

# MINE ACTION

## WHY DOES GENDER EQUALITY MATTER IN EMERGENCY MINE ACTION INTERVENTIONS?

Mines and explosive remnants of war (ERW) pose a significant threat to the lives, well-being and socio-economic development of individual women, girls, boys and men, as well as to entire communities. Providing mine action interventions alone will not guarantee optimal results. Only a gender-sensitive and participatory approach at all stages of a project can help ensure that adequate and efficient activities are undertaken.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives and dignity of those affected by conflict or disaster. The IASC Gender Marker is a tool that codes, on a 2-0 scale, whether or not a humanitarian project is designed to ensure that women/girls and men/boys will benefit equally from it, and that it will contribute to increasing gender equality. A full description of the IASC Gender Marker and its application can be found in the Gender Marker Overview Tip Sheet.

## NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing emergency mine action programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid effectiveness. The gender analysis in the needs assessment will identify gender gaps, such as unequal access to mine action services for women/girls and men/boys that need to be addressed. These should be integrated into **ACTIVITIES**. The project's **OUTCOMES** should capture the change that is expected for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally.

GENDER IN MINE ACTION PROJECT NEEDS ASSESSMENTS	
✓	<b>Land Release</b> - gather information at times and locations convenient for all individuals – women, girls, boys and men.
✓	<b>Land Release</b> - gather information from women and men about the location and impact of the threat and the projected use of cleared land.
✓	<b>Land Release</b> – involve both women and men in the land release process and have access to and benefit from the use of released lands.
✓	<b>MRE</b> – collect, analyse and use data and information that reveal the distinct at-risk behaviour of women, girls, boys and men.
✓	<b>MRE</b> – consider the availability of women, girls, boys and men when planning the venue for and the timing and composition of MRE meetings.
✓	<b>MRE</b> – Ensure and verify that the messages/tools presented are adapted and fully understood by women, girls, boys and men.
✓	<b>VA</b> – gather and analyse sex- and age-disaggregated data on survivors' needs and access to health and counselling services
✓	<b>Advocacy</b> – employ appropriate means of communication to ensure awareness-raising efforts reach women, girls, boys and men.
✓	<b>Land Release, MRE, VA and Advocacy</b> – seek to achieve a gender-balance on survey and clearance teams, MRE trainers, health workers and counsellors, and in all public outreach/public relations events respectively.
✓	<b>Land Release, MRE, VA and Advocacy</b> – Take the appropriate and necessary measures to hire women, such as adapting recruitment procedures, trainings, the composition of the working teams, separate facilities, parental leaves, internal code of conduct, etc.
✓ GENDER IN MINE ACTION PROJECT ACTIVITIES	
✓	Train survey/clearance teams in gender considerations and recommend best practices in collecting data/information from both women and men.
✓	Assemble survey teams comprising men and/or women, as appropriate, based on the characteristics of the groups to be interviewed.
✓	Design services that benefit women and men equally, including land release, mine risk education, victim assistance and advocacy activities and that advocacy and MRE campaigns and messages are tailored to be understood by all.
GENDER IN MINE ACTION PROJECT OUTCOMES	
✓	Information on the threat of mines and ERW is routinely collected from women, girls, boys and men in the affected communities.
✓	MRE messages and strategies are designed and delivered appropriate to the different sex and age groups.
✓	Referral systems for all persons with disabilities - disaggregated by sex and age - are developed and utilised .
✓	(For advocacy purposes) A female regional or national figure has been identified and is involved in a campaign that builds regional or national awareness of mine action issues for women and girls.

## DESIGNING MINIMUM GENDER COMMITMENTS FOR MINE ACTION:

In order to translate the cluster and organisational commitments to gender-responsive mine action projects into reality, minimum gender commitments can be developed and applied systematically to the field response. The commitments must be articulated in a way that can be understood by all, in terms of value added to current programming and in terms of the concrete actions that need to be taken to meet these commitments. They should constitute a set of core actions and/or approaches (maximum five) to be applied by all cluster partners; they should be practical, realistic and focus on improvement of current approaches rather than on programme reorientation. Finally, they should be measurable for the follow-up and evaluation of their application.

