

## **Why gender matters: Training for Communities and Social Performance practitioners**



## Foreword

At Rio Tinto, we aim to integrate gender, diversity and human rights considerations into the management and planning of all Communities and social performance (CSP) work and across all sections of our business. We know that taking a gender perspective is fundamental to understanding the dynamics of the relationship between our operations and local communities, as well as to ensuring that our operations leave a positive legacy. We also know that gender is central to building an organisational culture where diversity is valued and leveraged.

This training workbook represents our ongoing commitment to implementing the *Why Gender Matters* guide, which was created to ensure that our CSP practitioners and employees at various levels would have a practical reference for considering gender in their work. It is also part of our ongoing commitment to the training and development of our employees across the business, and particularly at site-level, where the social, economic and cultural impacts of mining often have gendered dimensions.

As gender considerations cut across all stages of an operation's life, the training workbook is structured around Rio Tinto's Management systems framework. In recognition of the fact that there is no one-size-fits-all approach to gender, it has been developed so that sites can tailor it to their own unique local context. Training implemented from this workbook may be as short as a one-hour session or as long as a two-day session. What is important is that the lessons that come out of the training feed back into our policies and structures, as well as back into the training itself.

We hope that this workbook will be a valuable resource to assist you in your work at site and to strengthening the contribution of CSP programmes to the growth of business.

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## Centre for Social Responsibility in Mining (CSRМ)

The Centre for Social Responsibility in Mining (CSRМ) is a leading research centre, committed to improving the social performance of the resources industry globally.

We are part of the Sustainable Minerals Institute (SMI) at the University of Queensland, one of Australia's premier universities. SMI has a long track record of working to understand and apply the principles of sustainable development within the global resources industry.

At CSRМ, our focus is on the social, economic and political challenges that occur when change is brought about by resource extraction and development. We work with companies, communities and governments in mining regions all over the world to improve social performance and deliver better outcomes for companies and communities. Since 2001, we have contributed significantly to industry change through our research, teaching and consulting.



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# Guide to this workbook

## Purpose

This activity workbook has been developed to assist site-level gender training for Communities and Social Performance (CSP) practitioners at Rio Tinto, based on the *Why Gender Matters* guide, with a focus on integrating gender into Rio Tinto's Management systems framework.

## Basic structure

The workbook is divided into 11 sections:

1. Introductory and ice-breaking activities
2. Training expectations, objectives, outcomes and Ground rules
3. Key gender concepts
4. Gender, mining and Rio Tinto
5. Integrating gender
6. Management systems: Know and understand
7. Management systems: Plan and implement
8. Management systems: Monitor, evaluate and improve
9. Management systems: Report and communicate
10. Wrapping up
11. Evaluation activities

The workbook consists of stand-alone activities, so it is possible for the facilitator to conduct just one activity in a training session (with the exception of the activities in Sections 1 and 2, which are warm-up activities), or a mix of activities, selected according to the time available to conduct gender training and the needs of the site where the training is taking place.

*Activity 13 (Part 2): Diagnosing gaps in gender management systems* (Section 5) is a good activity for the facilitator to decide, together with the participants, which of the Management Systems the site should focus on.

Gender training may be conducted in short sessions or longer workshops. For longer training sessions, it is recommended that the facilitator choose at least one of the activities from each section of the workbook. The level of knowledge of the participants and their level of familiarity with each other should be taken into account when selecting activities.

**Section 1** consists of introductory and ice-breaking activities, which are recommended as warm-ups for activities in the other sections and for longer training sessions.

**Section 2** activities are recommended for longer training sessions. It would not be worthwhile to conduct activities in Section 1 or 2 as stand-alone exercises.

**Section 3** consists of activities which introduce key gender concepts and terminology. These activities can lead onto any of the activities from Sections 4 to 9. When selecting activities, the facilitator should check the key terms used in other activities he/she is planning to conduct, and choose the key gender concepts activity/activities that would be the most

suitable match. If participants at the site where the training is taking place have a low level of gender awareness, and time permits, it would be worth conducting all of the Section 3 activities. All Section 3 activities combined would make a basic half-day training session on gender concepts.

**Section 4** is a basic introduction to gender at Rio Tinto and consists of two activities around gender and mining and Rio Tinto's Diversity strategy. They would ideally be used as introductory activities for the activities in Section 5.

**Section 5** contains activities to assist participants to determine where their site is at in terms of integrating gender into its management systems. It is recommended that the facilitator conduct at least one of these activities prior to moving onto Section 6 - 9 activities.

**Sections 6 - 9** contain activities classified according to the Rio Tinto Management systems framework. Prior to the training, the facilitator may wish to decide (in consultation with the 'local champion') which of these management systems would be the most useful for the site to focus on and choose an appropriate suite of activities. Alternatively, the facilitator may conduct a **Section 5** activity on the day of the training to decide which Management systems area the site should focus on. In this case, the facilitator should be familiar with all of the activities in Section 6 – 9 and note whether any require preparation in advance of the training.

**Section 10** contains a suite of 'Wrapping up' activities. Facilitators should keep in mind that participants tend to remember the opening and the close of training sessions. The question "What will participants take away?" is useful to consider when planning the training session.

**Section 11** contains two short exercises for evaluating the training: one intended to check how participants feel about the training halfway through longer training sessions; and one to conduct at the end of a training session. Evaluation is important and any feedback received should be incorporated in future training sessions.

## Activities

Most activities will require pre-preparation. The facilitator should read the activities carefully and well in advance of the training in case they require contacting the participants to bring materials or developing a case study. Wherever possible, case studies and examples should be as site-specific as possible. The facilitator should use the 'local champion' to help develop the materials.

Each activity contains two sections:

1. The **Facilitator's guide**, containing the approximate time each activity should take, materials required, objectives and instructions for the activity, as well as Facilitator's notes (points to consider when conducting the activity and suggestions for follow-up activities) and Key talking points, where applicable.
2. **Participant handouts** for the activity, containing activity instructions, information adapted from the *Why Gender Matters* guide and a section for participants to take notes, where applicable.



## Example training sessions

Below are examples of itineraries for half-day-, full-day- and two-day-training sessions. While the activities do not need to be conducted in the order in which they are contained in the workbook, the facilitator should check the concepts mentioned in each of the activities and make sure that the training session has a logical flow. It should be noted that the time it takes to complete an activity will vary depending on the size of the group, the language skills of the group (and whether interpretation is required) and the group's level of knowledge.

### Half-day training session

**9am – 9:20am:** Activity 1: Your name and its story (20 minutes)

**9:20am – 9:35am:** Activity 5: Ground rules (15 minutes)

**9:35am – 10:05am:** Activity 7: Personal reflections on gender and group discussion (30 minutes)

**10:05am – 10:25am:** Activity 11: Introducing gender and mining (20 minutes)

**10:25 – 10:40am:** Break for morning tea (15 minutes)

**10:40 – 11:20:** Activity 20: Exploring gendered impacts at your site (40 minutes)

**11:20 – 12:05pm** Activity 26: Case study for plan and implement (45 minutes)

**12:05pm – 1:05pm:** Activity 28: Developing gender sensitive indicators for a community initiative from your site (1 hour)

### Full-day training session

**9am – 9:25am:** Activity 3: Find someone who (25 minutes)

**9:25am – 9:50am:** Activity 4: Training expectations, objectives and outcomes (25 minutes)

**9:50am – 10:05am:** Activity 5: Ground rules (15 minutes)

**10:05am – 10:35:** Activity 6: Brainstorming gender and sex (30 minutes)

**10:35 – 10:55am:** Break for morning tea (20 minutes)

**10:55am - 11:40am:** Activity 8: Exploring gender roles in our host communities (45 minutes)

**11:40am – 12:25m:** Activity 10: Practical and strategic gender needs in our host communities (45 minutes)

**12:25pm – 1:15pm:** Break for lunch (50 minutes)

**1:15pm – 1:35pm:** Activity 11: Introducing gender and mining (20 minutes)

**1:35pm – 2:20pm:** Activity 12: Rio Tinto's Diversity strategy (45 minutes)

**2:20pm – 3:20pm:** Activity 13 – Part 1: Introducing the Management systems framework and Part 2: Diagnosing gaps in gender management systems (1 hour)

**3:20pm – 3:35pm** Break for afternoon tea (15 minutes)

**3.35pm – 4:20pm:** Activity 18: Know and understand – What do you already know about gender in our host communities? (45 minutes)

**4:20 – 5:05pm:** Activity 27: Monitor, evaluate and improve (45 minutes)

**5:05pm – 5:10pm:** Activity 35: Post it finale (5 minutes)

**5:10pm – 5:15pm:** Activity 39: End of session feedback (5 minutes)

## Two-day training session

### Day 1:

- 9:00am – 9:20am:** Activity 2: Introduction in pairs
- 9:20am – 9:45am:** Activity 4: Training expectations, objectives and outcomes (25 minutes)
- 9:45am – 10:00am:** Activity 5: Ground rules (15 minutes)
- 10:00am – 10:30am:** Activity 6: Brainstorming gender and sex (30 minutes)
- 10:30am – 10:45am:** Break for morning tea (15 minutes)
- 10:45am – 11:15am:** Activity 7: Personal reflections on gender and group discussion (30 minutes)
- 11:15am – 12:00pm:** Activity 8: Exploring gender roles in our host communities (45 minutes)
- 12:00 – 1:00pm:** Activity 9: Gender equality and gender equity at our site (1 hour)
- 1:00pm – 2:00pm:** Break for lunch (1 hour)
- 2:00pm – 2:45pm:** Activity 10: Practical and strategic gender needs in our host communities (45 minutes)
- 2:45pm – 3:05pm:** Activity 11: Introducing gender and mining (20 minutes)
- 3:05pm – 3:50pm:** Activity 12: Rio Tinto's Diversity strategy (45 minutes)
- 3:50pm – 4:50pm:** Activity 13 – Part 1: Introducing the Management systems framework and Part 2: Diagnosing gaps in gender management systems (1hour)
- 4:50pm – 5:35pm:** Activity 14: Inclusive engagement (45 minutes)

### Day 2:

- 9:00am – 10:30am:** Activity 16: Sharing work experiences (1 – 2 hours)
- 10:30am – 11:15am:** Activity 18: Know and understand – What do you already know about gender in our host communities? (45 minutes)
- 11:15 – 11:30:** Break for morning tea (15 minutes)
- 11:30 – 12:15pm:** Activity 19: Exploring gendered impacts (45 minutes)
- 12:15pm – 12:45pm:** Activity 21: Baseline community assessments and Social impact assessments (30 minutes)
- 12:45pm – 1:15pm:** Activity 22: Wrong assumptions (30 minutes)
- 1:15pm – 2:00pm:** Break for lunch (45 minutes)
- 2:00pm – 2:45pm:** Activity 24: Looking at CSP multi-year plans and business plans through a gender lens (45 minutes)
- 2:45pm – 3:30pm:** Activity 27: Monitor, evaluate and improve (45 minutes)
- 3:30 – 4:00pm:** Activity 31: Local sustainable development reports (30 minutes)
- 4:00pm – 4:45pm:** Activity 32: Representing community groups Rio Tinto works with (45 minutes)
- 4:45pm – 4:55pm:** Activity 36: Backwards looking objectives (10 minutes)
- 4:55pm – 5:10pm:** Activity 33: Circles of influence (15 minutes)
- 5:10 – 5:15pm:** Activity 39: End of session feedback (5 minutes)

## Introductory and ice-breaking activities

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### Activity 1: Your name and its story

**Time:** 20 minutes

**Materials:** Poster paper or whiteboard, marker pens (no handout for this activity).

**Objectives:** This introductory activity is one of the best ways for each person (and the facilitator) to remember participants' names. It also provides significant personal and cultural information.

**Instructions:** Each participant and trainer writes their full name on the board and then explains the meaning and any stories associated with it. At the end the trainer reflects with the group on the importance of names and any particular cultural learning's from the activity.

### Activity 2: Introduction in pairs

**Time:** 20 minutes

**Materials:** None

**Objectives:** This introductory activity is for the participants to introduce one another and their roles at Rio Tinto. It is good for participants that do not work together on a day-to-day basis.

**Instructions:**

1. Break the group into pairs, and get them to ask each other the following questions:
  - What is your name and how you would you like to be addressed throughout the training session?
  - What are the main aspects of your role with Rio Tinto?
  - What is one thing that many people do not know about you?
2. Ask the pairs report back to the main group, introducing their partner.

### Activity 3: Find someone who

**Time:** 25 minutes

**Materials:** Handout for Activity 3 (one copy for each participant). Delete any inappropriate examples and/or add more context-specific examples as required.

**Objectives:** This is a mingling activity that works well if you want your participants to get up and move around at the start of a session and meet each other in a more informal way. It also gives you a chance to observe the dynamics of the group and glean background information that you can use to connect with the group.

**Instructions:**

1. Distribute Handout for Activity 3.
2. Ask participants to move around 'surveying' the class to find as many people as they can who have done the things listed on the handout.
3. After about 15 minutes, get everyone to sit down and report back to the group on the connections they have made.

**Handout activity 3: Find Someone Who...****Objectives:** Get to know the other training participants.**Instructions:** Stand up and talk to other participants in the room to find as many people as you can who have done the things listed in the form below, and note down their name/s.

<i>Find someone who...</i>	<b>Name</b>
...has recently started work at the company.	
...has recently changed jobs.	
...has worked at a site in another country or another state (where?).	
...works in a job where there are many more men than women.	
...juggles work family and community responsibility.	
...works in a job where there are more women than men.	
...had to travel for more than half an hour to get here today.	
...has an unusual hobby.	
...won't have to cook dinner tonight.	

## Training expectations, objectives, outcomes and Ground rules

### Activity 4: Training expectations, objectives and outcomes

**Time:** 25 minutes

**Materials:** Handout for Activity 4 (one copy for each participant; alter according to the structure of the training session/workshop), poster paper or whiteboard, marker pens.

**Objectives:** This activity provides an opportunity for participants to discuss their expectations for the training and then for the facilitator to clarify the objectives and outcomes of the training. This activity is best suited for longer training sessions or workshops.

**Instructions:**

1. Alter the Handout for Activity 4 to reflect the structure of the training session/workshop. It should contain the objectives and outcomes of the training session, and can be used as a prompt for the facilitator.
2. Distribute Handout for Activity 4.
3. Break the group into pairs (ask them to choose someone they don't already know, or don't know as well as others).
4. Get the pairs to ask each other the following questions (5 minutes):
  - What are your expectations of this training session?
  - What is one question you would like this training session to answer?
5. Get the pairs to present back to the larger group – the pairs should present their partner's expectations and question.
6. Note the participants' expectations on one piece of poster paper, and their questions on another piece of poster paper and post this on the wall.
7. Introduce workshop, participant outcomes and structure (this will vary according to the workshop you have designed).
8. Compare these to the objectives and questions of the participants, and note any objectives or questions that do not fit in with the scope of the training.
9. Talk about the 'Parking Lot'.

**Facilitator's notes:**

- The 'Parking Lot' is a place – e.g.: whiteboard or piece of poster paper – where you can capture issues, questions and suggestions that there is not time to address in the main training session/workshop. It is a tool to assist facilitators not to diverge too far from the main activities, let them know the areas that participants want to discuss further (if there's time at the end of the session, the points captured in the 'Parking Lot' can be revisited), and may be used to plan future training sessions.
- The expectations noted by participants from this activity can be used for a close-out session to check whether participants' expectations were met (see Activity 36: Backwards Looking Objectives).

### **Handout activity 4: Training expectations, objectives and outcomes**

**Objectives:** To discuss your expectations for today, and to understand the objectives and outcomes of this training session.

**Instructions:**

1. Break into pairs (try to choose someone you don't already know, or don't know as well as others).
2. Ask each other the following questions:
  - What are your expectations of this training session?
  - What is one question you would like this training session to answer?

**Notes:**

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**Workshop objective:**

To introduce participants to ways of ‘integrating gender’ into CSP work

There is growing recognition of the critical role that diversity plays in the social dynamics of local communities. As CSP practitioners, you know that social dynamics can impact the quality and effectiveness of community engagement programmes and the legacy of Rio Tinto’s operations.

Recognising this, the *Why Gender Matters* guide and this training session have been developed to help you to understand and deal with these challenges.

**Participant outcomes**

- An understanding of gender, diversity and related concepts and terminology.
- An understanding of Rio Tinto’s approach to gender and diversity.
- An overview of some practical tools for integrating gender in CSP work.
- An opportunity to discuss challenges with your colleagues and identify possible pathways forward.

We would like to capture issues, questions and suggestions that we do not have time to address in the ‘Parking lot’. This will give us all a good idea of what future training might be required.

**Notes:**

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## Activity 5: Ground rules

**Time:** 15 minutes

**Materials:** Handout for Activity 5 (one copy for each participant), a larger version of your own ground rules that can be posted on the wall – eg: on a piece of a poster paper (the same as those in the handout, with room for extra rules suggested by participants), poster/whiteboard markers.

**Objectives:** This activity is helpful to encourage an environment conducive to learning in the training session/workshop. It can also be useful when working in a culture different to that of the facilitator, as participants can suggest their own rules around communication or any other concerns they may have before the training begins.

**Instructions:**

1. Post 'Our Ground Rules' on the wall when introducing ground rules, saying that these are things we would expect from participants.
2. Encourage and model active listening (text box on Handout for Activity 5):
  - Seek to understand before you seek to be understood
  - Be non-judgmental
  - Give your undivided attention to the speaker
  - Use silence effectively
3. Ask if there are any rules that people don't agree with, or if anyone has further suggestions. Write these up on the poster paper.



## Handout activity 5: Ground rules

### The four rules of active listening

1. Seek to understand before you seek to be understood
2. Be non-judgmental
3. Give your undivided attention to the speaker
4. Use silence effectively

### Ground rules

- All mobile phones should be switched off during the workshop.
- Throughout the training we want people to feel open to talk. Respect for one another is to be our underlying work principle.
- Maintain confidentiality. While we encourage you to discuss what you have learnt outside of this room, do not attribute anything that has been said to any individual.
- This is a participatory training. We all need to contribute for it to be successful.
- Please ask if something needs to be explained more clearly.
- Talk one at a time.
- Clarify if you feel you have not understood or if you feel you have not been understood.
- Practice active listening (see text box above)<sup>1</sup>.
- Are there rules you would like to suggest? For example: How should participants show that they want to say something? Add these below.

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<sup>1</sup> From <http://www.state.gov/m/a/os/65759.htm>

## Key gender concepts

### Activity 6: Brainstorming gender and sex

**Time:** 30 minutes.

**Materials:** Handout for Activity 6 (one copy for each participant), poster paper, poster/whiteboard markers.

**Objectives:** To make sure participants understand the concept of 'gender' and the difference between 'gender' and 'sex'.

