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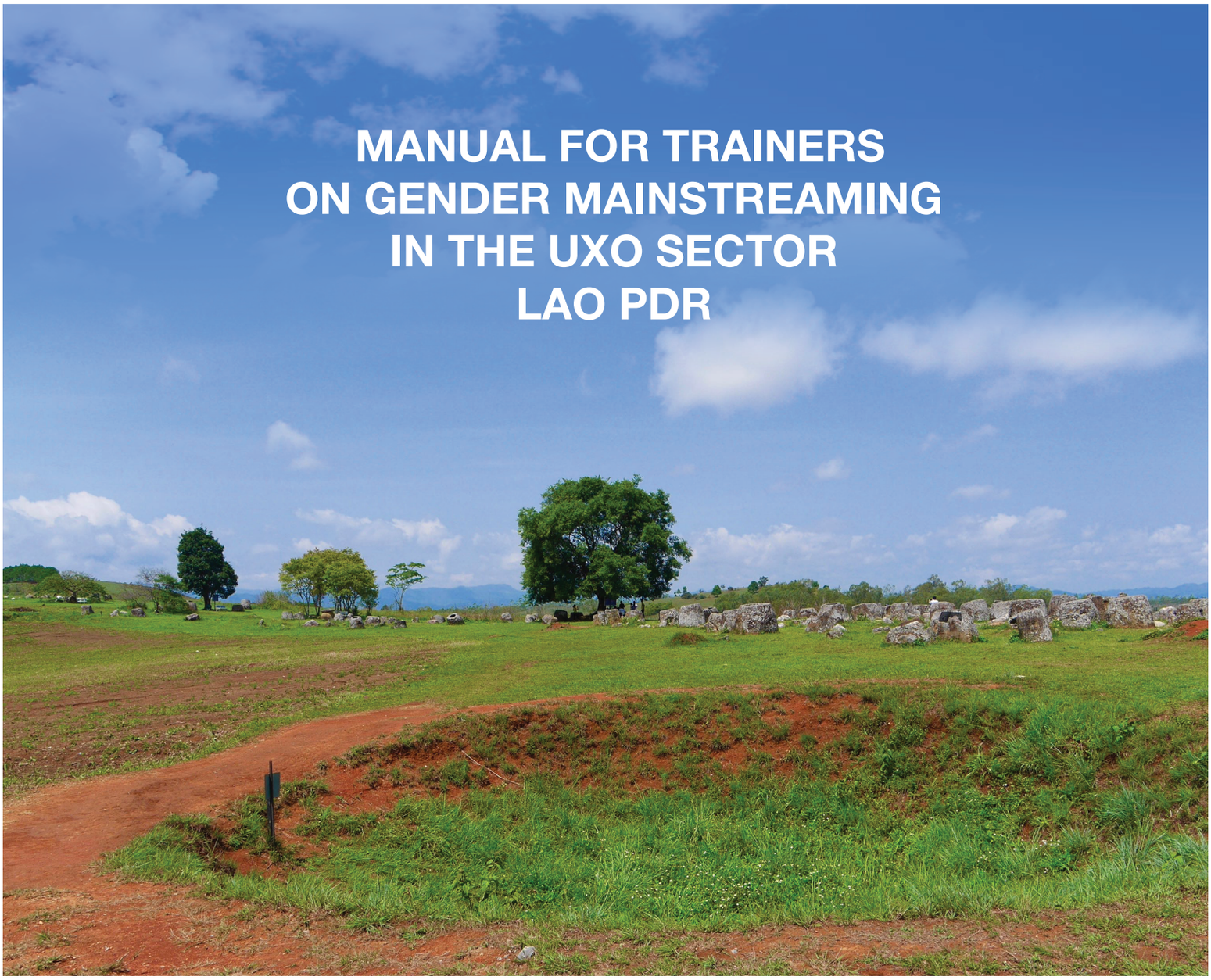
United Nations Entity for Gender Equality and the Empowerment of Women

MANUAL FOR TRAINERS ON GENDER MAINSTREAMING IN THE UXO SECTOR LAO PDR



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MANUAL FOR TRAINERS ON GENDER MAINSTREAMING IN THE UXO SECTOR LAO PDR

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ACRONYMS

CHAs	Confirmed Hazard Areas
HRM	Human resources management
ILO	International Labour Organization
MAG	Mines Advisory Group
MRE	Mine Risk Education
LWU	Lao Women's Union
NPA	Norwegian People's Aid
NRA	National Regulatory Authority
PPP	Power point presentation
SDGs	Sustainable Development Goals
UN	United Nations
UN ECOSOC	United Nations Economic and Social Council
UNDP	United Nations Development Program
UNWOMEN	United Nations Entity for Gender Equality and Women's Empowerment
UXO	Unexploded ordnance
UXO-Lao	Unexploded ordnance-Lao

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ACKNOWLEDGEMENTS

This manual for trainers on gender mainstreaming in the UXO sector in Lao PDR is the result of a collaborative effort by Lao Women's Union and UN Women with the valuable inputs and support of the UXO National Regulatory Authority. A first step was to undertake an assessment of gender mainstreaming and women's leadership in the UXO sector in the country. Based on the recommendations of the assessment the manual was designed and pilot tested in the latter part of 2018 and early 2019.

With their valuable inputs and comments, the participants of the pilot training of trainers' workshop held in Vientiane 13-15 December 2018 played a key role in improving the quality and relevance of the manual. Together, the participants represented a range of UXO sector players in Lao PDR; the National Regulatory Authority (NRA), UXO-Lao, UNDP UXO Unit, Mines Advisory Group (MAG), Norwegian People's Aid (NPA), Hallo Trust, Humanity International (HR) and World Education (WE) as well as LWU staff and Lao Disabled Women's Development Center (LDWDC). Their knowledge of the UXO sector and practical operational experience greatly enriched the content of this manual. A second workshop on gender mainstreaming and women's leadership in the UXO sector, held on 19 December 2018 in Vientiane, and a third training workshop held on 1 February 2019 in Xieng Khouang on gender mainstreaming in Mine Risk Education and Victim Assistance, provided more opportunities to further test and fine tuning the manual. A total of 83 participants attending the three workshops were trained using selected modules thus providing valuable feedback.

The manual for trainers on gender mainstreaming in the UXO sector in Lao PDR was drafted by Ms. Linda Wirth with comments and inputs from Mr. Phothong Siliphong. In addition, Mr. Phothong Silophong's translation of the manual into Lao is noted with thanks. Ms. Douangsamone Dalavong, ex-Director General, Planning and International Cooperation Department of LWU, Mr. Phoukhieo Chanthasomboune, Director General of NRA and Ms. Evy Messell as a UN Women consultant, provided valuable guidance and inspiration. Special thanks go to Ms. Khemphet Phaokhamkeo, UN Women, and Ms. Pethsouly Boupha, LWU for their logistical assistance and to Ms. Keshia Dsilva for her advocacy assistance for the above-mentioned workshops.

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INTRODUCTION

Background context

Laos PDR was subject to intensive aerial bombardment during the Indochina War (1964-1973). During this period, more than 500,000 bombing missions dropped over two million tons of ordnance, or nearly one ton for every man, woman and child in the population at the time. Most of these were anti-personnel cluster bomblets intended to explode on or shortly after impact, but the failure rate is estimated at as high as 30 percent. As a result, more than 40 years after the end of war, UXOs still affects 15 of the 18 provinces. Over the years to 2015 there have been at least 50,570 casualties with 29,522 killed and 21,048 injured from UXOs. With an increasing amount of risk education provided to the population, especially in the villages together with more land clearance, the number of UXO casualties has been reduced by 85 per cent over the last decade.

