and so on.

Strategic gender interests are related to women's position in society vis-à-vis that of men; responding to these needs means providing them with tools to advance their position.



Note: A project/policy can address both the practical gender needs and strategic gender interests of women.

Meeting practical needs breaks down barriers to women’s economic empowerment, but does not challenge existing gender divisions of labour, legal inequalities, or discrimination due to social or cultural practices. It’s when strategic interests are met that power relations between women and men are affected.

Sustainable gender equality will only occur when women’s strategic interests are considered.



Template:

What are the practical needs and strategic interests for women and men?

Practical Gender Needs		Strategic Gender Interests	
Women	Men	Women	Men



TOOL #4: **DAILY SCHEDULE**



Purpose:

To understand a typical day in the life of women and men in ASM communities



Objective:

Identify a typical daily schedule for women and men in the community



Gender component(s):

A, B, C

(See Tool #1: Mapping Gender Components)



Participants:

- women and men representing different roles in the mining communities covered by the proposed project/policy



Methodology:

- 30-45-minute focus group discussions
- maximum 15 participants
- women and men grouped separately (women should feel safe and free to share their opinions openly)
- if participants agree, share results from the groups in a large plenary



Instructions:

Use input from focus group participants to complete a typical daily schedule in the following table. Consider variations in the workload and schedule based on different demographics.



Example:

Time	Women's Activity	Men's Activity
6-7 a.m.	<ul style="list-style-type: none"> • wake up • wash up • clean the household • prepare food 	<ul style="list-style-type: none"> • wake up • eat food
7-9 a.m.	<ul style="list-style-type: none"> • prepare children for school • prepare break tea • tend to garden • go to work at mining site or other income generating activity 	<ul style="list-style-type: none"> • go to work at mining site
9 a.m. – 1 p.m.	<ul style="list-style-type: none"> • wash clothes • collect firewood • fetch water • perform mining activities 	<ul style="list-style-type: none"> • perform mining activities • rest
1-3 p.m.	<ul style="list-style-type: none"> • attend a group meeting, depending on the day • eat • perform mining activities 	<ul style="list-style-type: none"> • eat
3-5 p.m.	<ul style="list-style-type: none"> • collect firewood on the way home from mining site • fetch water • prepare food 	<ul style="list-style-type: none"> • perform mining activities • rest
5-6 p.m.	<ul style="list-style-type: none"> • attend to children 	<ul style="list-style-type: none"> • leisure
6-8 p.m.	<ul style="list-style-type: none"> • attend to husband; for example, serve him the meal 	<ul style="list-style-type: none"> • eat
8 p.m.	<ul style="list-style-type: none"> • sleep 	<ul style="list-style-type: none"> • sleep



 **Template:**

What do women and men do from the time they wake up until they go to sleep?

Time	Women's Activity	Men's Activity
6-7 a.m.		
7-9 a.m.		
9 a.m. – 1 p.m.		
1-3 p.m.		
3-5 p.m.		
5-6 p.m.		
6-8 p.m.		
8 p.m.		



TOOL #5:
**DIVISION OF
LABOUR PROFILE**



Purpose:

To understand roles of women and men and their contributions to their households, mine sites, and the community



Objective:

Categorize and itemize activities performed by women and men in ASM communities



Gender component(s):

A, B, C

(See Tool #1: Mapping Gender Components)



Participants:

- women and men representing different roles in the mining communities covered by the proposed project/policy
- participants should represent various ages, social classes, marital status, etc.



Methodology:

- 90-minute focus group discussions
- maximum 10 participants
- women and men grouped separately (women should feel safe and free to share their opinions openly)
- adapt the tool to the specific location and context of the proposed project/policy
- collect relevant information from published government, academic, and non-governmental organization reports to support focus groups or when focus groups are not possible



Instructions:

Use input from focus group participants to complete the following table. Write down the different activities women and men do in each category and the average time they spend on each activity. Consider variations in the workload and schedule based on different demographics and seasons. Use the question above the table to review the suggested activities.

 **Template:**¹⁴

How much time do women and men spend on each activity?

Activities	Women	Hours per day	Men	Hours per day
Reproductive/care activities: <ul style="list-style-type: none"> • care and education of children • health care • preparation of food • collecting water/food • farming for home consumption • others (specify) 				
Mining-related (income-generating) activities: <ul style="list-style-type: none"> • crushing stones • washing • panning • digging ore from the ground (pit work) • gathering/processing waste rock • selling/buying minerals (gold, for example) • providing food for miners • others (specify) 				
Non-mining income generating activities: <ul style="list-style-type: none"> • farming to sell goods • tending livestock to sell • small business • others (specify) 				
Mining site and governance institution activities: <ul style="list-style-type: none"> • managing the mining site • managing artisanal mining associations • representing miners in meetings and government engagements 				
Community activities: <ul style="list-style-type: none"> • cleaning water sources • participating in management committees for community services • participating in caretaker committees for community services (e.g. ceremonies and celebrations) • participating in social groups, such as women's or farmers organizations • others (specify) 				

¹⁴ Adapted from C. Hill et al., *A Guide to Gender Impact Assessment for the Extractive Industries*, Oxfam, 2017, p. 9, https://www.oxfam.org.au/wp-content/uploads/2017/04/2017-PA-001-Gender-impact-assessments-in-mining-report_FA_WEB.pdf.



