

# MINE ACTION PROGRAMMING

The IASC Gender Marker (GM) is required for all Consolidated Appeals Processes (CAPs) and other humanitarian appeals and funding mechanisms. Cluster/Sector Leads should support their partners in the use of the GM so that all cluster projects ensure that ALL members of affected populations have equal access to quality services and that targeted action to advance gender equality is based on gender analysis. This makes mine action projects and programmes more effective.

By uploading gender codes onto the global Online Project System (OPS) and Financial Tracking System (FTS), donors are better placed to identify and to fund high quality, gender-informed projects.

**This Tip Sheet is designed to help Mine Action sub-Cluster/Sector Leads and their partners design quality projects that reflect the distinct needs of women, girls, boys and men. The aim is to:**

1. Train users in GM coding skills and provide an opportunity to practise with the Vetting Form
2. Through the use of practical examples and tips, to improve projects by bringing gender dimensions into the needs analysis, the activities and the outcomes

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

Conflicts and natural disasters affect women, girls, boys and men differently; each is susceptible to different risks and are victimised in different ways. Humanitarian actors should understand these differences and ensure that services and aid assist the entire population without putting any members at risk.

Mines and explosive remnants of war (ERW) pose a significant threat to the lives, well-being and socio-economic development of individual women, girls, boys and men, as well as to entire communities. Providing mine action interventions alone will not guarantee optimal results. Only a gender-sensitive, participatory approach at all stages of a project- i.e. one that recognises and responds to the challenges to gender mainstreaming in mine action; including the different levels of literacy, security and freedom of movement of women, girls, boys and men; the unequal representation of women, girls and boys in consultations leading to project prioritization; the lack of participation of women in decision-making processes in their communities; and a shortage of affirmative action policies in recruitment practices - can help ensure that adequate and efficient activities are undertaken.

Projects that analyse and take into consideration the needs, priorities and capacities of both the female and male population are far more likely to improve the lives and dignity of those affected by conflict or disaster.

## GENDER EQUALITY IN THE PROJECT SHEETS

The GM allows Cluster Vetting Teams to code projects 0, 1, 2a or 2b; each code represents the degree to which the project is designed to meet the needs of various segments of the population and/or targets groups with specific needs. The gender code is based on three elements: **Gender Analysis in NEEDS ASSESSMENT → ACTIVITIES → OUTCOMES**

**Designing and implementing a project that achieves a gender code 2a or 2b makes sense as it can enhance both project performance and funding potential.**

The **Title**, **Objectives** and **Beneficiaries** sections of the project can also provide useful additional indications of how well the different needs of women, girls, boys and men are mainstreamed into the project.

## VETTING FORM

To code projects correctly and consistently, Cluster/Sector Vetting Teams are encouraged to use the GM Vetting Form:

Gender analysis in NEEDS ASSESSMENT	Gender in ACTIVITIES	Gender in OUTCOMES	No. of Checkmarks	GENDER CODE
✓	✓	✓	3	2a or 2b
✓	✓	-	2	1
-	✓	✓	2	1
✓	-	✓	2	1
✓	-	-	1	1
-	✓	-	1	1
-	-	✓	1	0
-	-	-	0	0

GENDER MARKER	DESCRIPTION
<b>GENDER CODE 0</b> <i>No visible potential to contribute to gender equality</i>	<b>Gender is not reflected</b> anywhere in the project sheet or only appears in the outcomes. This leaves the project open to the risk of failing to meet the needs of some population groups and possibly even doing some harm. These projects are considered gender-blind.
<b>GENDER CODE 1</b> <i>Potential to contribute in some limited way to gender equality</i>	<i>Only one or two components of the project display gender dimensions*</i> . The project does <i>not</i> have all three elements covered, i.e. 1) gender analysis in the needs assessment, which leads to 2) gender-responsive activities and 3) related gender outcomes <i>*Where the gender dimension appears in outcomes only, the project is still considered gender-blind.</i>
<b>GENDER CODE 2A – GENDER MAINSTREAMING</b> <i>Potential to contribute significantly to gender equality (Equivalent to Code 2 for UNDP and UNICEF projects)</i>	<b>GENDER CODE 2B – TARGETED ACTION</b> <i>Principal purpose of the project is to advance gender equality (Equivalent to Code 3 for UNDP and UNICEF projects)</i>
<p>A robust <b>gender analysis</b> is included in the project's needs assessment and is <b>reflected in one or more of the project's activities and one or more of the project outcomes.</b></p> <p><b>Gender mainstreaming</b> in project design is about integrating the concerns and experiences of women, girls, boys and men at the core of the project: 1) gender analysis in the needs assessment which leads to 2) gender-responsive activities and 3) related gender outcomes. This careful gender mainstreaming in project design promotes the flow of gender equality into implementation, monitoring and evaluation.</p> <p>Most humanitarian projects should aim for code 2a.</p>	<p><b>The gender analysis in the needs assessment justifies this project in which all activities and all outcomes advance gender equality.</b></p> <p>All <b>targeted actions</b> are based on gender analysis. Targeted actions are projects that assist women, girls, boys or men who have special needs or suffer exclusion or discrimination. Targeted actions aim to minimize differentiation so that all women, girls, boys and men are able to exercise and access similar rights and opportunities. Examples of discrimination relevant to mine action might include the exclusion of women from mine action prioritisation (see page 19 of the Gender Guidelines for Mine Action Programmes, UNMAS, March 2010 – See <a href="http://www.mineaction.org/doc.asp?d=370">http://www.mineaction.org/doc.asp?d=370</a>).</p> <p><i>A gender analysis will identify how many 2b projects are warranted. It is anticipated that 2b projects would make up approximately 10-15% of projects but, in some contexts, this could be more or less.</i></p>