Even so, UXOs remain a major challenge for socio-economic development in Lao PDR. UXOs limit safe access to agricultural land as well as to land for development projects, making construction of transport and power infrastructure, schools, hospitals and water supply facilities costlier and more dangerous.

Due to the different gender roles of women and men in economic and domestic activities, their risk patterns vary, as does their knowledge of the location of UXOs. Men are more often than women the direct victims of death and injury from UXOs. However, a significant number of women are indirect victims when their husbands or children are killed or maimed as they are obliged to assume the double role of sole breadwinner and carer.

The UN Gender Guidelines for Mine Action Programmes state that “including a gender perspective in mine action operations promotes gender equality in beneficiary communities, thus reducing overall social injustice and discrimination based on gender. The systematic increased engagement of both women and men in mine action operations as employees and decision-makers ensures that more women are able to contribute to the establishment of a more peaceful and stable society.”

Purpose of the training manual

This training manual addresses the practical application of gender equality concepts and the gender mainstreaming strategy to the UXO sector in Lao PDR. By promoting gender sensitive approaches the aim is to improve the effectiveness of UXO operations in mine clearance, risk education and victim assistance.

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The manual has three main purposes:

- To be used for the training of trainers on how to approach gender equality issues and gender mainstreaming in the UXO sector in Lao PDR;
- As a resource tool for these trainers to be able to conduct gender training with actors and staff working in the UXO sector in Lao PDR throughout the regions where UXO devices prevail;
- As an information source on the pertinent gender issues in the UXO sector in Lao PDR.

Who can use and how to use the training manual

- The manual can be used by trainers working in the UXO sector, the government, donors and NGOs active in the UXO sector in Lao PDR.

- It can be used to further understanding of the benefits to development of applying the gender mainstreaming strategy in mine clearing, risk education and victim assistance programmes.

- Trainers may adapt training activities to suit the context and needs of the trainees.

- The manual is organized in modules and the trainer may use all the modules or some of them depending on what the target group requires and according to specific needs.

- The manual can be used as an overall resource for gender training and activities specifically in the UXO sector. Alternatively, particular modules can be used for information and training activities within broader UXO and advocacy programmes.

Section A of this introductory chapter provides further detail on the objectives and content of the TOT manual.
Section B explains the modular structure of the TOT manual.

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A. TRAINING OF TRAINERS ON GENDER MAINSTREAMING

This introductory section provides further details on the objectives and content of the TOT manual. The following aspects of the TOT manual are covered below:

1. Training needs assessment
2. Training program design
3. Training objectives
4. Training content
5. Training methodologies
6. Training technical information
7. Training evaluation

Below is a brief description of these aspects which are reflected in the structure of the modules contained in this manual.

1. Training needs assessment

- Conducting a training needs assessment prior to the delivery of this gender training program will guarantee that the scope and level of the training meets the knowledge needs of the participants.
- An assessment can be carried out with the staff within an organization or several organizations sponsoring participants.
- If there is no assessment in advance, questions and expectations can be asked at the beginning of the workshop with a show of hands and/or post-it notes to give the trainer/s an idea of the knowledge level of the participants. Any needed modifications of the program will then have to be done on the spot.

2. Training program design

The design of a gender training program is based on:

- The need of institutions for mainstreaming gender in their policies and activities;
- Mandates that exist in national and international laws and agreements;
- Training needs assessment results.

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The content for this gender training program requires:

- Setting objectives;
- Identifying the gender content;
- Preparing the technical information on gender topics for the trainers;
- Scheduling the training sessions;
- Identification of materials;
- How the gender training will be facilitated ("who does what"- preparation of a detailed facilitators' program, in addition to a participants' program);
- Evaluation by participants of the training delivered (see annex for evaluation form).

3. Setting training objectives

Clear objectives need to be set for:

- The overall gender training;
- For each module or session;
- Orienting the participants;
- Selecting the training methodologies;
- Identifying materials.

4. Content of the gender training program

The knowledge content needs to:

- Correspond to the set objectives;
- Meet the needs of the participants;
- Be relevant to the supporting institutions' mandates;
- Follow a logical sequence;
- Demonstrate practical applications.

5. Participatory training methodologies

The key principle in the selection of training methodologies in this manual is the use of ***participatory approaches.***

A participatory methodology holds the attention of participants for much longer than, for example, a lecture or Power Point Presentation. Technical inputs on gender topics can be given in the conceptualisation phase, but presentation time should be limited.

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A participatory methodology includes:

- Question and answer sessions to find out what participants know, and to check for understanding on gender concepts and UXO sector;
- Brainstorming on gender and UXO topics to gather opinions and explore issues;
- Role plays to demonstrate situations that can occur when applying learning, useful for interviews;
- Group work analysing case studies and comparing gender blind and gender mainstreamed documents.

6. Training technical information

While much of the training is participatory, participants will need the technical inputs. These can be in the form of explanations, definitions, statistics/data, research findings, examples and stories by the trainer. They can be delivered in the form of a presentation using flip charts, power point presentations and exercise handouts. They can be stand-alone sessions or integrated into theparticipatory exercises.

Information on the different gender and UXO topics are included in this manual. They can be supplemented by other relevant materials, especially those providing local contextual information.

7. Training evaluation

At the end of the training, it is essential to obtain the feedback of the participants on their training experience. This allows them the opportunity to express their satisfaction or dissatisfaction with all or parts of the training. More importantly, it helps the trainers to improve on issues such as:

- Delivery of the training objectives;
- Usefulness of materials and the manual;
- Methods used;
- Relevance of content for participants' needs;
- Duration of the overall training and individual sessions;
- Logistical arrangements.

It is important to ask participants about their expectations at the beginning of the workshop as this will also help in the evaluation process.

After individual sessions or the end of each day, participants can be asked to write on a post-it sticker "what they learned" from the session or day. This can be put on a flip chart and shared.

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During the workshop, a space or "parking lot" can be set up for participants to write issues or questions that they would like to ask about. These can be addressed by the trainer/s together with participants at an appropriate moment in the workshop.

A sample evaluation form is included as an Annex of this manual

B. STRUCTURE OF TRAINING MODULES

This introductory section explains the modular structure of the TOT manual. The first module introduces basic concepts and tools concerning gender equality. The remaining modules focus on the specific gender issues and gender mainstreaming pertinent to the UXO sector areas of operation or sub sectors in Lao PDR.

Each of the modules in this manual is structured as follows:

- Objectives of the module;
- Topics covered;
- Methodology;
- Duration;
- Materials;
- Instructions for trainers;
- Technical information for trainers;
- Power points for presentations – trainers can make their own from the text of the power points included at the end of each module. They can also down load the electronic version from the internet.
- Workshop handouts for exercises;
- Further reading documents – material for participants to take home and learn more in their own time.

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Module 1

GENDER AND THE UXO SECTOR

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MODULE 1: GENDER AND THE UXO SECTOR

Objectives	• Define gender equality and gender mainstreaming • Explain the steps of gender analysis • Describe how gender analysis applies to UXO sector • Identify the benefits of gender mainstreaming in UXO sector
Topics	1. Identification of achievements and challenges on gender in the UXO sector 2. What is gender equality? What are gender gaps? 3. What is a gender mainstreaming strategy? 4. Conducting gender analysis in the UXO sector 5. Reflection on how gender mainstreaming makes a difference
Methodology	• Question and answer • Discussion • Group work • Demonstrations/presentations
Duration	3-4 hours
Materials	Flip charts/flipchart stands Paper Marker pens Cards Computer Projector Masking tape Post-its

Each topic begins with the trainer finding out from the participants what they know about the topic and then builds on this for the rest of the session. Definitions written on flip charts can be placed on walls for the duration of workshop as a reference for participants. Trainers may need to choose the exercises that fit into the workshop schedule.