**Instructions:**

1. Distribute Handout for Activity 6.
2. Break the group into two and hand out poster paper.
3. Get the two groups to elect somebody to write.
4. Advise groups to write down all the words that come to mind when they hear the words 'man' and 'boy' OR 'woman' and 'girl' (one group will brainstorm 'man/boy' and the other 'woman/girl')
5. Make sure that some characteristics included are sex-related (eg: give birth, breastfeeding, getting pregnant, growing a beard or a moustache) and some of gender-related (eg: looks after children, has long hair, doctor, nurse, housework). Go around to both groups whilst they are brainstorming and suggest sex- or gender-related characteristics if they haven't included them. Allow the group around 10 minutes to brainstorm.
6. When they are finished, pin both flipcharts at the front of the room.
7. Compare the flipcharts of the two groups, noting which characteristics are on both posters. Ask which of these characteristics can be changed. (eg: Can men also be "caring"? Can women also be "strong"?)
8. Don't go through every characteristic, just point to a few to create discussion.
9. Ask the group straight out if anyone knows the difference between sex and gender and/or refer them to the definition of gender and sex on the Handout for Activity 6.
10. Now clarify the difference between gender and sex.
11. To check if the group has understood the definition, ask:
  - Which of the characteristics that you wrote down refer to sex and which to gender?
  - Which of these characteristics do you think are specific to this cultural context?

**Facilitator's notes:**

- Take the more obvious examples to illustrate the biological and social differences between men and women, eg: giving birth versus doing the housework; having a moustache versus being a doctor.
- Some examples will not be as clear cut as others. This can spark interesting discussion, but make sure that you keep it on track.
- A good follow-up activity is Activity 7: Personal reflections on gender and group discussion, particularly if the discussion starts getting heated or personal.

### Key talking points

- **Gender** is a social construction that defines the different roles of men and women in various cultures and regions.
- **Sex** refers to the biological differences between women and men.
- Emphasise that gender is not only about women, but about **men and women** and understanding how they relate to each other.

**Handout activity 6: Brainstorming gender and sex****Time:** 30 minutes**Objectives:** To understand the difference between gender and sex, and reflect on gender stereotypes.**Instructions:**

1. Break into two groups.
2. Elect somebody from each group to write.
3. Brainstorm for five minutes: Write down all the words that come to mind when you hear the words 'man' and 'boy' OR 'woman' and 'girl' (one group will brainstorm 'man/boy' and the other 'woman/girl')
4. Make sure you cover many different characteristics – physical, psychological and emotional aspects, as well as roles (in the home, at work, in the community), and expectations from family, communities, and broader society.
5. Compare these two flipcharts in the broader group.
6. Which of these characteristics can be changed and which can't?

<i><b>Woman/Girl</b></i>	<i><b>Man/Boy</b></i>
eg: Mother	eg: Father

**Group Discussion (5 minutes):**

- Refer to the definition of Gender and Sex on the following page. Which of the characteristics that you wrote down refer to sex and which to gender?
- Which of these characteristics do you think are specific to this cultural context?

**Gender** is a social construction that defines the different roles of men and women in various cultures and regions.

**Sex** refers to the biological differences between women and men.

- Gender refers to the different roles, rights, responsibilities and resources of women and men and the relations between them.
- Gender includes the social differences which are constructed by a society from birth. Gender differences can change over time, and vary widely within and across cultures.
- A gender focus highlights the complex and often unequal power relationships between men and women which exist in almost every culture and many workplaces.

**Notes:**

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## Activity 7: Personal reflections on gender and group discussion

**Time:** 30 minutes (15 minutes for personal reflection, 15 minutes for group discussion)

**Materials:** Handout for Activity 7 (one copy for each participant).

**Instructions:**

1. Say: As a starting point for thinking about gender equality it is helpful to reflect on your own experiences. This can help you remember the messages, spoken or unspoken, that you received from family, friends and peers. You become more aware of the complex influences that shape expectations of men and women – how they behave, what they can do and what they are like.
2. Distribute Handout for Activity 7 – get them to refer to this and write down in the Notes section.
3. Say: Think back to when you first became aware of gender in your own life. Try to tease out your own values and assumptions and how they came about. Spend a few minutes thinking about the questions in the workbook and make brief notes:
  - What messages did you receive as a child about gender – about the roles, qualities and expectations of women and men?
  - Where did these messages come from?
  - How did this early learning shape your adult values and assumptions?
  - Are there differences between your grandparents/parents generation and your generation or your children's generation in terms of gender values and expectations?
  - What factors have brought about the changes between these generations?
  - What may have been the consequences of changing the status quo?
4. Facilitate a group discussion around these questions.

### Key talking points

- We all learn/internalise gender values and expectations appropriate to our own culture and society as we grow up.
- Gender roles and expectations are culturally specific and therefore different in different places and different societies. There is no one way to be a boy or a girl or a woman or a man.
- Even within the same society, gender roles and expectations change over time. Gender roles and expectations change due to planned and unplanned factors. The processes of change are often slow. Change is not straightforward and it can be positive or negative.

**Handout activity 7: Personal reflections on gender and group discussion****Time:** 30 minutes

**Objectives:** As a starting point for thinking about gender equality it is helpful to reflect on your own experiences. This can help you remember the messages, spoken or unspoken, that you received from family, friends and peers. You become more aware of the complex influences that shape expectations of men and women – how they behave, what they can do and what they are like.

**Instructions:**

1. Think back to when you first became aware of gender in your own life.
2. Try to tease out your own values and assumptions and how they came about.
3. Spend a few minutes thinking about the questions on the following pages and make brief notes.
4. Group discussion.

**Notes:**

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What messages did you receive as a child about gender – about the roles, qualities and expectations of women and men?

Where did these messages come from?

How did this early learning shape your adult values and assumptions?

Are there differences between your grandparent's/parent's generation and your generation or your children's generation in terms of gender values and expectations?

What factors have brought about the changes between these generations? What may have been the consequences of changing the status quo?



## Activity 8: Exploring gender roles in our host communities<sup>2</sup>

**Time:** 45 minutes (10 minutes for initial explanation of concepts, 15 minutes for exploring gender roles, 20 minutes for group discussion and further explanation of concepts).

**Materials:** Handout for Activity 8 (one copy for each participant; altered according to which community you decide to investigate – see Objectives), poster paper, marker pens.

**Objectives:** To introduce the concept of gender roles and to get the group thinking about gender roles in the communities in which they work. You may wish to decide on a specific community for the group to think about for this activity based on information from the 'local champion' (eg: a particular caste in India or an Indigenous group in Bolivia).

Alternatively, ask them to think about communities surrounding the mine or project more generally.

### Instructions:

1. Explain the concept of 'gender roles' in general terms, without emphasising the 'triple burden' of women at this point (refer to Key talking points on following page).
2. Explain the three different types of roles/activities – productive activities, socio-cultural/community activities and reproductive activities. Try **not** to emphasise the gender dimensions of these activities just yet – this is the point of the exercise and group discussion.
3. Break the group into two smaller groups.
4. Provide them with poster paper.
5. Refer participants to activity instructions and table on the Handout for Activity 8.

### Group discussion about gender roles and the 'triple burden' of women (20 minutes)

Refer to 'Key talking points' box on following page. Allow the participants to come up with answers before providing further information. Questions to ask:

1. What differences exist between the daily activities and responsibilities of women and men? For example,
  - Do both men and women participate in reproductive and household roles? Who has the greatest responsibility for these roles?
  - Do both women and men participate in productive roles?
  - Do both women and men play a role at the community level?
2. Which roles in the community carry the most status? Which roles are least respected? Are these performed mostly by men or women?
3. Mention that these are the types of questions you would be asking for a gender baseline.
4. Refer participants to 'Gender roles and the triple burden' on the second page of the Handout for Activity 8.
5. Discuss the triple burden ('Key talking points' box on following page).

<sup>2</sup> Adapted from <http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/actvprof.htm>

## Key talking points

### Concepts to explain before the activity:

**Gender roles** are ascribed and learned behaviours in a given society, community or other social group which determine what activities, tasks and responsibilities are perceived as 'male' or 'female'. Gender roles are affected by age, class, race, ethnicity and/or religion and also by the broader social, economic and political environment.

**Productive activities** refer to the production of goods and services for consumption and trade, including home/subsistence production which generates an income.

**Socio-cultural/community activities** refers to the collective organisation of social events and services, including ceremonies and celebrations, community improvement activities, participation in groups and organisation, local political activities.

**Reproductive activities** refer to childbearing and child rearing responsibilities which are essential to the economy and reproduction of the workforce. These include care and maintenance of the household and its members, food preparation water and fuel collection, shopping, housekeeping and family health care.

### Group Discussion after the activity:

- Many women carry the **triple burden** of economic productivity, community managing work and reproductive responsibility.
- Women's actual working hours tend to outnumber those of men whose work remains primarily in the economically productive sector.
- Women's productive roles.
- The stereotype of the male breadwinner.
- Reproductive work is critical to human survival and the economy, but is seldom considered 'real work'.
- Community managing work.

**Handout activity 8: Exploring gender roles in our host communities<sup>3</sup>**

**Time:** 35 minutes

**Objectives:** To identify the gender roles in the community in which you work and to raise awareness of the different gender roles in terms of productive activities, socio-cultural/community activities and reproductive activities.

**Instructions:**

1. Think about a typical or specific community that you work with.
2. Break into two groups.
3. Draw up a large version of the table on the following page and fill it out.
4. One group will explore the activities and roles of women in this social group, and the other the activities and roles of men. Who does what? Where do men and women work? When do men and women work and for how long?
5. Reflect on these daily activities and responsibilities in terms of the following types of activities:

**Productive activities** refer to the production of goods and services for consumption and trade, including home/subsistence production which generates an income.

**Socio-cultural/community activities** refers to the collective organisation of social events and services, including ceremonies and celebrations, community improvement activities, participation in groups and organisation, local political activities.

**Reproductive activities** refer to childbearing and child rearing responsibilities which are essential to the economy and reproduction of the workforce. These include care and maintenance of the household and its members, food preparation water and fuel collection, shopping, housekeeping and family health care. .

**Group discussion** (20 minutes):

1. What differences exist between the daily activities and responsibilities of women and men?
  - Do both men and women participate in reproductive and household roles? Who has the greatest responsibility for these roles?
  - Do both women and men participate in productive roles?
  - Do both women and men play a role at the community level?
2. Which roles in the community carry the most status? Which roles are least respected? Are these performed mostly by men or women?

<sup>3</sup> Adapted from <http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/actvprof.htm>

	Location	Time
<b>Reproductive activities/tasks/responsibilities</b>		
		<b>Total time:</b>
<b>Productive activities/tasks/responsibilities:</b>  paid labour activities:          unpaid labour/productive activities;		
		<b>Total time</b>
<b>Community managing activities/tasks/responsibilities:</b>		
		<b>Total time</b>

## Gender roles and the 'triple-burden'

**Gender roles** are ascribed and learned behaviours in a given society, community or other social group which determine what activities, tasks and responsibilities are perceived as 'male' or 'female'. Gender roles are affected by age, class, race, ethnicity and/or religion and also by the broader social, economic and political environment.

Many women carry the **triple burden** of economic productivity, community managing work and reproductive responsibility.

The practical outcome of this reality means women's actual working hours tend to outnumber those of men whose work remains primarily in the economically productive sector.

Women's triple burden is described below:

### **Economic productivity**

This refers to the market production and home/subsistence production which generates an income (whether financial or in-kind). Women's productive roles can include cash and subsistence farming (whether or not they control any income from their labour), fishing, foraging in forests, care of livestock, marketing and transporting, food processing for sale, cottage or home based industries (micro-enterprises), and waged/formal sector employment.

### **Community managing work**

This refers to the role women have in both urban and rural contexts to make sure that limited resources are allocated throughout their communities, especially in conditions where the state or non-governmental organisations are not fulfilling their own duties to provide basic services such as food, sanitation, water, healthcare and education. This can mean taking primary responsibility for organising and mobilising protest groups to bring about needed change for communities.

### **Reproductive responsibility**

This refers to the childbearing and child rearing responsibilities – usually borne by women – which are essential to the economy and reproduction of the workforce. This also includes activities to ensure the provision of resources at the community level.

The stereotype of the male breadwinner, i.e: the male as productive worker, predominates, even in those contexts where male 'unemployment' is high and women's productive work actually provides the primary income. In addition, men do not have a clearly defined reproductive role, although this does not mean that they do not assist their women partners with domestic activities.

Notes:

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## Activity 9: Gender equality and gender equity at our site

**Time:** 1 hour (15 – 20 minutes to present information, 40-45 minutes for debate)

**Materials:** Handout for Activity 9 (one copy for each participant), some example statistics or facts from the country where the training is taking place (eg: women's rights land rights, health statistics, education statistics, employment statistics etc). to use as example when explaining the five main concepts of gender equality outlined in the Handout, a small bell for debate.

**Objectives:** To explain/clarify the concepts of 'gender equality' and 'gender equity' and to raise site-specific issues around gender equality via a debate.

**Instructions** – Presenting Gender Equality and Gender Equity

1. Distribute Handout for Activity 9.
2. Explain the basic difference between 'gender equality' and 'gender equity' (refer to Key talking points on following page).
3. Go through the five main concepts of gender equality according to the United Nations Development Programme (UNDP), referring to the Handout for Activity 9. Use a few examples of statistics from the country where you are conducting the training as examples (eg: women's rights land rights, health statistics, education statistics, employment statistics etc).
4. Explain the difference between 'formal equality' and 'substantive equality' (refer to Key talking points on following page).

**Facilitator's notes:**

- Emphasise that equality does not mean that women should be the same as men. Promoting equality recognises that men and women have different roles and needs. Explain many men (and some women) see women's empowerment as a situation where men will become small and weak, and suffer violence from women. This is a misconception.
- Surface any tensions by asking for questions or examples when the participants offer their point.

**Debate: Our site addresses/does not address gender equality in its CSP work**

1. Set up two chairs in the centre of the room facing each other.
2. Break the group into two teams.
3. Explain that one team has to hold the view that 'Our site addresses gender equality in its CSP' and the other that 'Our site does not address gender equality in its CSP work' (refer to Handout for Activity 9).
4. Allow each person to have one minute maximum per point to keep the debate running quickly and allowing everyone time to speak. Participants will have 15 minutes to prepare the debate, and 10 - 15 minutes for the actual debate.
5. After the debate, allow some time for the group to reflect on the activity (10 minutes). Ask: Did any new information or learnings come out of this debate? Was this a difficult exercise?

**Facilitator's notes:**

- This is meant to be a dynamic activity. Facilitate the debate so that everyone in the group gets a chance to speak and the two people speaking do not speak over each other. Use the bell if things get out of hand or someone keeps talking for a long time after their team member has tapped them on the shoulder.

### Key talking points

- **Gender equality** is attributing women with the same rights and opportunities as men.
- **Gender equity** refers to measures to redress a lack of gender equality
- The UNDP explains that gender equality has five main concepts: Rights, Opportunities, Value, Situation and income and Agency.
- Broadly speaking, gender 'equality' can either be **formal** or **substantive equality**.
  - **Formal equality** is aimed at formally attributing women with the same rights and opportunities as men.
  - **Substantive equality** focuses on equality of outcomes – that is, outcomes in reality rather than only on paper.



## Handout activity 9: Gender equality and gender equity

**Gender equality** is attributing women with the same rights and opportunities as men.

**Gender equity** refers to measures to redress a lack of gender equality.

Gender equality means that women and men should have equal access to employment opportunities that provide safe working conditions and fair remuneration, quality education, and health services. It also means that barriers to participation in political, economic and community life should be removed so that women are able to share equally with men the opportunities and benefits of mining development.

Gender inequality, especially in developing countries, is recognised internationally as a major obstacle to eradicating poverty; and its elimination is the focus of one of the Millennium Development Goals (MDG 3).

The UNDP explains that **gender equality** has five main concepts:

- **Rights** – both women and men should have the same rights, and be equal before the law.
- **Opportunities** – neither women nor men should face barriers to learning, working or participating in politics in the community or in the family simply because of their sex. Both sexes should have the same opportunities to access employment, resources, knowledge, information and services and to live healthy and happy lives.
- **Value** – both women's and men's contributions to the family, society and community should be valued equally, even though those contributions may be different.
- **Situation and income** – inequality in the situation of women and men is often a “red flag” that inequality of opportunity exists more widely in communities.
- **Agency** – both women and men should be in a position to claim equality through their actions and voice.

Broadly speaking, gender equality can either be **formal** or **substantive equality**.

1. **Formal equality** is aimed at formally attributing women with the same rights and opportunities as men, for example, equality before the law, within policies and procedures. Formal equality is important, but does not always guarantee equal outcomes for women and men. For example, even if an operation achieved equal female employment, issues of discrimination may still persist.
2. **Substantive equality** focuses on equality of outcomes, that is, outcomes in reality rather than only on paper. It is aimed at valuing women's contributions to society whilst recognising that such contributions may be different to those of men.

Gender equity measures are aimed at providing all groups with an equal chance in terms of substantive outcomes.

**Handout activity 9: Debate – Our site addresses/does not address gender equality in its CSP work<sup>4</sup>**

**Objectives:** To discover some of the contradictions and complexities at this site in relation to gender equality and raise issues that need to be addressed.

**Time:** 20 minutes (10 minutes to prepare for the debate, 10 minutes for debate)

**Instructions:**

1. Break into two teams.
2. One team has to hold the view that 'Our site addresses gender equality in its CSP work' (Team 1) and the other that 'Our site does not address gender equality in its CSPs work' (Team 2).
3. You have ten minutes to prepare your debate.
4. Decide on one or two points that each member will present (try to think about points that the other team will come up with in order to have something to 'rebut' their points). Consider the different elements of CSP work and where gender equality is or is not addressed.
5. Each team will choose one person to start the debate. They will sit in the chairs in the middle of the room.
6. Team 1 (arguing that 'Our site addresses gender equality in its work with communities') will start the debate, presenting one point (one minute each).
7. Once they have finished making this point, Team 2 will have to rebut this point.
8. When each person in the chair has made their point, or another member of the team wants to take over, the team member taps the person sitting on the chair on the shoulder. The team member then takes their place and the debate continues until everyone has had a say.

**Group Reflection:** Did any new information come out of this debate? Was this a difficult exercise?

**Notes:**

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<sup>4</sup> Adapted from The Oxfam Gender Training Manual (1994), p. 85

## Activity 10: Practical and strategic gender needs in our host communities<sup>5</sup>

**Time:** 45 Minutes (10 minutes to present the concepts, 20 minutes for brainstorming and 15 minutes for group discussion).

**Materials:** Handout for Activity 10, poster paper, marker pens.

**Objectives:** To introduce the concepts of practical and strategic gender needs, and apply the concepts to CSP work.

**Instructions:**

1. Distribute the Handout for Activity 10.
2. Introduce the topic, explaining the difference between 'practical gender needs' and 'strategic gender needs' and referring to the Key talking points below and Handout for Activity 10.
3. Ask the group for further examples of practical gender needs and strategic gender needs they that have come across in their work.
4. Break the larger group into smaller group of about six people each.
5. Hand each group a piece of poster paper and ask them to choose somebody to act as scribe.
6. Go through the instructions on the Handout for Activity 10.
7. At the end of the activity, each group should pin up their poster, and everyone can have a 'gallery walk' looking at each other's diagrams. If there are only two groups, the groups should choose one person to present the poster to the other group.
8. Follow this activity up with a group discussion, asking the following questions:
  - What have you learned from this exercise?
  - What problems are being addressed by the interventions – do these represent practical or strategic needs or both?
  - What needs are being left out? Are these practical or strategic needs?
  - What interventions could be made to address more of women's strategic gender needs?
  - Can you think of any different ways of meeting practical gender needs which might assist in addressing strategic gender needs?
  - How long might it take to address these practical and strategic gender needs?

