



# United Nations Gender Guidelines for Mine Action Programmes



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A team of deminers travels to a worksite in Colombia.  
Photo credit: UNMAS/Juan Areondo



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# FOREWORD

**Under-Secretary-General Jean-Pierre Lacroix**  
**Department of Peace Operations**

Across the world, girls, boys, women and men live in fear of the threat of landmines, explosive remnants of war and improvised explosive devices. Despite the progress made over the past two decades, these weapons continue to claim a victim almost every hour of every day<sup>1</sup>. While these weapons may be indiscriminate, the specific threats and impacts vary according to gender, age and other aspects of diversity. It is essential that mine action actors are equipped to apply a gender lens as part of a comprehensive and inclusive approach to planning, implementing and monitoring programmes to ensure protection for all and to ensure that “no one is left behind.”

I am pleased, therefore, on behalf of the Inter-Agency Coordination Group on Mine Action (IACG-MA), to present these updated United Nations Gender Guidelines for Mine Action Programmes. It is my hope that these Guidelines will prove an asset as mine action actors apply an increasingly gender-sensitive approach to programmes, operations, projects and activities globally. These Guidelines represent an update of the most recent United Nations Gender Guidelines for Mine Action Programmes published in 2010. Specifically, these Guidelines reflect the expanded range of explosive hazard threats, incorporate the latest best practice and lessons learnt and are designed in such a way as to be more user-friendly, being structured according to the way that projects are actually planned and implemented, with checklists at the end of each chapter for easy reference.

On behalf of the IACG-MA, I would also like to extend my appreciation to the United Nations Mine Action Service and to all stakeholders who contributed to the update of the United Nations Gender Guidelines for Mine Action Programmes. The process to review, draft and update these guidelines is a reflection of the active participation and contributions of representatives of affected states, donor countries, United Nations and civil society.

These United Nations Guidelines will contribute to an effective implementation of the United Nations Mine Action Strategy 2019-2023 and to its greater positive impact. One of the five strategic outcomes calls for the mainstreaming of the specific needs of women, girls, men and boys from diverse groups, while facilitating their empowerment and inclusion, in a cross-cutting manner in all aspects of mine action programmes. I am confident these Guidelines provide relevant, practical guidance not only for the United Nations to implement its Strategy but also for the entire sector as we work together towards a world where communities are free from these deadly threats.

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<sup>1</sup> <http://www.the-monitor.org/en-gb/reports/2018/landmine-monitor-2018/casualties.aspx>



Testing of risk education material in an IDP camp after the explosion of an arms site in Brazzaville, Republic of the Congo, 2012.  
Photo credit: UNICEF/Laurence.

# ACKNOWLEDGEMENTS

This review of the 2010 United Nations Gender Guidelines for Mine Action Programmes was initiated by the Inter-Agency Coordination Group for Mine Action (IACG-MA). The IACG-MA is grateful for the extensive contributions of over 40 mine action stakeholders, including affected states; donors; United Nations agencies and sectors; and international and national nongovernmental and civil society organizations. United Nations Mine Action Service (UNMAS) led and coordinated this project with the technical assistance of the Gender and Mine Action Programme (GMAP), which carried out extensive consultations and drafted the text of these guidelines. This update was made possible thanks to the generous support of Australia.

## Introduction

The UN General Assembly requires all parts of the UN system to promote gender equality and the empowerment of women within their mandates and ensure that commitments on paper lead to progress on the ground. In response to this call and to facilitate gender mainstreaming, strengthen the quality of mine action interventions, and promote gender equality, these guidelines were first produced in 2005 and subsequently updated in 2010, prior to this revision published in 2019. In that time the mine action sector has made progress towards mainstreaming gender in several areas, particularly in risk education, victim assistance, and community liaison. However, more remains to be done to ensure that mine action programmes support gender equality and fulfil their potential to promote transformative progress in many affected countries.

These guidelines aim to provide practical steps to mainstream gender and promote gender equality in mine action programmes, based on experience from the sector. They are intended for use by both UN mine action field personnel and all other stakeholders with an interest in the promotion of gender mainstreaming in the sector, including: both NGO and private operators, advocacy organizations, national authorities, donors, and other relevant national, international and UN counterparts.

## How to Use these Guidelines

These guidelines are structured to reflect a project cycle management approach to mine action and explain how gender can be mainstreamed throughout the process of developing and implementing a mine action strategy, from project design (chapter 1), through implementation (chapter 2), to non-

itoring and evaluation (chapter 3). Each section provides a checklist to aid practical implementation of the guidelines at every stage of the project management cycle. The implementation section covers both general and activity-specific considerations. General considerations apply to all programmes and are referred to throughout the guidelines where relevant these include: employment considerations, the deployment of mixed gender teams, and effective interaction with beneficiary communities. Activity-specific recommendations follow, covering activities related to the mine action pillar and weapons and ammunition management.

### Chapter 1: **PROJECT DESIGN**

Analysing context, identifying needs, capacities and priorities, and planning the response

- ▶ Identification
- ▶ Formulation

### Chapter 3: **EVALUATION**

Measuring the impact of activities & mainstreaming

- ▶ Data Collection
- ▶ Survey Design
- ▶ Data Analysis and Use
- ▶ Methods for Project Evaluation

### Chapter 2: **IMPLEMENTATION**

Adapting activities and approaches to respond to the different needs, capacities, and priorities of women, girls, boys, and men

#### **GENERAL**

- ▶ Personnel and Recruitment
- ▶ Interaction with Affected Communities and Beneficiaries

#### **ACTIVITIES**

- ▶ Land Release and Handover
- ▶ Mine/ERW Risk Education
- ▶ Victim Assistance
- ▶ Weapons and Ammunition Management
- ▶ Advocacy



# 1. PROJECT DESIGN

## 1.1 UNDERSTANDING THE CONTEXT

The first step in designing gender-sensitive and responsive mine action programmes or projects is to understand the existing gender norms in the context, and how they affect factors such as access, behaviour, risk, and impact for different age and gender groups.

### 1.1.1. Gender and Diversity Analysis

Gender and diversity analysis is a tool for gaining insight into local gender norms which can provide the basis for developing an inclusive and effective mine action programme. The table below provides a guide for developing a gender and diversity analysis:

AREA	GENDER AND DIVERSITY ANALYSIS QUESTIONS
<b>RELEVANT DIVERSITY DIMENSIONS</b>	<p>❓ What are the relevant diversity dimensions, other than sex and age that need to be taken into account in a specific community? For example:</p> <ul style="list-style-type: none"><li>▶ Ethnic group/Tribe/Clan</li><li>▶ Religion</li><li>▶ Language</li><li>▶ Disabilities</li><li>▶ Level of education</li><li>▶ Status in the conflict (e.g. supportive of government)</li><li>▶ Social status</li><li>▶ Wealth and economic activity</li><li>▶ Refugees and IDP status/Legal status</li><li>▶ LGBTI rights</li></ul>

## **CASUALTY DATA**

- ❓ What does casualty data disaggregated by age, sex, and other relevant diversity dimensions tell us about which group is having the most mine / ERW / IED accidents? What are the common activities at the time of accident for women, girls, boys and men of different groups?

## **DIVISION OF LABOUR**

- ❓ What are the roles and responsibilities that are typically allocated to the different age, sex and diversity groups in the community?
- ❓ How do these roles affect the mobility patterns of certain groups?
- ❓ Are there differences according to:
  - ▶ Rural or urban settings
  - ▶ Livelihoods
  - ▶ Wealth factors
- ❓ Based on the division of labour, what are the best forums for teams to speak with the different age and sex groups?
- ❓ What is the best time of day to conduct activities with women, girls, boys or men in the affected community?

## **DECISION-MAKING CAPACITY**

- ❓ Who makes decisions in the community and how?
- ❓ Who are the representative leaders and who do they actually represent? Are there representatives for women and youth?

## **PARTICIPATION**

- ❓ Can women actively participate in a data-gathering meeting where men are present?
- ❓ Can men actively participate in a data gathering meeting where women are present?
- ❓ Can youth actively participate in a data-gathering meeting where older adults are present? Specifically, are there barriers facing adolescent girls' participation?
- ❓ Can people from different ethnic/religious groups actively participate in data-gathering meetings where a majority from the dominant ethnic/religious group is present?
- ❓ Are there any barriers to participation for those living with disability in the community?
- ❓ If needed, can separate consultations for women, youth and other diversity groups be arranged?

**MOBILITY AND ACCESS TO SERVICES**

- ❓ Are adequate services equally accessible to women, men, girls and boys? (types of services may include health, financial, legal). If not, what are the barriers?
- ❓ What are the policies, programs or strategies that promote women's and children's access to services, public services and spaces? Which organizations are responsible?
- ❓ Can all groups travel freely throughout the area of operations? If not, what are the barriers?

**DIRECT COMMUNICATION CHANNELS**

- ❓ Can a male non-relative speak openly with women in the community?
- ❓ Can a female non-relative speak openly with men in the community?
- ❓ Can a person from a certain ethnic/tribal group speak openly with people from other ethnic/tribal groups?
- ❓ Are there any age-related dynamics that would affect whether an individual feels comfortable telling something to someone from a different age bracket?

**INDIRECT COMMUNICATION CHANNELS**

- ❓ What are the most appropriate indirect communication channels for the different age, sex and diversity groups? E.g. radio or social media
- ❓ Are there any differences between rural and urban settings?
- ❓ What is the best indirect communication channel for girls, boys, women and men without formal education.

**LITERACY LEVELS**

- ❓ What are the literacy levels of different age, sex and diversity groups?

**LANGUAGES SPOKEN**

- ❓ What are the most commonly spoken languages in the community?
- ❓ In terms of languages spoken, are there any barriers to communicating with the different groups (males/females, different ethnic groups)?
- ❓ Are there differences between males and females/those of diversity groups? Can teams communicate in the official language or do they need to be able to communicate in more than one local language to reach out to all groups?



**RISK TAKING BEHAVIOURS**

- ❓ What are the risky behaviours exhibited in the context based on activities at time of accident?
- ❓ Who are the main risk takers in the community?
- ❓ What are the reasons that they take risks?

**BLOCKAGES CAUSED BY CONTAMINATION**

- ❓ How do the blockages (lack of access to water, agricultural land etc.) caused by mines, ERW, and IEDs affect the livelihoods and daily activities of the different age and sex groups? Also consider access to education, healthcare, and natural resources.