Topic 1: Identification of achievements and challenges on gender in the UXO sector

1.1 Instructions for trainers

- Ask trainees to share what they know about the achievements and challenges on gender equality in the UXO sector. Record these on flip charts.
- Recap of gender actions in the UXO sector in Lao PDR

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- Power point presentation on gender initiatives in the UXO Sector (see end of module)

1.2 Technical information for trainers

Gender policies in LAO PDR

Outcome two of the ***8th Five-year National Socioeconomic Development Plan 2016–2020*** (NSEDP) includes "both genders having access to quality education and health services".

The Plan calls for promoting the advancement of women and gender equality and for strengthening the Lao Women's Union (LWU) at each level to be representative and to protect women's rights and interests; ensure equal rights and development between men and women in the areas of politics, economics, sociocultural affairs and the family; and to reduce discrimination and violence against women and children while promoting gender equality. The Plan refers to the following laws and instruments:

- Law on Lao Women's Union;
- Law on the prevention and elimination of violence against women and children.
- Law on Non-Violence Against Women and Children;
- Vision 2030 on Women Development, 10-year Women's Development Strategy (2016–2025);
- Five-year Lao PDR Women's Development Plan (2016–2020);
- National Plan of Action on Protection and Elimination of Violence Against Women and Children of the Lao PDR (2014–2020);
- Vision 2030 and 10-Year National Strategy on Gender Equality (2016–2025);
- 3rd Five-Year National Plan of Action on Gender Equality (2016–2020).

A number of targets on gender equality are outlined in the 8th Plan. These include:

- Promote women to take up 20 percent of leading management-level positions:
  - at village level, 10 percent
  - at district level, 20 percent
  - at provincial and capital level, 20 percent;
- Encourage women to take up to 30 percent of the management-level positions at central level, especially in the organizations where women officials account for more than half of all officials;
- Increase the proportion of female members of the 8th National Assembly to 30 percent;
- Increase the proportion of female students graduating from secondary school to 85 percent;
- Increase the proportion of poor women with vocational education, skills and stable employment to generate income.

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Gender equality initiatives in the UXO sector

- ***The National Strategic Plan for the UXO Sector in Lao PDR 2011-2020, "Safe Path Forward II".***

Objective 3 on release of priority land and clearance of UXO includes the impact on gender among the indicators for programme monitoring.
Objective 4 for effective leadership, coordination and implementation of the National Programme, among the major actions is the implementation of the 2008 gender assessment (UNDP) made in 2008. This is also listed as an indicator of achievement for this objective. Another indicator of achievement under this objective requires gender to be included in the annual work plan of the UXO-NRA sector with clear priorities and targets.

- ***SDG 18 Lives Safe from harm: Remove the UXO obstacle to national development***

Provides that its indicators on UXO casualties and on the percentage of the population in contaminated villages be disaggregated by sex.

According to Lao PDR's National Voluntary Review on the implementation of the 2030 Agenda on Sustainable Development, in recent years, a combination of effective risk education, clearance of contaminated areas and wider economic opportunities that reduce risky behaviour have seen the numbers of casualties dropping from 302 in 2008 to 41 in 2017.

With the implementation of a nation-wide Confirmed HazardAreas (CHAs) survey over the past two years, 7,068 CHAs were established by the end of 2017, equivalent to 51,247.48 hectares of CHAs remaining to be cleared. Already, Lao PDR has recorded more than 53,000 hectares of land cleared of UXO and more than 1.3 million items of UXO destroyed.

An estimated 20,000 survivors remain out of more than 50,000 people killed, maimed, or injured from 1964-2008. Lao PDR has adopted a UXO Victim Assistance Strategy that seeks to enhance medical services, rehabilitation, and socio-economic support for survivors. The UXO Victim Assistance Strategy has provided some 1,400 survivors with medical care, physical rehabilitation, psychosocial support, economic reintegration, and vocational training.

While Lao PDR has passed Statistics Law No.03/NA, dated 30 June 2010 with a clause requiring gender disaggregated statistics, support is needed to strengthen statistical capacities to track SDGs and fully implement the Statistics Law. Among the gaps that have been identified are the lack of systematic disaggregation of data by gender and especially by disability status.

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- ***Women in demining teams***

The practice of UXO Lao, as well as other operators such as MAG and NPA, of hiring all women's teams and/or women in mixed teams is innovative. There are even women leaders of mixed teams where the majority of the team are men. While women and women's teams are still a minority in the total number of teams, women have excelled in their work performance demonstrating that women can undertake such non-traditional work roles and perform as competent managers. This initiative has provided important opportunities to women in rural areas and contributed to the positive evolution of gender roles at their place of work and in their families.

- ***Integrated contamination mapping and clearance procedures***

Recent integrated procedures combining the non-technical survey in villages, identification of land clearance areas and risk education require consultation with and participation of both men and women, boys and girls.

- Lao PDR is a leading advocate for the ***Convention on Cluster Munitions*** (CCM), and a State Party to the ***Convention on the Rights of People with Disabilities*** (CRPD). The state parties to the CCM recognize the need to provide age- and gender-sensitive assistance to cluster munition victims and to address the special needs of vulnerable groups. Similar provisions are found in the CRPD.

- The ***Vientiane Action Plan 2010-2015 of the CCM*** adopted by state parties to the Convention, presents action points and explicitly mentions the importance of collecting and analysing all data disaggregated by sex, ensuring gender sensitive consultation and participation, and ensuring risk reduction activities are designed and implemented, taking into consideration gender specific issues.

- ***8th Five-year National Socioeconomic Development Plan 2016–2020*** (NSEDP): among its priority activities and projects is the mainstreaming of gender issues in the work of all sectors. This includes the UXO sector.

- ***Gender Assessments in UXO sector***

Various assessments conducted since 2008 recognize progress, especially in relation to the inclusion in key policy documents and statements of gender indicators and sex-disaggregated data as well as the participation of women and girls in the implementation of village consultations for land clearance and mine risk education. As well, the role of women in land mine clearance teams has been remarkable.

However, the assessments also point out such issues as the low participation of women in management positions, limited capacity on how to mainstream gender, the content of advocacy and education messages not being sufficiently gender targeted and the need for an overall gender policy specifically for the UXO Sector and for staff policies on sexual harassment.

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Topic 2: Gender concepts - What is gender equality? What are gender gaps?

2.1 Instructions for trainers

- Question and answer with participants on their understanding of gender equality and gender gaps.
- power point presentation or flip chart with definition of gender equality (see glossary on gender concepts at end of module)
- Gender concepts and gender stereotypes group exercises (see below)
- Prepare in advance copies of the participants' further reading document (below)

2.2 Group exercise on key gender concepts

Objective: The main purpose is to help participants reflect and dialogue among themselves on key gender concepts, as well as for the trainer to learn the extent of the participants' knowledge.

Duration of exercise: 1 hour

Further reading documents for participants: Glossary of gender concepts (see end of module 1)

How to run the exercise:

- ➢ Select several concepts for a 15-minute discussion in pairs or trios followed by sharing and discussion in plenary.
- ➢ Suggested as a minimum are sex/gender, gender roles, gender division of labour, women's empowerment, affirmative action and sexual harassment.
- ➢ Two groups can have the same definition and compare them in plenary. This helps to speed up the process. Selecting too many concepts to go through will take more than the allocated time.
- ➢ The trainer may need to give some input for the concepts to ensure correct understanding (see glossary for definitions).