### Key talking points

- **Practical gender needs** are a response to an immediate perceived necessity.
- Practical gender needs may include: water provision, health care, income earning for household provisioning, housing and basic services, and family food provision.
- **Strategic gender needs**, when addressed, should lead to the transformation of the gender division of labour. They challenge the nature of the relationship between men and women. They aim to overcome women's subordination.
- Strategic gender needs may include: abolition of sexual division of labour, alleviation of the burden of domestic labour and child care, the removal of institutional forms of discrimination such as rights to own land or property, access to credit and resources, freedom of choice over child bearing, measures against male violence and control over women.

<sup>5</sup> Adapted from The Oxfam Gender Training Manual (1994), p. 195

## Practical and strategic gender needs

Practical gender needs:

- are a response to an immediate perceived necessity;
- are formulated from concrete conditions;
- are derived from women's position within the gender division of labour (ie: the women's role);
- do not challenge the subordinate position of women although they arise out of it; and
- mainly arise from and reinforcing women's reproductive and productive roles.

Practical gender needs may include:

- Water provision
- Health care
- Income earning for household provisioning
- Housing and basic services
- Family food provision

They are needs shared by all household members yet identified specifically as practical gender needs of women, as it is women who assume responsibility for meeting these needs.

Strategic gender needs

- should lead to the transformation of the gender division of labour when addressed;
- challenge the nature of the relationship between men and women; and
- aim to overcome women's subordination.

Strategic gender needs may include:

- Abolition of sexual division of labour
- Alleviation of the burden of domestic labour and child care
- Removal of institutional forms of discrimination such as rights to own land or property
- Access to credit and other resources
- Freedom of choice over child bearing
- Measures against male violence and control over women

## Handout activity 10: Practical and strategic gender needs in our host communities<sup>6</sup>

**Objectives:** To reflect on the practical and strategic gender needs in a community in which you work.

**Time:** 35 minutes (20 minutes for brainstorming and 15 minutes for group discussion)

### Instructions:

1. Break into small groups of about six people each.
2. Choose somebody to act as scribe.
3. Draw a picture of a woman from your area of work in the middle of the paper.
4. Close to this picture, draw a balloon in which you should note down one major problem affecting women in this area.
5. Reflect on one or more problems resulting from the first problem.
6. For each linked problem, draw a new balloon and link it to the first.
7. Continue drawing and linking other balloons, representing a chain of linked problems, as far as you can go.
8. When a whole chain of balloons has been created, identify with an arrow the point in the chain where your (planned or actual) intervention begins and highlight the consequences (how many other parts of the chain are impacted by this intervention?).
9. How long might it take to impact the different parts of the chain? Write down an approximate time frame.
10. Each group should pin up their poster, and everyone can have a 'gallery walk' looking at each other's diagrams. If there are only two groups, choose one person to present the poster to the other group.

### Discussion

- What have you learned from this exercise?
- What problems are being addressed by the interventions – do these represent practical or strategic needs or both?
- What needs are being left out? Are these practical or strategic needs?
- What interventions could be made to address more of women's strategic gender needs?
- Can you think of any different ways of meeting practical gender needs which might assist in addressing strategic gender needs?
- How long might it take to address these practical and strategic gender needs?

<sup>6</sup> Adapted from The Oxfam Gender Training Manual (1994), p. 195

Notes:

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## Gender, mining and Rio Tinto

### Activity 11: Introducing gender and mining

**Time:** 20 minutes

**Materials:** Handout for Activity 11 (one copy for each participant)

**Objectives:** This activity helps the presenter gauge the group's level of understanding and acceptance of the importance of gender and to surface any issues before delving deeper into the training.

**Instructions:**

1. Distribute Handout for Activity 11.
2. Get participants to complete the questionnaire on the first page of the handout, stressing that this is not a test, but an activity for discussion.
3. Get participants to break into pairs and quickly discuss their answers to the questionnaire, explaining why they answered as they did (10 minutes).
4. Bring the group back together.
5. Ask the group: 'Were there any statements on the questionnaire that the two of you answered differently? What were the reasons for this?'
6. Finish off the discussion by referring participants to back the Handout for Activity 11 and the information on 'Mining and Gender'. Introduce the topic, referring to the Key talking points below and the Handout for Activity 11 and address any issues raised in the discussion (10-15 minutes).
7. Ask how many people have seen, read or use/refer to the *Why Gender Matters* guide on a regular basis.
8. Refer participants to the section of the *Why Gender Matters* guide which talks about the gendered nature of mining impacts and benefits (p.83 - 86).

**Facilitator's notes:**

- This is a good activity to lead onto Activity 12: Rio Tinto's Diversity strategy

### Key talking points

- Large-scale modern mining has tended to exclude women.
- Women experience disproportionately negative consequences as a result of mining.
- Gender equality is one of the principle aims of Rio Tinto's CSP work.
- The development of the *Why Gender Matters* guide and its role as a resource.

**Handout activity 11: Gender and mining:****Instructions:**

1. Fill out the survey below. To what extent do you agree or disagree with the statements?
2. Break into pairs and discuss your responses with your partner. Ask them why they answered the way they did.

Mining is a predominantly 'male' industry

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree



The benefits of mining in a community are the same for women as for men

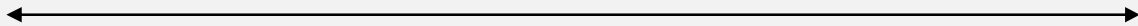
Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree



The negative impacts of mining are the same for women as for men

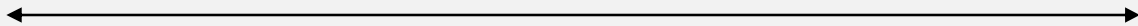
Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree



Our CSP work focuses strongly on women

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree



Gender is important at our site/project

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Agree

**Group Discussion:**

Were there any statements on the questionnaire that the two of you answered differently?  
What were the reasons for this?



## **Gender and mining**

Historically, women have always been miners – from Asia to Latin America, Africa and Europe. It is estimated that up to 40 per cent of artisanal and small-scale miners around the world are female.

However, mining has been, and continues to be perceived as, a male-oriented industry and large-scale modern mining has tended to exclude women. The mining industry's 'male' orientation has also meant that women have been less involved in decision making and concerns have been raised about the industry's ability to adequately address the concerns of women and other marginalised groups.

There is increasing evidence that women and girls often suffer from discrimination, experience disproportionately negative consequences as a result of mining, and tend to be less likely than men to benefit from the economic and employment opportunities that mining can bring.

## **Gender and Rio Tinto**

Gender equality is one of the principle aims of Rio Tinto's CSP work. We take a rights-compatible gender and diversity approach.

Greater attention to the gender aspects of our CSP work will:

- help increase our capacity to gain and maintain a social licence to operate;
- improve the quality of life and socioeconomic conditions of women and men in affected communities;
- increase local and indigenous employment opportunities;
- minimise the negative impacts of our operations; and
- uphold our commitments to human rights and diversity.

## ***Why Gender Matters***

The development of *Why Gender Matters – a resource guide for integrating gender considerations into Communities work at Rio Tinto* was an opportunity for Rio Tinto to lead the industry in addressing gender considerations across all stages of mine life, from exploration through to mine closure.

This guide is applicable to:

- both developed and developing countries; and
- to either stable or politically volatile environments.

It provides a practical resource for Rio Tinto staff and managers to better understand and more effectively integrate gender considerations into CSP work, within the broader framework of diversity and respect for human rights. Within all our projects and operations – mines and smelters alike – and across all functional areas, we must rise to the challenge of integrating gender.

## Activity 12: Rio Tinto's Diversity and Inclusion strategy

**Time:** 45 minutes

**Materials:** Handout for Activity 12 (one copy for each participant), poster paper, marker pens.

**Objectives:** For participants to understand the importance of gender for mining and Rio Tinto, as well as where gender fits in Rio Tinto's policy (i.e.: the Diversity and Inclusion (D&I) strategy).

**Instructions:**

1. Break the larger group into smaller groups of about four people.
2. Distribute the Handout for Activity 12 and poster paper/pens.
3. Get the group to nominate someone as scribe. The scribe should write the word 'diversity and inclusion' in the centre of the poster paper.
4. Ask the groups, 'What does diversity and inclusion mean to you?' and get the scribe to write down all the different words and phrases their group comes up with as bubbles around the word 'diversity' on the poster paper (15 minutes).
5. Walk around the different groups observing people's poster paper to encourage the task and get a sense of the groups' knowledge.
6. Now introduce Rio Tinto's D&I strategy, referring to the Key talking points and Handout for Activity 12 (10 minutes).
7. After you have gone through the key concepts, start a group discussion by asking the group to share any examples they can give from the workplace where encouraging diversity led to a good outcome. Alternatively (or in addition), you could ask them about any challenging situations they have faced in the workplace dealing with diversity (15 - 20 minutes). Given the groups have discussed/brainstormed previously about "diversity" you could think of focusing this group discussion on examples of situations where participants "felt included/excluded": what happened, how they felt, which consequences that had for the work being done.

### Key talking points

- Rio Tinto takes a rights-compatible gender and diversity approach.
- Rio Tinto has a diversity and inclusion strategy.
- What is diversity?
- At Rio Tinto we define diversity as 'The mix of people, backgrounds, skills, cultures, etc. in our workplace and communities where we operate.
- This requires us to build a working environment and organisational culture where differences are acknowledged, valued and leveraged. This is what we call Inclusion: making the mix work well together.
- Considering the diversity of gender perspectives in a CSP and operations context is critical to ensuring balanced and optimal decisions are made.

### **Handout activity 12: Brainstorming diversity & group discussion**

**Objectives:** For participants to understand the importance of gender for mining and Rio Tinto, as well as where gender fits in Rio Tinto's policy (i.e. the Diversity and Inclusion strategy).

**Time:** 45 minutes

**Instructions:**

1. Break into smaller groups of about four people.
2. Elect one person in your group to be scribe (to write for the rest of the group).
3. The scribe should write the word 'DIVERSITY and INCLUSION' in the centre of the poster paper.
4. Answer this question: What does diversity mean to you?
5. Write down all the different words and phrases that come to mind as bubbles around the word 'diversity' on the poster paper.

**Group discussion:**

Can you share any examples from the workplace where encouraging diversity led to a good outcome?

What about any challenging situations you have faced?

## What is diversity?

In order to address our commitment to respecting human rights, we have to understand that respecting the rights of all people involves understanding diversity.

The concept of diversity incorporates inclusiveness across all societal groups including ethnic minorities, Indigenous peoples, migrants, landless people, HIV infected and all other vulnerable or marginalised groups.

### 1. What does our D&I Policy say?

We are a global company, and wherever we operate, and across every part of our business, we strive to create an inclusive culture in which difference is recognised and valued. By bringing together men and women from diverse backgrounds and giving each person the opportunity to contribute their skills, experience and perspectives, we believe that we are able to deliver the best solutions to challenges and deliver sustainable value for Rio Tinto and its stakeholders.

### 2. What Diversity and Inclusion mean to Rio Tinto:

- **Embracing workforce diversity** - age, gender, race, national or ethnic origin, religion, language, political beliefs, sexual orientation, and physical ability.
- **Valuing diversity of perspective** – leveraging the diverse thinking, skills, experience and working styles of our employees and other stakeholders.
- **Building a flexible organisation** – providing opportunities for work arrangements that accommodate the diverse needs of individuals at different career and life stages.
- **Respecting stakeholder diversity** – developing strong and sustainable relationships with diverse shareholders, communities, employees, governments, customers and suppliers.

### 3. Why Gender is a priority globally for Rio Tinto?

The business case for gender balance is strong: access to an untapped talent pool, better performance of balanced teams and increased stakeholders and societal expectations about gender equality. Several reasons made this dimension of our diversity and inclusion strategy relevant globally:

- Common D&I dimension across ALL countries
- Only D&I dimension that can be measured legally worldwide
- Gender largest D&I dimension—talent numbers, business impact
- Overwhelming body of research on gender balance benefits
- Government & public attention on gender balance; in some countries, targets and/or quotas set for gender balance
- Gender cuts through other D&I dimensions
- Working on gender balance, furthers inclusion on other areas of D&I
- Improving status of women furthers societal development

## Integrating gender

### Activity 13 - Part 1: Introducing the management systems framework

**Time:** Approx. 1 hour for Part 1 & 2 (depending on the number of participants and issues raised).

**Materials:** Handout for Activity 13 (one copy for each participant), a large copy of the Management systems framework (p. 25 of *Why Gender Matters* guide) stuck to a wall in the room where the training is taking place, whiteboard or poster paper, marker pens, small squares of paper, Blu-Tack™ or sticky tape.

**Objectives:** Part 1 of this activity offers an introduction to Rio Tinto's management systems framework. Part 2 assists the facilitator to gauge where the site's strengths and weaknesses lie in terms of integrating gender throughout the four key stages of CSP work, based on the management systems framework. It can be used to determine which activities to focus on in the training session. This activity also has an optional variation, which can be used to investigate how well the site is integrating gender into the management systems along thematic lines (see instructions for Variation for Activity 13).

**Instructions:**

1. Post the large copy of the management systems framework on the wall using Blu-Tack™ or sticky tape.
2. Distribute Handout for Activity 13.
3. Referring to the management systems framework, provide an overview of the four interrelated phases and highlight the importance of inclusive engagement at the centre (refer to Key talking points on the following page).
4. After presenting the framework, make sure the participants have understood by using some 'concept checking' questions, for example:
  - Where would social impact assessment fit on the framework?
  - Where do community consultations fit on the framework?
  - Why is inclusive engagement in the centre?
  - Give an example of inclusive engagement at your site.
  - Give an example of a type of report that is produced at your site.
5. Continue with Part 2: Diagnosing gaps in gender management systems.

**Facilitator's notes:**

- This activity is broken into two parts. If time is limited, the facilitator may choose to present Part 1: Introducing the management systems framework without following on to Part 2: Diagnosing gaps in gender management systems. In this case, only distribute Handout activity 13: Integrating gender into CSP work – framework to participants. Part 1 will work as a good introductory activity for any of the activities in the Management Systems section (Activities 18-32) or *Activity 17: SWOT analysis for integrating gender into CSP work*.

## Key talking points

### Integrating gender

- Integrating a gender perspective is key to contributing to our business objectives and achieving Rio Tinto's company goals, such as diversity, inclusivity and respect for human rights.
- Rio Tinto's approach to communities and gender is captured in this model, with four interrelated phases and inclusive engagement at the centre:
  - **Inclusive engagement** sits at the centre, as it is a CSP practitioner's cutting theme that relates to all the other phases. This is our first goal, and is linked to recognising diversity in the different groups that we work with.
- 1. **Know and understand:** From the outset, we should seek to build our knowledge and understanding of: gender roles and responsibilities; differences in women's and men's access to and control of resources; women's and men's practical and strategic gender related needs; and the potential for Rio Tinto's activities to impact on any of the above, positively or negatively.
- 2. **Plan and implement:** We must plan to avoid or mitigate adverse impacts. We must look for opportunities to maximise benefits, including within CSP multi-year plans, programme level plans and within other types of operational policies, plans and activities.
- 3. **Monitor, evaluate and improve:** Accurate and reliable data and information to enable the measurement of change, positive or negative, is essential. Much of this is dependent on good engagement and consultation, a core principle of a gendered approach.
- 4. **Report and communicate:** Reporting and communicating performance internally and externally, including on gender, is important for transparency and as a way to invite feedback and dialogue. This feedback will help guide our formal and informal decision making processes and contribute to improving our social performance and contributions.
- It is important to acknowledge the challenges we face as a company in working towards integrating gender into project and programme development and implementation, at all stages of mine life. We must continue to focus on integrating gender considerations into our engagement processes, as well as into the four key stages of our CSP work.

## Activity 13 - Part 2: Diagnosing gender gaps in management systems

### Instructions:

1. Explain that this activity focuses on the four key stages of Rio Tinto's CSP work, but doesn't look at inclusive engagement, as there will be a separate activity to look at this, because it is very important.
2. Get the group to fill out the Checklist for diagnosing gaps in management systems, answering 'Yes', 'Somewhat', 'No' or 'Don't know' to each of the questions.
3. Ask them to tally up the total number of points for each of the components (i.e.: 1. Know and Understand, 2. Plan and implement, 3. Monitor, evaluate and improve, and 4. Report and communicate). Use the scoring system: Yes = 2 points; Somewhat = 1 point; and No or don't know = 0 points.
4. Ask them to write any thoughts down which come to mind when answering the question for each component for us to discuss later (these can be written in the notes section of the Handout for Activity 13).
5. Ask each participant how many points they tallied for each component of the Management system and write all of the individual scores down on the whiteboard for each of the four components. This allows you to make a numerical comparison of which areas the group thinks the site is strongest/weakest in integrating gender.
6. Ask participants that gave higher or lower scores than most of the other participants to look back on the questionnaire and explain why they answered the way they did.
7. Ask the participants about any thoughts they noted down while completing the exercise.
8. Ask them if there were any of the questions they didn't understand, would like further information about or if there were any questions that they weren't sure how to answer. Probe participants on any questions they answered 'No', 'Don't know' or 'Somewhat' for, and why they answered this way.
9. Distribute small squares of paper for participants to write on in the following step.
10. Ask the participants to reflect on the activity and discussion, and think about which component of the Management system their site needs to concentrate on in terms of integrating gender. Ask them to write a reason for choosing that component over others on the small piece of paper.
11. Get them to stick that reason on the appropriate component on the large management systems framework on the wall.
12. Read out all the answers and draw some conclusions about where the site needs to focus in terms of integrating gender at this site. Use the results of the questionnaire, points brought up in the discussion, and answers given by participants to determine in which of the management systems areas you should concentrate the remainder of the training session or future training sessions.

## Variation for Activity 13

### Instructions:

1. **Alternative a:** Prior to the training session, talk with the 'local champion' about which thematic area from the list below would be the most relevant to explore in training for this site.

**Alternative b:** List the thematic areas below on a whiteboard or piece of poster paper, and have each participant vote for which area they would like to explore further, by putting a stroke against it on the whiteboard/poster paper. If there ends up being a number of areas with only one or two votes, narrow the selection to those with at least two votes, and get the whole group to vote again.

**Alternative c:** Use the voting procedure as per Alternative b, but break the larger group into smaller groups exploring different themes, according to their area of interest.

The following thematic issues that are particularly relevant to the issue of gender and mining (refer to pages 83 - 86 of the *Why Gender Matters* guide for more information):

- Negotiations and engagement
- Agreement making
- Indigenous employment
- Local employment
- Local procurement
- Local business development
- Supply chain
- Social services and infrastructure
- Health impacts
- HIV
- Community development
- Environmental impacts
- Social Impacts
- Resettlement and displacement
- In-migration
- Small scale mining
- Grievance mechanisms
- Mining automation

2. Briefly introduce the topic/s, for example:

Relocation: Women and girls with primary domestic responsibilities are most likely to be adversely impacted by relocation. Programmes may need to take into account, reinstate and/or compensate for gender specific needs including: continuation of access to resources and livelihood interests; loss of artisanal and small scale mining opportunities; health and environmental rehabilitation from small scale mining; education and health service access; and domestic, resource, and business incentives to resettle.