TOOL #6:

ACCESS AND CONTROL OVER RESOURCES PROFILE



Purpose:

To understand power imbalances between women and men by identifying who has access to and control over all available resources in the household, mining area, and community



Note: Access is about being able to use a resource, for example having access to a mine to extract minerals in a pit. **Control** is about the power to make decisions about how it is used and who uses it, for example who can sell a mineral and where.¹⁵



Objective:

Collect information about who has access to and control over resources



Gender component(s):

D (See [Tool #1: Mapping Gender Components](#))



Participants:

- women and men representing different roles in the mining communities covered by the proposed project/policy



Methodology:

- 90-minute focus groups
- maximum 10 participants
- women and men grouped separately (women should feel safe and free to share their opinions openly)
- one-on-one interviews ([See Interview Guide](#))



Instructions:

Use input from focus group participants to complete the following table with information about the type or level of access and control women and men have over various resources. Use the suggested questions and resources in the tables as examples.

Pay attention to the identities of your focus group participants other than gender, including age or ethnicity, when analyzing the results of the discussions. The groups of women and men participating in the discussions are not necessarily equal in terms of their ability to access and control resources and the resulting benefits. In some mining communities, it is important to properly contextualize that mining and processing areas are under the management of mining cooperatives that are often led by people in positions of power, therefore, are under their control.

¹⁵ Adapted from C. Hill et al., *A Guide to Gender Impact Assessment for the Extractive Industries*, Oxfam, 2017, p. 11, https://www.oxfam.org.au/wp-content/uploads/2017/04/2017-PA-001-Gender-impact-assessments-in-mining-report_FA_WEB.pdf.

 **Template:**¹⁶

What type of access and control do women and men have over resources?

Resource	Access		Control	
	Women	Men	Women	Men
<p>Sample questions</p> <p>Land and home:</p> <ul style="list-style-type: none"> • Who owns property? • Who owns homes? • Who owns the animals? • Who owns the tools? • Who typically makes final household-related decisions? • How many households in the community are headed by women? • Do the women in women-headed households make their own household-related decisions? 				
<p>Family money:</p> <ul style="list-style-type: none"> • Do women and men have equal access to family money? • Who makes the final decisions about how to spend the family money? 				
<p>Business income:</p> <ul style="list-style-type: none"> • Are women paid different wages than men for the same work? • Who decides what is done with the business income? 				
<p>Family networks linked to land and mining rights:</p> <ul style="list-style-type: none"> • Do women benefit from family networks as often as men? 				

¹⁶ Adapted from C. Hill et al., *A Guide to Gender Impact Assessment for the Extractive Industries*, Oxfam, 2017, p. 11, https://www.oxfam.org.au/wp-content/uploads/2017/04/2017-PA-001-Gender-impact-assessments-in-mining-report_FA_WEB.pdf.



Tool 6: Access and Control Over Resources Profile (continued)

Resource	Access		Control	
	Women	Men	Women	Men
Sample questions				
Mine sites: <ul style="list-style-type: none">• Can women and men enter and work in the same areas?• Who makes decisions about women/men mining activities, operations?				
Information: <ul style="list-style-type: none">• Do women and men have equal access to news sources?• Who is responsible for disseminating information in the community?				
Skills and education: <ul style="list-style-type: none">• What level of education and/or training do women and men have?• Do women and men have equal access to education and/or training?				
Financial services: <ul style="list-style-type: none">• Do women and men have equal access to financial services?				



Resource	Access		Control	
	Women	Men	Women	Men
<p>Sample questions</p> <p>Community:</p> <ul style="list-style-type: none"> • Who makes decisions on which community events and services are held? • Which decisions on attending/participating in community events and services do women and men typically make? • Do women and men have equal access to community events and services? • Who (women/men) usually has the decision making power over community management of resources? • Who (women/men) is involved in support structures for women and girls affected by sexual and gender-based violence? <p>Social networks:</p> <ul style="list-style-type: none"> • Do women have access to men's social networks and vice versa? <p>Market:</p> <ul style="list-style-type: none"> • Can women sell their minerals by themselves? • Can women buy minerals by themselves? 				



TOOL #7:

GENDER COMMUNICATIONS PROFILE



Purpose:

To determine how best to disseminate information about the proposed project/policy and maximize levels of participation of women and men in its activities



Objective:

Identify who has access to and control of communications channels in the mining area and community



Gender component(s):

D (See [Tool #1: Mapping Gender Components](#))



Participants:

- women and men representing different demographics in the mining community
- community journalists, people responsible for community outreach



Methodology:

- 60-90-minute focus group discussions
- maximum 10 participants
- women and men grouped separately (women should feel safe and free to share their opinions openly)
- one-on-one interviews ([See Interview Guide](#))



Instructions:

Use input from focus group participants to complete the following table with information about how women and men use different methods of communication. Indicate whether women or men share or receive information through which communication methods. Record details from the responses in the comments column.

 **Template:**¹⁷

How do women and men share information at the mine site and in the community?

Communication Method	Women		Men		Comments
	Share information	Receives information	Share information	Receives information	
Radio <ul style="list-style-type: none"> • Who tends to share information on the radio? • When is information on projects and government programs shared? • Is the information transmitted gender-sensitive? • Who owns/controls the radio at home? • Who usually owns and listens to radio at the mining site? • Who decides which radio station should be played at the mining site? 					
Community Meetings <ul style="list-style-type: none"> • Who tends to be in charge of organizing community meetings? • Who tends to promote community meetings? • At what time of day are they usually held? • How are women and men notified about them (same or differently)? • Where are they usually located? • How long does it take for most people to reach the meeting venue? • Who tends to provide information during community meetings? • Who usually attends? • Who usually speaks? • Who is (most) listened to? 					