## NEEDS ASSESSMENTS → ACTIVITIES → OUTCOMES

A **NEEDS ASSESSMENT** is the essential first step in providing mine action programming that is effective, safe and restores dignity. A gender analysis is critical to understanding the social and gender dynamics that could help or hinder aid. Here are examples of issues that should be addressed in order to enrich the design of mine action projects, be they demining, mine risk education (MRE), victim assistance (VA) and/or advocacy projects:

1. **Demining** - gather information at times and locations convenient for all individuals – women, girls, boys and men
2. **Demining** - gather information from women and men about the location and impact of the threat and the projected use of cleared land
3. **Demining** – involve both women and men in the land release process and have access to and benefit from the use of released lands
4. **MRE** – collect and analyse data and information that reveal the distinct at-risk behaviour of women, girls, boys and men
5. **MRE** – consider the availability of women, girls, boys and men when planning the venue for and the timing and composition of MRE meetings
6. **MRE** – seek to verify that women, girls, boys and men understand fully the MRE messages presented
7. **VA** – gather and analyse sex- and age-disaggregated data on survivors' needs and access to health and counselling services
8. **Advocacy** – employ appropriate means of communication to ensure awareness-raising efforts reach women, girls, boys and men
9. **Demining, MRE, VA and Advocacy** – seek to achieve a gender-balance on survey and clearance teams, MRE trainers, health workers and counsellors, and in all public outreach/public relations events respectively

See the *Gender Guidelines for Mine Action Programmes, UNMAS, March 2010* (<http://www.mineaction.org/doc.asp?d=370>)

**Examples of ways to incorporate gender concerns in Mine Action projects:** The gender analysis in the needs assessment will pinpoint gender gaps, such as unequal access to services for women/girls and men/boys, Ways to address them should be integrated into **ACTIVITIES**. Example:

Gender Analysis in Needs Assessment	Activities
<p><i>A needs analysis identifies that women have the major role in working agricultural land that is surrounded by heavily-mined areas. However, survey/clearance teams are not sensitised to collect data and information on roles and responsibilities in relation to agricultural land and livestock grazing from both women and men.</i></p>	<ul style="list-style-type: none"> <li>✦ <i>Train survey/clearance teams in gender considerations and recommend best practices in collecting data/information from both women and men</i></li> <li>✦ <i>Assemble survey teams comprising men and/or women, as appropriate, based on the characteristics of the groups to be interviewed.</i></li> </ul>

**OUTCOMES** should capture expected changes for female and male beneficiaries. Avoid outcome statements that hide whether or not males and females benefit equally. Examples of gender outcomes include:

- Information on the threat of mines and ERW is routinely collected from women, girls, boys and men in the affected communities.
- MRE messages and strategies are designed and delivered appropriate to the different sex and age groups
- Referral systems for all persons with disabilities - disaggregated by sex and age - are developed and utilised
- (For advocacy purposes) A female regional or national figure has been identified and is involved in a campaign that builds regional or national awareness of mine action issues for women and girls.