**LAND RIGHTS AND LAND OWNERSHIP**

- ❓ What land rights system is in force in the area of operations, both formally and in practice?
- ❓ What are the processes of proving land ownership and are there barriers for women and diversity groups from accessing that information and proof/certification?
- ❓ Who are the typical landowners in the area of operations?
- ❓ Who are the primary land users in the area of operations?
- ❓ What was the past use of the land? Who used it?
- ❓ What is the expected future use once it is released?
- ❓ Are the priorities of women, girls, boys and men for post clearance land use clearly identified?
- ❓ Are there any groups in the community that could be particularly vulnerable to land grabbing?
- ❓ What are the inheritance rights within a family in case of marriage, divorce, abandonment, traditionally and legally?

**BARRIERS TO EMPLOYMENT**

- ❓ What are the explicit and implicit barriers to the employment of women and men in certain roles?
- ❓ What are the barriers to the employment of people from specific ethnicities?
- ❓ What are the barriers to the employment of persons with disabilities?

UNMAS Associate Operations Officer,  
Noor Al Naser, at work in Iraq.  
Photo credit: UNMAS



The data for a gender and diversity analysis can either be collected directly from affected communities or from existing data from the area of operations. The following tools and data sources may be used:

- ▶ Primary data collection (Individual Interview, Household Interview, Focus Group Discussion, Community Mapping, Transect Walk)
- ▶ Mine action database (E.g. Information Management System for Mine Action (IMSMA) database), especially accident and casualty data
- ▶ Injury surveillance systems
- ▶ Daily activity chart (plotting typical daily activities over time for women, girls, boys and men)
- ▶ Seasonal calendar
- ▶ Stakeholder analysis
- ▶ Secondary data from previous mine action surveys including:
  - > Contamination Impact Surveys
  - > Non-Technical Surveys
  - > Knowledge, Attitude, Practices, and Beliefs (KAPB) surveys
- ▶ Data from relevant government ministries
- ▶ UN or NGO reports on the context

Whilst best conducted at the start of a mine action project, a gender and diversity analysis can be conducted at any time as a step to better understand the context and improve operations.

### 1.1.2. Sex and Age Disaggregated Data

Sex and Age Disaggregated Data (SADD) is a collection of data broken down by sex and age. This requires any numerical data relating to people to be disaggregated into categories of women, girls, boys, and men. This data can be obtained in surveys where the gender and age of the individual is recorded. In line with the Convention on the Rights of the Child, all individuals below the age of 18 should be classified as children regardless of the local age of majority. Please see the example below:



### Non-Disaggregated Data

#### Beneficiaries

1,000

### Sex Disaggregated Data

#### Females

520

#### Males

480

### Age Disaggregated Data

#### Adults

600

#### Children (<18)

400

### Sex and Age Disaggregated Data\*

#### Women

310

#### Girls

210

#### Boys

190

#### Men

290

**Findings:** Boys are the most at-risk group; males are at risk more than females; children are at risk more than adults

**Actions:** Investigate reasons behind accident trends and develop targeted approaches

\* SADD can include more detail on age if relevant (e.g. 0-5, 6-12, 13-17, 18-59, 60+ years old)

SADD should apply to all instances where a mine action organization collects data about people, including:

- ▶ Casualty data
- ▶ Beneficiary data for:
  - > Land Release activities
  - > EOD/IEDD activities
  - > Victim Assistance activities
  - > Risk Education activities
- ▶ Survey respondents for:
  - > Socio-economic surveys
  - > Knowledge, Attitude, Practices & Beliefs surveys
  - > Non-Technical Survey
  - > Contamination Impact Surveys
- ▶ Data on participants engaged through community liaison and handover activities

SADD can be used a) to gain deeper insight into the needs of affected people and b) to determine how successfully mine action interventions are being conducted. SADD casualty data can also be cross-referenced with other variables, such as the time of year, device type, region or activity at time of accident, to better understand the dynamics behind accidents and how they affect women, girls, boys and men differently. This data should inform clearance task prioritisation systems and Explosive Ordnance Risk Education.

SADD should also be used to measure engagement in risk education or assistance to survivors, and who benefits from clearance and participates in land release activities. In particular, disaggregating socio-economic impact data can deliver insights on the differential impact of clearance and land release on women, girls, boys, and men.

## 1.2. ADAPTING THE APPROACH

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Once the initial data has been collected, this should be analysed and incorporated into the project design to ensure an effective, inclusive mine action response. The practical implications of local gender norms for the project should be considered across all aspects of project design:

**Objectives** – consider developing gender-related objectives from the start of the project. This helps to set expectations and provide an end goal towards which gender mainstreaming and/or targeted activities can be focused. Gender-sensitive indicators and indicators measuring targeted activities should also be developed. See section 3.3 for guidance on developing indicators.

**Targeting** – it may be necessary to target certain groups or areas. If, for example, a high proportion of casualties occur amongst men from a particular region during the rainy season, this should influence the delivery of mine action services in response. This does not mean that interventions should focus exclusively on high-risk groups; mine action services should be available to all of those affected and potentially at risk and reaching women, girls, boys, and men as a whole helps to create a supportive environment for behaviour change.

**Security** – gender-specific risks should be considered as part of any security and risk analysis. Women and men often face different security risks, especially when considering intersectional factors such as ethnicity and religion. Additional risks for persons with disabilities should also be considered.

**Equipment** – the procurement of equipment should take into account the different needs of male and female staff. The procurement of vehicles (e.g. motorcycles), uniforms and Personal Protection Equipment (PPE) should also be sensitive to gender, including size and type.

**Facilities** – the facilities used by the organization should be accessible to all staff and other relevant parties. Accessibility should be considered as a selection criterion when choosing offices and field bases. Likewise, the need for procurement of tents and other supplies for temporary camps should be responsive to the needs of a mixed gender workforce (see section 2.3 on Deploying Mixed Gender Teams).

**Personnel** – recruitment should be gender-sensitive and responsive (see section 2.1 on Personnel and Recruitment) and recruiting mixed gender teams or individuals from specific marginalised groups may be advisable to overcome barriers identified in the gender and diversity analysis (see section 2.2 on Interaction with Communities). Specific training may be required for new staff, such as driving lessons for female staff or cooking lessons for male staff (if identified as a skills gap).

**Budgeting** – some aspects of gender mainstreaming may incur a cost. These can include additional training costs or contingency funds for maternity and paternity leave. These costs should be con-



sidered during initial budget setting and organizations should be transparent with donors about the costs of mainstreaming. Declaring additional activities and considerations related to gender mainstreaming, as well as any costs incurred, in funding proposals and reports helps to set expectations and demonstrate commitment to gender equality.

**Documentation and Standards** – standard operating procedures, staff handbooks, policies, and guidelines should be gender-sensitive and responsive. The guidance provided throughout the implementation section of these guidelines provides more detailed recommendations as to best practice in specific areas of work.

**Do No Harm** – Programme design must consider the possibility of unintended negative consequences and the duty of care towards employees and beneficiaries, especially in relation to sexual harassment, sexual exploitation and abuse and other forms of Gender Based Violence (see section 2.1.3). Creation of safeguards and liaison with protection/GBV orientated coordination mechanisms and/or specialist agencies should be part of the programme design process.

# IMPLEMENTATION

## 2.1 PERSONNEL AND RECRUITMENT

An inclusive and gender-balanced workforce increases the efficiency and effectiveness of mine action activities and benefits the community as a whole by ensuring a more coherent response to the different needs and priorities of women, girls, boys and men affected by contamination. A gender-balanced workforce also supports an agenda of equal rights, and programmes with more balanced staff composition report a better team atmosphere, improved satisfaction at work, and improved discipline.

Mine action occurs in contexts in which women and men have different responsibilities, capacities, access to and control over resources and decision-making opportunities, including different legal rights and responsibilities. These dynamics impact on their access to employment opportunities and the challenges they face in obtaining and retaining a job. Mainstreaming gender in employment practices and procedures means understanding these challenges, and then implementing measures to give women and men from diverse groups equal access to opportunities and create a supportive working environment.



### Gender Considerations in Personnel and Recruitment

- ▶ Gender norms and stereotypes create bias, both conscious and unconscious, often limiting women's access to and/or willingness to attempt to join the labour market or obtain work which is perceived as "a man's job".
- ▶ Gender norms and stereotypes operate to create both conscious and unconscious bias amongst hiring managers and staff, which can limit women's access to recruitment procedures.
- ▶ Mine clearance is traditionally a male-dominated activity; whereas risk education, Victim Assistance (VA), and advocacy activities tend to have a more gender-balanced workforce
- ▶ National laws may prevent or hinder women's access to specific types of jobs in some countries

- ▶ Lack of qualifications and limited previous work experience may limit women's access to employment opportunities in some contexts
- ▶ The employment of women in affected communities is transformative, contributing to women's economic empowerment and increasing women's participation and decision-making power
- ▶ Female and male survivors, persons with disabilities, ethnic and religious groups and other marginalised populations may face barriers accessing the labour market
- ▶ Mixed gender and diverse teams facilitate access to women and children and marginalised groups in communities, allowing better data collection on their needs and priorities and improving their participation in activities
- ▶ The lack of adequate and visible pregnancy, parental leave and childcare provisions may discourage job applications from female candidates
- ▶ Discrimination, violence and harassment in the workplace might prevent women from applying and cause poor retention of female staff.

### 2.1.1. Recommendations: Recruitment

Adopting gender-sensitive recruitment procedures helps to prevent discrimination and provide equal employment opportunities to women and men from diverse groups. It is first important to conduct a gender and diversity analysis (see section 1.1.1) to understand the different roles, capacities and needs of each group and any challenges they may face in accessing the labour market. The following recommendations suggest how to adapt recruitment procedures to avoid bias and promote equal opportunities.

**Vacancy Announcements** - announcements should use gender-inclusive language and explicitly encourage individuals from under-represented groups to apply. Vacancy announcements should use appropriate communication channels, languages, location and times of transmission and can also be promoted through local women's organizations or through direct community liaison.

**Job Description and Criteria** - job requirements should not unnecessarily discourage female applicants or preclude their employment, such as previous experience in the military or specific skills that can be easily included in initial training. Provisions such as parental leave and the availability of separate facilities can also be outlined in job requirements if relevant to encourage female applications.



Children participate in an UNMAS risk education exercise at a school in Mosul, Iraq.  
Photo credit: UNMAS/Cengiz Yar



**Selection Process** – interview panels should include at least one man and one woman to reduce unconscious bias in selection. Participants should be evaluated on the same criteria regardless of gender. Training in unconscious bias for HR staff is recommended. During assessments, especially field exercises, the employer should reasonably accommodate the needs of male and female candidates and persons with disabilities, where relevant. With the aim of making the sector more gender balanced and diverse, affirmative action towards women and other underrepresented groups is encouraged. According to the UN Secretary-General’s Action Plan on Women’s Participation in Peacebuilding, post-conflict employment programmes should target women, with neither sex receiving more than 60 percent of employment person days.