¹⁷ Adapted from ACIDI/VOCA, *Gender Analysis, Assessment, and Audit Manual & Toolkit*, 2012, p. 51



Communication Method	Women		Men		Comments
	Share information	Receives information	Share information	Receives information	
<p>Phone</p> <ul style="list-style-type: none"> • Who has access to a phone? • Who tends to own and use the telephone? • Do women and men have the capacity to read information sent through text message? 					
<p>Posters</p> <ul style="list-style-type: none"> • In what language are posters usually written? • Where are posters usually placed? • Who usually has access to these places? • Who mainly reads posters and why? • Are the posters representative of women and men? 					
<p>Newspaper</p> <ul style="list-style-type: none"> • Do both women and men have access to the newspaper? • Where can one buy a newspaper? • In what language is the newspaper written? • Who tends to read the newspaper and why? • Who has reading skills to be able to read the newspaper? • Are experiences and views of women included in articles? 					



Communication Method	Women		Men		Comments
	Share information	Receives information	Share information	Receives information	
<p>Online</p> <ul style="list-style-type: none"> • Who has access to a computer with internet? • Who has access to cell phone with data? • Who can afford data or internet costs? • Who is computer literate? • Who accesses information online? • Who has an email account? • Who has social media account(s)? • Do women and men use social media for the same reasons? 					
<p>Others</p> <p>For example, megaphone, community theatre, word-of-mouth</p>					



TOOL #8:

GENDER RULES SUMMARY



Purpose:

To help correct any wrong assumptions in the planning and design of the proposed project/policy, classify the gender rules that women and men must follow, and identify gender-based sanctions that are applied when an expected behaviour is not observed



Objective:

Identify the established gender norms in the mining area and in the community



Gender component(s):

C (See Tool #1: Mapping Gender Components)



Participants:

- women and men representing different demographics in the mining communities



Methodology:

- 90-minute focus group discussions
- maximum 10 participants
- women and men grouped separately (women should feel safe and free to share their opinions openly)
- one-on-one interviews ([See Interview Guide](#))



Instructions:

Use input from focus group participants to complete the following table with information about expected gender rules for women and men and the consequences if they are broken. Use the suggested questions and resources in the tables as examples.



Note: Rules can change over time as well as vary between settings and between different demographics of women and men. Such changes can be captured in additional comments to ensure the most accurate descriptions of gender rules.

 **Template:**

What gender rules are women and men expected to follow?

Women			
	How are women expected to behave?	What are they expected to own and control or not own and control?	What would happen if they do not comply?
Home			
Mining area			
Community meeting			
Mining group/ association activities			
Land			
Mining rights (e.g. licence)			
Education resources			
Equipment			
Financial resources			



Tool 8: Gender Rules Summary (continued)

Men			
	How are men expected to behave?	What are they expected to own and control or not own and control?	What would happen if they do not comply?
Home			
Mining area			
Community meeting			
Mining group/ association activities			
Land			
Mining rights (e.g. licence)			
Education resources			
Equipment			
Financial resources			



SECTION 4

ASSESSING GENDER IMPACTS OF LOCAL-LEVEL PROJECTS



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SECTION 4

This GIA toolkit is for anyone developing or implementing local-level initiatives in the ASM sector. This refers to any activity, program, or project intended to operate at the grassroots level in ASM communities.

GIA for local-level projects are ultimately about answering this key question:



How might structurally unequal power relations affect proposed project activities/ actions and vice versa?

Using this toolkit will help ensure the proposed project supports gender equality in the ASM sector.

This toolkit is intended to guide analysis of:

- positive and negative impacts of the project on gender relations,
- project redesign,
- measures to mitigate negative impacts.

STEP 1: COLLECT BASELINE DATA

Baseline data on the current state of gender relations in the area(s) targeted by the proposed project is necessary for analyzing its potential impact.

Use the tools in [Section 3](#) to gather baseline data that will help understand the activities, family relations, gender-based barriers—including gender-based violence and local gender norms (within the target group)—and the local political and community institutions that are going to be engaged in the implementation of the proposed project.



STEP 2: IDENTIFY ASPECTS OF THE PROJECT LIKELY TO IMPACT GENDER RELATIONS



TOOL #9:
GENDER ANALYSIS OF PROPOSED PROJECT

 **Instructions:**

This step is about applying a gender lens to the proposed project. Every project document developed so far should be analyzed, including proposal, strategy, budget, work plan, and monitoring and evaluation framework.

 **Objective:**

Identify activities/actions within the proposed project that are likely to impact gender relations in some way. For example, will an activity/action lead to changes in the tasks performed by women and men or to changes in access to a resource like social, financial, educational, social protection, and health services? These will be included in Tool 11: Gender Impact Matrix for Projects in Step 4.



Tool 9: Gender Analysis of Proposed Project (continued)

Template:

How does the proposed project integrate gender?

Questions	Answers	Documents referenced
What is the main objective of the proposed project?		
What are the planned interventions?		
Which proposed activities/actions relate specifically to women?		
Which success indicators relate specifically to women's empowerment?		
In terms of the causes of the problem being addressed with the proposed project, the target group, and the intended outcomes, on what assumptions are proposed activities/actions based?		
How are gender norms and experiences and values of women and men considered in the project's design and activities?		
How is sexual and gender-based violence considered in the project's design and activities?		
What actions will your project take if a case of sexual or gender-based violence is discovered among beneficiaries?		
Which gender components (see Tool #1: Mapping Gender Components) are covered by the project plan? How are they reflected in the design of project activities/actions?		
Which gender components are absent from the project plan?		
Do proposed activities/actions favour one sex and disadvantage the other, or favour a particular demographic and disadvantage others? How?		