2.3 Group exercise on gender stereotypes

Objective: To explore gender stereotypes and bias and how these affect the work place and home life.

Duration of exercise: 40 minutes

How to run the exercise:

- ➢ In 3-4 groups, participants are asked to spontaneously write adjectives under the four headings on the flip charts. Participants are asked not

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to discuss indepth and come to a group consensus which words they will put in the four quadrants. Members of the groups are asked to spontaneously and quickly put up adjectives.

What I like about women	**What I like about men**
What I like less about women	**What I like less about men**

Tip: *Prepare the 3-4 flip charts in advance so the exercise is clear to all and time is not wasted organizing the charts.*

➢ Each group reports back in plenary. The facilitator asks successive groups not to repeat the same findings as previous groups, rather to add any new adjectives.

➢ Discussion and analysis. The facilitator asks participants what they notice about the adjectives. Patterns that can be observed and prompted by the facilitator include:

- Same adjectives for both men and women (both positive and negative)
- Different and opposite adjectives for women and men (e.g. caring and noncaring)
- Differences between the groups (e.g. one group says men are caring and another that they are non-caring).
- The facilitator asks are these characteristics true of all men and of all women?
- Not all women are the same, not all men are the same;
- Making assumptions about the characteristics of women and men are stereotypes and can lead to bias in decision-making;
- This is important to recognize for job interviews, performance and exam evaluations, consideration for promotion, etc. where stereotypes or bias may affect outcomes. Women often perform better in competitive tests if the evaluators are not given the names of the contestants.

Note: The word “stereotype” should not be used early on by the trainer. Rather the trainer should try to get the participants to identify this towards the end of the exercise. If the participants do not identify the word, then the trainer can introduce it at the end.

Ask participants to write on a posit what they learnt, collect these and put them on a flip chart, sharing a few common ones.

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2.4 Technical information for trainers

The glossary defining gender terms is included in the participants' further reading document at the end of the module. The trainer needs to be familiar with these concepts in order to conduct the training and the group exercises.

Topic 3: What is a gender mainstreaming strategy?

3.1 Instructions for trainers

- Discussion and question and answer on the meaning of gender mainstreaming and the elements of gender mainstreaming (10 minutes);
- Clarify the difference between gender equality and gender mainstreaming;
- Power point presentation or flip chart - present a definition of gender mainstreaming (10 minutes) (see below)
- Group work on how to gender mainstream a short UXO (fictional) project document. A gender-blind document is given to participants to find ways to include gender (end of module). After sharing in plenary, a sample of what could be done to make it gender sensitive is given to participants as a further reading document.
- Prepare in advance copies of:
  - ➢ Exercise handout on project concept proposal on poverty reduction – with no gender content;
  - ➢ Exercise handout of the same document gender mainstreamed;
  - ➢ Participants' further reading document.

3.2 Group exercise on gender mainstreaming

Objective: To familiarise participants with what gender mainstreamed document and programme looks like.

Duration of exercise: 1 hour

Further reading documents for participants: Official ECOSOC definition of gender mainstreaming (see end of Module 1).

How to run the exercise:

- ➢ Hand out to participants copies of the UXO document on poverty reduction that has nothing on gender in the text
- ➢ Ask participants in small groups to read, discuss and propose how to make the document reflect elements of gender mainstreaming
- ➢ Ask the groups to report back and facilitate further discussion in plenary

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- ➢ At the end, hand out to participants a copy of the same document with gender mainstreaming elements incorporated so they can observe the difference between a gender blind and a gender sensitive UXO document.
- ➢ Ask participants to write on a posit what they learned, collect these and put on a flip chart for sharing.

3.3 Technical information for trainers

Definition of Gender mainstreaming

It is the process of integrating a gender equality perspective into the policies and programs of organizations and institutions at all stages and all levels of development.

Gender mainstreaming is not a goal in itself, but a means to achieve gender equality.

Gender mainstreaming and special interventions to promote equality between women and men are complementary strategies.

Visible elements of a mainstreamed program, project or document:

- Data disaggregated by sex (men and women, boys and girls);
- Analysis of data explaining differences;
- Identification of disadvantage of either sex;
- Indicators to capture changes in gender relations over time;
- Specific actions to address disadvantage or gender inequality;
- Evaluation of effectiveness of the actions using pre-determined and other indicators;
- Both men and women are indicated as beneficiaries;
- Gender balance in program/project management structures (committees, etc.);
- Gender balance on the staff of programs and projects.

Gender mainstreaming in the UXO Sector

Gender mainstreaming in mine action is related to women and men often having different roles and responsibilities within their communities or families.

This can mean differences in:

- Their exposure to UXOs;
- Access to medical and psychological services if injured;
- The likelihood of inclusion in risk education.

Gender mainstreaming in mine action assesses the implications for women and men in all aspects of mine action activities.

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It aims to:

- ensure women and men benefit equally from mine action;
- gender inequality is not perpetuated;
- improve effectiveness of mine action programs.

Topic 4: Conducting gender analysis and gender sensitive planning in UXO sector

4.1 Instructions for trainers

- Discussion and question and answer on why this is important and useful;
- Power point presentation of short overview of frameworks and tools for gender analysis- presentation (15 minutes);
- Practice exercise to conduct a gender analysis on a UXO sector document containing some elements of gender analysis and some elements missing to be identified by participants.
- Prepare in advance copies for the participants of:
  - ➢ Sheet on time use of men and women over 24 hours;
  - ➢ Exercise documents – gender blind and gender sensitive (see end of module);
  - ➢ Participants' further reading document (see end of module).

4.2 Group exercise on time use of men and women over 24 hours

Objective: to generate data on gender roles and illustrating its use for gender analysis

Duration of exercise: 40 minutes

How to run the exercise:

- ➢ Hand out the time sheet to participants;
- ➢ Ask them to fill the sheets according to the pattern of activities of a man and a woman in their household (10 minutes);
- ➢ If a participant live s alone, he or she can fill it as if they lived in their family home;
- ➢ Participants discuss in groups what they observe in terms of differences between men and women (15 minutes);
- ➢ Then in plenary the trainer asks for feedback and poses questions such as the differences between men and women in overall hours of work? How it the work divided between work at home and outside the home for men? for women? How much work is paid or unpaid for women and men?
- ➢ The trainer then asks what (e.g. women paid less, having less opportunities outside the home, men having less involvement with their children etc.).

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- ➢ Ask participants to write on posit what they learned and the trainer collects and puts on a flip chart for sharing

4.3 Group exercise on gender analysis

Objective: To better understand gender analysis elements in a UXO document

Duration of exercise: 1 hour

How to run the exercise:

- ➢ Hand out to participants copies of a UXO document that has nothing on gender in the text
- ➢ Ask participants in small groups to read, discuss and propose how to make the document reflect elements for gender analysis.
- ➢ Ask the groups to report back and facilitate further discussion in plenary
- ➢ At the end, hand out to participants a copy of the same document with gender analysis elements incorporated so they can observe the difference between a gender blind and a gender sensitive UXO document.

4.4 Technical information for trainers

Below is listed key issues and concepts related to gender analysis

Definition of Gender analysis

Gender analysis is a systematic tool to examine social and economic differences between women and men. It looks at their specific activities, conditions, needs, access to and control over resources, as well as their access to development benefits and decision-making. It studies these linkages and other factors in the larger social, economic, political and environmental context.