**Contracts** – employment contracts must ensure women and men are paid equally for equal work. Contracts and staff handbooks should outline the benefit package offered (parental leave, health insurance, childcare, among others), as well as any other relevant requirements. Gender-inclusive or sensitive language (for example, he/she) should be used when drafting the contracts.

**Training and Career Development** – women and men should be entitled to equal training and career advancement opportunities. Employers should consider providing training on all gender-related policies and topics such as gender-sensitive communication (especially for community liaison, injury surveillance, risk education, and Non-Technical Survey Officers) to new staff; refresher training should also be offered periodically to all staff. In contexts where it is unusual for women to hold senior positions, specific efforts should be made to grant qualified women opportunities to progress. This is an example of the transformative potential of mine action to challenge restrictive gender norms.

**Personnel Records** – it is important to keep updated sex and age disaggregated data on recruitment processes and on staff retention and departures, including reasons for leaving (exit interviews are recommended), as well as data on training participation. For more on data collection, see section 3.1. This can help to identify gaps and trends in recruitment and retention of staff.

## 2.1.2 Recommendations: Team Composition and Mixed Gender Teams

Organizations should seek to achieve gender balance in their staff, both in managerial, support and operational positions. Consider the advantages and disadvantages of deploying all-female/all-male or mixed gender teams according to the context (for more on the deployment of mixed gender teams, see section 2.3).

**Mixed Gender Teams** - mixed gender teams contain at least one man and one woman. In some circumstances, it may be necessary to deploy all-female and all-male teams separately; this should be determined based on the findings of the gender and diversity analysis. Where possible, however, mixed gender teams are preferable, especially for teams with a community-facing role.

The deployment of mixed gender teams can sometimes present context-dependent challenges for mine action organizations. This is true both for mobile teams such as community liaison, NTS, risk education, or Explosive Ordnance Disposal (EOD) teams, and for Deminer/Searcher or Battle Area Clearance (BAC) teams which may stay in a fixed location for prolonged periods.

These challenges are dependent on local gender norms which dictate attitudes towards:

- ▶ Women and men working together in a mixed environment
- ▶ Women and men staying together in a camp or accommodation overnight
- ▶ Women working outside of their community for lengthy periods of time
- ▶ Women travelling unaccompanied for long distances or to areas deemed dangerous

These attitudes can cause resistance to the deployment of mixed gender teams or all-female teams. Additional security risks can also hinder the deployment of female staff. Conduct a gender and diversity analysis and risk assessment to understand these barriers and develop strategies for addressing them in advance of deployment.

**Accommodation** - when deploying mobile teams which use paid accommodation as they travel, it should be noted that male and female staff will require separate rooms and this may increase the cost of deployment. Mine action organizations should provide this and budget for it in advance (for more information on gender-budgeting, see section 1.2 on Formulation in Project Design).

**Accompanied Travel** - in some contexts, it may not be considered appropriate for women to travel long distances and/or overnight alone, especially for married women. Rather than viewing this as an unassailable barrier to the deployment of women, mine action organizations can budget for, hire and train 'chaperones' where appropriate. In most cases these are either the husbands or close male relatives of the employees in question.

**Security** - men and women often face different types of security risks in conflict or environments of instability. Whilst men are more likely to be targeted in direct attacks such as shootings, women are more likely to be the targets of sexual violence, harassment and other forms of gender based vio-

lence (GBV). Consideration should also be paid to age, marital status and sexual orientation, as these factors when combined with gender can exacerbate security risks. Organizations should consider gender in their risk assessment and security planning and put strategies in place to mitigate these risks.

### 2.1.3. Recommendations: Codes of Conduct, Internal Policies and Practices

Providing a secure environment for both female and male workers is a precondition for ensuring equal and dignified work for all. Discrimination, gender based violence and harassment affect both men and women and represent a barrier to women's employment in particular. Preventing and responding to these behaviours is a fundamental responsibility of all organizations.

**Gender and Equality Policies** - introduce policies demonstrating commitment to non-discrimination, gender equality and diversity in all activities (including employment) with clearly stated implementation measures.

**Pregnancy, Maternity and Paternity Provisions** - pregnant women should be offered the opportunity to continue working as long as they wish into the pregnancy, following medical advice, with the possibility of moving to lighter duties if necessary, particularly towards the third trimester. Pregnant employees should not be exposed to noises over 115 decibels, especially sudden impact noise, from the 20th week of pregnancy onwards as this can damage the hearing of the infant in utero.<sup>2</sup> Accident insurance should also cover accidents affecting pregnancy resulting from mine action work. After the birth, paid breastfeeding breaks should be granted as per the relevant national law and childcare and nursing facilities made available if required. Women usually working in operational tasks far away from home can also be offered office-based tasks and flexible working schedules for the breastfeeding period.

According to the International Labour Organization, the length of the maternity leave should be at least 14 weeks. Paternity leave of a minimum period of one week (excluding travel time) should also be offered, even when not granted by national legislation, as in many cases this increases men's involvement in childcare and parenting, contributing to gender equality.

**Codes of Conduct** - adopt an internal code of conduct that clearly states what constitutes acceptable and unacceptable behaviour from all employees with colleagues and partners.

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<sup>2</sup> <https://www.cdc.gov/niosh/topics/repro/noise.html>

A good code of conduct should:

- ▶ Present the values and core principles of the organization
- ▶ State who it applies to (e.g. all employees, consultants, etc.), when and how
- ▶ Define and prohibit sexual abuse and exploitation, gender-based violence, harassment, bullying and discrimination
- ▶ Define what is acceptable and unacceptable communication
- ▶ State what are acceptable and unacceptable workplace relationships
- ▶ State expected behaviours and consequences of misconduct
- ▶ Specify and explain that there is a mechanism of complaint for breaches of the code
- ▶ Be kept up to date and reviewed periodically

**Reporting/Complaints Mechanisms** - a reporting mechanism should be established and staff be trained on its purpose and use. This should cover internal issues between staff members and also between staff and affected communities. As such communities should also be informed of expected behaviour from staff and how to report any issues to the organization. A good reporting system should:

- ▶ Explain how to make a complaint and identify an initial contact person
- ▶ Present at least two possible contact persons (ideally a man and a woman). The contact person should not be the same person who is responsible for investigating or making decisions about a complaint
- ▶ State that cases will be treated in a strictly confidential manner
- ▶ Detail the steps of the investigation of the claim
- ▶ State that criminal activity will be reported to the relevant authorities
- ▶ Specify measures to avoid retaliation and provide assistance to survivors.

In addition, the following principles should be followed when dealing with cases of workplace harassment:

- ▶ **Zero Tolerance:** the organization should make it clear that harassment will not be tolerated and will be dealt with seriously.
- ▶ **Leadership Commitment:** senior management should demonstrate their commitment to establishing a workplace free of harassment by leading the effort



- ▶ **Confidentiality:** ensure confidentiality of the identities of the alleged harasser, affected persons, and informant unless disclosure is necessary for safety reasons
- ▶ **Neutrality:** any harassment case should be handled impartially by neutral parties who are not directly involved and have no conflict of interest in the case
- ▶ **Non-retaliation:** the reporting informant must not be 'victimised' by the employer due to making a complaint
- ▶ **Accountability:** clear documentation should be retained each step of the investigation process
- ▶ **Clarity:** a clear policy on what constitutes personal misconduct in the workplace
- ▶ **Reportable:** a complaints procedure should be in place which allows the opportunity to lodge a formal complaint with an obligation for the organization to investigate
- ▶ **Care:** counselling should be offered in all cases as harassment or abuse may lead to psychosomatic stress symptoms, burnout, or depression
- ▶ **Victim/Survivor Centred Approach:** reporting procedures should recognize the needs and safety of the victim/survivor and respect their wishes regarding how to proceed with complaints

**Awareness Raising** - training should be provided to all staff to raise awareness on gender, diversity, prevention of sexual exploitation and abuse, harassment and discrimination at the workplace to enhance the understanding of internal policies and how to report issues and concerns in a safe and confidential manner. The staff/ focal points responsible for these mechanisms should be trained on different forms of misconduct, the reporting and complaint-handling procedures, and how to refer survivors for assistance. This should also include the development and dissemination of awareness-raising materials, such as posters, brochures or online resources, for all personnel.

**Policies on Sexual Exploitation and Abuse** - mine action should not adversely affect local communities. The presence of survey or clearance teams in affected communities could be a risk factor to the local population, in the form of sexual exploitation and abuse of at-risk community members by mine action personnel. Mine action organizations must have internal policies that explicitly forbid mine action personnel and affiliates from engaging in behaviour that constitutes sexual exploitation and abuse of the affected population. Policies must describe what constitutes misconduct and detail complaint and internal whistleblowing mechanisms. Community members should be informed of the complaint procedures through community liaison.



These three UNMAS officers passed the Explosive Ordnance Disposal (EOD) Level 3 diploma in Denmark in 2019.  
Photo credit: UNMAS/Noble Projects/Nicolai Axelsen

## 2.1.4. Recommendations: Facilities and Workplace Environment

Organizations are responsible for promoting a safe and healthy workplace environment. This encompasses taking into consideration and accommodating the different needs of both female and male staff.

### Facilities

Facilities should be adapted according to the needs of women and men in a given context, including those with disabilities. In some contexts, female staff may need separate bathrooms, toilets, accommodation, changing rooms, ablution facilities and in some cases separate transport. Separate facilities on deployment can also help to prevent harassment and GBV, as well as other measures responding to gender specific needs, such as door locks and lights in camps. In addition, workplace risk assessments should be conducted taking into consideration the risks for both women and men in different tasks and positions, including risks to pregnant women. Staff should be consulted to determine these needs.

## 2.1.5. Good Practice Examples

### **Deploying Mixed Teams in a Challenging Environment**

In Afghanistan The HALO Trust encountered several challenges when seeking to access both men and women in NTS. Local gender norms meant that male staff cannot meet with local women from conservative communities and, at the same time, female staff cannot travel throughout the country without a male chaperone. In response, HALO recruited mixed gender teams that contained married couples, brothers and sisters, or cousins. These teams can travel in many parts of the country and are effective at, and necessary for, reaching female beneficiaries.

### **Training and Skills**

In Myanmar, Norwegian People's Aid (NPA) identified a skills gap amongst female field staff, who had much less experience in driving motorcycles off-road, a necessary skill for community liaison and risk education work in the country. This was due to local gender norms which framed off-road driving as a male activity. In response, NPA provided female field staff members with periodic off-road motorcycle training; these women reported increased confidence in reaching remote communities as a result.