3. Use the same instructions as for *Activity 13: Diagnosing gender gaps in management systems*, but ask the participants to think about each of the questions on the Checklist in terms of the chosen thematic area.

### Facilitator's notes:

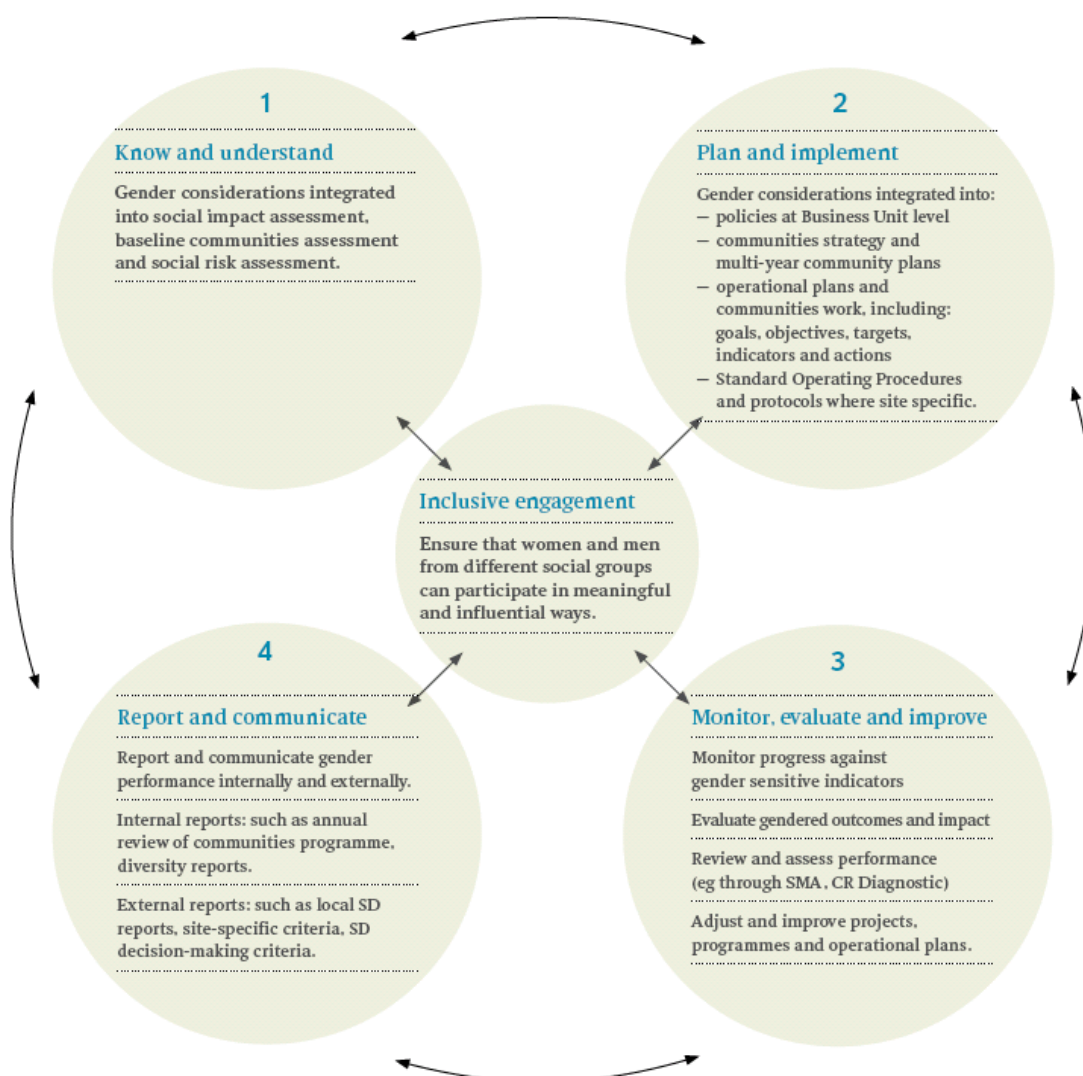
- If you have broken the larger group into smaller groups exploring different themes, you will have to get the smaller groups to present their findings to the larger group.



## Handout activity 13: Integrating gender into CSP work – framework

Integrating a gender perspective is key to contributing to the business objectives and achieving Rio Tinto's company goals such as diversity, inclusiveness and respect for human rights.

Rio Tinto's approach to CSP and gender is captured in the following model. The approach can be divided into four inter-related phases, with inclusive engagement sitting at the centre.



### Handout activity 13: Diagnosing gender gaps in management systems

**Objectives:** To think about where the site's strengths and weaknesses lie in terms of integrating gender throughout the four key stages of CSP work, based on the Management systems framework.

**Time:** Approx 1 hour

**Instructions:**

1. Fill out the Checklist for diagnosing gaps in management systems, answering 'Yes', 'Somewhat', 'No' or 'Don't know' to each of the five questions. 'Somewhat' means that some steps have been taken towards fulfilling the item on the checklist, but there is more to do.
2. Tally up the total number of points for each of the components, using the scoring system, Yes = 2 points, Somewhat = 1 point and No or don't know = 0 points.
3. While completing the checklist, write any thoughts that come to mind on the notes page of your handout, under the appropriate component, for us to discuss later.
4. Read out your score for each of the components to the larger group – the facilitator will note these down.

**Group Discussion:**

- If you gave a higher or lower scores than most of the other participants, look back on the Questionnaire and explain why you answered the way you did.
- Discuss with the rest of the group any things you noted down while completing the exercise.
- Were there any items on the Checklist that you didn't understand?
- Were there any questions you would like further information about?
- Were there any questions on the Checklist that you weren't sure how to answer?
- Why did you answer 'No', 'Don't know' or 'Somewhat' for the items that you did?

Which component of the Management System Framework do you think this site needs to concentrate on in terms of integrating gender?

- Write down a reason for choosing that component over others on the small piece of paper the facilitator has given you.

**Example 1:**

I choose Monitor, evaluate and improve because at our site we have made a good start in getting women to participate in our activities, we have some ideas about how women will be impacted by the operation and have tried to plan and implement strategies that consider women. However we need to develop gender-sensitive indicators for monitoring, and until we do this, we can't really report and communicate effectively to our stakeholders.

**Example 2 (with a focus on a thematic area, in this case, resettlement):**

I choose Monitor, evaluate and improve because we have engaged women in the discussion process and we know something about how women will be impacted by resettlement. Women are reasonably well involved at every step of the planning. We don't have gender sensitive indicators to accurately tell if women are participating in economic activity in the new location, or if children are attending new schools. We can't accurately report and communicate because we don't have good gender data.

- Stick this reason on the component on the large Gender Management systems framework on the wall.

## Handout activity 13: Checklist for diagnosing gaps in management systems

**Yes = 2 Points; Somewhat = 1 point; No/Don't know = 0 points**

Know and understand	Answer	Points
Have you included information about men and women, boys and girls in social baseline, impact and risk assessments?		
Have you held consultation(s) with women and men (including separate groups, as appropriate)?		
Have you broken down socioeconomic and organisational data by gender?		
Have gender and diversity impacts been considered for different stages of mine life (including closure)?		
Have barriers and constraints to participation along gender lines been identified?		
<b>Total</b>		
Plan and implement	Answer	Points
Is the operation aligned with Rio Tinto's overall policy framework for multi-year CSP work?		
Do CSP strategies and plans adequately consider gender at the strategic level?		
Are gender-sensitive methodologies used to plan and implement community initiatives?		
Have other operational plans and standard operating procedures been developed with potential gender impacts in mind?		
Are these indicators underpinned by credible data and are they updated regularly?		
<b>Total</b>		
Monitor, evaluate and improve	Answer	Points
Does the monitoring framework include gender sensitive indicators?		
Are these indicators underpinned by credible data and are they updated regularly?		
Is monitoring taking place in a planned way and on a regular basis?		
Are changes/adjustments being made to programmes as a result of monitoring?		
Are monitoring and evaluation processes participatory wherever possible, and inclusive of both women and men?		
<b>Total</b>		
Report and communicate	Answer	Points
Does the site publicly report on what action it is taking to address gender issues and the outcomes of these actions?		
Does the site report on the gender-related outcomes of broader community programmes and activities?		
Do site reports present gender-disaggregated data for key performance areas?		
Does the site include gender considerations in internal reporting requirements?		
Does the site report on key gender-related challenges and how they are being addressed?		
<b>Total</b>		

Notes:

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Know and understand

Plan and implement

Monitor, evaluate and improve

Report and communicate

## Activity 14: Inclusive engagement

**Time:** 45 minutes

**Materials:** Handout for Activity 14 (one copy for each participant), including notes on inclusive engagement, instructions for Activity 14 and one case study. Choose one of the two case studies– it should not be a case study from the country where the training is taking place. Alternatively, devise a suitable case study to use (refer to Activity 15: Developing a gender case study), poster paper, marker pens.

**Objectives:** To introduce/revisit inclusive engagement, investigate constraints to inclusive engagement, and think about measures to address these constraints.

**Instructions:**

1. Distribute Handout for Activity 14.
2. Introduce the topic, referring to the Key talking points below.
3. Ask the group to read the case study individually (10 minutes).
4. Break the group into an even number of smaller groups of about 4 people (depending on size).
5. Ask the groups to think about constraints to inclusive engagement at this site – they may or may not be similar to the case study. Try and prompt participants to think about these constraints in terms of differences in women's and men's access to and control of resources. Get them to note these down on the poster paper (15 minutes).
6. Now get the groups to swap their poster paper with another group. Get each group to briefly present the constraints they came up with to that other group.
7. Ask each smaller group to identify measures that have been used to address the constraints identified by the other group (if any). Where no measures have been put in place or the group is not aware of measures that have been put in place, ask them to identify possible measures that could be used in the future (20 minutes). Have them write these measures down on another piece of poster paper.
8. Get each group to present the constraints and measures they came up with to the larger group.

### Key talking points

- We start in the centre of the model with inclusive engagement. This is the central and underlying concept that informs each other stage of the model.
- Inclusive engagement is a continuous challenge.
- We must ensure that women and men from different social groups are consulted and can participate in engagement and development in meaningful ways.
- It is important to recognise the diversity in the socioeconomic and political situations of the various groups which comprise a community.
- The factors that influence the ability of women and men to engage with mining will vary for different communities and require different responses.
- In some communities it will be necessary to take extra measures to ensure women's effective participation in decision making and development processes.
- Attention needs to be paid to gender to ensure we do not worsen relationships, or create new inequalities, between men and women in the communities in which we work.

## Inclusive engagement

To begin, we start in the centre of the model with inclusive engagement. This is the central and underlying concept that informs each other stage of the model.

The inclusive engagement of mine-affected people and project beneficiaries – both women and men – is a continuous challenge cutting across and affecting all aspects of mine development and operation, project planning and community focused work that we are involved in.

Ensuring that women and men from different social groups are consulted and can participate in engagement and development in meaningful ways involves recognising the diversity in the socioeconomic and political situations of the various groups which comprise a community.

Within a community, some people are better off materially and influence community affairs more than others who may be less advantaged in terms of wealth and power. Gender intersects with other diversity aspects, including age, class, ethnicity, disability, family, economic and marital status – all of which must be taken into account during the process of stakeholder identification and engagement, including company responses to complaints and grievances.

The factors that influence the ability of women and men to engage with mining will vary for different communities, and therefore, require different responses. In some communities it will be necessary to take extra measures to ensure women's effective participation in decision making and development processes.

## What is participation?

Inviting community members to join discussions and engage in issues may take more effort and time than expected and require the involvement of other agencies.

What may be some of the reasons why a community group would be hesitant to engage with Rio Tinto employees or programmes?

- A belief that change is brought about outside of their lives and participation.
- A perception that their views do not contribute to change.
- A belief that change is not necessary.

There are strategies to begin engaging with communities which involve small numbers of people in the initial stages rather than expecting that a large group will be involved.

Participation is a process which takes place over time as information is made available to participants. During the inclusive engagement process it is important to ensure that information is shared in a transparent form and that opportunities to discuss information collected, and findings are open. Findings based on information collected should include input by all participants, just as input on monitoring and evaluation is necessary.

It is important to work at the pace at which the different community groups express. Each group may have a differing approach to new ideas or ways of doing things and time is a valuable resource for communities to successfully manage a change in perception or belief. The process may be confronting for members of the community and for Rio Tinto staff; however, great benefits in learning will emerge when learning occurs for everyone involved.

Attention needs to be paid to gender to ensure we do not worsen relationships, or create new inequalities, between men and women in the communities in which we work, and that we strive to create lasting, equitable and positive impacts.

**Notes:**

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### Activity 14: Investigating constraints to inclusive engagement

**Objectives:** To reflect on the constraints of community engagement and brainstorm measures which have been/could be used to address these constraints.

**Time:** 45 minutes

**Instructions:**

1. Read the case study in this Handout individually.
2. Break into smaller groups.
3. Brainstorm constraints to inclusive engagement at this site – these may or may not be similar to the case study. Write these on the poster paper.
4. Discuss how these constraints relate to differences in women's and men's access to and control of resources.
5. Pass your list of constraints to another group and get someone to briefly present the list to the other group.
6. For the list of constraints that you have been given by another group, identify the measures that have been used to address these constraints (if any) or possible measures that could be used to address these constraints in the future.
7. Present the list of constraints and measures to the larger group.



## Handout activity 14: Case study – Mongolia

### **The Project**

In late 2005, Rio Tinto Mongolia LLC, a subsidiary of Rio Tinto Exploration Asia Region, began an early stage exploration programme for low volatile coking coal in the South West of Mongolia. The exploration site was primarily located in Khuren Gol village of the Tugrug sub-province. The community of Khuren Gol comprises five family groups.

Early in 2006 senior company representatives and the Health, Safety, Environment and Community team met with local government officials and conducted an initial assessment of the project area. While the team met with sub-province and village governors, they didn't officially meet with local community to avoid creating expectations.

In May 2006, two camps – one for exploration and another for drilling – were mobilised near the Khuren Gol village. After the camps were mobilised and the Community Relations Officer was on board, Rio Tinto Exploration held a series of public meetings to introduce the team and explain the plan of work. The first public meeting was chaired by the village governor. More than 30 people from the local area attended. Rio Tinto Exploration prepared an information sheet about the exploration activities. The Rio Tinto Exploration team observed that while there was some good discussion about the information being provided, there were misconceptions about the planned exploration activities. Information had previously only been received by word of mouth, and rumours had started. Nevertheless, the first meeting recorded queries and responses to the information sheets and the discussion.

In the second meeting Rio Tinto Exploration confirmed the programme of work and responded to the issues and questions raised at the first meeting. The company also suggested that the community establish a Community Advisory Group to open communication channels between the company and the community. During the meeting, the community nominated and elected members. The Community Relations Officer ensured that there was equitable representation amongst family groups. In the end, membership comprised eight men, two of whom were young men.

The third meeting continued the discussion and the Community Advisory Group began its work. It was the Community Relations Officer's role to liaise with the village governor, the Community Advisory Group, and build relationships with local community members, including women and youth.

### **Targeted engagement at the household level**

In May 2007, the Community Relations Officer commenced a process of door to door consultation at the household level. There were 114 families in total, in five groupings. The Community Relations Officer spoke to individual family members wherever possible, not just the head of the household, which was usually a man.

The Community Relations Officer found that while the men agreed that the Community Advisory Group and the information provided by the company about the exploration

programme was adequate, many of the women had additional questions and concerns. These questions had not been raised with the company previously because women tended not to speak openly in the public meetings and were not represented on the Community Advisory Group. Many of the women complained that they were not being adequately consulted and wanted a separate committee to voice their concerns.

A women's group was never formally established, but the Community Relations Officer began a formal programme of consultation to gather perspectives from the women. The Community Relations Officer organised a women's meeting at the village centre in late July 2007. All the women from the five family groups were invited. A total of 20 women attended the meeting. The Community Relations Officer reported that the women appreciated the chance to meet collectively and voice their issues and concerns.

During the exploration activities, Rio Tinto Exploration had hired men to help them with groundwork but no women were employed. The women wanted to know what opportunities there would be for them if a mine were to proceed. Other concerns raised related to their children's education, employment opportunities for their children and husbands, livelihood, income generation, and pasture and vegetation. Some women said they would be sending their children to university for education in mining so that they would have a job in the future. They saw mining as their children's future.

At that meeting, women also suggested that it would be better if the company aimed to have significant consultation with women in winter because they don't have as many household responsibilities during this time. In spring women have to take care of baby animals, in summer they are busy with processing dairy products, and in autumn they are focused on preparing their children for school and preparing for winter. Also, they suggested creating a communication box at the village centre so that they could write down any concerns or requests.

After many discussions with women, it became apparent to the Community Relations Officer that pasture was extremely important to them. Women are responsible for processing milk and dairy products and pasture affects the quality of all these dairy products. The women were concerned about the impacts that the mine would have on pasture and feared that the mine would destroy pasture. The women were asking specific questions about how Rio Tinto Exploration planned to rehabilitate the pasture that they would disturb through exploration and operations. They had seen drill holes rehabilitated by Rio Tinto with topsoil. They were happy when the pastures returned, but they did not all return, so they wondered how it would work with such a big mine. The women also asked about the risks of exotic plants being introduced, and how that could affect pasture. Although men raised some of the same concerns, both individually and on the Community Advisory Group, women were more detailed in their line of questioning about the pasture.

### **Community Mapping**

The Community Relations Officer was also involved in community mapping exercises in June, July and August, 2007. Based on the information collected from the community, the Community Relations Officer began work on a community movement map. Upon the completion of the draft map, she shared the map with the Community Advisory Group, who

made some clarifications. They also suggested the Community Relations Officer visit every household to gather more detail. After updating the map the Community Relations Officer visited every household starting from the west side of the Khuren Gol bagh. The Community Relations Officer spoke to both men and women. The map became more detailed the more she spoke to the people and particularly the more she spoke to the women, who could give more detailed information on movements in the area.

At the household level women were insightful and participated more actively than their husbands, although they were conversing with their husbands throughout the consultation. Men talked about the spiritually significant areas, and the grass, but women talked about vegetation, seasonal migrations and shelters in more detail than the men. All the information and coordinates were mapped in GIS. The map shows the most important summer, spring and autumn pastures, and also the winter shelters. It also plotted the spiritually significant areas. Rio Tinto Exploration was then able to avoid or minimise ground disturbance in important areas. The community map continues to be a “work in progress”.

**Notes:**

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## Handout activity 14: Case study – India

### **The Project**

Rio Tinto Exploration has been exploring for diamonds since 2003 in the Indian state of Madhya Pradesh in the Chhatarpur District. In 2007, following positive results from exploration activities, the project advanced to the order of magnitude study stage, which involved additional community impacts through extended ground disturbance. The project passed from Exploration to the Copper and Diamonds product group late in 2008 for a further evaluation and possible mine development.

### **The baseline study and community profiling**

A CSP team has been involved with the project since 2003. This team has been working to collect social baseline data and complete community profiles. The studies have found that the area in and around the project compares unfavourably on key human and economic development indicators. The studies also conclude that the project area is rooted in feudal and patriarchal traditions, as well as widespread, gender based discrimination across communities. This is reflected in women's low literacy levels, poor health, high mortality rates and low nutritional status. The unbalanced sex ratio in this community, (ie: the number of females compared to males in the population) is one quantitative indicator of lack of support for the empowerment of women.