Gender analysis entails, first and foremost, collecting sex-disaggregated data (i.e., data broken down by sex) and gender-sensitive information about the concerned population.

Why conduct gender analysis?

Gender analysis helps identifies positive and negative effects of development projects on men and women. It helps the design and implementation of projects bring positive results for both men and women. Gender analysis supports the design of projects that empower women, who are usually in an unequal position.

The goal of conducting a gender analysis is to consult with both women and men so that their needs, opinions and goals of are integrated effectively in a project.

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Definition of Gender sensitive planning

Gender planning consists of developing and implementing specific measures and organizational arrangements (for example, capacity to carry out gender analysis, collect sex-disaggregated data) for the promotion of gender equality, and ensuring that adequate resources are available (for example, through gender budgeting).
Gender planning is an active approach to planning which takes gender as a key variable or criteria and which seeks to integrate an explicit gender dimension into policies or action.

Definition of Gender sensitive indicators

These measure benefits to women and men and capture quantitative and qualitative changes in relations between women and men in a given society over a period of time. They are disaggregated by sex, age and socio-economic background. This approach allows for effective monitoring and evaluation.

Gender analysis and planning tools

There are various tools to assist in the process of gender analysis and planning. They can assist in the design of programmes and projects, for example in the UXO sector. The frameworks have their pros and cons. No single framework is universal or will cover necessarily cover the particular needs of development projects. Most of the frameworks do not factor in change over time and do not attempt to transform gender relations. Some focus more on women's empowerment (see end of module for summary of these tools).

Topic 5: Reflection at the end of this module on how gender mainstreaming in the UXO sector adds value

5.1 Instructions for trainers

Duration: 30 minutes

- Organize a question and answer session in plenary on why and how gender mainstreaming in the UXO sector adds value and contributes to the achievement of gender equality in Lao PDR.

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POWERPOINTS, EXERCISE HANDOUTS AND FURTHER READING DOCUMENTS FOR MODULE 1

I. Power Point Presentations

PPP on Gender initiatives in the UXO Sector in Lao PDR (Module I, Topic 1)

Slide 1 - National Strategic Plan for the UXO Sector in Lao PDR 2-11-2020: "Safe Path Forward II"

- Includes a program monitoring indicator for the impact on gender equality
- Implementation of recommendations of UNDP 2008 gender assessment
- Inclusion of gender in annual work plan of NRA with clear priorities and targets

Slide 2 - SDG 18 Lives safe from harm: Remove UXO obstacle to national development

Indicators disaggregated by sex for:

- UXO casualties
- % population in contaminated villages

Slide 3 - Surveys of UXO Victims and Accidents

- NRA provincial offices regularly collect statistics on UXO victims by age and gender

Slide 4 - Women in demining teams

Innovative practices: - all women's demining teams
- mixed women and men teams
- women team leaders

- Non –traditional work roles for women
- Changing family roles

Slide 5 - Integrated demining programs

Integrating the non-technical survey, identification of land clearance areas and risk education require:

- Consultation with and participation by:
  - ✓ both men and women
  - ✓ both boys and girls

Slide 6 - Vientiane Action Plan 2010-2015 of the Convention on Cluster Munitions

- Collection and analysis of data disaggregated by sex
- Gender sensitive consultation and participation
- Identify gender specific issues in design and implementation of risk reduction activities

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PPP on Gender Mainstreaming in Mine Action (Module 1, Topic 3)

Slide 1 - Definition of gender mainstreaming

- Integrating a gender equality perspective into all policies and programmes of organizations and institutions at all stages and at all levels of development
- Gender mainstreaming is not a goal in itself, but a means to achieve gender equality
- Gender mainstreaming and special interventions to promote gender equality between women and men are complimentary strategies

Slide 2 - Visible elements of gender mainstreaming?

- Data disaggregated by sex – men, women, boy, girls
- Analysis explaining differences
- Identify disadvantages to either sex
- Indicators to capture change in gender inequalities
- Actions to address gender inequalities

Slide 3 - Visible elements of gender mainstreaming?

- Men and women identified as beneficiaries
- Gender balance in participatory and management structures
- Gender balance on staff of projects
- Evaluation of actions

Slide 4 - Gender mainstreaming in mine action

Women and men have different roles in the communities
Differences in:

- Exposure to UXOs
- Access to health services
- Inclusion in risk education

Slide 5 - Gender mainstreaming in mine action

- Assesses implications for men and women in all aspects of mine action
- Ensures men and women benefit equally
- Gender inequality is not perpetuated
- Improves effectiveness of mine action programs

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PPP on gender analysis and planning (Module 1, Topic 4)

Slide 1 – What is gender analysis?

- Component of policy analysis
- Shows how policy affects women and men differently
- Shows how policy cannot be gender neutral in gendered societies
- Specific tools for gender analysis

Slide 2 – Gender analysis frameworks

- Harvard Analytical Framework (Gender Roles)
- Moser Gender Planning Framework
- Gender Analysis Matrix (GAM)
- Capacities and Vulnerabilities Approach (CVA)
- Women's Empowerment Framework (WEF)
- Social Relations Approach (SRA)

Slide 3 – Purpose of gender analysis

- Inform policy making
- Influence decision-making
- Show connections between gender relation and development problems

Slide 4 – Practical Exercise

- Time use of men and women over 24 hours (see exercise handout)

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II. Exercise Handouts

Time use activities exercise (Module 1 Topic 3)

TIME USE OVER 24 HOURS		
Time/hours	**Women**	**Men**
05-07		
07-09		
09-11		
11-13		
13-15		
15-17		
17-19		
19-21		
21-23		
23-01		
01-03		
03-05		

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(Module 1, Topic 3)

Example of UXO related gender-sensitive

Project proposal on poverty reduction

Although LAO PDR is rich in natural resources, decades of war and internal conflict have left it one of the world's poorest countries. Millions of UXOs remain throughout the countryside, hidden and unexploded. They are not only an enduring menace to people who live in rural areas of the contaminated provinces, but also an obstacle to agricultural development.

UXO Lao, the national clearance operator has made over 30,000 hectares of land safe from unexploded ordnance (UXO) since starting programs in 1996.

About 6.5 million people live in Lao's 18 provinces, with most people – 68 percent – still living in rural areas. Lao PDR has halved its national poverty rate over the last decade from 46% in 1992 to 23% in 2015 although inequality is increasing. The poverty rate in rural areas is 2.9 times that of the urban areas with one third of the rural population below the poverty line. Small-scale farmers practise agriculture at the subsistence level, using traditional methods. Two thirds of the country's rural households face seasonal food shortages each year. Rice alone accounts for as much as 30 per cent of household expenditures. While land mine clearing is on-going, many rice fields remain contaminated with cluster bombs.

Rural are constantly looking for work or other income-generating activities, which are often temporary and poorly paid. UXO land clearance programs provide such opportunities.

The Strategy

In Lao PDR, the project will support rural and agricultural development together with support for UXO clearance of contaminated agricultural lands in an upland province of Lao PDR.

Activities target the provinces with the highest rates of poverty and within those provinces, the poorest rural people and communities.

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(Module 1, Topic 3)

Example of UXO related gender sensitive document

Project proposal on poverty reduction

Although LAO PDR is rich in natural resources, decades of war and internal conflict have left it one of the world's poorest countries. Millions of UXOS remain throughout the countryside, hidden and unexploded. They are not only an enduring menace to people who live in rural areas of the contaminated provinces, but also an obstacle to agricultural development. Men more than women are killed and injured, but women are left without a bread winner and in addition to their household and agricultural work, have to care for their disabled husband or child.