### **Employing Female Deminers in Afghanistan**

As a step towards increasing women's participation, UNMAS designed a pilot project specifically for the training and operation of an all-female demining team in Bamyan province, an area which is more open culturally to women working. In addition, as the province has few hazards remaining, the impact of declaring the first province to be clear of landmines with a female team would be significant and potentially transformative. UNMAS, through its implementing partner, Danish Demining Group (DDG), recruited women from the community, trained them, and included them in discussions on post-clearance land use and community needs/prioritization. Once the clearance of this area is complete, these women will also be able to disseminate risk education in affected areas, and, if needed, respond to ERW spot clearance tasks.

### **Complaints Mechanism**

In Lebanon, DanChurchAid uses a reporting system with four different channels for contacting management with a complaint: via complaints boxes, in person to a focal point, over the phone, or to a central email address at headquarters. Complaints boxes are also placed at each minefield site and local community leaders and land users are briefed on the complaints process and the behaviour expected of staff working on the minefield. This protects both DanChurchAid staff and members of local communities by providing a transparent and robust multi-channel system for bringing cases of harassment, exploitation and abuse to light if they occur.

### **Adaptations for Mixed Gender Teams**

In Sri Lanka, The HALO Trust employs a large number of female deminers. When minefield camps are required, they must include separate tents and latrines for women. The working schedules were also adjusted as it was noted that female deminers preferred to work morning shifts when working close to home, as this allowed them to better balance childcare.



## PERSONNEL AND RECRUITMENT CHECKLIST

### Recruitment

- ✓ Establish the implicit and explicit barriers to women working in operational and support roles in mine action, including any national laws relating to women's employment
- ✓ Establish an objective and strategy to aim for gender balance in staff, in managerial and operational positions
- ✓ In employment announcements, use gender inclusive language, encourage individuals from underrepresented groups to apply
- ✓ Disseminate employment announcements on communication channels that are accessible to women and men
- ✓ Establish job requirements that do not discourage female applicants
- ✓ Have gender-balanced interview panels and clear and transparent criteria for assessing candidates
- ✓ In contracts, outline the benefit package and provisions including parental benefits in a gender-sensitive language
- ✓ Provide equal training opportunities to female and male staff including persons with disability, and consider their needs for the location, time and accessibility

### Codes of Conduct, Internal Policies and Practices

- ✓ Have gender and diversity policies that demonstrate commitment to non-discrimination, gender equality, and diversity
- ✓ Adopt clear internal code of conduct that states acceptable and non-acceptable behaviour
- ✓ Adopt a clear reporting mechanism and train staff on its use
- ✓ Adopt internal policies that explicitly forbid sexual harassment and sexual exploitation and abuse, and describe complaint and whistleblowing mechanisms



✓	Train all staff on all policies and code of conduct
✓	Provide maternity and paternity leave in accordance to national labour law, but minimum as per ILO standards, 14 weeks for women and at least one week for men
✓	Insurance coverage should cover accidents affecting pregnancy resulting from mine action work
✓	Paid breastfeeding breaks should be granted as per national law and childcare and nursing facilities made available if possible
✓	Maternity provisions should provide flexible work arrangements during pregnancy such as the possibility of lighter duties, and flexible working schedules for the breastfeeding period

### **Facilities and Workplace Environment**

✓	Provide facilities, equipment and services adapted to the needs of both female and male staff members. These may include separate bathrooms, accommodation, changing rooms, transport, uniforms, etc.
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## **DEPLOYMENT OF MIXED GENDER TEAMS**

### **Accommodation**

✓	Provide separate accommodation for women and men in mobile and fixed field roles
✓	Budget in advance for separate accommodation costs

### **Accompanied Travel**

✓	When necessary, recruit 'chaperones' to enable the deployment of mixed teams. Often this takes the form of mixed gender husband-wife or brother-sister teams, improving access to communities and overcoming cultural barriers
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### **Security**

✓	Consider different gendered risks for men and women in security assessments and planning
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## 2.2. INTERACTION WITH AFFECTED COMMUNITIES AND BENEFICIARIES

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Mine action organizations interact with communities both to gather and share information. Whether through direct community liaison or activities relating to non-technical survey, risk education, impact data collection, handover, victim assistance etc., these interactions are likely to be affected by local gender norms. A gender and diversity analysis (see section 1.1.1) is crucial to understand these dynamics and enable the development of gender-sensitive access strategies. This includes understanding gendered livelihoods, mobility patterns and barriers to participation in mine action activities for different groups.

By engaging all sections of the community, mine action organizations can maximise the quality of information sharing and gathering. An inclusive approach has also been shown to build trust between the organization and local communities.



### Gender Considerations

- ▶ Gendered social roles mean that women, girls, boys, and men from diverse groups are often available at different times and locations, varying significantly depending on the context
- ▶ Local gender norms may make it difficult for men and women to communicate openly with one another in public or gather together in public spaces
- ▶ Varying levels of enrolment and participation mean that activities conducted in schools may not reach boys and girls equally
- ▶ Local power dynamics and cultural norms may exclude women and youth (especially girls) from attending and participating actively in community liaison activities. This can also be true of marginalised ethnic and religious groups and persons with disabilities
- ▶ When activities are organised through local power structures (e.g. participants are selected by local leaders) bias can affect the composition of participants, especially in terms of representation of gender and other diversity factors
- ▶ Often local networks such as women's groups, youth groups, survivors and persons with disabilities organizations, or religious organizations, can enable improved access to specific groups in the community



A facilitator leads a mine risk education class at Leich Primary School in Bentiu Protection of Civilian camp, South Sudan. The school has 6,550 pupils, most below the age of 18. Photo credit: UNMAS/Martine Perret

## **Patriarchal Power Structures**

In many cases, interactions with local communities are filtered through local power structures. Organizations may be required to obtain permission from the local mayor, chief, or council to hold an activity with the local community. Sometimes, local leaders can influence the time and location of the activity, as well as those invited to attend.

Whilst engagement with local leaders is desirable and necessary, external organizations should be aware of the risks of inadvertently replicating local biases towards gender and other diversity factors such as ethnicity, religion, or combatant status. To varying degrees across all affected countries, power structures, whether traditional or governmental, tend to be dominated by men, often from the majority ethnic or religious group. This can lead to a lack of diversity in knowledge and attitudes amongst local leadership, and sometimes a degree of bias concerning the priorities and needs of women and those from marginalised groups.

Involving local leaders is an essential step in community liaison and broader engagement with local communities. In doing so, mine action organizations should emphasise the need to involve all groups in the affected community, including women, girls, boys and men.

### **2.2.1. Recommendations**

**Recruit the Right Personnel** – ensure that community-facing teams can communicate effectively with everyone if required, including women, girls, boys, and men from diverse groups to enable active participation. Local gender and cultural norms often create barriers and limitations in communication between women and men, or between people from different ethnic or religious groups. This can take many forms, such as religiously justified restrictions on male-female interactions, or reluctance on the part of women to answer the door to a group of unknown men.

Experience from mine action operators shows that mixed gender teams can improve trust between mine action organizations and communities, especially in post-conflict contexts where trust between affected communities and authorities may be low. Aim to ensure the presence of at least one woman and one man in all teams with a community-facing role such as NTS, risk education, VA, data collection, and community liaison teams. For guidance on recruiting mixed gender teams see section 2.1.1. Mine action organizations should also consider other factors such as age, language, and ethnicity when selecting staff for community-facing roles. All staff in community-facing roles should be trained on the importance of an inclusive approach and communication with both men and women from diverse groups.



**Identify the Best Time to Reach Target Groups** - data from the gender and diversity analysis should provide insights into the daily schedules of different target groups (in terms of income-generating livelihoods, education, and domestic responsibilities) and the times at which teams approach the community should be adjusted accordingly including visits outside of normal working hours where necessary. In addition to the time of day, consider whether the day (e.g. weekend or weekday), date (e.g. a public holiday) or season (e.g. during or after the harvest) may also affect the availability of men and women, especially where seasonal labour is common.

Identify the Best Location for Community-Focused Activities - activities conducted in residential areas during working hours may have higher participation rates from women, who are more likely to stay at home. There may be marginalised groups such as displaced persons living outside the host community who may not use the same areas. In some cases, nomadic or semi-nomadic populations move around frequently, causing challenges in terms of timing and location of interventions.

Consider the best locations in which to access targeted groups, including whether or not the space is open to women, girls, boys, and men, or accessible to persons with disabilities. Livelihoods data should guide organizations on where best to target specific groups. For example, if adult male migrant agricultural labourers are a priority group for risk education, consider delivering sessions where they gather in their free time or at their place of work.

**Public vs Private Spaces** - the participation of women, girls, boys, and men can be greatly affected by the nature of the interaction with a mine action organization i.e. an individual conversation, a focus group discussion, a wider community gathering and so on. In some cases, it is not culturally acceptable for women and men to gather in the same public space. In others, local norms expect women to be deferential to men, or young people to be deferential towards their elders and not speak unless asked a question directly. Conversely, accessing people in the private sphere can present its own challenges. It may be more acceptable for a woman to answer her door to another woman, or to invite her in to the house, than to do the same for a man.

Mine action organizations should respond by organising community interactions in a manner that maximises participation. This may require separate meetings for men and women, or a mixed approach such as a public meeting for men and house-to-house visits to access women.

**Gender-Sensitive and Culturally-Sensitive Communication** - staff interacting with affected communities should be trained in culturally-sensitive interview and communication techniques, taking account of local gender norms. This can include nonverbal communication, appropriate conversa-



tion and topics to avoid. This contributes towards trust-building and receiving more detailed and accurate information from informants.

**Communicate in Local Language and with Visual Tools** – literacy and language skills often vary based on a person’s gender. In many countries women and girls have worse access to formal education, resulting in poorer literacy on average. In addition, men are more likely to conduct commercial activities outside the community and travel more widely, so they are often more likely to speak the official language(s) in countries where different local or ethnic languages are used at the community level.

Aim to communicate in the local language of the affected community as this may be the only way to communicate effectively with women, girls, boys, and men. In addition, in contexts where low literacy presents a challenge, images and participatory methods based on visual tools (community maps, seasonal calendar etc.) should be preferred.

**Active Participation** – even when it is considered acceptable to address men and women together, organizations should be aware of the level of participation from different groups. For example, if there is more active participation from the men present than the women, it may be worthwhile to hold separate meetings. When there is a lack of active participation, the approach towards the activity should be amended in line with the other recommendations made here to encourage participation.

**Using Local Networks** – when presented with barriers to accessing women or marginalised groups within a community, aim to collaborate with any representative organizations, such as local women’s groups, to access the target population effectively. Coordination with such groups could provide otherwise inaccessible expertise on gender and protection relevant to the community.