Complicating the picture is that India still observes a version of its traditional caste system although the modern Constitution has outlawed explicit discrimination based on caste status. The contemporary 'Scheduled Castes' and 'Scheduled Tribes', and 'other Backward Classes' which used to be known as 'Untouchables' or 'Dalits', were officially, denied access, solely on that basis, to public services, education, jobs and facilities as late as 1955. Significantly, full emancipation of this group is yet to be achieved. This heterogeneously composed and fastest growing group in India comprises about 25 per cent of the Indian population and is one of the largest 'minority' communities in the world. Although women among the Dalits have begun participating in economic activities, their role in decision making and status is still secondary to that of men.

In terms of gender roles and responsibilities amongst this group, the studies found that women are extremely 'time poor'. The term refers to the fact that women spend much of their time fetching water or firewood and caring for family members rather than engaging in other productive or marketable activities, or simply having the ability to pursue their own interests. This larger context meant that it was very difficult for Rio Tinto to engage women to understand how the project was specifically impacting on women's lives. In response to these challenges, Rio Tinto Exploration has proposed to undertake a women's empowerment project.

### **Women's empowerment project as part of the Community Development Plan**

The aim of the women's empowerment project is to create awareness within the community about women's status, their role in community building, their contribution to the household and also to elevate women's awareness and voice in the development process.

While the women's empowerment project specifically targets women, the community development plan includes other initiatives that incorporate gender considerations and participatory methodologies.

The CSP team consulted with local male leaders and government authorities to discuss the prospect of initiating a women's empowerment project as part of the overall community development plan, and to gain their trust. CSP practitioners also met with women in the local area to discuss the proposal. While they were supportive, women expressed apprehension about men's resistance to the idea, and the social implications that would come from empowerment. Based on these consultations, the project team plans to work on small scale initiatives with the community closest to the operations as a 'trial'.

Initiatives in 2008 included the formalising of a long term, strategic partnership with UNICEF to facilitate the provision of education (literacy, health, hygiene and rights), accessible drinking water and forums for interaction and public participation.

Anecdotal evidence suggests that the work has had positive impacts, but there has not as yet been a formal evaluation. The project team plans to extend the project by scaling up to work in other communities and involve other parties, such as women's issues advocacy groups and other non government organisations.

**Notes:**

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## Activity 15: Developing a gender case study

**Objective:** Developing a case study based on your experience and your work site can be a very valuable tool to highlight gender issues. The following template will help you organise your case. This activity is designed for facilitators only.

**Instructions:**

1. Think of an example or a story which you believe illustrates the importance of engaging both men and women from different social groups in a meaningful way.
2. Think about which part/s of the framework your story relates to (refer to page 25 of the *Why Gender Matters* guide).
3. Use the template on the following page to assist in writing your gender case study.
4. Keep your language simple and aim for a single page of text with the following four headings: 1. Background, 2. Gender challenges, 3. The programme, and 4. Achievements.
5. Use photos where possible to illustrate your case.

**Facilitator's Notes:**

- You may use this activity to develop your own case study to replace the case studies included in Activities 14, 21, 26 or 29.

## **Template for developing a gender case study - Example based on resettlement:**

### **Background**

Detail all key facts reader will need to understand such as:

**Where?** Zimbabwe

**When?** 1992

**What is the issue?** The resettlement of 142 families is required to enable a mining lease to be established. 230 graves must also be relocated.

**Which parts of the framework are relevant?**

1. Know and understand: Social and environmental impact paid special attention to female-headed households.
2. Plan and implement: Women consistently able to give accurate information about landholdings and crops planted (vital information for successful resettlement and compensation).

### **Gender Challenges**

Women and children are particularly vulnerable to the negative impacts of resettlement. Widows for example are left without land as the deeds for the land were not transferred to them on their husband's death so they had no official claim to a plot in the new area.

### **The programme**

In this case women whose husbands had died had properties registered in their names. This was a departure from traditional practice but very helpful in successful relocation.

### **Achievements**

Throughout two years of challenging negotiations women remained central players in the successful resettlement.

## Activity 16: Sharing work experiences<sup>7</sup>

**Time:** 1 -2 hours

**Materials:** Presentations prepared by participants prior to the training, Handout for Activity 16, poster paper, marker pens.

**Objectives:** This exercise is for participants to consider gender issues in their own work and in other people's work. It is a good activity to conduct if there are going to be participants from different functions in the gender training session. This activity requires pre-preparation (refer to instructions below).

**Instructions:**

1. Two months before the training, write to all participants and ask them to prepare a short presentation of 10 - 15 minutes on gender in their work. This should be based the pre-course questionnaire, which you should send the participants (see the Handout for Activity 16). If the training group is going to include people who work together in teams, the teams may present a joint report.
2. At the session, ask participants to present their report for 10 - 15 minutes.
3. Summarise the talks, asking participants to note any common issues in the presentations. Note these on the poster paper.

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<sup>7</sup> Adapted from The Oxfam Gender Training Manual (1994), p 71-73



## Handout for Activity 16: Pre-course questionnaire for sharing work experiences

**Objectives:** This exercise is for you to consider gender issues in your own work and in other people's work.

**Instructions:**

Prepare a 10 - 15 minute presentation about your work to present to the training group:

- How many community projects are there in your department?
- What are the main areas that these projects are in (eg: education, livelihoods etc.)?
- How many of these projects are women-only?
- How many are men-only?
- How many of these projects are designed for men and women together?
- How many projects have some component addressed specifically to women?
- What sorts of activities are done with women?
- What are the objectives of work with women?
- In the mixed projects how are the women involved?
  - What proportion of the people who attend meetings are women?
  - Do women speak in meetings?
  - Do women hold decision-making posts?
  - Do they contribute their labour?
  - How do they benefit?
- Do you have any strategy or policy for working with women?
- What achievements and constraints have you experienced in your work with women?

## Activity 17: SWOT analysis for integrating gender into CSP work<sup>8</sup>

**Time:** 45 minutes - 1 hour

**Materials:** Handout for Activity 17 (one copy for each participant), poster paper, marker pens, Blu-Tack™ or sticky tape.

**Objectives:** To identify the strengths, weaknesses, opportunities and threats participants face in integrating gender into their work and prepare for the identification of strategies for gender-sensitive work.

**Instructions:**

1. Distribute the Handout for Activity 17 (instructions and SWOT chart).
2. Explain the SWOT analysis (refer to Key talking points below and the Handout for Activity 17).
3. Pose the guide question: What are the strengths, weakness, opportunities and threats that you have in relation to integrating gender into CSP work at Rio Tinto?
4. Divide the participants into small groups, by area of work if appropriate (preferably no more than four groups), and ask each group to discuss their ideas and experiences, noting down main points on the poster paper.
5. If the groups need help in their discussion, offer guidance.
6. Ask them to draw up the SWOT chart on another piece of poster paper.
7. When each group has filled up their chart, post each on the wall for discussion.
8. Lead an analytical discussion of the charts with the larger group, comparing and categorising items.

**Facilitator's notes:**

- This is a good activity to conduct after an Introduction of the Management systems at Rio Tinto (*Activity 13 - Part 1: Introducing the Management systems framework*).

### Key talking points

The SWOT Analysis is designed to help people to identify the internal strengths and weaknesses of their organisation, in relation to the opportunities and threats presented in an external environment.

Guide questions for this activity are:

- What major external opportunities do we have?
- What major external threats do we have?
- What are our major internal strengths?
- What are our major internal weaknesses?

<sup>8</sup> Adapted from The Oxfam Gender Training Manual (1994), p.579

**Handout activity 17: SWOT analysis for integrating gender in CSP work<sup>9</sup>**

**Time:** 45 minutes – 1 hour

**Objectives:** To identify the strengths, weaknesses, opportunities and threats participants face in integrating gender into your work and prepare for the identification of strategies for gender-sensitive work.

**Instructions:**

1. Break into small groups, by area of work if applicable (preferably no more than four groups).
2. What are the strengths, weakness, opportunities and threats that you have in relation to integrating gender into CSP work at Rio Tinto?
3. Discuss your ideas and note down the main points on the poster paper.
4. Draw up the SWOT chart on the following page on another piece of poster paper.
5. Fill out the chart, thinking about the following questions:
  - What major external opportunities do we have?
  - What major external threats do we have?
  - What are our major internal strengths?
  - What are our major internal weaknesses?

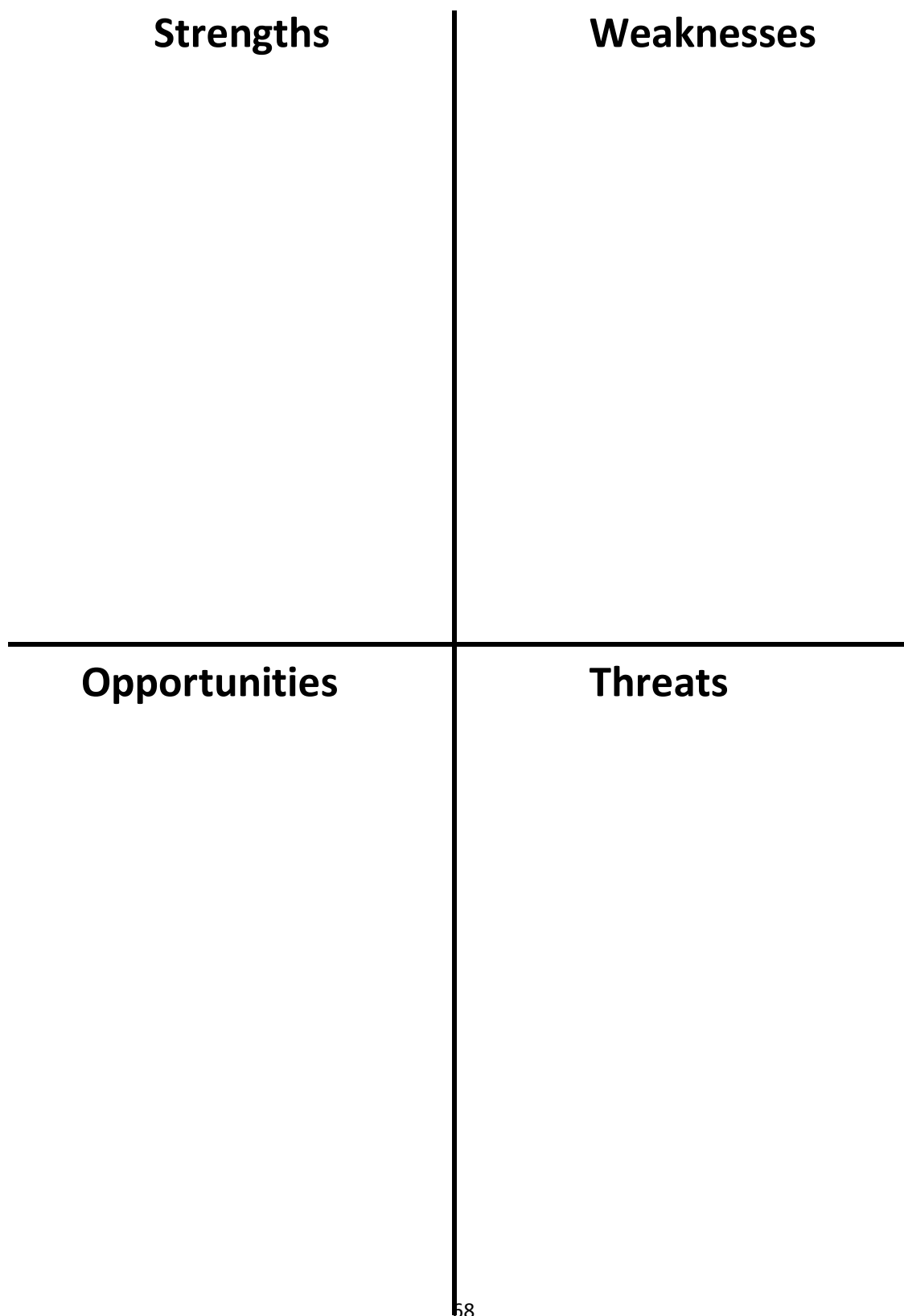
**Notes:**

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<sup>9</sup> Adapted from The Oxfam Gender Training Manual (1994), p.579

**Handout activity 17: SWOT analysis chart for integrating gender into our CSP work**



## Management systems: Know and understand

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### Activity 18: Know and understand – What do you already know about gender in our host communities?

**Time:** 45 minutes

**Materials:** Handout for Activity 18 (one copy for each participant).

**Objectives:** Participants will look at 'Know and Understand' through a gender lens by discussing what they already know about gender in the communities they work with.

**Instructions**

1. Distribute the Handout for Activity 18.
2. Introduce the topic 'Know and understand' briefly using Key talking points on the following page and referring participants to the first page of the Handout for Activity 18.
3. Break the larger group into smaller groups of around four people each.
4. Refer participants to the 'What do you already know?' questions on the second page of the Handout for Activity 18.
5. Divide the questions amongst the groups, asking each group to tackle 2 - 4 of the questions, depending on the size of the group (there are eight questions in total).
6. Get them to discuss the questions, and note their answers in the Notes section of the handout. Discussion points include:
  - Identify any gaps and think about ways of addressing these.
  - If they answer 'no' to any of the questions, get them to discuss the reasons why.
  - If they answer 'yes', get them to talk about the main findings, and any difficulties they faced gathering this data or interesting things they discovered.
  - If you have conducted any of the 'Key gender concepts' activities, get them to reflect on whether the training has made them think about how they can incorporate this information into their systems.
7. Get one representative from each group to present their answers back to the larger group and facilitate discussion around the answers, concentrating on the areas that may be lacking.

## Key talking points

### Know and Understand

- Understanding local communities takes time but is critical to all stages of the project cycle.
- We should seek to build our knowledge and understanding of:
  - gender roles and responsibilities;
  - differences in women's and men's access to and control of resources;
  - women's and men's practical and strategic gender related needs; and
  - the potential for Rio Tinto's activities to impact (positively or negatively) on any of the above.
- This involves:
  - specific consultation with women's and men's groups;
  - discussing findings with community members;
  - identifying barriers and constraints to participation along gender lines;
  - integrating gender issues into BCAs, SIAs and SRAs; and
  - considering gender impacts for different stages of mine life (including closure).
- If gender issues were not adequately considered in early studies, a standalone process for improved gender knowledge and understanding would be warranted.

### What do you already know?

Before we can begin integrating gender considerations into CSP work, we need to be clear about what we do and don't know about gender issues and relationships within the communities affected by our activities. This means asking ourselves a few questions. The following questions, which are by no means definitive, will give you a quick indication of how informed or uninformed your site is on gender matters.

## Handout activity 18: Introduction to Know and understand

An important first step, embodied in the Rio Tinto Communities standard, is developing accurate community profiles and continuously deepening understanding of local communities. It is as critical for operating businesses as it is for projects about to enter production, projects still in the evaluation phase and projects dealing with closure.

From the outset, we should seek to build our knowledge and understanding of:

- gender roles and responsibilities;
- differences in women's and men's access to and control of resources;
- women's and men's practical and strategic gender related needs; and
- the potential for Rio Tinto's activities to impact on any of the above, positively or negatively.

Know and understand takes time and involves:

- developing gender insights through specific consultation with women's and men's groups and discuss the findings with community members;
- identifying barriers and constraints to participation along gender lines;
- integrating gender issues into all baseline assessments: BCAs, SIAs and SRAs; and
- considering gender impacts for different stages of mine life (including closure).

Wherever practical, gender considerations should be integrated into existing processes for social baselines, impact and risk assessment. If gender issues were not adequately considered in early studies, a standalone process for improved gender knowledge and understanding would be warranted.

**Handout for Activity 18: What do you already know about gender in our host communities?**

**Objectives:** To discuss what you already know about gender in the communities you work with.

**Instructions:**

1. Break into smaller groups of about four people.
2. Each group will discuss 2 - 4 questions, thinking about the following points:
  - Are there any gaps?
  - How could you address these gaps in the future?
  - Did you answer 'no' to any of the questions? If so, what are the reasons for this?
  - Were there any difficulties or interesting things you discovered in gathering this data?
  - Have you learnt anything today that you would incorporate into your systems?
3. Present your findings and the main points of your discussion back to the larger group.

**Notes:**

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## What do you already know?

Before we can begin integrating gender considerations into CSP work, we need to be clear about what we do and don't know about gender issues and relationships within the communities affected by our activities. This means asking ourselves a few questions. The following questions, which are by no means definitive, will give you a quick indication of how informed or uninformed your site is on gender matters.

1. In your CSP work at Rio Tinto, do you address issues related to the different situations between women and men?
2. Has any baseline community assessment work you have done looked at gender based issues such as:
  - girls/boys in education;
  - women's and men's economic roles, wages and informal work;
  - single-headed households;
  - differences in health indicators between women and men; and
  - women and men's participation in formal and informal institutions?
3. Did the baseline community assessment examine the different impacts of the project upon women and men?
4. Did the baseline community assessment cover the issue of access to and control of resources, and land ownership for both men and women?
5. Did the baseline community assessment reflect how the roles and responsibilities of men and women affect their access to employment or benefits directly arising from the mine?
  - Are women restricted from work, education or health opportunities?
  - How do local cultural traditions, social expectations and daily responsibilities define gender roles for women and men?
  - Are there differences between women and men in decision making and the ability to influence others; at home, larger community, places of worship, in governance structures?
  - What community institutions, if any, provide opportunities for women and men to articulate their needs and concerns?
6. In your work and baseline community assessments was there any information collected regarding impacts upon the safety, health and security of women as a result of the project or operation?
7. In the planning of your CSP programmes have you considered how the programme will affect/benefit men and women differently, and if one group might benefit at the expense of another?
8. In the consultation and review processes, are men and women equally represented, do women participate fully, and are their views taken into account? Are the different views used to inform operational and community related decisions?

Notes:

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## Activity 19: Exploring gendered impacts<sup>10</sup>

**Time:** 30-45 minutes

**Materials:** A piece of tape, stuck to the ground to create a line. Handout for Activity 19 (one copy for each participant).

This activity will require prior preparation with assistance of the 'local champion'.

- Create profiles of people typical of the community in the vicinity of the site where the training is taking place. Each profile, written on separate pieces of paper, should include a name and a brief description of their life circumstances:
  - Example 1: Lajita lives in Bunder. She did not marry until she was 36 years old. She stayed living with her parents, working in a small tailoring shop during the days and doing piece work at home to support her family. When her mother fell ill, the family decided that Lajita needed to marry so that she would not be living alone if her mother died. She soon became pregnant. She still works all day at the tailoring shop, does all the housework, and provides care for her mother. She has less time for piece work so her family's income has decreased. Her pregnancy is high risk because of her age.
  - Example 2: Khalid is a vegetable farmer in the Chhatarpur district. He has three daughters and after many years he now also has a son who is three years old. He owns small landholding which he farms with the help of his family. In profitable years he can hire a few labourers to help with planting and harvesting. Earlier he had a few good years. His oldest daughter finished primary school last year. However the secondary school is farther away and he cannot take the time to travel with her, so she is at home now. The last two crops were bad, and he cannot hire labour this year. His wife is sick so the middle daughter will leave school to help.
- Create a set of project or policy decisions (about 5) relevant to the site where the training is taking place. For example:
  - Rio Tinto decides to stock the camp mess with locally-supplied vegetables.
  - Rio Tinto constructs a secondary school in the Chhatarpur district, which receives government funding.