UXO Lao, the national clearance operator has made over 30,000 hectares of land safe from unexploded ordnance (UXO) since starting programs in 1996. Over the years, UXO Lao has incorporated women in their demining teams and today some are team leaders.

About 6.5 million people live in Lao's 18 provinces, with most people – 68 percent – still living in rural areas. Lao PDR has halved its national poverty rate over the last decade from 46% in 1992 to 23% in 2015 although inequality is increasing. The poverty rate in rural areas is 2.9 times that of the urban areas with one third of the rural population below the poverty line. Poverty rates for women headed households have not decreased as much, remaining at 40 per cent. Male and female small-scale farmers practice agriculture at the subsistence level, using traditional methods. Two thirds of the country's rural households face seasonal food shortages each year. Rice alone accounts for as much as 30 per cent of household expenditures. While land mine clearing is on-going, many rice fields remain contaminated with cluster bombs.

Rural men and women are constantly looking for work or other income-generating activities, which are often temporary and poorly paid. UXO land clearance programs provide such opportunities for both women and men, but the situation can be more difficult for women as they are the ones mainly responsible for child care. As well they are often paid less than men.

The Strategy

In Lao PDR, the project will support rural and agricultural development together with support for UXO clearance of contaminated agricultural lands in an upland province of Lao PDR.

Activities target the provinces with the highest rates of poverty and within those provinces, the poorest rural people and communities. Through the infrastructure and income earning initiatives, the project targets the different needs of women and men, boy and girls and promotes gender equality in rural communities as a means to combat

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poverty. Inclusion of more women in demining teams will be a specific priority. The project supports the government's poverty reduction priority as laid out in the government's 8th National Socio-Economic Development Plan (2016-2020).

Key activities include:

- enabling poor male and female smallholders to take advantage of market opportunities;
- creating decent jobs in rural areas, ensuring women also have opportunities to access non-traditional jobs such as land mine clearance;
- increasing resilience to climate change in poor rural households and communities;
- improving poor households', access to rural services, with priority for the poorest women headed households.

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III. Participants' further reading documents

Glossary of gender concepts (Topic 2)

Sex

Biological differences between men and women that are universal and usually determined at birth. For example, only women can give birth; only men can determine the sex of their child.

Gender

Gender refers to the social differences and relations between men and women that are learned, changeable over time, and have wide variations both within and between societies and cultures. These differences and relationships are socially constructed and are learned through the socialization process. They determine what is considered appropriate for members of each sex. They are context-specific and can be modified.

Other variables, such as ethnicity, caste, class, age and ability intersect with gender differences.

Gender roles

Gender roles are learned behaviour in a given society, community or social group in which people are conditioned to perceive activities, tasks and responsibilities as male or female. These perceptions are affected by age, class, caste, race, ethnicity, culture, religion or other ideologies, and by the geographical, economic and political environment.

Productive role refers to income-generating work undertaken by either men or women to produce goods and services, as well as the processing of primary products that generates an income.

Reproductive role refers to childbearing and the different activities carried out in what is called today the care economy; namely, the many hours spent caring for the household members and the community, for fuel and water collection, food preparation, child care, education and health care, and care for the elderly, which for the most part remain unpaid.

Analysis of the gender division of labour has revealed that women typically take three types of roles in terms of the paid and unpaid labour they undertake (women's triple role). These roles can be described as: the productive role (refers to market production and home/subsistence production undertaken by women which generates an income); the reproductive role (refers to "care economy" activities); and the community management role (refers to activities undertaken by women to ensure the provision of resources at thecommunity level, as an extension of their reproductive role.)

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Sex discrimination

Differential treatment of men and women – in employment, education and access to resources and benefits, etc. – on the basis of their sex. Discrimination may be direct or indirect.

Direct sex discrimination exists when unequal treatment between women and men stems directly from laws, rules or practices making an explicit difference between women and men (e.g., laws which do not allow women to sign contracts).

Indirect sex discrimination is when rules and practices that appear gender-neutral in practice lead to disadvantages primarily suffered by persons of one sex.

Requirements which are irrelevant for a job and which typically only men can meet, such as certain height and weight levels, constitute indirect discrimination. The intention to discriminate is not required.

Affirmative Action

Affirmative (positive) action means special temporary measures to redress the effects of past discrimination in order to establish de facto equal opportunity and treatment between women and men.

Equal opportunity

Equal opportunity means equal access to all economic, political and social participation and facing no barriers on the grounds of sex.
Equal opportunity in the world of work means having an equal chance to apply for a particular job, to be employed, to own or run an enterprise, to attend educational or training courses, to be eligible to attain certain qualifications, and to be considered as a worker or for a promotion in all occupations or positions, including those dominated by one sex or the other.

Equal treatment in the world of work refers to equal entitlements such as in pay, working conditions, employment security and social security.

Gender equality

Gender equality, or equality between men and women, means that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender-blind

Gender-blind describes research, analysis, policies, advocacy materials, project and program design and implementation that do not explicitly recognize existing gender differences that concern both productive and reproductive roles of men and

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women. Gender-blind policies do not distinguish between the sexes. Assumptions incorporate biases in favour of existing gender relations and so tend to exclude women.

Glass ceiling

Invisible artificial barriers, created by attitudinal and organizational prejudices that block women from senior executive management positions.

Additional Information

The phrase "glass ceiling" is used to describe the invisible barriers arising from a complex set of structures in male- dominated organizations that prevent women from obtaining top positions in management and administration. This phenomenon prevails almost everywhere despite women's increased level of qualifications and work performance. It has been demonstrated by research and statistics, and is, at least partly, a result of persistent discrimination against women at work.

Women's Empowerment

The process by which women become aware of sex-based unequal power relationships and acquire a greater voice in which to speak out against the inequality found in the home, workplace and community.

It involves women taking control over their lives: setting their own agendas, gaining skills, solving problems and developing self- reliance.

Additional Information

A women's empowerment perspective includes promoting the equal position of women in the world of work, by:

- Capacity building of women to enable them to participate equally in all societal activities and decision-making at all levels;
- Equal access to and control over resources and the benefits of productive, reproductive and community activities by affirmative action for women;
- Strengthening women's development organizations to act in favour of women's empowerment and gender equality;
- Changing socio-economic conditions in society that often subordinate women to men such as laws, educational systems, political participation, violence against women and women's human rights;
- Making men aware of the significance of gender equality.

Feminism

Feminism is a body of theory and social movement that questions gender inequality and seeks to redress it at the personal, relational and societal levels.

Sexual harassment

Sexual harassment is bullying or coercion of a sexual nature and the unwelcome or inappropriate promise of rewards in exchange for sexual favors. Sexual harassment includes a range of actions from mild transgressions to sexual abuse or assault. A

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harasser may be the victim's supervisor, a supervisor in another area, a co-worker, or a client or customer. Harassers or victims may be of any gender, though the great majority of victims are women.

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Official Definition of Gender Mainstreaming (Module 1, Topic 3)

The 1995 **Fourth World Conference on Women** endorsed gender mainstreaming as a critical and strategic approach for achieving gender equality commitments. The resulting **Beijing Declaration and Platform for Action** mandates all stakeholders in development policies and programs, including UN organizations, Member States and civil society actors, to take action in this regard.

In 1997, the agreed conclusions of the United Nations Economic and Social Council (ECOSOC) defined **gender mainstreaming as:**

"The process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels.

It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetrated.

The ultimate goal is to achieve gender equality."

Gender equality is the overarching and long-term development goal.