## 2.2.2. Good Practice Examples

### Separate Meetings

In Iraq, the local NGO Baghdad Organization for Removing Mines and Cluster Munitions deploys mobile outreach teams to conduct risk education in remote areas. Though these teams are mixed gender they noticed poorer engagement from women at risk education sessions than men. In response they decided to hold separate sessions for men and women to improve women’s participation.

### **Adapting the Time of Sessions**

Through analysing sex and age disaggregated risk education participant data, The HALO Trust in Cambodia noticed that it was reaching more women than men, despite men making up a greater number of casualties. This was largely due to the fact that in rural communities' men went to the fields to farm at the times the risk education teams visited during the working day. In response HALO arranged for the teams to visit during the evening, outside of working hours and saw a significant increase in male participants as a result.

### **Reaching Women Through Community-Based Trainers**

In Afghanistan the local NGO Mine Clearance Planning Agency (MCPA) found that community liaison messages were usually delivered to men with the expectation that they would then inform their wives and children. A number of impact and KAPB studies have showed this often does not occur. In response MCPA trained local volunteer women as gender focal points to spread community liaison messages. These women had the ability to travel house to house and inform other women of MCPA's messaging.



## **INTERACTION WITH AFFECTED COMMUNITIES AND BENEFICIARIES CHECKLIST**

### **General**

- ✓ Conduct a gender and diversity analysis of the context

### **Personnel**

- ✓ Consider how the profiles of community-facing staff will affect access to communities
- ✓ Deploy mixed gender teams to facilitate access to both men and women
- ✓ Build flexibility by including a range of ages, genders, ethnicities, and language skills in community-facing teams as the context requires

<b>Time</b>	
✓	Consider the gendered daily roles carried out by those in the target community to identify the best times to access particular groups
✓	Conduct community-facing activities outside of normal working hours if required to reach specific target groups
✓	Adjust the delivery of community-facing activities based on seasonal movements of population and labour where necessary
<b>Location</b>	
✓	Consider how the location of the activity will affect participation from different groups and whether the location is accessible to all genders, ethnicities, and religions etc.
✓	Pay attention to how time and location in the community affects participation from women, girls, boys, and men
✓	Conduct activities in different locations to target specific demographics
<b>Communication</b>	
✓	Ensure staff are informed of what constitutes culturally-sensitive communication, including appropriate non-verbal communication, as this may vary between different groups within the same country
<b>Participation</b>	
✓	Pay attention to the quality of participation from different groups, particularly that of women in public forums
✓	Adapt the approach to community-focused activities if there is a lack of active participation from certain target segments of the community
✓	Consider holding separate activities for women and men if required

## Local Networks

- ✓ Consider using local networks, such as women's or youth groups, to indirectly access target groups when direct access is difficult or impossible, and gain localized gender expertise

## 2.3. CLEARANCE, LAND RELEASE AND HANDOVER

Survey and prioritisation of areas for clearance require an understanding of gender and diversity dynamics (see section 1.1.1 on Gender and Diversity Analysis). Gender-distinct roles, responsibilities and mobility patterns often mean that women, girls, boys, and men hold different information about contamination, and may have different priorities for survey and clearance. Other factors, such as ethnicity or religion may also affect priorities or knowledge of contamination. Including all stakeholders in consultations and surveys leads to more complete information on the nature and extent of contamination and a more accurate understanding of priorities and needs.

Gender dynamics are also central to the handover of safe land to the communities. Women and men often have unequal opportunities and rights to access and use resources, including the cleared land. Gender-blind handover could further the marginalisation of women and exacerbate inequalities. In contrast, an inclusive approach to the handover process can have a positive impact on lives and livelihoods of affected women, girls, boys, and men. Additionally, the participation of women in clearance operations can have a transformative effect on gender norms and has the potential to contribute towards gender equality and women's empowerment.



### Gender Considerations

- ▶ Women, girls, boys, and men have different roles and responsibilities in communities and often have varied patterns of movement, and therefore can have different information on the level and degree of contamination
- ▶ When mine action organizations speak to representatives of local authorities these stakeholders may not share or represent the needs and priorities of women and those from marginalised groups
- ▶ If all members of an affected community are not informed about the land release activities conducted and which areas are safe to use, the intended benefits may not materialise

- ▶ The assumption that men will share information received from mine action organizations with the rest of their family is often proven incorrect
- ▶ Women are more likely to lack information on their rights to land, and/or the documentation to prove it, either through inheritance or communal land rights, than men

## **Weapons and Ammunition Management**

Mine action organizations have become increasingly involved in Weapons and Ammunition Management (WAM), encompassing a range of areas and activities such as Physical Security and Stockpile Management (PSSM) and Weapons and Ammunition Disposal (WAD). WAM projects should promote the full and equal representation and the participation of women in the planning of WAM projects that affect them. See section 2.2 for guidance on facilitating participation from both women and men when interacting with affected communities.

WAM is often conducted in conjunction with security forces, and thus mine action organizations rarely have direct control over recruitment. When possible, recruitment should be conducted in a non-discriminatory manner, encouraging the full inclusion and participation of women and eliminating possible biases (see section 2.1 on Personnel and Recruitment).

WAM programmes should keep up-to-date sex and age disaggregated data on their activities and interventions. Programmes should use gender-sensitive indicators to measure the gender aspects of their interventions, such as:

- ▶ Number of casualties of unplanned explosive events (SADD)
- ▶ Number of casualties related to SALW (SADD) and activity at time of accident/shooting
- ▶ Perception of danger/fear associated with SALW and stockpiled munitions (SADD)
- ▶ Number of women and men recruited/trained by WAM programmes

For more information on key indicators to measure the gender aspects of SALW, refer to [MOSAIC 06.10 \(2017\)](#). For more information on Data Collection, see section 3.1.



UNMAS contractors conduct clearance operations on the outskirts of Sinjar, Iraq. These demining teams are mixed with men and women, most from the local community.

Photo credit: UNMAS/Cengiz Yar



## Gender and Land Rights

Organizations conducting land release should make efforts both to find out who owns the land and to understand the broader land rights system in the area of operations. This applies to both legal and customary land rights systems. Often information provided on intended post-clearance land use proves inaccurate, sometimes because those consulted during data collection do not control the land. Furthermore, the release of land, which may have been inaccessible for decades, has the potential to create conflicts of interest amongst parties within affected communities and can even lead to 'land grabbing', where the rightful owner of a piece of land is denied control of their property by an individual, group, government, or private company. This can affect women more than men as, depending on the context, women can have a poorer understanding of the land rights system, have more limited access to title evidence/documentation and can be excluded from community discussions on use of common land. Mine action actors should be able to refer all affected parties to land rights organizations which can assist them in accessing their rights if there is a dispute.

### 2.3.1. Recommendations

**Non-Technical Survey** – the greatest advances in land release efficiency are made through improved information gathering techniques using suitably qualified staff. Non-technical survey is a key step in the land release process, where gender and diversity considerations have the highest operational efficiency implications. The need to consult women, girls, boys and men to gain information is a necessary step in making 'all reasonable effort'.

Organizations should aim to collect as much information as possible by accessing all affected groups which might have relevant information. To do so effectively, survey teams should be mixed gender (see section 2.2 on 'Interaction with Affected Communities' for detailed guidance). NTS teams should be required to consult a representative sample of the community, both in their Standard Operating Procedures and in practice. This includes adoption of a survey methodology that ensures collection of the most accurate and complete information from all sources. This can include village meetings, house-to-house interviews and meetings with separate groups of men and women. Forms should require data on the informant's sex, age, and other relevant factors, so that the level of inclusivity of the survey can be determined by analysing participant data.

Ownership of the land should be established and the likelihood of land release causing dispute or land grabbing should be determined. Local organizations with knowledge of land rights issues could be consulted.

**Priority-setting** - clearance tasks will be prioritised according to a set of criteria established at the national, local and organizational level. Men and women from diverse groups should be consulted as their needs and priorities for clearance and those of their children may differ and must be considered in project planning. An inclusive approach to community liaison is crucial to gathering a complete picture of the various priorities within an affected community (see section 2.2 on interacting with communities).

**Technical Survey and Clearance** - when conducting Technical Survey and Clearance it is important to ensure that employment opportunities are available to both men and women, and that policies and code of conduct on personal interactions between colleagues and with beneficiaries are clear (see section 2.1 on Personnel and Recruitment for further guidance).

**Quality Management (QM)** - all organizations involved in the process, including operators and national authorities, should agree on standards which meet gender-related 'customer requirements' such as the need for gender-balanced NTS teams. These standards should be integrated in national mine action standards and operators' SOPs and national QM systems should monitor compliance (see bibliography for further guidance on gender and quality management).

**Handover** - an inclusive approach to handover increases the likelihood that the land will actually be used after clearance. If the handover is limited to a formal ceremony where a handover certificate is signed by the operator, national authorities, and/or landowner(s), this can exclude others for whom this information is relevant: often women or land users without property titles over the land. Including all landowners and possible end users in the handover process better ensures that released land is used productively. Public handover ceremonies should be open to both men and women in the community and follow the guidance laid out in the Accessing Affected Communities section of these Guidelines (see section 2.2), including sensitivity to time and location to maximise attendance across all relevant groups. If possible, clear maps and posters in the local language explaining the process, which areas are safe to use, and residual risks should be displayed.

**Socio-economic Data Collection** - organizations conducting land release should disaggregate the beneficiaries of land release by sex and age and monitor if the proportion of men and women involved in the survey, as well as those from other relevant groups (e.g. religion, ethnicity, clan, etc.) is representative of the demographics in the area of operations (see section 3 on monitoring and evaluation).

## 2.3.2. Good Practice Examples

### The value of Mixed Teams in Survey

In South Sudan, DanChurchAid (DCA) conducted risk education with communities along roads, following a previous route survey by another operator. The original survey did not use mixed teams and mostly consulted with local leaders. In one community that was reported as free from mines in the original survey, DCA conducted risk education soon after. After gaining permission from local leaders (who repeated that there was no contamination), the mixed gender teams (necessary for speaking with local women) met with women and youth representatives and were informed of suspicious items near where the women collected firewood. Four anti-tank mines were confirmed as a result of this information, a few hundred metres from a group of huts inhabited by female widows. This demonstrates the value of deploying mixed teams and consulting widely across communities.