**Objectives:** The aim of this activity is for the group to explore the impacts of different programme or policy decisions, particularly in regard to gender.

**Instructions:**

1. Distribute the Handout for Activity 19.
2. Explain the concept of gendered impacts briefly (refer to the Key talking points on the following page).
3. Explain the activity, referring to the instructions in the Handout for Activity 19.
4. Ask participants if they agree or disagree with the movements, and if there were any impact that weren't addressed.

<sup>10</sup> Adapted from

[http://gendertraining.ngoforum.dk/index.php?option=com\\_content&view=article&id=66&Itemid=94](http://gendertraining.ngoforum.dk/index.php?option=com_content&view=article&id=66&Itemid=94)

**Facilitator's notes:**

- Make sure that both the profiles and decisions have gender dimensions.
- Encourage the group to think beyond the obvious impacts, to flow-on impacts to family members etc.
- For a large group, this activity can be conducted with more than one participant having the same profile.
- You may wish to get participants to explain their movements after each policy/programme decision, or get them to wait until the end, and then reveal their profile and why they took the steps they did. This will depend on the size of the group.

**Key talking points**

1. Gendered impacts are impacts disproportionately experienced by one gender. They can be both direct and indirect and can affect women and men.
2. Inequality can be experienced in different ways because it is caused by factors other than gender alone. The effects of mining are also experienced in a variety of ways depending on a person's gender, ethnicity, age, class and a range of other factors.
3. Thematic areas that require particular attention along gender lines include:
  - negotiations and engagement;
  - local employment;
  - socioeconomic and environmental aspects; and
  - special issues, such as resettlement and displacement, HIV and small scale mining.

## Handout activity 19: Exploring gendered impacts<sup>11</sup>

**Time:** 30-45 minutes

**Objectives:** To understand inequality, and especially how people can experience multiple forms of disadvantage (and privilege). To experience how project decisions can produce / reinforce unequal social relations on the basis of gender but also ethnicity, class, etc.

**Instructions:**

1. Stand in a line, side by side, with enough space so they you can move forward or backwards unimpeded.
2. You will each be provided with a profile.
3. Read your profile but do not share it with others at this point.
4. Consider whether they are privileged or disadvantaged compared to the 'average' person in that context.
5. Take steps forward if you think your profile represents someone privileged, and backwards if you it represents someone disadvantaged. The distance you move from the starting line indicates how far your profile is from the 'average'.
6. For each programme/policy decision we read, think about how the decision will affect your character.
7. If it will help them, move forward (a big step or small step forward depending how much it will help them). If it will disadvantage them, move backwards. If it has no impact they stay where they are
8. Now introduce yourselves to the group – explain who are you, and why are you where you are (having moved forward, backward or not).

**Notes:**

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<sup>11</sup> Adapted from

[http://gendertraining.ngoforum.dk/index.php?option=com\\_content&view=article&id=66&Itemid=94](http://gendertraining.ngoforum.dk/index.php?option=com_content&view=article&id=66&Itemid=94)

## Gendered impacts

Inequality can be experienced in different ways because it is caused by factors other than gender alone. The effects of mining are also experienced in a variety of ways depending on a person's gender, ethnicity, age, class and a range of other factors.

Gendered impacts are impacts disproportionately experienced by one gender. They can be both direct and indirect and can affect women and men.

Take, for example, local employment. Direct or indirect employment within the mining industry can provide opportunities for local people to increase their economic status, and that of their family. Employment can also increase people's mobility, skill level and employability elsewhere within the mining industry or in other industries and locations. The possibility of jobs can also motivate local people to complete education.

However, it is mostly men who gain employment within the mining industry. Empirical studies continue to confirm the existence of the gender gap in the mining workplace. This sees a system that fails to recognise the 'triple role' of women, signifying their challenging combination of work, community and domestic responsibilities.

When men are employed in waged mining jobs, the division of labour can be significantly altered, sometimes very quickly. This phenomenon relates to mining as well as many other sectors. In some communities, women face increased workloads as they manage households and family responsibilities alone for extended periods, such as when partners are on long distance commute rosters.

If men are injured at work it is usually women who carry the burden of injury in the domestic sphere, particularly in countries with poor health systems and services. There are opportunities for companies to consider contingency arrangements for situations such as mine accidents in employment contracts, particularly in vulnerable communities.

When women are employed in mining, or other industries, they are often expected to maintain both traditional domestic and agricultural roles and their new role as income earner.

The *Why Gender Matters* guide explores the gendered nature of mining impacts and benefits further in the Background reader (p.83 - 86).

## Activity 20: Exploring gendered impacts at your site

**Time:** 40 minutes

**Materials:** Handout for Activity 20 (one copy for each participant)

**Objectives:** This exercise is for the participants to reflect on the gendered impacts of their operations.

**Instructions:**

1. Work through the example of 'local employment', referring to the Key talking points below and the Handout for Activity 20.
2. Refer to the Handout for Activity 20 instructions and go through activity.
3. If the groups do not mention any of the following issues in the activity, prompt them:
  - issues of sexual harassment and abuse, salary inequity and discrimination;
  - influx of migrant labour, usually men, hoping to secure mining employment, either directly or in related industries; and
  - sex workers, HIV, alcoholism, domestic violence, security issues.

### Key talking points

- To give you a better feel about what taking a gender perspective on mining impacts means, we will take a look at the gendered impacts of local employment. In particular, we're going to look at the direct impacts of local employment and then take it a step further to look at the gendered implications of these impacts.
- Direct or indirect employment within the mining industry can provide opportunities for local people to increase their economic status, and that of their family. Employment can also increase people's mobility, skill level and employability elsewhere. The possibility of jobs can also motivate local people to complete education.
- However, it is mostly men who gain employment within the mining industry. Even today some out-dated ILO conventions that prevent women from engaging in night work and working underground have not been rescinded, though their status is considered 'obsolete'.
- In addition, when men are employed in waged mining jobs, the division of labour can be significantly altered, sometimes very quickly.
- If men are injured at work it is usually women who carry the burden of injury in the domestic sphere, particularly in countries with poor health systems and services.
- When women are employed in mining, or other industries, they are often expected to maintain both traditional domestic and agricultural roles and their new role as income earner.

## Handout activity 20: Exploring gendered impacts at your site

**Time:** 40 minutes

**Objectives:** To reflect on the gendered impacts of your operations.

**Instructions:**

1. Break into three groups.
2. Elect one person to write notes to prepare to report back to the main group.
3. Discuss one of the following three sets of questions:
  - Do women and men in the community view the mining project differently? Do women and men have different aspirations and concerns?
  - Will the project potentially enhance women's or men's quality of life? Will the project pose increased risks to the rights and interests of either women or men?
  - What potential is there for the project to alter gender relations within the community? In what ways?
4. Report back to the main group on what you discussed and your key findings.

**Notes:**

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## Activity 21: Baseline community assessments and Social impact assessments

**Time:** 30 minutes

**Materials:** Handout for Activity 21 (one copy for each participant)

**Objectives:** For participants to think about how to integrate gender into BCAs and SIAs through a case study.

**Instructions:**

1. Break the larger group into smaller groups of about four people per group.
2. Explain that they are the CSP team for this exercise.
3. Ask them to read the case study, and decide about how they would go about initial planning for:
  - social profile and baseline community assessments; and
  - social impact assessments.
4. Facilitate this exercise if the groups are having any difficulty.

**Facilitator's notes:**

- You should provide a general introduction to 'Know and understand' before this exercise if you haven't already (Refer to Key talking points for Activity 18 and Handout activity 18: Introduction to Know and understand).
- You can use the case study provided in the Handout for Activity 21, or alternatively, develop your own case study using this as a guide as well as Activity 15: Developing a gender case study.
- To facilitate this exercise you should be familiar with, and can refer to, the *Why Gender Matters* guide: pages 35 – 39 (Gender considerations in baseline community assessments and Mongolian case study) and 43 - 44 (Gender consideration in social impact assessments).

## Handout activity 21: Baseline community assessments and Social impact assessments

**Time:** 30 minutes

**Objectives:** To think about how to integrate gender into BCAs and SIAs through a case study.

**Instructions:**

1. Break into groups of about four people per group.
2. You are the CSP team for this exercise.
3. Read the case study, and decide about how you would go about initial planning for:
  - social profile and baseline community assessments; and
  - social impact assessments.
4. Report back to the main group.

**Notes:**

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## Handout activity 21: Case study

### Tsagaan Nuur Exploration

The company boss calls a meeting. He announces plans to his managers that this is a new gold exploration project:

"We have been granted an exploration licence in Tsagaan Nuur region. We will be looking for a major gold deposit. We know there is gold there as there are many Ninjas living and working in the exploration area.

The exploration has other people living there – Tsaatan pastoralists to the north and Mongolians pastoralists in the south.

It is an area of high biodiversity and great natural beauty. Several of the mountains are claimed to be sacred. To whom I am not sure. The area is in a watershed that flows into a small pristine lake. I hear that this lake is also very special to the people of the area. The area has many herder families and good pasture lands. I believe there are some Ninjas working the area and there has been a lot of environmental damage and they are also using mercury.

The exploration lease also straddles the border of two aimags, the eastern aimag is supportive of mining and the western is quite anti-mining. A major town within the eastern aimag is 50 kms away.

Now, in our past project, hundreds of kilometres from this site, we got in quite a bit of difficulty. The roads we built, the vehicles we drove, the fences we put up, the way we did our exploration with trenches, our water use, and the way we dealt with the Ninjas caused a lot of conflict and bad press.

We don't want to repeat the same mistakes in Tsagaan Nuur. I want the CSP team to provide the management team with recommendations about how we should approach the new project area and the communities, and design an engagement plan and strategy on how to develop our exploration project."

## Management systems: Plan and implement

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### Activity 22: Wrong assumptions<sup>12</sup>

**Time:** 30 minutes

**Materials:** Handout for Activity 22 (one copy for each participant), white board or poster paper, marker pens.

**Objectives:** To identify common myths or wrong assumptions about gender and development and look at the consequences of believing these wrong assumptions in planning gender programmes.

**Instructions:**

1. Brainstorm on as many myths (wrong assumption about gender in CSP work) as possible. Write answers on poster paper. For example:
  - all farmers are men;
  - heads of household are men;
  - people live in nuclear families; and
  - when you work with the community, you automatically take care of women's interests.
2. Break the group into smaller groups of 4 - 6 people.
3. Pick out a different key myth for each group to work with. Get them to write this on myth on a piece of poster paper.
4. Get the group to brainstorm the effects of planning community programmes on the basis of these wrong assumptions. Write answers on the poster paper.

**Facilitator's notes:**

- You may join in the brainstorm and add in any key myths of assumptions which the group has left out. For the second part of the activity, you might choose to pick out the particular myths or wrong assumptions which you wish to emphasise, rather than allow the group to choose them.

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<sup>12</sup> Adapted from the Oxfam Gender Training Manual (1994), p.217.

**Activity 22: Wrong assumptions<sup>13</sup>**

**Time:** 30 minutes

**Objectives:** To identify common myths or wrong assumptions about gender and development and look at the consequences of believing these wrong assumptions in planning gender programmes.

**Instructions:**

1. Brainstorm on as many myths (wrong assumptions about gender in CSP work) as possible. Write answers on poster paper. For example:
  - all farmers are men;
  - heads of household are men;
  - people live in nuclear families; and
  - when you work with the community, you automatically take care of women's interests.
2. Break into groups of 4 – 6 people.
3. The facilitator will nominate a myth for you to work with. Write this on a piece of poster paper.
4. Brainstorm the effects of planning community initiatives on the basis of these wrong assumptions. Write answers on the poster paper.
5. Report back to the main group.

**Notes:**

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<sup>13</sup> Adapted from the Oxfam Gender Training Manual (1994), p.217.

## Activity 23: Introducing Plan and implement: designing a project

**Time:** 1 - 2 hours

**Materials:** Handout for Activity 23, poster paper, marker pens.

**Objectives:** For participants to design a project which aims to empower women and consider the processes which would need to be used to ensure women's participation.

**Instructions:**

1. Briefly introduce Plan and Implement, referring to the Key talking points on the following page.
2. Distribute the Handout for Activity 23.
3. Ask participants to divide into small groups (3 - 6 people), preferably from different work teams, if possible. They should choose one person to report back to the main group after the activity.
4. Ask them to design a community initiative with the above objectives around women's empowerment, and to list on a piece of paper the main features of the of the initiative, including:
  - goals;
  - beneficiaries;
  - objectives and targets;
  - key activities;
  - some key indicators; and
  - some processes for implementation.
5. Make sure their project considers the items on the checklist of the Handout for Activity 23.
6. Have the smaller groups present their project back to the large group.
7. Lead a group discussion around the following questions:
  - How does this initiative actually empower women?
  - Are the same criteria being used to define empowerment in a project as in our own lives?
  - Does participation mean increased work-load?

### Key talking points

- Gender considerations need to be incorporated into project and programme planning from the very outset.
- Planning for CSP work at a project or operation takes place at two levels and gender aspects need to be considered at both:
  - the strategic level, as laid out in CSP multi-year plans; and
  - the programme level, for the design of specific community initiatives.
- Other types of operational policies, plans and activities that have gender implications, include:
  - human resourcing policies and plans (workforce recruitment, management and accommodation);
  - procurement of goods and services (use of contractors from outside the community, local sourcing policies and procedures, local business development programmes); and
  - community health and safety.

## Handout activity 23: Plan and implement

Gender considerations need to be incorporated into project and programme planning from the very outset.

Planning for CSP work at a project or operation takes place at two levels:

- the strategic level, as laid out in CSP multi-year plans; and
- the programme level, for the design of specific community initiatives.

Gender aspects need to be considered at both levels.

Other types of operational policies, plans and activities that have gender implications, include:

- human resourcing policies and plans (workforce recruitment, management and accommodation);
- procurement of goods and services (use of contractors from outside the community. local sourcing policies and procedures, local business development programmes); and
- community health and safety.

These should all be designed with gender in mind, as should standard operating procedures.

**Notes:**

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### Handout activity 23: Design a project

**Objectives:** For participants to design a project which aims to empower women and consider the processes which would need to be used to ensure women and men's participation.

**Time:** 1 - 2 hours

**Instructions:**

1. Divide yourselves into small groups (3 - 6 people), preferably from different work teams.
2. Choose one person to report back to the main group after the activity.
3. Design a community initiative with the above objectives around women's empowerment, and list on a piece of paper the main features of the of the initiative, including:
  - goals;
  - beneficiaries;
  - objectives and targets;
  - key activities;
  - some key indicators; and
  - some processes for implementation.
4. Consider the meaning of empowerment as well as the questions below when designing your project.

Women's empowerment is a bottom up process of transforming gender power relations through individuals or groups developing awareness of women's status and building their capacity to challenge and change the status quo. Programmes might include empowerment through small business and enterprise development

**Goals:** Do the goals of the initiative contribute to or detract from gender equity? That is, will the initiative, if successful, lessen, reinforce or exacerbate existing gender inequalities?

**Beneficiaries:** Is there a gender balance within the target group? If not, can the imbalance be justified on the grounds that it is necessary to achieve greater gender equity (eg: a programme targeted at poor women)?

**Objectives and targets:** Do programme objectives take explicit account of gender considerations? Is implementation planned in a way that will improve chances for net positive contribution to gender equity?

**Indicators:** Have indicators been identified that will allow monitoring and measurement of gender impacts in relation to programme objectives? Are indicators age and gender disaggregated?

**Implementation:** Will women and men participate equally in implementation? If not, can this be justified in terms of gender equity goals? Have potential gender related obstacles and constraints to successful implementation been identified, along with ways of working around them?

## Activity 24: Looking at CSP multi-year plans and business plans through a gender lens

**Time:** 45 minutes.

**Materials:** Handout for Activity 24 (one copy for each participant), CSP multi-year plans or business plans from the site you are working with, poster paper, marker pens.

**Objectives:** To identify opportunities to strengthen the gender aspects of the multi-year plan and business plans at this site. This activity requires preparation prior to the training (see instructions below).

**Instructions:**

1. Prior to the training session advise participants that they will need to bring their CSP multi-year plans and business plans for this operation to the training.
2. Distribute the Handout for Activity 24.
3. Briefly introduce the topic, referring to the first page of the Handout for Activity 24 (CSP multi-year plans and indicators).
4. Break the larger group into three smaller groups and ask each group to elect one person who will report back to the larger group at the end of the activity.
5. Ask the groups to bring out their CSP multi-year plans and business plans for this operation.
6. Ask them to identify opportunities to strengthen the gender aspects of these plans, with each group focusing on one of the following questions and noting the main points on a piece of poster paper (20 minutes):
  - To what extent do your current CSP targets and indicators consider gender?
  - What potential is there to extend current processes to better capture gender considerations?
  - Can you develop some examples of gender-appropriate targets and impact and performance indicators relevant to your site?
7. Ask each of the three groups to report their findings back to the larger group (15 minutes).

## Handout activity 24: CSP multi-year plans and indicators

### CSP multi-year plans

Rio Tinto requires each project and operation to have in place a CSP multi-year plan, which is to be updated annually.

The plan should define agreed programme initiatives with neighbouring communities, identify resource requirements and define objectives, targets and indicators.

It is essential that such plans consider gender, and its intersection with other diversity considerations, such as age, ethnicity and so forth. CSP multi-year plans should also identify the differentiated impacts of resource allocations as they affect women and men.

### Indicators

An indicator can be defined as something that helps us to understand where we are, where we are going and how far we are from reaching a given goal or objective.

Indicators can be specific to international, regional, country specific and local contexts and be either qualitative (descriptive, eg: opinion or a perception) or quantitative (eg: a number or measurement).

Indicators can measure activities (eg: number of programmes targeting women) and results (eg: number of women who have successfully completed a training programme, and applied this knowledge in practice).

Indicators must be defined in advance and be easy to track. If the indicator is too difficult to measure, it will not be useful for tracking progress against an objective and target.

CSP multi-year plans integrated with operational planning should include locally-agreed targets and indicators.

## Handout activity 24: Looking at CSP multi-year plans and business plans through a gender lens

**Time:** 45 minutes

**Objectives:** To identify opportunities to strengthen the gender aspects of the CSP multi-year plan and business plans at this site.

1. Break into three small groups and elect someone to report back to the main group.
2. Bring out your CSP multi-year plans and business plans for this operation.
3. Identify opportunities to strengthen the gender aspects of these plans, focusing on one of the following questions:
  - To what extent do your current CSP targets and indicators consider gender?
  - What potential is there to extend current processes to better capture gender considerations?
  - Can you develop some examples of gender-appropriate targets and impact and performance indicators relevant to your site?
4. Report your findings back to the main group.

## Activity 25: Identifying gender links between CSP work and other functions and departments

**Time:** 20-30 Minutes

**Materials:** Handout for Activity 25 (one copy for each participant), poster paper, marker pens.

**Objectives:** For participants to identify how integrating gender into CSP work links to other functions and departments.