Gender mainstreaming is a set of specific, strategic approaches as well as technical and institutional processes adopted to achieve that goal.

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Module 2

GENDER ISSUES IN THE NON-TECHNICAL SURVEY

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MODULE 2: GENDER ISSUES IN THE NON-TECHNICAL SURVEY

Objectives	• Identify the gender issues in non-technical surveys; • Identify benefits of gender mainstreaming in the sector; • Practice applying gender mainstreaming approach in an exercise concerning non-technical surveys	
Topics	• Exposure to and knowledge of UXO locations; • Data collection methods (time and location); • Projected use of cleared land; • Preventing sexual exploitation in local communities	
Methodology	• Question and answer • Group work • Demonstrations/presentations	
Duration	1.5 to 2 hours	
Materials	Flip charts/flipchart stands Paper Marker pens Cards	Computer Projector Masking tape Post-its

2.1 Instructions for the trainers

- Start with a brief question and answer session with participants to identify gender issues and benefits of gender mainstreaming in the identification of land and the non-technical survey (10 minutes);
- Short presentation by UXO and gender expert on the above issues: 20 minutes;
- Alternatively, a PPP can be presented outlining the main gender issues (20 minutes).
- Make copies beforehand for the participants of:
  - ➢ Exercise document on the non-technical survey with no gender content;
  - ➢ Exercise document on the gender sensitive non-technical survey;
  - ➢ Participants' further reading document.

2.2 Group exercise on mainstreaming gender in a non-technical survey document

Objective: to identify potential obstacles and solutions in collecting information from the community from a gender perspective and to practice mainstreaming gender into a gender- blind document.

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Duration of exercise: 1 hour

How to run the exercise:

- Hand out to participants copies of a UXO document on non-technical survey that has nothing on gender in the text;
- Ask participants in small groups to read, discuss and propose how to make the document reflect elements for gender mainstreaming;
- Ask the groups to report back and facilitate further discussion in plenary;
- At the end, hand out to participants a copy of the same document with gender mainstreaming elements incorporated so they can observe the difference between a gender blind and a gender sensitive UXO document.

2.3 Role play on non-technical surveys

Objective: to demonstrate that women and men, boys and girls have different gender roles in the community and so have different information on the location of the UXO and priorities for land clearance. This needs to be fully captured by the non-technical survey teams in order for land clearance and returning of land to be more effective (see end of module).

Duration of role play: 10 minutes role play and 20 minutes discussion

Further reading documents for participants: Checklist on gender mainstreaming in non-technical surveys

How to run the role play:

- Ask 6 participants in advance (e.g. before breaks) to volunteer for playing the different parts;
- Brief the actors on what they need to do and give them some time to prepare (e.g. during the lunch break);
- Ask them to generally follow the script, but they can also innovate;
- Set up chairs (stage) at the front of the training room;
- Request the actors to do the role play;
- After the role play, first ask the actors how they felt in their roles;
- Then ask the actors for any observations;
- Lastly, ask the audience, (the other participants) about what they observed
- The trainer facilitates the discussion, asking questions about gender roles and their implications for the non-technical survey.

2.4 Technical information for the trainers

The non-technical survey in mine action gathers the information, knowledge and experiences of the community in the UXO contaminated areas. It also includes all other sources of information such as studies, assessments, reports on field visits,

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historical records and data. This helps to better identify priorities for land clearance, the location of the UXOs and also where they are not.

1. Exposure to and knowledge of UXO locations

Given their different social and economic roles within the household and the community, men, women, boys and girls will differ in their exposure to and knowledge of UXO contamination. This means that mine action operators will need to obtain information about the UXO situation from both sexes in all age groups about the location of UXOs so that information is more complete and accurate and serves to complement the technical survey that will be undertaken to prepare for clearance operations.

Having more accurate information before demining can also reduce costs as less time and money would be spent on demining uncontaminated areas. It also helps in the prioritization of which land to be cleared.

A key gender issue is to ensure the full participation of women as well as men at the earliest stages in identifying land to be cleared and use of the land. If this is not done, women may not benefit or even be worse off than before the mine action intervention. For example, routes used by women to collect firewood or water may not be prioritized for clearance.

2. Data collection methods (time and location)

As men and women, boys and girls are likely to have different types and timing of their activities within and outside the home, it is important to identify the best times and locations so that all individuals can contribute to the data gathering.

Meetings should therefore be conducted at times and locations conducive to the participation of men and women in separate or mixed groups.

All data collected from the community should be disaggregated by sex and age, providing a clear indication and social analysis of the activities that put them at risk.

3. Planned use of cleared land

It is important to collect the views of both women and men on how suspected UXO areas obstruct their daily lives, how clearance could improve life in their community, and how different sectors of the community plan to use cleared land.Data needs to be gathered from both men and women about the projected use of cleared land and their priorities for which land should be cleared and how it should be used.

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4. Preventing sexual exploitation in local communities

Carrying out non-technical surveys involves entry by persons external to local communities and so can carry a risk of possible sexual exploitation for women and children in particular. Therefore, mine action organizations need to have a clear code of conduct or policy on zero sexual exploitation in local communities where women and children may be more vulnerable. Staff need to be trained on the policy and aware that sanctions apply.

Community members should be informed about any existing code of conduct and procedures for complaints or allegations about sexual exploitation or abuse.

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POWERPOINTS, EXERCISE HANDOUTS AND FURTHER READING DOCUMENTS FOR MODULE 2

I. Power Point Presentation

PPP on Gender issues in non-technical surveys (Module 2)

Slide 1 - ***Exposure to and knowledge of UXOs***

Different gender roles mean:

- Women and men, girls and boys have different types of exposure and knowledge of location of UXOs
- Data, information and analysis needs to identify these for more accurate assessments

Slide 2 - *Data collection methods*

- Ensure accurate data collection by
- Setting meeting times when women and men, girls and boys are available
- Setting meeting places suitable for both sexes, either together or separately
- Disaggregate all data collected by sex
- Analysis of different activities of women and men affecting land clearance priorities

Slide 3 - ***Projected use of cleared land***

- Identify how contaminated land affects women's and men's activities
- Gather views of women and men on projected use of land cleared
- Are there differences in the priorities of women and men in which land to be cleared first and in what order?

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II. Exercise handouts

(Module 2)

Gender blind document on identifying UXO contaminated land for clearance

In Lao PDR, two thirds of the country are affected by UXOs lying beneath the surface of where people live and work. People in rural areas are particularly affected as their livelihood depends on farming. Each time a man goes out plough his farm he is risking being killed or maimed by an UXO. Also, infrastructure works such as roads, schools and hospitals cannot go ahead until the land is cleared of unexploded bombs. In poor countries, like Lao PDR, this situation is a brake on development.

The government of Lao PDR with the assistance of NGOs and donors is trying to remove the bombs and give the land back to the rural folk. This involves consultations with the rural communities on their knowledge of where UXO are located.

Also, with the community, there is a process of identification of the land ownership and prioritization of which lands are to be cleared for what usage. There also may be new land titling given with the release of cleared lands. In this way a plan is established and demining teams integrate this into their work program.

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(Module 2)

Gender sensitive document on identifying UXO contaminated land for clearance

In Lao PDR, two thirds of the country is affected by UXOs lying beneath the surface of where people live and work. People in rural areas are particularly affected as their livelihood depends on farming. Each time a man goes out to plough his farm he is risking being killed or maimed by an UXO. Not surprisingly, it is mainly men who are direct victims of UXOs. However, women are also victims as they run risks gathering firewood and water in contaminated areas. Also, infrastructure works such as roads, schools and hospitals cannot go ahead until the land is cleared of unexploded bombs. In poor countries such as Lao PDR, this situation is a brake on development.