## LAND RELEASE AND HANDOVER CHECKLIST

### General

- ✓ Conduct a gender and diversity analysis

### Non-Technical Survey

- ✓ Follow the guidance in section 2.2 on accessing beneficiaries and communities to improve the quality of information-gathering
- ✓ Amend SOPs and training to require NTS teams to consult a representative sample of the affected communities
- ✓ Consider different approaches such as an open focus group discussion, household visits, and separate meetings with women and men where necessary to increase participation
- ✓ Collect sex and age disaggregated data on NTS participants to monitor the inclusiveness of the process



<b>Priority Setting</b>	
✓	Consult both women and men, as well as those from marginalised groups, on their priorities for clearance as they may vary considerably
✓	Value priorities of women and men equally in prioritisation process
<b>Technical Survey and Clearance</b>	
✓	Aim to offer equal employment and training opportunities in clearance to both men and women, following the guidance in section 2.1
<b>Handover</b>	
✓	Ensure that the handover process is inclusive by holding public handover ceremonies or post-clearance community briefings
<b>Socio-economic Data Collection</b>	
✓	Ensure that land release beneficiaries are disaggregated by sex and age
✓	Measure participation in the survey by women, men, and other relevant identity aspects
<b>Quality Management</b>	
✓	Integrate gender sensitive and responsive activities into existing QM structures as requirements – including SOPs, national standards, and QM forms.

## 2.4. EXPLOSIVE ORDNANCE RISK EDUCATION

To be successful, risk education must be based on understanding the existing knowledge, attitudes, practices and beliefs of the affected population with regards to explosive ordnance. This can be assessed through a survey and/or gender and diversity analysis (see section 1.1.1). Gendered patterns of activity and attitudes towards mine, ERW and IED contamination together with gender norms create different types of risk for women, girls, boys, and men. Casualty data should be analyzed to deter-



mine high-risk activities and which groups are the most at risk to determine who should be targeted and how. Most casualties worldwide are men and boys. There are several factors behind this, including encouragement of risk-taking behaviours in boys and wider movement in contaminated areas due to gendered livelihoods activities. However, this does not mean efforts should focus exclusively on males; first, women and girls are often involved in accidents due to carrying out different types of activities, often having lower levels of knowledge about contamination in post-conflict settings, and second, they are powerful agents for change, including behaviour change of boys and male adolescents/adults.



## Gender Considerations

- ▶ Women, girls, boys, and men often face different explosive risks;
- ▶ Women, girls, boys, and men often face different risks from small arms;
- ▶ Literacy levels are often lower amongst women and children in affected contexts;
- ▶ Certain risk education approaches are more appropriate for women, girls, boys, and men and those from marginalised groups;
- ▶ The assumption that men will pass on risk education messages they have received to their families is often not correct;
- ▶ When both parents are educated on the risks their children may face, there is a higher likelihood that they will influence them away from risk-taking behaviours.

### 2.4.1. Recommendations

**Message and Materials** - different messages may be more persuasive for different audiences; for example, whilst men and boys are often more likely to take risks than women and girls, arguments which emphasise the effect of a possible accident on their families and dependents may be more effective at changing male behaviour.

Develop scenarios reflecting daily activities and associated risks, and targeted messaging for different gender and age groups. As literacy and knowledge of common languages can be lower amongst children and women, materials should not rely heavily on text and should instead show images depicting safe and unsafe behaviour as well as hazardous items. Child-focused materials can feature cartoons and colourful images which are more likely to engage younger children in target age groups.

Risk Education messages & materials should be field tested prior to dissemination among the target communities. The protocol of field tests or pre-tests of messages and materials should ensure a reasonable sample of at-risk women, girls, boys and men are consulted.

**Credible/Powerful Messengers** – in addition to deploying mixed gender risk education teams, mine action organizations should consider that survivors of landmine, ERW, and IED accidents may be well placed to deliver risk education sessions as trainers. This is also true of messengers in public/media risk education campaigns. Furthermore, the use of sports figures or celebrities to deliver risk education messages in materials or public campaigns can be an effective way of reaching different audiences. For example, the Directorate for Mine Action in Iraq used images of well-known football players in risk education materials targeted at boys.

**Delivery of Face-to-Face risk education Sessions** – team composition, time, location, language and literacy, responses to public and private space, active participation, and local networks should be considered when delivering risk education (see section 2.2 on 'Interaction with Affected Communities'). Mine action organizations should monitor active participation in sessions to gauge levels of engagement from different groups and suitability of the risk education approach.

**Type of Activity** – different types of activity can affect participation from different audiences. Child-focused activities such as puppet shows or games can be engaging for children whilst adults may be more engaged by a presentation with more information on whom to contact after an incident or discovery of a device. This is not to say children cannot understand more complex messages, and in fact children are more predisposed to adopt new safe behaviour than adults and can be agents of change within their families.

**Public/Mass Media Campaigns** – mass media can be an effective tool in reaching women, girls, boys, and men in affected communities. This can include radio, television, newspapers, billboards, and social media. Consider how well these different media may reach women, girls, boys, and men or other target groups including consideration of literacy levels, media consumption, and availability times.

**Community-based Risk Education** – mine action organizations can also partner with local communities and authorities to train community-based risk education trainers of both genders. They can be used to access target populations where a mine action organization may face restrictions due to local gender norms or security considerations.

**SALW Risk Education** – the proliferation of Small Arms and Light Weapons (SALW) affects women, girls, boys, and men in different ways. Men form the majority of perpetrators and victims, while women are at three times the risk of being killed by an intimate partner when a gun is in the home.<sup>3</sup> In most contexts, the vast majority of SALW owners and users are male, in part because they dominate professions which use arms and are more likely to engage in hunting. Men are more likely to see small arms as facilitating greater security and status whereas women are more likely to see them as a threat.

Mine action organizations should recognise that women, girls, boys, and men are affected differently by SALW proliferation and activities should be tailored to varying needs and capacities as a result. Adults and children will require tailored messaging in SALW risk education, and specific at-risk groups identified and targeted.

The [Modular Small-arms-control Implementation Compendium \(MOSAIC\)](#) contains a chapter of the gendered dimensions of small arms and light weapons control and provides further guidance on this area.

## 2.4.2. Good Practice Examples

### **Partnering with Formal Education**

In Zimbabwe, The HALO Trust partnered with a local NGO, Happy Readers, to provide Learn to Read materials to local schools in affected areas which include integrated risk education messages through storytelling. By accessing the school curriculum and adapting the message to the target age group, mine action organizations can greatly and efficiently improve their reach with children. This approach is coupled with direct risk education, especially in contexts where school enrolment and attendance are low.

### **Local Partnerships to Improve Risk Education and Data Collection**

After an assessment of risk education activities UNMAS found that women and girls were not being reached adequately by the male RISK EDUCATION teams. To address this, UNMAS contracted a local NGO, which could deploy mixed gender community liaison teams. The female team members were able to travel from home to home and interact with both women and children, who proved to be a valuable source of information on explosive contamination in the area, as they were the ones who walked to remote places to fetch water or collect wood.

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<sup>3</sup> <https://www.ncbi.nlm.nih.gov/pubmed/9125010>

Explosive ordnance risk education in Severodonetsk, Ukraine. Photo credit: UNICEF/Filipov.



## Women as Agents for Change in SALW Risk Reduction Activities in Libya

UNMAS trained women from different areas of Libya in SALW risk and control measures. Supported by subject matter experts, they jointly developed and disseminated risk awareness messages suitable for the context. UNMAS has since expanded the project due to its success. In addition to transferring knowledge about SALW-related risks and best practices, trainees have reported overcoming resistance of local authorities towards their role, and eventually receiving invitations by the same local authorities to deliver risk education sessions.



## EXPLOSIVE ORDNANCE RISK EDUCATION CHECKLIST

### Accessing Beneficiaries

- ✓ Conduct a gender analysis of the context
- ✓ Follow the guidance in section 2.2 on accessing beneficiaries including selecting the right time and location for risk education sessions

### Message and Materials

- ✓ Tailor the message to the known risky behaviours of the audience, which may vary between women, girls, boys, and men
- ✓ Materials, particularly but not exclusively those aimed at children, should not rely on written communication, especially in contexts where literacy is poor, and should favour pictorial communication

### Messengers

- ✓ Deploy mixed gender risk education teams
- ✓ Consider recruiting accident survivors as risk educators



<b>Activity Types</b>	
✓	Consider using different styles of presentation for different audiences to increase participation especially between children and adults
<b>Indirect Access</b>	
✓	Combine face to face risk education with mass media such as television, radio, or social media to target at-risk segments of the population
✓	If direct access is not possible, consider training both male and female community-based risk educators
<b>Data Collection</b>	
✓	Ensure that participant data is disaggregated by sex and age

## 2.5. VICTIM ASSISTANCE

Gender is an important consideration in planning and implementing victim assistance. Women, girls, boys and men often have very different needs, even when faced with the same type of injury. Mine action organizations should ensure that women, girls, boys and men can benefit equally from victim assistance services. This requires in-depth understanding of local gender norms, as well as obstacles to – and opportunities for – better mobility and access to services.

While most survivors of landmine, ERW and IED accidents are men and boys, women and girls make up the majority of indirect victims, including those who experience an increased burden of care. For example, in some contexts, a daughter would be more likely to drop out of school to care for her injured father than would her brother. Additionally, mine/ERW accidents can result in a shift in the financial responsibility in the household. As most casualties are men, who are often the main ‘bread-winners’, the economic consequences of an accident can mean that the women have to bear the financial responsibility for their families. Conversely, men may also require specific support if they become a single parent following the death of a partner.



An Afghan doctor fits a prosthetic limb at a physical rehabilitation center funded by UNMAS in the Kunar district.  
Photo credit: UNMAS/Cengiz Yar



## Gender Considerations

- ▶ Gender affects an individual's exposure and response to a mine/ERW accident, as well as the impact such an event can have on their life
- ▶ Female and male survivors often face different economic, psychological and social repercussions
- ▶ After an accident, female survivors are more likely to face isolation, stigmatisation, and abandonment by their partners and families
- ▶ Mobility, and therefore access to services, is often shaped by gender norms
- ▶ Women and girls often have greater difficulty accessing emergency and ongoing medical care and services, or are not prioritised for receipt of prosthetics and services
- ▶ Because of prevalent masculine norms, male survivors are less likely to access psychological and psychosocial support
- ▶ Women and girls are the majority of the caregivers of survivors and may have to start work after an accident involving a male 'breadwinner'
- ▶ Women and girls are less likely to find work or receive financial support, rendering them more vulnerable to the risk of poverty

### 2.5.1. Recommendations

**Understanding the Challenges (Data Collection)** – up-to-date sex, age and disability disaggregated data on casualties, injuries, and access to services should be collected as part of a gender and diversity analysis. For detailed guidance on Sex and Age Disaggregated Data see section 1.1.2.

**Access to Survivors** – accessing survivors can be challenging; gender norms, patriarchal power structures, and the stigma and shame attached to disability can make it difficult for women, girls, boys and men with disabilities to access information and services. For detailed guidance on how to access all affected groups, see section 2.2.