**Instructions:**

1. Break the larger group into smaller groups of about four people per group.
2. Get participants to refer to the diagram of Rio Tinto functions and departments on their handout and have them draw this on a piece of poster paper.
3. Ask them to think about the links CSP work may have to each of these other functions or departments, specifically in terms of integrating gender considerations in planning processes. Have them think about the following points:
  - shared resources;
  - common goals;
  - dependencies;
  - barriers/enablers; and
  - collaboration.
4. Have them write these onto the poster paper around the relevant function/department.
5. Get each smaller group to present their poster and main points back to the main group.

### Activity 25: Identifying gender links between CSP work and other functions and departments

**Time:** 20-30 Minutes

**Objectives:** For you to identify the links between CSP work and other functions and departments.

**Instructions:**

1. Break into smaller groups of about four people per group.
2. Refer to the diagram of Rio Tinto functions and departments below and draw this on a piece of poster paper.
3. Think about the links CSP work has to each of these other functions or departments, in terms of integrating gender considerations in planning processes (add other functions or departments as necessary). Think about the following points:
  - shared resources;
  - common goals;
  - dependencies;
  - barriers/enablers; and
  - collaboration.
4. Write these onto the poster paper around the relevant function/department.
5. Present your poster and main points back to the main group.



## Activity 26 Case study for Plan and implement

**Time:** 45 minutes

**Objectives:** This activity is for participants to deepen their understanding of gendered impacts in planning processes.

**Instructions:**

1. Distribute the Handout for Activity 26.
2. Break the group into smaller groups of four to six people.
3. Explain that they are to read the case study, and their job as the CSP team is to conduct a social impact assessment of the proposed road and consultation plan.
4. Participants should describe how they would go about initial planning for the SIA, thinking about:
  - socio-cultural changes;
  - socioeconomic changes;
  - environmental effects; and
  - health issues.

All potential changes should be identified in terms of positive and negative, direct, indirect, secondary/induced and cumulative effects, with a particular emphasis on gender.

**Facilitator's notes;**

- Facilitators should undertake this activity themselves prior to the training and brainstorm potential impacts to assist the group.
- The case study should be relevant to the local context. The example given in the exercise below is for India and can be used as a guide for developing a case study relevant to the country where the training is taking place. Refer also to *Activity 15: Developing a gender case study*.

**Handout activity 26: Case study for Plan and implement<sup>14</sup>****Time:** 45 minutes**Objectives:** For you to deepen your understanding of gendered impacts in planning processes.

*In a remote village in Kerala, women collect tendu leaves (Diospuros melanozylon which are used to wrap local cigarettes called bidi) from natural forest and dry them around their household cooking fires. They sell the dried leaves to middlemen to supplement household income. They purchase wood for their fires from a cooperative set up by a local rural development NGO, which sources wood from the Forest Department at a reduced price in exchange for voluntary monitoring work on behalf of its members, mainly men.*

*Three years ago, a charcoal-drying centre was set up in the village by a local NGO, and there was an attempt to form a women's cooperative to use the drying centre for tendu leaves. It was financed by an international NGO. The Forest Department has registered an increase in its supply of reduced-rate wood over this period.*

*A mining project is looking to build a road through the forest to improve access to an exploration area, and has received permission from the government. An initial baseline of the affected community has been undertaken using secondary sources, but did not include household or livelihood surveys.*

**Instructions:**

- Your job as the CSP team is to conduct a social impact assessment of the proposed road and consultation plan.
- Describe how you would go about initial planning, thinking about:

**Socio-cultural changes**, for instance, social and governance structures, access to cultural heritage and/or natural resources, gender relations and value and belief systems;

**Socioeconomic changes**, for instance, demographic shift through migration and/or population changes, demand for social services, changes in the local or regional economy, and fiscal impacts on local or regional government expenditures for social services;

**Environmental effects**, such as water quality and consumption, soil fertility and agricultural use, access to building materials; and

**Health issues**, such as changes in the mortality and morbidity (general health) among the local communities.

All potential changes should be identified in terms of positive and negative, direct, indirect, secondary/induced and cumulative effects, with a particular emphasis on gender.

<sup>14</sup> Adapted from the Oxfam Gender Training Manual (1994), p. 423



## Management systems: Monitor, evaluate and improve

### Activity 27: Monitor, evaluate and improve

**Time:** 45 minutes - 1 hour

**Materials:** Monitoring frameworks from this site (advise participants prior to the training to bring in the monitoring framework from their CSP Multi-year plans or a community initiative/project), Handout for Activity 27 (one copy for each participant), poster paper, marker pens.

**Objectives:** For participants to consider one of their monitoring frameworks in terms of gender.

**Instructions:**

1. Prior to the training, advise participants to bring one of their monitoring frameworks from their Multi-year community plans or a community initiative/project.
2. Distribute Handout for Activity 27.
3. Briefly introduce 'Monitor, Evaluate and Improve' referring to the Key talking points below and the first page of the Handout for Activity 27 (5 – 10 minutes).
4. Break the group into smaller groups of around four people. Ask them to work with people they haven't done any other activities with and to elect someone to report back to the main group at the end of the activity.
5. Ask participants to refer to their monitoring framework that they have brought in, considering the key questions from the checklist.
6. Now ask them to think about how they would go about developing a monitoring framework that is gender-sensitive, considering priority issues and categories for monitoring. They should consider the gaps they identified in the previous step.
7. Ask them to write these points out on a piece of poster paper, which they will present back to the larger group.
8. Ask each pair to present back to the main group for a few minutes, presenting key points of where they think their current monitoring framework could improve in terms of integrating gender considerations as well as their suggestions for an improved monitoring framework (around 20 minutes, depending on the size of the group).

### Key talking points

- Emphasise the importance of ongoing monitoring
- Good engagement and consultation is central to a gendered approach to monitoring and evaluation.
- A gender-sensitive monitoring framework should be outlined in the CSP Multi-year plans.
- Monitoring and evaluation of gender sensitive data should be part of regular evaluation processes.
- Ideally, monitoring and evaluation would involve women and men as full participants.
- CSP Multi-year plans integrated with operational planning should include locally agreed targets and indicators.

## Handout activity 27: Monitor, evaluate and improve

Ongoing monitoring allows us to see the successes or shortcomings of our programmes as they progress, which provides a basis for making adjustments and improvements along the way. A gender-sensitive monitoring framework should be outlined in the CSP multi-year plans. Much of this is dependent on good engagement and consultation, a core principle of integrating gender.

Evaluation should take place once the work has been completed and will measure the outcomes and impacts of the programme or activity.

Monitoring and evaluation of gender sensitive data, as part of regular evaluation processes, is essential in order to:

- ensure that programmes and projects promote gender equality;
- ensure that any adverse impacts are not disproportionately falling on either men or women;
- enable better policy and planning; and
- measure progress against commitments to gender.

Ideally, monitoring and evaluation would involve women and men as full participants, not just as providers of data and information as this will result in a better understanding of who in the community has benefited from mining development and who has borne the highest cost. A monitoring process that involves stakeholders, for example, in developing indicators and collecting data, can help ensure that monitoring becomes a co-managed process rather than a process driven solely by the mining operation.

### Checklist

- [ ✓ ] Does the monitoring framework include gender sensitive indicators?
- [ ✓ ] Are these indicators underpinned by credible data and are they updated regularly?
- [ ✓ ] Is monitoring taking place in a planned way and on a regular basis?
- [ ✓ ] Are changes/adjustments being made to programmes as a result of monitoring?
- [ ✓ ] Are monitoring and evaluation processes participatory wherever possible, and inclusive of both women and men?

### Notes:

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**Handout activity 27: Evaluating a monitoring framework**

**Time:** 45 minutes - 1 hour

**Objectives:** For participants to consider one of their monitoring frameworks in terms of gender.

**Instructions:**

- You will need to bring one of your monitoring frameworks from either your CSP multi-year plan or a community initiative/project. If you do not have a monitoring framework, your task will be to develop one.
- Break into smaller groups of around four people. Try to work with people that you have not worked with in other activities. Elect someone to report back to the main group at the end of the activity.
- Refer to your monitoring framework, considering the following questions from the Checklist:
  - Does the monitoring framework include gender sensitive indicators?
  - Are these indicators underpinned by credible data and are they updated regularly?
  - Is monitoring taking place in a planned way and on a regular basis?
  - Are changes/adjustments being made to programmes as a result of monitoring?
  - Are monitoring and evaluation processes participatory wherever possible, and inclusive of both women and men?
- Considering the gaps you have identified in the previous step, think about how you would go about developing a monitoring framework that integrates gender considerations. Think about priority issues and categories for monitoring.
- Write out the key points on a piece of poster paper.
- Present back to the main group for a few minutes, covering both the gaps in your existing monitoring framework and your suggestions for an improved monitoring framework that integrates gender considerations.

## Activity 28: Developing gender sensitive indicators for a community initiative from your site<sup>15</sup>

**Time:** 1 hour

**Materials:** Participants must bring a copy of the goals, objectives and targets for a community initiative from their site, Handout for Activity 28 (one copy for each participant), poster paper, and marker pens.

**Objectives:** For participants to apply the principles of gender-sensitive indicators, by developing basic gender-sensitive indicators and monitoring plans for a project in a community in which they work.

**Instructions:**

1. Prior to the training, advise participants to bring a copy of the goals, objectives and targets for a community initiative from their site, focusing on a discipline-specific area, eg: procurement, development, security, resettlement, HIV, negotiations etc. Each group should work on a different project if possible. Ideally there would be a variety of projects for different groups to work with.
2. Introduce the concept of gender-sensitive indicators, referring to the Key talking points and the Handout for Activity 28.
3. Break the larger group into smaller groups of three to four people and ask them to elect somebody to report back to the larger group.
4. Ask participants to write up the matrix on the Handout for Activity 28 on a large piece of poster paper.
5. Ask them to develop indicators for the goals, objectives and targets of the project they have brought along to the training.
6. Make sure they consider all the criteria in the matrix, including indicators, data sources, collection methods, frequency/timing and who will be responsible for the monitoring.
7. Emphasise the gender dimensions of these criteria.
8. Get each group to present their monitoring plan to the larger group

**Facilitator's notes:**

1. Encourage learners to think about 'how' they will undertake monitoring in a gender sensitive way, eg: 'data sources' should be ones that involve both men and women; 'collection methods' should be ones that allow both men and women to participate; 'frequency/timing' should take into account gender division of labour and when women and men can participate.
2. This activity could also be conducted with a focus on CSP multi-year plans rather than a specific community initiative.

<sup>15</sup> Adapted from <http://gendertraining.ngoforum.dk/training-modules/module-2/session-5.html>

### Key talking points

- Indicators can be specific to international, regional, country specific and local contexts and be either qualitative or quantitative.
- Goals, targets and indicators.
- Quantitative indicators.
- Qualitative indicators.
- Qualitative and quantitative indicators can be complementary.
- Gender sensitive indicators.
- Process indicators.
- Outcome or impact indicators.
- To establish any of these we have to have a solid baseline and understanding of the context in which we are working.

## Handout activity 28: Indicators

**Quantitative indicators** refer to attributes of a situation, process, or activity to which we can attach a number, percentage, or ratio that reflects its status at a given moment of time. They can be drawn from data systems and records that have been examined or collected during a study or planning process. By themselves, quantitative indicators may not be sufficient for capturing women's and men's experience. This is why qualitative indicators are extremely important for understanding the fuller picture.

**Qualitative indicators** refer to attributes of a situation, process or activity whose status or condition is determined by opinions, perceptions, or judgements, or by quality of an experience - not by numbers.

Qualitative and quantitative indicators can be complementary. Practitioners will need to determine, in certain cases with stakeholders, which indicators are appropriate for different circumstances. An indicator that may work with men may be culturally inappropriate to use with women, or vice versa. Qualitative and quantitative indicators can often be developed in consultation with community groups.

**Gender sensitive indicators** are specifically designed to reflect changes in the status and roles of men and women. This includes, but is not limited to, sex disaggregated data. Indicators for gender should be linked to targets and objectives at the strategic level, as well as the project level. Local targets and indicators should be signed off by the management team to ensure ownership by the entire operation.

**Process indicators** (activity and output) measure the implementation of project activities, and are usually quantitative.

**Outcome or impact indicators** can be quantitative and qualitative, and measure changes that occur as the result of project activities.

Analysis of the relationship between the two indicator types is essential in understanding the chain of cause and effect.

To establish any of these we have to have a solid baseline and understanding of the context in which we are working.

Example drawn from the MDGs goal on gender:

<b>GOAL:</b> strategic result or higher level outcome	Promote gender equality and empower women
<b>TARGET:</b> a fixed and measurable outcome	Decrease gender disparity in primary and secondary education, in the region by 2015
<b>INDICATORS:</b> measures of activities that track progress toward specific targets	<ul style="list-style-type: none"><li>• Number of girls and boys in primary, secondary and tertiary education</li><li>• Ratio of literate girls to boys 9 - 17 years old</li><li>• % of women employed in the mine</li><li>• % of women in wage employment in the non-agricultural sector</li><li>• Proportion of positions held by women in local governance structures</li></ul>

Notes:

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## Handout activity 28: Developing gender sensitive indicators for a community initiative from your site <sup>16</sup>

**Time:** 1 hour

**Objectives:** To develop basic gender-sensitive indicators and monitoring plans for a project in a community in which you work.

**Materials:** A copy of the goals, objectives and targets for a community initiative from your site, focusing on a discipline-specific area, eg: procurement, development, security, resettlement, HIV, negotiations etc.

**Instructions:**

1. Break into smaller groups of three to four people and elect somebody to report back to the larger group at the end of the activity.
2. Write up the matrix on the following page of the Handout for Activity 28 on a large piece of poster paper.
3. Develop indicators for the goals, objectives and targets for the project you have brought to the training, referring to *Handout activity 28: Indicators* if you need guidance.
4. Consider all the criteria in the matrix, including indicators, data sources, collection methods, frequency/timing and who will be responsible for the monitoring.
5. Emphasise the gender dimensions of these criteria.
6. Present your monitoring plan to the larger group.

**Notes:**

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<sup>16</sup> Adapted from <http://gendertraining.ngoforum.dk/training-modules/module-2/session-5.html>



	Indicators	Data sources	Collection methods	Frequency/Timing	Responsibility
<b>Process indicators</b> Quantitative Indicators					
Qualitative indicators					
<b>Outcome or impact indicators</b> Quantitative indicators					
Qualitative indicators					

## Activity 29: Evaluating a development project<sup>17</sup>

**Time:** 1 hour

**Objectives:** For participants to evaluate a case study of a community development project with gender dimensions, show the positive impact of gender training in communities and identify possible weaknesses.

**Materials:** Handout for Activity 29 (one copy for each participant), poster paper, marker pens, Blu-Tack™ or sticky tape.

**Instructions:**

1. Distribute the Handout for Activity 29, which includes the case study and questions.
2. Divide the group in to smaller groups of four to six people to discuss the questions and answers. Ask them to elect somebody to report back to the main group after the activity.
3. Ask them to write the answers on the poster paper.
4. Put all the posters on the wall and ask each group to report to the main group in turn. Ask one group to report on each question, with other groups adding any additional comments.
5. Do a round asking each person to answer the question: 'What can I take from this case study to use in my work?'

**Facilitator's notes:**

1. The most important things to bring out in the discussion are the need for gender training to be backed up with policies, structures and practices.
2. One of the possible drawbacks of the case study could be that it was originally a top-down approach.
3. Possibilities for the future include:
  - Introducing a legal rights component to workshops.
  - Women-only workshops focusing on women-specific issues.
4. You can develop your own case study to use for this activity using the one contained in the Handout for Activity 29 as a model (also refer to *Activity 15: Developing a gender case study*).

<sup>17</sup> Adapted from the Oxfam Gender Training Manual (1994), p.567-572

**Handout activity 29: Evaluating a development project<sup>18</sup>****Time:** 1 hour**Objectives:** For participants to evaluate a case study of a community development project with gender dimensions, show the positive impact of gender training in communities and identify possible weaknesses.**Instructions:**

1. Read the case study on the following page.
2. Divide yourselves into smaller groups of four to six people to discuss the questions and answers on the following page. Elect somebody to report back to the main group after the activity.
3. Write your answers on the poster paper.
4. When you have finished your activity, stick your poster on the wall.
5. Report your answers back to the main group.
6. Each person should answer the question: 'What can I take from this case study to use in my work?'

**Notes:**

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<sup>18</sup> Adapted from the Oxfam Gender Training Manual (1994), p.567-572

## Handout activity 29: Case study<sup>19</sup>

The community is located in the Western Provinces of Kenya. Much of the area is drought-prone and there is little local industry. A significant portion of the male population live and work in the cities, leaving women and families to survive on subsistence farming and the little money sent by the men. Even among the men who remain, post-colonial and cultural patterns of behaviour dictate that they take responsibility for the bulk of agricultural and domestic labour but continue to exercise control and authority over their families and property. As a consequence, women in the area tend to be overburdened with work and have limited cash to meet household expenses.

### The project

A local community organisation appointed a new community development coordinator who had experience of working in community mobilisation and in awakening awareness of gender and development issues. He approached Rio Tinto with a proposal to support a gender and development training component of the organisation's community programmes. The proposal's emphasis was on women's over-work, the absence of men from the rural areas and traditional myths about men and women. The development coordinator's strong stand was that the key to tackle poverty was a change of attitudes and behaviour among men in the community.

The programme objectives were:

1. To explore ways of involving all community members (both men and women) in various development activities.
2. To enable community members to examine and change their attitudes towards the different roles of men and women.
3. To address the role of male responsibility in the development process, in order to reduce women's work burdens.

These objectives were to be achieved through gender-in-development training workshops for staff and community.

### Training model

The organisation's gender-in-development training takes the form of three-day residential workshops. The topics covered include:

- assumption about women and men in the culture;
- an analysis of the present roles of men and women and what they do daily;
- the nature of development and factors which retard development;
- participatory leadership; and
- action for development.

In addition to the gender-in-development workshops, gender-awareness training forms part of other workshops and training.

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<sup>19</sup> This case study has been adapted from the Oxfam Gender Training Manual (1994), p.569

**Rio Tinto's involvement**

Rio Tinto had been committed to gender work and running gender training courses with partners in the communities surrounding the mines for three years. The development coordinator attended one of these courses. After this he submitted the project proposal for gender training at the community organisation. The Rio Tinto CSP team met with the community organisation to discuss gender issues and agree programme objectives. The programme had been running for two years when the evaluation took place.

**The community organisation**

The influence of the new development coordinator plus constant meetings with Rio Tinto changed the attitudes and structures of the community organisation, for example:

1. Policy changes to allow women to seek leadership positions, eg: of the four senior coordinators, three are now women.
2. A women's desk has been set up in the district. While previously there were marital and religious conditions of membership, there is not anymore.

**The evaluation**

Two consultants were asked to undertake an evaluation to measure the impact of the project.