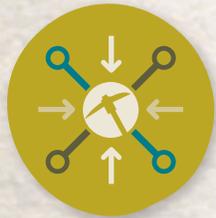


APPROXIMATELY 30%
OF 40.26 MILLION PEOPLE
WORKING IN ARTISANAL
AND SMALL-SCALE
MINING WORLDWIDE
ARE WOMEN





▶ STEP 3: IDENTIFY POWER RELATIONS



TOOL #10:
MAPPING POWER

 **Objective:**

Analyzing gender relations vis-à-vis specific activities and actions within the proposed project/policy will aid in completing the Gender Impact Matrix in [Tool 11: Gender Impact Matrix for Projects in Step 4](#), and [Tool 14: Gender Impact Matrix for Policies in Section 5](#).

 **Instructions:**

To help analyze gender and power relations, populate this table with the gender disaggregated information collected with tools from [Section 3](#) as it pertains to the various components of gender ([see Tool #1: Mapping Gender Components](#)).

 **Template:**

Gender Component	Suggested issues for analysis	Tool #3 <u>Practical Needs and Strategic Interests Profile</u>	Tool #4 <u>Daily Schedule</u>	Tool #5 <u>Division of Labour Profile</u>	Tool #6 <u>Resources Access and Control Profile</u>	Tool #7 <u>Gender Communications Profile</u>	Tool #8 <u>Gender Rules Summary</u>
A) Work relations within the mining areas, institutions, and at home	<ul style="list-style-type: none"> • positions of women and men in the mining areas • value attached to tasks performed by women and men • remuneration for work done by women and men • remuneration for comparable work performed by women and men • paid work performed by women and men at the mine sites • unpaid work by women and men at the mine sites • categories of jobs occupied by women and men • workloads for women and men • location of the activity/ task/ work • benefits of working in one location over another • certain aspects of work performed by both women and men (for example, both women and men participate in selling gold, though other aspects of this activity may have unequal power relations between women and men, like location of sales and price differences) 						



Gender Component	Suggested issues for analysis	Tool #3 <u>Practical Needs and Strategic Interests Profile</u>	Tool #4 <u>Daily Schedule</u>	Tool #5 <u>Division of Labour Profile</u>	Tool #6 <u>Resources Access and Control Profile</u>	Tool #7 <u>Gender Communications Profile</u>	Tool #8 <u>Gender Rules Summary</u>
B) Personal and family relations	<ul style="list-style-type: none"> • access to and control of family and household-related resources, including income, land, information, time, places, and spaces • roles in the household • workload in the household • relations between the couple, including tension and violence in the home • social lives and networks of women and men at household level • contribution to housework • management of and contribution to household money and expenses 						
C) Rules and norms relating to gender in the mining community	<p>Norms that dictate women's and men's behaviours related to:</p> <ul style="list-style-type: none"> • work • childcare and family responsibilities • relations between women and men at work and at home • access to and control of resources • decision making 						



Gender Component	Suggested issues for analysis	Tool #3 <u>Practical Needs and Strategic Interests Profile</u>	Tool #4 <u>Daily Schedule</u>	Tool #5 <u>Division of Labour Profile</u>	Tool #6 <u>Resources Access and Control Profile</u>	Tool #7 <u>Gender Communications Profile</u>	Tool #8 <u>Gender Rules Summary</u>
D) Access to, distribution, and use of resources	<ul style="list-style-type: none"> • amount of time available for women and men to work • amount of remuneration received • number of positions held by women and men • availability of places to work for women and men • ownership of mining pits • networks to which women and men belong and positions held • availability and access to spaces and facilities • availability of financial services 						



STEP 4: COMPLETE THE GENDER IMPACT MATRIX



TOOL #11:

GENDER IMPACT MATRIX FOR PROJECTS

Objective:

Predict the likely positive and negative impacts the proposed project's activities/actions on women and men and the community, and how potential negative impacts might be minimized, mitigated, or eliminated.

The Matrix is designed to help evaluate—and eventually rank, if helpful—the likely impacts of the proposed project on gender relations based on two criteria:



- **Gender equality** – increasing or decreasing unequal power relations between women and men in mining communities
- **Autonomy** – ability of women and men in mining communities to make decisions about their lives that are not influenced by gender norms

Instructions:

Information gathered in [Tool #9: Gender Analysis of Proposed Project](#) and [Tool #10: Mapping Power](#) will help determine the likely positive and negative impacts of the proposed project based on these criteria. The last column is for notations about whether and how the project can be revised to minimize, mitigate, or eliminate the likely negative gender impacts. For example, the location of an activity may be changed to ensure it benefits both women and men who are targeted by the proposed project.

This Matrix is applicable to any project and can be revised during the life of the project to add or refine impact measures.



Example:

Proposed Activity/ Action Determined to Likely Impact Gender	Gender Components	Current Gender Relations	Positive Impacts	Negative Impacts	Recommendation(s) to Mitigate Negative Impacts
Hire a company outside the mining association to buy the minerals	A) Work relations within the mining areas, institutions, and at home	<ul style="list-style-type: none"> • Men are mainly engaged in the selling and buying of minerals • Some women are involved in selling of minerals • Lack of safe places and infrastructures for women • Some women face demands from men for sexual favours in return for services • Women are not considered equal members of mining teams, just helpers • Men who buy minerals from the miners hold higher positions in the mining associations • Men hold higher positions in the mining associations because they sell minerals at a higher price • Men are in positions of authority to determine who can access the mineral and how its benefits are distributed 	<ul style="list-style-type: none"> • Reduction in illegalities arising from the selling and buying of minerals, e.g. tax evasion • Alignment of the purchase price of the mineral with the international market price 	<ul style="list-style-type: none"> • Individual women and men are likely to be removed from the trade • If the company is located in the town rather than at the mining site, few women will be in position to trade in the minerals because of domestic work burdens that impact the number of hours available in one day • Increase in women's dependence on men to help them sell minerals due to distance, unsecured access, and time required • Sexual harassment of women working in mines will affect their participation and possibly endanger their health and their personal relationships • Women are expected to play caregiving roles in the mine just like at home • Reduction in men's status within mining associations who have been buying minerals • Reduction in women's status who have been in better positions in the mining association because of the income they earn from selling minerals 	<ul style="list-style-type: none"> • Establish a public register of the distribution of dividends received from the sale of the mineral by the mining association accessible, to female and male members • Set up a company trading post near mining sites • Hire women as well as men at the company trading post • Establish a code of conduct with appropriate sanctions, including for sexual misconduct