**Facilities & Equipment** – where required, facilities and equipment should be adapted to meet the needs of male and female survivors and children. For example:

- ▶ Separate waiting rooms for men and women
- ▶ Ensure privacy for patients during physical examinations and consultations

- ▶ Where accommodation is provided, ensure there are separate sleeping and washing/ablution facilities. Make appropriate arrangements for guardians and chaperones if necessary
- ▶ Stock equipment to treat all beneficiaries, including prostheses and orthosis that are appropriate to survivors' age and sex

**Mobility** - survivors' mobility may be different depending on their gender, affecting their ability to reach locations where services are provided. For example, women are often less likely to hold a driver's license, afford transport costs or to travel unaccompanied, leaving their children and household.

Aim to provide the option of safe transport for survivors to the location where services are provided. In some environments, male relatives may need to accompany women when travelling. Women may also need to bring children in their care or have care facility options available whilst they access services. Organizations delivering victim assistance should offer to cover the transport of both women and required relatives in such cases. For other services, such as medical care and rehabilitation, also opt to provide mobile services and home visits to increase access to women, children, and other less mobile individuals.

**Personnel** - in many environments a person's access, participation and outcome can improve when patients receive treatment from a medical professional of the same sex.

Aim to deploy both male and female health workers, counsellors, peer support workers, psychologists, and physiotherapists as appropriate. The recruitment of female and male survivors should be encouraged across victim assistance services. For guidance on gender-sensitive recruitment and employment practices see section 2.1.

**Emergency and Ongoing Care** - victimisation may restrict survivors' access to medical care in general, including reproductive care particularly for women. Services should take into account medical and reproductive rights and refer survivors to appropriate services. Finally, both male and female first aiders should be trained in areas with new casualties.

**Rehabilitation** - facilities and equipment, mobility and personnel should all be taken into account in mainstreaming gender in rehabilitation. Family members can be trained to help assist therapy, especially in remote areas, including male family members so that the burden of care does not fall exclusively on women and girls.

**Psychological and Psychosocial Support** – psychological and psychosocial support activities should be adapted to different sex and age groups and represent their priorities. For example, women-only support groups can facilitate women’s active participation. Similarly, men often respond better to peer support networks and are more likely to participate in peer support programmes than one-on-one support. The employment of survivors and other persons with disabilities is encouraged, as well as family members of casualties. Support services should be provided to family members taking care of survivors as well as to the survivors themselves.

**Socio-economic Inclusion** – male and female survivors and indirect victims of mine/ERW accidents should have access to appropriate and adapted socio-economic activities including:

- ▶ Education (from early learning to higher education, including vocational training)
- ▶ Work, employment and social protection
- ▶ Social inclusion e.g. inclusive sports, leisure and cultural activities

Family members compelled to generate income for the family should be offered vocational training, microcredit or other assistance. Vocational training programmes should consider possible income-generating activities for both men and women based on needs in the local economy. Persons with disabilities, especially child survivors and indirect victims, should be guaranteed their rights to access education.

## 2.5.2. Good Practice Examples

### **Inclusion of the Families of Survivors**

In Afghanistan, the national NGO Afghan Landmine Survivor Organization (ALSO) identified that the support of the family is essential to survivors’ well-being and inclusion in their community. To change family members’ mind-sets about persons with disabilities and break down social stigma and isolation associated with impairments, ALSO enquires about the experience of isolation of survivors and the type of support they receive from their families, including any family members whose negative perceptions may be hampering their inclusion. Then, ALSO would work with those family members, for example the father of a female survivor to reduce the shame of the family associated with the impairment and facilitate her return to school or her socio-economic inclusion. On the other hand, they may support the wife of a male survivor, by providing economic support to the household as well as medical and psycho-social support for the survivor



## Rehabilitation and Mobility

In Jordan, female survivors, especially those living in rural or isolated areas, do not have access to the medical and rehabilitation services required. The NGO Un Ponte Per has designed a home-based rehabilitation project provided through mobile clinic units. Each unit employs physical and psychosocial rehabilitation professionals, who provide home-based rehabilitation and counselling to better reach women and persons living in more isolated areas. In addition, the mobile units train beneficiaries and caregivers on rehabilitation exercises and the usage and maintenance of mobility aids.

## The Different Faces of Marginalisation

Survivors and other persons with disabilities can face discrimination and stigma. For example, female survivors can be hidden at home, and never get the opportunity to marry, while married survivors may be abandoned by their partners. Humanity & Inclusion (HI) in Chad observed that persons with disability and other vulnerable groups were unintentionally excluded from community meetings and ceremonies due to the lack of appropriate facilities, their inability to financially contribute, or a lack of transport. Based on these findings, HI Chad adapted its activities to include socio-economic inclusion projects for survivors and persons with disabilities.



## VICTIM ASSISTANCE CHECKLIST

### Access

- ✓ Identify the best time, location and channels to access women, girls, boys and men survivors, other persons with disabilities, and indirect victims

### Facilities & Equipment

- ✓ Adapt facilities and equipment to meet the needs of female and male survivors and those in need of emergency medical care
- ✓ Ensure separate facilities for women and men when needed to preserve privacy

<b>Mobility</b>	
✓	Provide safe transport for survivors and indirect victims to the different services, and for relatives to accompany women travelling alone if needed
✓	Provide mobile services and home visits when possible to reach those less mobile
<b>Personnel</b>	
✓	Employ both male and female health workers, counsellors, peer support workers, physiotherapists, etc.
<b>Data Collection</b>	
✓	Keep up-to-date sex, age, and disability disaggregated data
✓	Conduct an in-depth gender and diversity analysis of the context to understand the need for services for women, girls, boys and men with impairments and indirect victims
<b>Medical Care</b>	
✓	Consider the issue of access, facilities and equipment, mobility, and personnel
✓	Develop the first aid capacity at the local level by training both women and men community members to be first responders
✓	Know where to refer women and men in need of sexual and reproductive medical assistance
<b>Rehabilitation</b>	
✓	Consider the issue of access, facilities and equipment, mobility, and personnel
✓	Train both male and female family members to assist with the provision of therapy

### Psychological and Psychosocial Support

- ✓ Employ female and male survivors, other persons with disabilities and indirect victims for peer support activities
- ✓ Extend services to the relatives and family members of survivors and people killed

### Socio-economic Inclusion

- ✓ Design socio-economic services to meet the needs of relatives and family members of survivors including activities for men and women: including in education, employment/ social protection, and social inclusion
- ✓ Guarantee the right of women, girls, boys and men to access these services

## 2.6. ADVOCACY

Advocacy activities should be gender-sensitive to ensure that women, girls, boys and men from affected communities have equal opportunities for involvement in advocacy efforts and are reached by awareness raising initiatives.



### Gender Considerations in Advocacy

- ▶ Religious and cultural practices, literacy levels and gendered social roles and responsibilities shape the way programmes communicate and engage with women, girls, boys and men
- ▶ Women, mine/ERW survivors and persons with disabilities are often underrepresented in multilateral fora and not meaningfully included in advocacy efforts (e.g. communications, events and personnel)
- ▶ State Parties reports on compliance with the obligations of disarmament conventions often lack sex and age disaggregated data
- ▶ Some governments, intentionally or otherwise, restrict women's participation in mine action through labour laws
- ▶ Including stories of women, girls and other diverse groups in advocacy campaigns improves understanding of the wide-reaching impact of explosive devices have across society



A teacher instructs a class during a mine risk education class funded by UNMAS in Jalalabad, Afghanistan.  
Photo credit: UNMAS/Cengiz Yar

## 2.6.1. Recommendations

**Communication in Awareness-Raising Activities** - ensure that women, girls, boys and men from diverse groups are engaged in awareness-raising activities and that their experiences are reflected. When using photographs, images and videos, it is important to represent diverse groups including women, girls, boys, and men. Stereotypical representations of women and men should also be avoided (e.g. only men demining, women cooking).

**Engagement with Local Communities and Advocates** - encourage all individuals in affected areas to engage in advocacy to reduce the threat of mines/ERW and to promote respect for the rights of affected persons. Advocacy initiatives should meaningfully include women's and survivor's organizations as well as other community groups.

**Engagement with National Authorities** - UN mine action personnel and international organizations should support national authorities to mainstream gender in their activities, whether through the design of national strategies or promoting the inclusion of sex and age disaggregated information in their reports on compliance with treaty obligations. National authorities should also be encouraged to increase the participation of women in their delegations to international events and trainings.

**Highlighting Gender-Specific Impact** - advocacy should highlight the impact of mines/ERW on specific segments of the affected population. For instance, when seeking to influence policymakers or legislators in a country home to internally displaced persons (IDPs), it might be important to present examples that illustrate that contamination is often found in areas where women and children make up the majority of IDPs and are at greater risk, such as around borders. Mine action organizations should also advocate for the removal of legal restrictions on the equal participation of women in the sector. The positive contribution of women, girls, boys and men and those from marginalised groups should also be highlighted.

**Public Outreach Events, Panels and International Meetings** - mine action organizations should aim for gender balance in all public outreach and public relations events. Panel discussions should be gender-balanced and, as much as possible, representative of beneficiaries and stakeholders. For instance, a panel on victim assistance should aim to include survivors and representatives of victim assistance associations. States and organizations participating in multilateral meetings should be encouraged to send delegations composed of both women and men from diverse groups.





## ADVOCACY CHECKLIST

### Communication

- ✓ Develop targeted strategies to reach key demographics when conducting grassroots advocacy projects
- ✓ Represent both women and men as well as those from under-represented groups in visual communication media
- ✓ Aim to include local women and survivor groups in advocacy initiatives
- ✓ Highlight stories of gendered impact of explosive hazards on women, girls, boys, and men where appropriate

### National Capacity

- ✓ Support national authorities to mainstream gender in their activities
- ✓ Where there are legal restrictions on women working in mine action, advocate for their removal

### Events

- ✓ Aim for gender balance amongst speakers and panellists at events
- ✓ States and organizations attending multilateral events should aim for gender balance in their delegations



A student with mine risk education message for International Mine Awareness Day 2019.  
Photo credit: UNDP Vietnam.

# 3. MONITORING AND EVALUATION

Monitoring and evaluation are key components of mine action projects and essential for demonstrating and improving impact. It is important that monitoring and evaluation processes are gender-sensitive and able to capture mine action's impact on gender-related outcomes.

## 3.1. DATA COLLECTION

It is important to consult a representative sample of the affected community in data collection activities, whether as part of a socio-economic survey, KAPB survey, NTS, risk education, or community liaison. Staff collecting data should be trained to seek a representative sample from surveyed communities and to apply the guidance in section 2.2 of these guidelines on 'Accessing Affected Communities'.