### THE ADAPT & ACT-C FRAMEWORK: A PRACTIAL TOOL TO DESIGN/REVIEW MINE ACTION PROJECTS THROUGH A GENDER EQUALITY LENS:

The ADAPT & ACT-C Framework is a tool for use when designing or vetting a project to integrate gender dimensions. While the order of the steps in the framework may vary; the point is that as many as possible of the steps, ideally all nine, should be taken into account in the design of humanitarian assistance and protection projects to ensure that the services and aid they provide meet the needs and concerns of women, girls, boys and men equally.

<b>A</b>	<b>ANALYSE the impact of the crisis on women, girls, boys and men</b> and what this entails in terms of division of labour/tasks, work load and access to mine action services. Ensure, for example, that a project's targeted beneficiaries are disaggregated by sex and age and that women, girls, boys and men are consulted at assessment, monitoring and evaluation stages.
<b>D</b>	<b>DESIGN services to meet the needs of women and men equally.</b> Mine Action actors should review the way they work to ensure that women and men benefit equally from their demining, mine risk education, victim assistance and advocacy activities and that advocacy campaigns and messages are tailored to be understood by all.
<b>A</b>	<b>Make sure that women and men can ACCESS mine action services equally.</b> A continuous monitoring of who is involved in demining surveys and clearance, of who responds to surveys (data disaggregated by sex and age) and of who takes part in decision forums on land clearance and release will help ensure all are accessing services.
<b>P</b>	<b>Ensure women, girls, boys and men PARTICIPATE equally</b> in the design, implementation, monitoring and evaluation of mine actions and that women are in decision-making positions. If it is problematic to have women in committees, put in place mechanisms to ensure their voices are represented in the committees.
<b>T</b>	<b>Ensure that women and men benefit equally from TRAINING or other capacity-building</b> initiatives offered by the project so that all community members have an equal mastery of clearance activities, for example

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<b>A</b>	<b>Make sure that the project takes specific ACTION to prevent risks of GBV</b> , especially sexual exploitation and abuse. In this regard, see page 18 of the Gender Guidelines on Mine Action Programmes, UNMAS, March 2010.
<b>C</b>	<b>COLLECT and analyse all data concerning the affected population, disaggregating details by sex and age;</b> analyse and develop profiles on the different needs and realities of males and females in at-risk populations and how and whether their needs are being met by the Mine Action sector's response. For example, disaggregate members of land clearance/release committees, as well as those with access to clearance training and work by sex and age.
<b>T</b>	<b>Based on the gender analysis, make sure that women, girls, boys and men are TARGETED with specific actions when appropriate.</b> Where one group is more at-risk than others, for example, to accidents due to their role in collecting firewood, water or in grazing animals, special measures should be taken to protect that group.
<b>C</b>	<b>Ensure COORDINATION</b> and gender mainstreaming in all areas of humanitarian work.

## DESIGNING MINIMUM GENDER COMMITMENTS FOR MINE ACTION:

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

The commitments should be the product of a dialogue with cluster/sector members and/or within the organisation. A first list of commitments should be identified and then discussed, amended and validated by the national cluster and sub-clusters and/or organisation's staff working in the sector. It is important to note that commitments need to reflect key priorities identified in a particular setting, i.e. demining, MRE, VA and/or Advocacy. *The commitments, activities and indicators below are only provided as samples only:*

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

Sample Activities	Sample Indicators
<i>Make sure that vacancy notices clearly identify aspects of the job that might influence women applicants, such as travel, lodging and childcare arrangements.</i>	<i>Vacancy notices include information on travel, lodging and childcare arrangements, which would better inform women on the implications for their participation.</i>
<i>Disaggregate the training session participants by sex</i>	<i>[Representative %] of the people participating in training sessions are women.</i>

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

Sample Activities	Sample Indicators
<i>Ensure that MRE materials accurately portray – in word and pictures/photos – the risks facing, and the roles and behaviours of women, girls, boys and men</i>	<i>MRE materials include narrative on and images of the risks facing, roles and behaviours of women, girls, boys and men.</i>
<i>Recruit and train appropriate messengers (e.g. same-sex) to convey MRE messages to specific audiences.</i>	<i>50% of the MRE messengers are women.</i>

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

Sample Activities	Sample Indicators
<i>Collect and analyse sex- and age-disaggregated data on mine/ERW survivors and the impact of their injuries on their economic, social and psychological well-being.</i>	<i>By end-July, a gender analysis has been completed and sets out the sex and age of survivors and details the impact on women, girls, boys and men having regard to their role and responsibilities in the family and community.</i>
<i>Provide access to same-sex counsellors or support groups for female and male survivors</i>	<i>50% of counselors and of support groups female</i>

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

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

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

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

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