Proposed Activity/ Action Determined to Likely Impact Gender	Gender Components	Current Gender Relations	Positive Impacts	Negative Impacts	Recommendation(s) to Mitigate Negative Impacts
<p>Hire a company outside the mining association to buy the minerals</p>	<p>B) Personal and family relations</p>	<ul style="list-style-type: none"> • It is the responsibility of women to take care of children, including costs of education, medical care, and other expenses • It is the responsibility of women to provide household food security, including water collection, farming, food preparation • It is the responsibility of women to care for ill or injured family members 		<ul style="list-style-type: none"> • Women’s workload is likely to increase if they have to move to town to sell their minerals in addition to handling reproductive activities, including child care, caring for the sick, cleaning homes, cooking, collecting firewood, farming for home consumption, among other activities • Increase in tension between women and men in relationships • Potential increase in domestic violence • Increase in dependency of women on men to assist in selling minerals • Migration of men who have been performing this activity which increases the workload of women • Low income for women miners in the family resulting in lower position of women in the family 	
	<p>C) Rules and norms relating to gender in the mining community</p>	<ul style="list-style-type: none"> • Men buy minerals • Men and women sell minerals 		<ul style="list-style-type: none"> • Introduction of new discriminatory rules arising from the exclusion of women in the selling of minerals, e.g. men sell minerals to the company owned by wealthy men who are not ordinary local miners 	



Proposed Activity/ Action Determined to Likely Impact Gender	Gender Components	Current Gender Relations	Positive Impacts	Negative Impacts	Recommendation(s) to Mitigate Negative Impacts
Hire a company outside the mining association to buy the minerals	D) Access to, distribution, and use of resources	<ul style="list-style-type: none"> • Men have more time than women due to less responsibility for reproductive activities • Men have access to and control of money • Some women have access to and control of money • Men have more access to markets than women at both the mining site and in town • Women sell minerals at the mining site and men sell minerals in town, so men earn more than women from the minerals 		<ul style="list-style-type: none"> • Reduction in access to markets for women who are not able to get to towns • Activity favours men because the majority have wives or female relatives taking care of family responsibilities • Reduced income for majority of women who cannot easily sell their minerals 	



Template:

What are the impacts on gender of the proposed project activities?

Proposed Activity/ Action Determined to Likely Impact Gender	Gender Components	Current Gender Relations	Positive Impacts	Negative Impacts	Recommendation(s) to Mitigate Negative Impacts
	A) Work relations within the mining areas, institutions, and at home				
	B) Personal and family relations				
	C) Rules and norms relating to gender in the mining community				
	D) Access to, distribution, and use of resources				



PROJECTS THAT SEEM
GENDER NEUTRAL,
EVEN POSITIVE ON THE SURFACE,
CAN WIND UP EMBEDDING
EXISTING INEQUALITIES

definition 

GENDER BLIND/NEUTRAL:

when a project/policy ignores gender norms, roles, and relations and may reinforce gender-based discrimination, biases, and stereotypes.





SECTION 4

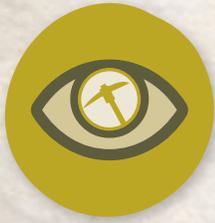
▶ STEP 5: DEVELOP A MITIGATION AND MONITORING PLAN

Creating a separate and detailed plan for mitigation and monitoring ensures the recommendations noted in [Tool 11: Gender Impact Matrix for Projects](#) stay on track with positive results.

Ensure the project budget is revised to reflect any human and financial resource requirements for activities that are modified and added to facilitate mitigation.

When rolling out the proposed project, impacts on gender relations may be discovered that were not predicted during the GIA. We recommend making overall monitoring and evaluation frameworks flexible enough to capture unanticipated/unintended impacts during scheduled project reviews and to adjust, as necessary.

In some cases, it may be useful to revisit and adapt the Gender Impact Assessment during the project implementation phase to support monitoring the predicted and unanticipated/unintended impacts on gender resulting from the project.



TOOL #12: GENDER IMPACT MITIGATION AND MONITORING PLAN

Objective:

Ensure the recommendations noted in the Gender Impact Matrix stay on track with positive results. The following is an example of a gender impact mitigation and monitoring plan that can be integrated into the existing project work plan and budget or used as a separate document. It tracks everything from indicators to expertise requirements.

Instructions:

Mitigation measures based on Steps 4 and 5 would be listed as activities. Project teams can adapt and expand the plan as needed.

Template:

Activity	Deliverables	Indicators	Means of Verification	Timeframe	Person Responsible	Is gender expertise required? If yes, state role of gender expert
Activity 1						
Sub-activity 1						
Sub-activity 2						
Activity 2						
Sub-activity 1						
Sub-activity 2						
Activity 3						
Sub-activity 1						
Sub-activity 2						



SECTION 4

▶ STEP 6: DOCUMENT THE ANALYSIS IN A GIA REPORT

This step is about compiling the GIA findings, recommendations, and plans in a report to communicate the results to project partners, donors, the target group and other stakeholders, decision makers, and beyond. For smaller projects, a Mitigation and Monitoring Plan emerging from [Step 5](#) may suffice for this purpose. While formats and content may be tailored to suit project size, gender expertise used, and resources allocated, GIA reports should always be written in accessible, gender-inclusive language.