The commitments should be the product of a dialogue with cluster members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting. The **ADAPT and ACT-C Gender Equality Framework** (detailed in the Gender Marker Overview Tip Sheet) outlines basic actions that can be used when designing or vetting a gender integrated project, and can be a useful reference in designing minimum gender commitments. *The commitments, activities and indicators below draw on elements of the ADAPT and ACT-C Gender Equality Framework and are provided as samples only:*

### 1. Land Release: Ensure that all individuals, regardless of sex and age, enjoy the same level of access to, and benefit equally from, land release activities (including training and employment opportunities)

Sample of activities	Sample of indicators
Collect and analyse sex and age disaggregated data from casualty rates or/ and in assessments & surveys or/and when tracking beneficiaries of cleared land.	A gender analyses of the landmine pollution as been provided and permits to understand the different needs and risks that are facing women, girls, boys and men.
Make sure that women can hear about the vacancy announcements, which are clearly open to them and permits to identify aspects of the job that might influence women applicants, such as travel, lodging and childcare arrangement.	Vacancy announcement are relayed by peers, radio, newspapers, etc. (depending on which is better to catch the attention of women). Vacancy notices include information on travel, lodging and childcare arrangements.
Make possible to have all-female/male or mixed classes and teams, depending on the need of will of all.	% of women and men who would prefer all female/male or mixed groups.
Ensure prevention and response to gender based violence and any form of discrimination.	The mine action organisation has adopted an adequate code of conduct.
Women and men are represented equally in priority settings processes	Number of women or of women's representatives in the decision forums
Women and girls can talk to a female surveyor/ boys and men can talk to a male surveyor if needed.	50% of women working in survey teams.
Land release actors received a gender training	100% of actors who received a gender training
Ensure that women and men are equally involved in the process of hand over	Women and men are inform of the procedures Women's right to land are taken into account and they have a change to give their voice.

### 2. MRE – Ensure that all affected women, girls, boys and men have equal access to culturally-appropriate forms of MRE that specifically address those activities that put them at risk.

Sample of activities	Sample of indicators
Ensure qualitative female and male participation in MRE sessions	Number of sessions for women, for men, for boys, for girls.
Ensure that all have access to MRE session by adapting the time, location, organizing child-care if needed, etc.	100% of women, girls, boys and men received the MRE message
Train people with influence to become MRE trainers and ensure gender balance amongst identified leaders.	50% of the community leaders are chosen for their ability to influence other women.

### 3. Victim Assistance – Ensure the planning/provision of services for mine/ERW survivors (including physical rehabilitation, vocational training and psychological support) are tailored to the distinct needs of women, girls, boys and men.

Sample of activities	Sample of indicators
Collect, analyse and use SADD	Statistics by sex and age are available and inform VA programming
Give gender trainings to staff at all levels	100% of staff members received a training on gender and mine action
Make sure that there is gender balance staff in order to give the opportunity to women and girls to be treated by a women and vice versa	50% of the staff members are women
Make sure that there are specific programmes/ services to respond to specific needs	Number of targeted needs that are not taken into account

### 4. Ensure that advocacy initiatives reach and involve women, girls, boys and men, as appropriate

Sample Activity	Sample Indicator
Develop messages and select means of communication	A random sampling of women, girls, boys and men in the community confirm that they have received and understand the messages.

For more information on the **Gender Marker** go to [www.onereponse.info](http://www.onereponse.info)

For more detailed information on gender in mine action, see *Gender Guidelines for Mine Action Programmes* at <http://www.mineaction.org/doc.asp?d=370>

For the e-learning course on “Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men” see [www.iasc-elearning.org](http://www.iasc-elearning.org)