## 3.2. SURVEY DESIGN

**Disaggregation by Sex and Age** - all data points recording quantities of people should be disaggregated by sex and age into categories of women, girls, boys, and men (see section 1.1.2 for further guidance), whereas data points collected on individuals should record their sex and specific age. Participant data collected from a risk education session, for example, should be disaggregated:

Risk Education Participants			
Women	Girls	Boys	Men
15	3	0	4

Whilst individual respondent or casualty data should be recorded thus:

<b>Name</b>	Mary Smith
<b>Sex</b>	Female
<b>Age</b>	31
<b>Disability Status</b>	Yes/No

**Questionnaire Design** - when designing surveys, ensure that questions are relevant to the activities conducted by women, girls, boys, and men. For example, questions on land use should go beyond including income-generating activities like agriculture to include non-income generating activities and social goods such as access to water, education, care-burden and healthcare. A reduction in the amount of time required to collect water may not be an easily quantifiable economic gain for affected communities but there is a significant, and likely gendered, positive social impact.

**Household vs. Individual Surveys** - data may be collected on an individual basis or from an individual on behalf of a household. It should be noted that men and women from the same household may give different answers to key questions such as allocation of household expenditure and priorities. In the case of household surveys, it is important to collect the details of the individual responding on behalf of the household. The identities/gender of respondents can later be factored into analysis of the survey data at a later stage. Follow-up surveys should aim to interview the same individual for consistency.

**Capture Gender-Related Impact** - ensure that activities which contribute to gender equality and women's empowerment are captured, either through quantitative indicators or qualitative measures such as case studies. Collecting and sharing this data can improve wider visibility and understanding of the transformative impact of mine action activities.

**Accountability to Affected Populations** - ensure that all members of the community understand the purpose and aims of the programme and provide them with accessible feedback mechanisms so that they can voice concerns or issues.<sup>4</sup>

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<sup>4</sup> <https://interagencystandingcommittee.org/accountability-affected-populations-including-protection-sexual-exploitation-and-abuse/documents-61>



### 3.3. DATA ANALYSIS AND USE

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**Developing Gender-Sensitive Indicators** the quantitative indicators used to measure progress on a project will be highly dependent on the activities conducted, however, some examples may include:

- ▶ Measure the gap between women, girls, boys, men
  - > E.g. % improvement in income for male and female beneficiaries
- ▶ Measure progress towards specific gender equality goals
  - > E.g. % of male and female employees
  - > # of senior female employees
- ▶ Measure progress towards internal gender mainstreaming
  - > E.g. # of SOPs revised to be gender-sensitive
  - > % of male and female respondents to socio-economic surveys
- ▶ Be disaggregated by sex and age
  - > E.g. # of women, girls, boys, and men receiving risk education services

In addition, qualitative methods such as interviews and case studies can be used to demonstrate more nuanced impact such as the transformative effect of mine action on gender norms. For example, interviews with female deminers on how their work has affected their perspectives and treatment within the community.

### 3.4. METHODS FOR PROJECT EVALUATION

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Gender should be mainstreamed into existing evaluation tools to examine the impact of the project on women, girls, boys, and men. Through understanding who benefitted most and least from the project, lessons can be learned for future interventions. In addition to detailing the gendered impact of the project, an evaluation should examine how effectively gender was mainstreamed internally and through activities. A fair evaluation of the challenges and corrective actions taken can feed into the design of future projects.

**Gender Markers** – can be used to determine to what extent a project considers and responds to gender. The Inter-Agency Standing Committee (IASC) of the UN developed a revised “Gender with Age



Marker” in 2018 which measures projects across 12 criteria divided into four areas (see bibliography). Scores provided by gender markers can provide a broad overview of how well a project has taken gender into account and are sometimes used by mine action donors.

**Inclusivity of Surveys:** Survey data should be analysed to determine whether a representative sample of the population has been consulted, including an adequate number of women and men (and boys and girls where appropriate), and those from marginalised groups. A lack of representation from any of these groups may be due to flaws in the data collection process such as personnel, training, timing, location etc.

Mine clearance training course underway in South Sudan.  
Photo credit: UNMAS/Martine Perret



## 1. GENDER IN INTERNATIONAL HUMANITARIAN AND HUMAN RIGHTS LAW

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The legal framework for mine action comprises the 1983 Convention on Prohibitions or Restrictions on the Use of Certain Conventional Weapons Which May be Deemed to be Excessively Injurious or to Have Incriminating Effects (CCW) and its Additional Protocol II, the 1997 Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on Their Destruction (APMBC) also known as the Ottawa Convention, and the 2008 Convention on Cluster Munitions (CCM). While neither the APMBC nor the CCW contain gender-specific provisions, the CCM mentions gender in its preamble and stresses the need for age and gender-specific assistance to cluster munition survivors and indirect victims.

The implementation of both the APMBC and the CCM is guided by action plans which note the need to mainstream gender in relation to data collection, risk education, and victim assistance. They also both highlight the importance of the inclusion and participation of women, girls, boys and men in all mine action activities. Furthermore, Security Council resolution 2365 (2017) specifically stresses the importance of taking into account relevant gender and age specific considerations in the planning and implementation of mine action programmes.

Within the broad legal framework for gender equality, there are provisions that often pertain to mine action, including the principles of non-discrimination and equal enjoyment of rights enshrined in the 1948 Universal Declaration of Human Rights and the 1979 Convention on the Elimination of all Forms of Discrimination against Women. Additionally, the 2006 Convention on the Rights of Persons with Disabilities recognises that women and girls with disabilities are particularly disadvantaged. Although not legally binding, the 1995 Beijing Platform for Action established gender mainstreaming as a global strategy for the promotion of gender equality. It specifically called on governments to recognise “that women and children are particularly affected by the indiscriminate use of antipersonnel landmines”.

In 2000, the adoption of the Security Council Resolution 1325 on Women, Peace and Security urged all actors to increase the full and effective participation of women and girls and to incorporate gender perspectives in all UN peace and security initiatives. It also specifically emphasises “the need for all parties to ensure that demining and mine awareness programmes take into account the special needs of women and girls”.

Finally, the 2030 Agenda for Sustainable Development has identified 17 overarching goals to shape development efforts. “Gender equality and the empowerment of women and girls” is a stand-alone goal (SDG 5) as well as a principle mainstreamed in 11 other Sustainable Development Goals (SDGs), with 24 targets related specifically to gender.

## 2. KEY DEFINITIONS

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**Diversity** refers to identity characteristics such as age, race, ethnicity, language, religion, disability, sexual orientation, etc. A good understanding of diversity enables the use of an intersectional approach where different diversity aspects are seen overlapping and creating interdependent systems of discrimination.

**Empowerment of women and girls** refers to their gaining power and control over their own lives. It involves increase in self-confidence, skills, access to and control over resources, problem-solving, and the development of self-reliance. Empowerment can be economic, social, political, legal, health or environment-related and can be individual, collective, or refer to the wider social context. UN Women, UN Women Training Centre’s Glossary.

**Gender** refers to the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for women, girls, boys and men. Gender is socially constructed, and thus changes in relation to location and time. Gender is not a synonym for women; it is about the power relations between women and men, as well as among women and among men. Gender is part of the broader socio-cultural context, which includes other dimensions such as age, race, ethnic group, class, etc. UN Women, UN Women Training Centre’s Glossary.

**Gender-based Violence (GBV)** is an umbrella term for violence directed toward or disproportionately affecting someone because of their actual or perceived gender identity. GBV includes acts that inflict physical, sexual or psychological harm or suffering, threats of such acts, coercion, and other deprivations of liberty, whether occurring in public or in private life. While women and girls suffer



disproportionately from GBV, men and boys are also targeted. Sexual exploitation and abuse are both forms of GBV. United Nations, Glossary on Sexual Exploitation and Abuse.

**Gender Equality** refers to the equal enjoyment by women, girls, men and boys of rights and opportunities. It means that all human beings are free to make their own choices without limitations set by gender norms, and that the diversity in behaviour, needs and aspirations of women and men is equally valued. Gender equality does not mean that women and men are the same, but that they can enjoy their rights equally. IASC Gender Handbook for Humanitarian Action.

**Gender Mainstreaming** is the process of assessing the implications for women and men of any planned action in all areas and at all levels. It is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs so that women and men benefit equally, preventing the perpetuation of inequality. It is not a goal or objective on its own. The ultimate goal is to achieve gender equality. UN Women, UN Women Training Centre's Glossary.

**Gender Parity** is a term that means the equal representation of women and men in a given area. UN Women, UN Women Training Centre's Glossary.

**Gender Responsive** is an approach that identifies and acknowledges the existing differences and inequalities between women and men and articulates policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men. UN Women, UN Women Training Centre's Glossary.

**Gender-sensitive** is an approach that takes into consideration the differentiated impact explosive risks and the response of mine action organizations have on men, women, boys and girls. It addresses gender norms, roles and access to resources in so far as needed to reach project goals. IMAS 04.10, UN Women, UN Women Training Centre's Glossary.

**Gender Transformative** is an approach that promotes gender equality and aims to achieve positive development outcomes by transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment. UN Women, UN Women Training Centre's Glossary.

**Safeguarding** is the responsibility that organizations have to make sure their staff, operations, and programmes do no harm to children and vulnerable adults, and that they do not expose them to the



risk of harm and abuse. Protection from sexual exploitation and abuse (PSEA) and child protection fit under the term “safeguarding”. CHS Alliance 2017, PSEA Implementation Quick Reference Handbook.

**Sexual Abuse** is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. All sexual activity with a child is considered as sexual abuse. Physical intrusion is understood to mean any type of sexual activity. Sexual abuse includes a number of acts including rape, sexual assault, and sexual activity with a minor. United Nations Glossary on Sexual Exploitation and Abuse.

**Sexual Exploitation** is any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes, including but not limited to profiting monetarily, socially or politically from the sexual exploitation of another. Sexual exploitation is a broad term, which includes a number of acts including transactional sex, solicitation of transactional sex and other exploitative relationships. United Nations, Glossary on Sexual Exploitation and Abuse.

**Sexual Harassment** is different from sexual exploitation and abuse. It is usually used to refer to prohibited conduct in the workplace. It involves any unwelcome sexual advance, request for sexual favour, verbal or physical conduct of a sexual nature, or any other behaviour of a sexual nature that might reasonably be perceived to cause offence or humiliation to another. Sexual harassment can interfere with work, and create an intimidating, hostile or offensive work environment. United Nations, Glossary on Sexual Exploitation and Abuse.

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**ACHIEVE GENDER EQUALITY  
AND EMPOWER  
ALL WOMEN AND GIRLS**



**SUSTAINABLE  
DEVELOPMENT GOALS**



Afghanistan's first ever female deminer team began their operations in Bamyan province on 1 June 2018. Photo credit: UNMAS