See a suggested outline for a GIA report for local-level projects [on page 56](#).

▶ STEP 7: DEVELOP A DISSEMINATION PLAN

Having a clear plan for dissemination will help ensure gender analysis is considered early and meaningfully in the project planning process.

The GIA report should be shared with anyone involved with the proposed project and discussed wherever the proposed project is being considered, including consultative meetings with non-governmental organizations, miners, and mining associations.

We recommend including the GIA report as part of any project documents shared with project partners, donors, the target group and other stakeholders, and decision makers.



OUTLINE FOR GIA REPORTS FOR LOCAL-LEVEL PROJECTS

Chapter 1: Introduction

- project background
- context and scope
- relevance of GIA
- overview of methodology and gender expertise contributed
- summary of report

Chapter 2: Current gender relations in the targeted ASM community

- descriptions reflecting the diverse nature of the ASM community from context analysis generated during data collection for the four gender components, including:
 - general community profile
 - social and economic resources
 - land coverage
 - types of minerals
 - different demographics of women and men
- descriptions from gender relations analysis generated during data collection for the four gender components
- descriptions of existing resources linked directly or indirectly to the proposed project's activities/actions and that are directly affected by the proposed project
- descriptions of access to and control of resources by women and men

Chapter 3: Project description

- goals and objectives
- problem the project is trying to solve
- causes and consequences of the problem
- values, norms, assumptions (from a gender perspective)

- planned activities/actions, including processes, institutions to be involved, and strategic flow
- planned activities/actions intended to support gender equality, including those that specifically target women
- gender norms and roles of women and men
- whether and how gender components were incorporated in the project document prior to the GIA

Chapter 4: Likely impacts of the proposed project on gender relations

- key takeaways from [Step 2](#)

Chapter 5: Analysis of impacts on gender relations

- analysis of Gender Impact Matrix
- copy of completed Matrix
- recommendations noted in the Matrix

Chapter 6: Mitigation and monitoring plan

- rationale and details regarding the measures contained in the Plan created in [Step 5](#)
- copy of the Plan
- details regarding any gender progress monitoring or audits scheduled later during implementation

Chapter 7: Monitoring and evaluation plan

- framework and plan for monitoring and evaluating the overall project that either stands alone or has been revised to incorporate the mitigation and monitoring plan and gender audits





SECTION 5

ASSESSING GENDER IMPACTS OF POLICY AND LEGISLATION



Step 1: Collect baseline data	58
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This GIA toolkit is for anyone drafting, implementing, monitoring, and evaluating policies, legislation, and institutional processes pertaining to the ASM sector.

GIA for policy and legislation are about answering these key questions:



- Does the proposed policy consider the experiences of women and men?
- Does the proposed policy consider the current state of gender relations vis-à-vis the four gender components? (See [Tool #1: Mapping Gender Components](#))
- Does the proposed policy favour one gender and disadvantage the other, or favour a particular demographic and disadvantage others?
- Does the proposed policy add constraints and limitations to the full participation of women? (e.g. banning pregnant women and women who are breastfeeding)

Using this tool will help teams craft policy that better supports gender equality and gender mainstreaming. It can also be helpful in critiquing and advocating policy by individuals and organizations striving for gender equality in the ASM sector.

▶ STEP 1: COLLECT BASELINE DATA

Baseline data on the current state of gender relations in the area(s) targeted by the proposed policy is necessary for analyzing its potential impact.

Use the tools in [Section 3](#) to gather baseline data that will help understand the activities, family relations, gender-based barriers—including gender-based violence and local gender norms (within the target group)—and the local political and community institutions that are going to be engaged in the implementation of the proposed policy.

▶ STEP 2: IDENTIFY ASPECTS OF THE POLICY LIKELY TO IMPACT GENDER RELATIONS

Which areas of the proposed policy directly or indirectly target women and men or legal entities that are comprised of women and men? For example, does the policy implicate mining cooperatives, joint ventures, partnerships, or companies?

Consider how the proposed policy or parts of it relate to issues within the four gender components (See [Tool #1: Mapping Gender Components](#)). For example, does any part of the proposed policy relate to:

- work performed by women and men at mine sites
- organization of institutions such as ASM associations
- home lives of women and men
- access to, distribution, and control of resources such as time, money, mining areas, mining rights, places, groupings and networks, information, education, and financial services
- rules that govern behaviours of women and men such as access to mining rights or leadership roles

Context analysis (see [Section 3](#)) provides a helpful basis for this exercise.

▶ STEP 3: IDENTIFY POWER RELATIONS

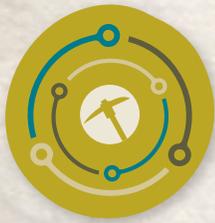
How might structurally unequal power relations affect the proposed policy and vice versa?

Use [Tool #10: Mapping Power in Section 4](#) to identify where gender relations are equal and unequal.

Base determinations on the gender disaggregated information collected on various aspects within the four components of gender (See [Tool #1: Mapping Gender Components](#)).



STEP 4: SCORE THE POLICY ON THE GENDER EQUALITY CONTINUUM



TOOL #13:

GENDER EQUALITY CONTINUUM

Objective:

Evaluate the negative and positive impacts of specific aspects of the proposed policy, analyzing the results from Tool #10: Mapping Power in Step 3 using a checklist and the Gender Equality Continuum.¹⁸

By thinking of ASM policies as part of a continuum, the Gender Impact Matrix exercise in Step 5 becomes more strategic.