**Positive impacts**

1. All men interviewed are now engaged in agricultural work they had not undertaken before the training. The tasks included cleaning, planting, weeding, harvesting, tending livestock, and milking cows. Most of the above had been regarded as women's and children's work, with the exception of land clearing. Certain tasks have myths associated with them: for example, in that area there is a belief that if a man milks a cow he will fall sick and die. The man who related that myth continued to milk, despite the horror of the neighbours.
2. Men were undertaking household chores normally carried out by women.
3. Many men talked of how they now sit down and discuss financial decisions together with their wives.
4. There is now a new respect for women and what they are engaged in, as partners in development projects and as providers.
5. Technical experts and resource persons included women, and self-confidence of women has grown.
6. Increased male responsibility for the reproductive role in the family gave children confidence with their fathers, which led to closer and more enjoyable relationships. One result of this was an increased awareness of children's health and wellbeing. The men now take their children to the health clinics.

**Areas of concern**

The project has kept to its objectives and been consistent in stressing both in workshops and in follow-up the need for development activities where women and men share both the work and the benefits of development projects. This is one of the project's strengths. For women, however, there are many gender issues of importance which cannot be addressed within this development model. The CSP team is aware of this limitation, particularly the lack of activities that can address women's strategic gender needs. The

present training model concentrates on gender relations between couples and nuclear familiars. It does not address women's capacity and rights to live independently and unmarried if they chose. One young woman said the workshop made her realise her need for a husband; she had thought she could live alone, but now she thought she needed a husband to help her with 'all the work'.

Some men had been ridiculed by neighbours and family as a result of taking on traditionally women's chores. They were mocked for allowing their wives to 'rule over them' and 'sit on them'.

**Questions:**

1. What helped contribute to the success of the project?
2. What are the possible drawbacks and difficulties?
3. What could be done in future to help to take the gender work further in this project?

**Notes:**

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## Management systems: Report and communicate

### Activity 30: Report and communicate: internal reports

**Time:** 30 minutes

**Materials:** A copy of one annual review of CSP programme from the site or site report (advise participants prior to the training to bring a copy), Handout for Activity 30 (one copy for each participant), poster paper and pens.

**Objectives:** This activity is for participants to analyse their site reports in terms of gender.

**Instructions:**

1. Introduce 'Report and communicate' referring to the Key talking points and the Handout for Activity 30.
2. Break the group into smaller groups of about four people and elect someone to report back to the larger group at the end of the activity.
3. Ask them to look at the copy of the annual review of CSP programme from the site or site report.
4. Have the participants analyse the report, answering the following questions:
  - What are the areas in which gender reporting is strongest?
  - Which areas do you think there is room for further reporting on gender-related issues (challenges and successes)?
  - What have you learned in the training session today that you would apply to site reports in the future?
5. Get them to note down any points on the poster paper to present back to the larger group.
6. Have them report back to the main group.

### Key talking points

- Reporting and communicating performance internally and externally, including on gender, is important for transparency and as a way to invite feedback and dialogue.
- Reporting should be undertaken in suitable formats for distribution to community partners and those participants in the process.
- Within Rio Tinto there are a number of key reporting requirements where gender should be incorporated.
- There are also external reporting requirements, including:
  - local sustainable development reports;
  - site specific requirements; and
  - corporate level reporting.
- There are increasing calls for the industry to report gender disaggregated data, particularly labour force data, in sustainability reports (eg: GRI).

## Handout activity 30: Report and communicate

Reporting and communicating performance internally and externally, including on gender, is important for transparency and as a way to invite feedback and dialogue. This feedback will help guide our formal and informal decision making processes which will in turn contribute to improving our social performance and contributions.

### Internal reporting:

Within Rio Tinto there are a number of key reporting requirements where gender should be incorporated. These include:

- annual review of CSP programme to general managers; and
- site, business unit and Group-wide diversity reports.

### External reporting:

- **Local sustainable development reports**

Every year, at the end of April, Rio Tinto's business units prepare their own local sustainable development reports.

- **Site specific requirements**

Depending upon the statutory or regulatory requirements of specific sites there may be a requirement to report gender disaggregated data for workforce composition, employee turnover and salary. These requirements could increase in the future. For example, in South African operations, the Mining Charter, in alignment with the Black Economic Empowerment and Employment Equity legislation, requires that companies should be "Ensuring higher levels of inclusiveness and advancement of women".

- **Corporate level reporting**

There are increasing calls for the industry to report gender disaggregated data, particularly labour force data, in sustainability reports (eg: GRI).

### Notes:

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**Handout activity 30: Internal reports****Time:** 30 minutes**Objectives:** For you to analyse your site reports in terms of gender.**Instructions:**

1. Break into smaller groups of about four people and elect someone to report back to the larger group at the end of the activity.
2. Look at the copy of the annual review of CSP programmes from the site or site report.
3. Analyse the report, answering the following questions:
  - What are the areas in which gender reporting is strongest?
  - Which areas do you think there is room for further reporting on gender-related issues (challenges and successes)?
  - What have you learned in the training session today that you would apply to site reports in the future?
4. Note down any points on the poster paper to present back to the larger group.
5. Report back to the main group.

**Notes:**

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## Activity 31: Local sustainable development reports

**Time:** 30 minutes

**Materials:** Copies of local sustainable development report from the site (available at [http://www.riotinto.com/library/3608\\_s\\_e\\_reports.asp](http://www.riotinto.com/library/3608_s_e_reports.asp) or alternatively, before the training advise the participants to bring a copy to the training), Handout for Activity 31 (one copy for each participant), poster paper and pens.

**Objectives:** For the participants to identify opportunities to further incorporate gender considerations in their local sustainable development reports.

**Instructions:**

1. If you haven't already, introduce 'Report and communicate', referring to the Key talking points for Activity 30 and the *Handout activity 30: Report and communicate* (you can distribute this handout to participants as well).
2. Break the group into smaller groups of about four people and elect someone to report back to the larger group at the end of the activity.
3. Ask them to look the copy of the local sustainable development report from the site.
4. Have the participants analyse the report, using the questions on the Handout for Activity 31 as prompts – emphasise that these questions are not an exhaustive checklist, but rather ideas to prompt their analysis.
5. Get them to note down any points on the poster paper to present back to the larger group.
6. Get someone from the group to report back to the main group.

## Handout activity 31: Local sustainable development reports

**Time:** 30 minutes

**Objectives:** For you to identify opportunities to further incorporate gender considerations in local sustainable development reports

**Instructions:**

1. Break into smaller groups of about four people and elect someone to report back to the larger group at the end of the activity.
2. Look at the copy of the local sustainable development report.
3. Analyse the report in terms of gender, using the questions below as prompts for your analysis (this is not an exhaustive checklist, but rather questions to get you think about ways you could further incorporate gender in your reports).
4. Note down any points on the poster paper to present back to the larger group.
5. Report back to the main group.

Some questions to consider include:

- Is the report accessible to all intended recipients, including employees, communities and other key stakeholders, taking into account any gender considerations (particularly in communities)?
- Have alternative ways to report back to the community been considered?
- Does the report include step taken to promote gender equality in your operations?
- Does the report include gender disaggregated data for key performance areas?
- Does the report include any information around processes that have been implemented to integrate gender into community initiatives, not just outcomes?
- Does the report include any case studies on gender?
- Does the report include a discussion of the challenges and issues the site faces around gender?
- Does the report contain information about gender equality in the workplace?
- Have any gender risks and opportunities presented by the supply chain been reported?
- Does the report contain quotes by women as well as men?

Notes:

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## Activity 32: Representing community groups Rio Tinto works with<sup>20</sup>

**Time** 30 – 45 minutes

**Materials:** 50 or so photos from the community surrounding the site, from as many different sources as possible, eg: photo library, family snapshots, showing a variety of different situations, types of projects, men, women, girls, boys and mixed groups, Handout for Activity 32 (one copy for each participant).

**Objectives:** To help participants to focus in greater depth on how they represent communities in their reporting, focusing on images. To show how gender is implicit in all images.

**Instructions:**

1. Choose about 50 photos from various sources.
2. Place the photos on tables or on the floor, in the middle of the room, where they can all be seen.
3. Ask participants to walk around and look at all the photos, and to choose one which they feel represents the community groups that their site works with. They should also have a second choice, in case two people choose the same one. At this point people should just look at the photos, not pick them up.
4. Ask if everyone has made their choice. When they have, ask them to pick it up. Try not to have too many people pick the same photos – encourage them to pick an alternative photo if someone has already chosen their preference.
5. Divide the group into smaller groups of four to six people, from different parts of Rio Tinto, if applicable. This activity can also be conducted with the whole group, if it is not too large.
6. Ask them to show their photos and discuss:
  - Why they feel the photo is representative.
  - Differences within the group: why there are different perceptions about the people shown in the photos and what they are doing.
  - Were there differences between the images men chose and women chose?
  - Do you think the community would have selected these images?
7. Reconvene the large group. Each person holds up their photo with no comment.
8. Lead a general discussion on:
  - Similarities and variation in perception within the group
  - Is there a gap between the photographer's intention and the effect on the viewer?
  - What is said about women and men, and what or who is left out?
  - What is a good image for Rio Tinto and for the community represented?
  - Is there a tension between images used for internal reporting or initiatives and those used for external reporting?
  - Does the photo fairly represent both women and men in the community?

<sup>20</sup> Adapted from the Oxfam Gender Training Manual (1994), p.533

### Handout activity 32: Representing community groups Rio Tinto works with<sup>21</sup>

**Objectives:** To focus in greater depth on how you represent communities in your reporting, focusing on images. To show how gender is implicit in all images.

**Instructions:**

1. Walk around and look at all the photos.
2. Choose one which you feel represents the community groups that your site works with. Make a second choice, in case two people choose the same one. At this point you should just look at the photos, not pick them up.
3. When everyone has made their choice, you can pick up the photo you have chosen. If there are a number of people that have chosen the same photo, see if you can pick an alternative one.
4. Break into smaller groups of four to six people, from different parts of Rio Tinto, if applicable.
5. Show your photo to the group and discuss:
  - Why you feel the photo is representative.
  - Differences within the group: why there are different perceptions about the people shown in the photos and what they are doing.
  - Were there differences between the images men chose and women chose?
  - Do you think the community would have selected these images?
6. Reconvene into the large group again.
7. Hold up your photo without commenting.
8. Participate in the group discussion led by the facilitator.

**Notes:**

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<sup>21</sup> Adapted from the Oxfam Gender Training Manual (1994), p.533

## Wrapping up

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### Activity 33: Circles of influence

**Time:** 15 minutes

**Materials:** Handout for Activity 33 (one copy for each participant).

**Objectives:** For participants to reflect on actions they can put into place as a result of the training.

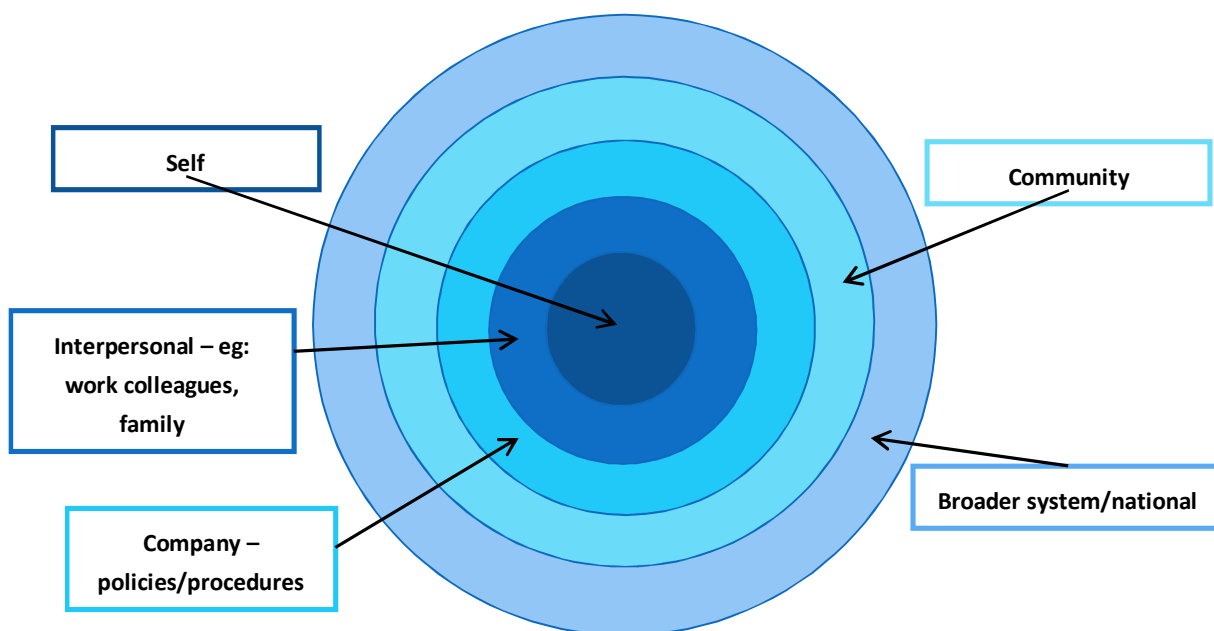
**Instructions:**

1. Go through 'circles of influence' activity in the large group, asking the participants to think of one action for each of the different levels that they can implement as a result of today's training.
2. Ask them to write these actions on the circle.

**Handout activity 33: Circles of influence**<sup>22</sup>**Time:** 15 minutes**Objective:** To think about the value in working together and reflect on where to go from here**Instructions:**

This model shows different spheres in which you operate.

1. Think of one action for each of the different levels that you can implement as a result of today's training. Think about your personal life as well as your professional life.
2. Note these down around the circle below.



<sup>22</sup> Adapted from Kelly. A and Burkett. I, 2009 and <http://www.globalyouthaction.org.uk/Resources.aspx>



## Activity 34: Reflections and actions moving forward

**Time:** 30 minutes

**Materials:** Handout for Activity 34 (one copy for each participant), poster paper, marker pens.

**Objectives:** For participants to think about actions moving forward from today, and ways to report your insights today back to your manager/employees.

**Instructions:**

1. As a group, get the participants to brainstorm other actions moving forward today (or to share some of the actions they wrote down in the 'circles of influence' activity)
2. Write these down on poster paper.
3. Ask them to note down the key points from today that they can report back to their senior manager/employees in the notes section of the Handout for Activity 34.
4. Ask them to also brainstorm ways that they can keep in contact/support one another and have them note these down as well.
5. Revisit the objectives and anything in the 'parking lot' (questions that weren't addressed during the day).

### Handout activity 34: Reflections and actions moving forward

**Time:** 20 minutes

**Objective:** To think about actions moving forward from today, and ways to report your insights today back to your manager/employees.

**Instructions**

1. As a group, brainstorm other actions moving forward today (or share some of the actions you wrote down in the 'circles of influence' activity).
2. Note down key points from today that you can report back to your senior manager/employees in the notes section below.
3. Brainstorm ways that you can keep in contact/support one another.
4. Revisit the objectives and anything in the 'parking lot' (questions that weren't addressed during the day).

**Notes:**

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## Activity 35: Post it finale

**Time:** 5 minutes

**Materials:** Handout for Activity 35 (one copy for each participant), hat or box to place the feedback in and draw out.

**Objectives:** For participants to reflect on today's training and for the facilitator to use this feedback to improve future gender training.

**Instructions**

1. Ask participants to take five minutes to write down one new thing they've learned today on the bottom half of their handout and tear this off.
2. They should place the feedback in the hat.
3. Read out each piece of feedback to the larger group.
4. Save this feedback for improving gender training activities in the future.

**Facilitator's notes:**

- Alternatively, you can get participants to post their feedback on a wall.
- You could have the option of giving a small prize for most useful piece of feedback to encourage participants to think about what they write.

### **Handout activity 35: Post it finale:**

**Time:** 5 minutes

**Objectives:** For you to reflect on today's training and for the facilitator and use your feedback to improve future gender training.

**Instructions**

1. Take five minutes to write down one new thing you learned today on the bottom half of this handout.
2. Tear off the bottom half and place it in the hat.
3. The facilitator will read all of this feedback to the larger group.

Tear

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***One new thing I learned today was:***

## Activity 36: Backwards looking objectives

**Time:** 10 minutes

**Materials:** Handout for Activity 36 (one copy for each participant).

**Objectives:** For participants to reflect on today's training.

**Instructions:**

1. At end of session ask participants to think back to the beginning of session and write down what down what they thought they would get out of the day and then what they actually did learn.
2. Get them to read out the main points to the group, and note these on a piece of poster paper.
3. Emphasise that this feedback will be useful to improve future training.

**Facilitator's notes:**

- This is a good activity to follow up on the objectives the participants discussed in *Activity 4: Training expectations, objectives and outcomes*.

### Handout activity 36: Backwards looking objectives

**Objectives:** For you to reflect on what you've learned in today's training and for the facilitator to use this feedback to improve future training.

**Instructions:**

1. Think back to the beginning of session and write down what you thought you would get out of the day and then what they actually did learn.
2. Read out the main points to the group.

**Notes:**

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## Activity 37: Write a letter

**Time:** 15 minutes

**Materials:** Handout for Activity 37 (one copy for each participant).

**Objectives:** For participants to reflect on today's training and how it may be useful in their work.

### Instructions

1. Ask participants to write a short letter explaining what they have learned today. It could be to a family member, a manager, a colleague or it could be to woman or child that will be impacted by mining in your area.
2. Ask them to share the main points with the group and note these down on a piece of poster paper.
3. Participants should keep their letters.

### Activity 37: Write a letter

**Time:** 15 minutes

**Objectives:** For you to reflect on today's training and how it may be useful in your work.

**Instructions**

1. Write a short letter in the Notes section below, explaining what you have learned today. It could be to a family member, a manager, a colleague or it could be to woman or child that will be impacted by mining in your area.
2. Share the main points with the group, but keep this letter for yourself.

**Notes:**

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Notes:

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## Evaluation activities

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### Activity 38: Midway training feedback

**Time:** 5 minutes

**Materials:** One feedback card for each participant (Handout for Activity 38).

**Objectives:** This activity can be used at a halfway point during the training session/workshop to check whether it is going according to participants' expectations. It can provide an opportunity for the facilitator to vary the training depending on feedback received. It is most useful for longer training sessions or multiple-day workshops.

**Instructions:**

3. Distribute one feedback card to each participant.
4. Emphasise that this is a confidential activity to check how the training is going.

**Handout activity 38: One-minute feedback card**

**So far I am finding this workshop to be** (circle your response)...

Interesting	1	2	3	4	5	Uninteresting
Too fast	1	2	3	4	5	Too slow
Too easy	1	2	3	4	5	Too difficult
Relevant	1	2	3	4	5	Irrelevant
Organised	1	2	3	4	5	Disorganised
Relaxed	1	2	3	4	5	Tense

**Please provide a brief comment for improving this workshop:**

## Activity 39: End of session feedback

**Time:** 5 minutes

**Materials:** Handout for Activity 39 (one for each participant)

**Objectives:** A simple exercise to gather some feedback about the training session from participants.

**Instructions:**

1. Distribute a feedback sheet to each participant.
2. Emphasise that this is a confidential activity for us to improve gender training in the future.

**Handout activity 39: End of session feedback Form**

**Instructions:** Please complete the following sentences with as much detail as possible to help us improve training sessions in the future:

**I was most energised today when....**

**I was least interested today when....**

**Suggestions for improving this training....**