Instructions:

Three categories are intended to facilitate examination of every aspect of the proposed policy. Consider where the proposed policy is situated on the continuum and note the rationale. When opting to place a policy in more than one category, provide a justification.

¹⁸ Adapted from Interagency Gender Working Group, *Gender Integration Continuum*, 2017, https://www.igwg.org/wp-content/uploads/2017/05/FG_GendrIntegrContinuum.pdf.



Exploitative		Accommodative		Transformative
<p>The proposed policy is gender unequal.</p> <p>It perpetuates gender inequalities by reinforcing unequal gender norms, roles, and relations in the ASM community.</p>	<p>The proposed policy is gender-blind/gender neutral.</p> <p>It ignores gender norms, roles, and relations, and may reinforce gender-based discrimination, biases, and stereotypes.</p>	<p>The proposed policy is gender sensitive.</p> <p>It acknowledges unequal power relations between women and men but does not address gender inequalities.</p> <p>There are no specific strategies designed to address the gender inequalities.</p>	<p>The proposed policy is gender specific.</p> <p>It acknowledges gender norms and considers women's and men's specific needs but does not necessarily address the root causes of gender imbalances in power, resources or opportunities in ASM.</p>	<p>The proposed policy addresses the root causes of inequality.</p> <p>It includes ways to transform unequal power relations between women and men.</p> <p>It considers the experiences of different categories of disadvantaged groups vis-à-vis unequal gender relations.</p> <p>It promotes positive changes in unequal power relations between women and men in ASM.</p> <p>It considers values, interests, and needs of women and men in enjoying the benefits of the policy.</p>

Template:

Question	Yes or No	If yes, how?
Does the proposed policy consider the experiences of women and men?		
Does the proposed policy consider the current state of gender relations vis-à-vis the four gender components (See Tool #1: Mapping Gender Components)?		
Does the proposed policy favour one gender and disadvantage the other, or favour a particular demographic and disadvantage others?		
Does the proposed policy add constraints and limitations to the full participation of women?		



TOOL #14:

GENDER IMPACT MATRIX FOR POLICIES

Objective:

Predict the positive and negative impacts the proposed policy (or parts of it) is likely to have on gender relations and the community and how potential negative impacts might be minimized, mitigated, or eliminated.

The Matrix is designed to evaluate and rank likely impacts the proposed policy on gender relations based on two criteria:



- **Gender equality** – increasing or decreasing unequal power relations between women and men and girls and boys in mining communities
- **Autonomy** – ability of women and men in mining communities to make decisions about their lives that are not influenced by gender norms

Instructions:

Information gathered in [Steps 2, 3,](#) and [4](#) will help determine the likely positive and negative impacts of the proposed policy based on these criteria. The last column is for notations about whether and how the policy can be revised to minimize, mitigate, or eliminate the likely negative gender impacts.



Example:

Proposed Policy (or Aspect of Policy) that Likely to Impact Gender	Gender Components	Current Gender Relations	Positive Impacts	Negative Impacts	Recommendation(s) to Mitigate Negative Impacts
Online registration for ASM associations and online acquisition of mining permits	A) Work relations within the mining areas, institutions, and at home	<ul style="list-style-type: none"> • Men are mainly engaged in better paying activities than women (e.g. pit work and sluicing) • Few women are engaged in better paying activities • Majority of women miners are engaged in low-paying activities, including washing, crushing stones, and panning • In certain aspects of artisanal mining, men predominantly work in groups • Men who work in groups earn more money than women working individually • In cases where women are working in groups, they usually occupy lower paying roles • Leadership positions in informal mining associations are mainly held by men • There are just a few women-led mining associations 	<ul style="list-style-type: none"> • Reduction in illegalities arising from the selling and buying of minerals • Increased opportunities for women who may more easily form mining associations and acquire permits, like better paying jobs which can improve their resources and position in the mining community 	<ul style="list-style-type: none"> • Men more likely to be able to afford online registration fees and to possess technological knowledge • Increased economic inequalities between men and men and women and women if power becomes concentrated among the few mining associations that can afford online registration • Women's increased dependence on men who are in a position to register mining associations online • Concentration of women in informal mining groups due to financial and technological inability to register mining associations online • Women more likely to leave legal or formal ASM sector due to financial and technological inability to register mining association online • Increased segregation of work, with men carrying out better paid activities thanks to the leadership of mining associations which gives them more mining rights • Men likely to continue to hold higher leadership positions in mining associations and constitute majority of members • Women likely to remain lower status members of mining associations • There will likely be even fewer women-led mining associations, which already hold lower status in the ASM sector • A few women may continue to hold relatively high positions in the mining associations based on their earlier positions and contributions during the registration process 	<ul style="list-style-type: none"> • Training for mining workers, in particular women, on technology, computers, and accessing online services • Public campaign on governmental efforts to formalize the sector and advantages of registering, making sure to reach out to women • Public campaign on the importance of women in the artisanal mining sector • A free, government service that travels to mining areas to facilitate access to online registration and acquire permits, serving miners in local language



Proposed Policy (or Aspect of Policy) that Likely to Impact Gender	Gender Components	Current Gender Relations	Positive Impacts	Negative Impacts	Recommendation(s) to Mitigate Negative Impacts
<p>Online registration for ASM associations and online acquisition of mining permits</p>	<p>B) Personal and family relations</p>	<ul style="list-style-type: none"> • Some men have access to internet or telephones with internet • Few women have access to internet or telephones with internet • It is the responsibility of women to take care of children, including costs of education, medical care, and other expenses • Women are expected to continue to handle family obligations after work at the mines while men can have access to places where internet is available 		<ul style="list-style-type: none"> • Increased tension between women and men in married couples generating a potential increase in domestic violence • Increased dependency of women on men to assist in selling minerals • Migration for those who have been performing this mining activity but unable to register their informal groups as mining associations 	
	<p>C) Rules and norms relating to gender in the mining community</p>	<ul style="list-style-type: none"> • Men can own telephones • Women do not own internet-based telephone • Women's income from mining activities goes toward household expenses • Men are leaders of mining association groups • Men are decision makers regarding family income 		<ul style="list-style-type: none"> • Rules on which category of men can own mining associations are likely to emerge • Rules on ASM being a male profession are likely to emerge • Rules on mining associations being for men only are likely to emerge 	



Proposed Policy (or Aspect of Policy) that Likely to Impact Gender	Gender Components	Current Gender Relations	Positive Impacts	Negative Impacts	Recommendation(s) to Mitigate Negative Impacts
Online registration for ASM associations and online acquisition of mining permits	D) Access to, distribution, and use of resources	<ul style="list-style-type: none"> • Men more likely to have access to telephones and internet • Men more likely to have access to and control of money • Most women who do have access to and control of money use it for household expenses • Men have more time and access to places where internet is available • Men’s networks can facilitate internet access 		<ul style="list-style-type: none"> • Reduced access to mining rights for women due to inability to register mining associations • Greater access to mining rights for men • More men registering mining associations due to better access to internet and resources for fees • Reduced access to economic and social networks for women • Reduced incomes for women • Increased incomes for men • Women leaving ASM • Increased income inequalities between women with only a few in the position to register mining associations • Increased exploitation of women miners who operate informally due to inability to register mining associations 	



Template:

What are the impacts on gender of the proposed policy?

Proposed Policy (or Aspect of Policy) that Likely to Impact Gender	Gender Components	Current Gender Relations	Positive Impacts	Negative Impacts	Recommendation(s) to Mitigate Negative Impacts
	<p>A) Work relations within the mining areas, institutions, and at home</p>				
	<p>B) Personal and family relations</p>				
	<p>C) Rules and norms relating to gender in the mining community</p>				
	<p>D) Access to, distribution, and use of resources</p>				



GOVERNMENT POLICIES
OFTEN IGNORE THAT
WOMEN HAVE CHOSEN
TO WORK IN THE SECTOR,
PUTTING UP MORE BARRIERS
TO WOMEN'S EMPOWERMENT





STEP 6:
DOCUMENT EVERYTHING IN A GIA REPORT

This step is about compiling the GIA findings, recommendations, and plans in a report to communicate the results to strategic partners, decision-makers, the target group and other stakeholders, and beyond.

The report will be useful in informing discussions about the proposed policy and decisions related to gender equality outcomes.

Formats and content may vary depending on:

- whether the GIA is for a policy reform, a new policy area, an entire policy, or a piece of a larger policy
- gender expertise used
- resources allocated for the study
- intended target audience

GIA reports should always be written in accessible, gender-inclusive language.

A clear and concise GIA report can ensure final decision makers adopt and enact policies that support gender equality in the ASM sector. It can also support the advocacy initiatives of ASM groups and civil society organizations.

ASM groups and civil society organizations may find these guidelines helpful when writing GIA reports upon conducting their own analysis of various ASM-related policies. Such reports will be of great assistance to anyone crafting policy for the ASM sector.

See a suggested outline for a GIA report on policy and legislation [on page 68](#).

STEP 7:
DEVELOP A DISSEMINATION PLAN

Having a clear plan for disseminating the report will help ensure gender analysis is considered early and meaningfully in the policy development process.

The GIA report should be shared with anyone involved with the proposed policy and discussed wherever the proposed policy is being considered, including consultative meetings with non-governmental organizations, miners, and mining associations.

We recommend appending the GIA report to the proposed policy whenever it is submitted to various decision-makers, including cabinet and parliament.

If the GIA has been conducted by a non-governmental ASM actor, it can be abridged as a position paper with the recommendations emphasized and shared with the relevant government departments/ministries and/or used in advocacy initiatives.



OUTLINE FOR GIA REPORTS ON POLICY AND LEGISLATION

Chapter 1: Introduction

- background on the proposed policy
- overview of the policy sponsor's commitments toward gender equality in the ASM sector
- overview of gender equality in the ASM sector
- overview of GIA process and other methodology used to integrate gender into the proposed policy
- overview of methodology and gender expertise utilized
- summary of report

Chapter 2: Current gender relations in the targeted ASM community

- descriptions reflecting the diverse nature of the ASM community from context analysis generated in [Section 3](#) for the four gender components ([See Tool #1: Mapping Gender Components](#)), including regarding:
 - general community profile
 - social and economic resources
 - land coverage
 - types of minerals
 - different demographics of women and men
- descriptions of equal gender/power relations identified in [Steps 3](#) and [5](#)
- descriptions of existing initiatives and resources that are directly affected by the proposed policy
- descriptions of access to and control of resources by women and men

Chapter 3: Policy description

- goals and objectives
- problem the policy is trying to solve
- causes and consequences of the problem
- values, norms, assumptions (from a gender perspective)
- how the proposed policy or parts of it specifically target women and seek to support gender equality

Chapter 4: Likely impacts of the proposed policy on gender relations

- key takeaways from [Steps 4](#) and [5](#)

Chapter 5: Analysis of impacts on gender relations

- analysis of Gender Equality Continuum
- scoring and rationale for Gender Equality Continuum
- analysis of Gender Impact Matrix
- copy of completed Gender Impact Matrix

Chapter 6: Summary

- overall conclusions
- recommendations noted in the Gender Impact Matrix
- plan for follow-up, next steps



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