The government of Lao PDR with the assistance of NGOs and donors is trying to remove the bombs and give the land back to the rural folk. This involves consultations with the rural communities on their knowledge of where UXO are located. It is important to ensure that women and girls are facilitated to give their inputs as their knowledge of UXO location may be different to that of men and boys as their daily activities and duties are different according to their gender roles in the community.

Also, with the community there is a process of identification of the land ownership and prioritization of which lands are to be cleared for what usage. There also may be new land titling given with the release of clear lands. In this way a plan is established and demining teams integrate this into their work program. Again, there may be different land ownership patterns and priorities for land use based on gender considerations. It is important that new land titles include women, especially if they survive their husbands.

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Sample role play for non-technical surveys (Module 2)

Scene: Consultation meeting between non-technical survey team and village representatives

Survey team consists of two men, later joined by a woman member 3.
Village representatives: village head and deputy head both men later joined by a women representative of LWU.

Survey team member 1: Where have you seen the UXOs?

Village head: In the woods when we go looking for scrap metalIn ploughing some of the fields on this side of the village

Survey team member 2: Ok that helps a lot. What are the village's priorities for clearance?

Village deputy head: Our priority is to clear the land of the council members so they can be protected and so perform their council function of serving the people.

Woman rushes in:
Survey team member 3: Sorry I am late, but I had to visit a woman in the village. She has a lot of problems as her husband was injured in an UXO accident. So, what was decided?

Survey team member 1: Explains about where UXO were identified and the priorities for clearance

Survey team member 3: But what about women's experience and priorities? The woman I just spoke to told me that she saw some UXO sticking out of the ground when she was collecting firewood. We should also ask women!

Village head: okay, let's call one.

Enter woman representative of LGU: "Women do different things to men, so they see different things in different places".
"There are also a lot of poor single head of households who are women. They need access to cleared land so they can grow food for their families."

Village head: "Okay, lets organize a broader village consultation so that all voices can be heard – one for all the village and one for women so they can speak up."

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III. Participants' further reading document

Check list on gender mainstreaming in non-technical surveys (Module 2)

- ✓ Conduct a needs assessment for mine action to be effective and safe for both genders;

- ✓ Conduct an analysis to understand the social and gender dynamics that may help or hinder the demining process;

- ✓ Target women, girls, boys and men by specific actions based on their different profiles- e.g. collecting firewood, water or in grazing animals;

- ✓ 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);

- ✓ Gather information at times and locations convenient for all individuals, taking into account, the different pattern of activities of women, girls, boys and men;

- ✓ Capture the different information and knowledge that women and men may have about the location and impact of the UXO threat;

- ✓ Identify the different priorities and perspectives women and men may have for the projected use of cleared land;

- ✓ Involve both women and men in the land release process and promote that they both have access to and benefit from the use of released lands. This may require research into gender differences as regards land ownership and access to land in order to ensure that gender inequalities are not reinforced.

- ✓ To ensure demining activities meet the needs of women and men equally, continuously monitor who is involved in the non-technical surveys, who responds to the surveys (data disaggregated by sex and age) and who takes part in decision forums on land clearance prioritization and release. This will help ensure all are accessing services. Are women involved in decision making? How can their voices be heard?

Reference: United Nations Gender Guidelines for Mine Action Programmes

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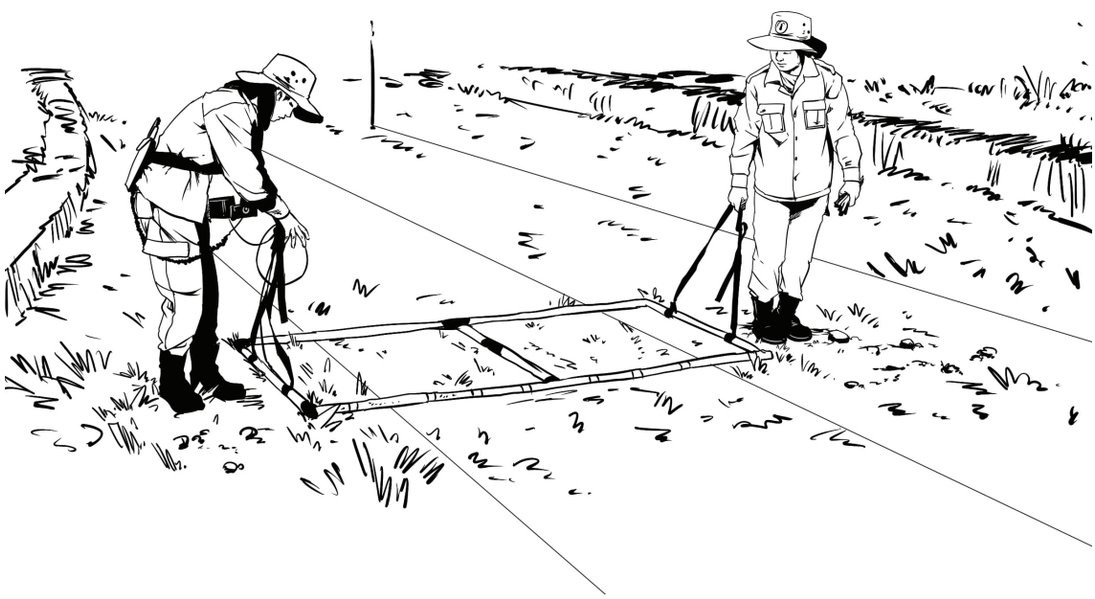
Module 3

GENDER ISSUES IN UXO CLEARANCE



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MODULE 3: GENDER ISSUES IN UXO CLEARANCE

Objectives	• Identify the gender issues in technical surveys, mine clearance and land release; • Identify benefits of gender mainstreaming in this regard; • Practice applying gender mainstreaming approach in a document concerning mine clearance
Topics	• Exposure to and knowledge of UXO locations; • Data collection methods (time and location); • Technical survey and clearance teams • Land release process; • Preventing sexual exploitation in local communities
Methodology	• Question and answer • Group work • Demonstrations/presentations
Duration	1.5 to 2 hours
Materials	Flip charts/flipchart stands Paper Marker pens Cards Computer Projector Masking tape Post-its

3.1 Instructions for the trainers

- Start with a brief question and answer session with participants to identify gender issues and benefits of gender mainstreaming in the identification of land release and mine clearance. (10 minutes);
- Short presentation by UXO and gender expert on the above issues. (20 minutes);
- Make copies beforehand for participants on:
  - ➢ Exercise document on the mine clearance with no gender content;
  - ➢ Exercise document on the gender sensitive mine clearance;
  - ➢ Participants' further reading document.

3.2 Group exercise on mine clearance and land release

Objective: identify potential obstacles and solutions in mine clearance and land release from a gender perspective and practice mainstreaming gender into a gender- blind document.

Duration of the exercise: 1 hour

How to run the exercise:

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- Hand out to participants copies of a UXO document on mine clearance that has nothing on gender in the text;
- Ask participants in small groups to read, discuss and propose how to make the document visibly reflect elements of gender mainstreaming;
- Ask the groups to report back and facilitate further discussion in plenary;
- At the end, hand out to participants a copy of the same document with gender mainstreaming elements incorporated so they can observe the difference between a gender blind and a gender sensitive UXO document.

3.3 Role play on land clearance

Objective: to identify the pros and cons of mixed or same gender UXO clearance teams (see end of module for script).

Duration of the exercise: 10 minutes for role play and 20 minutes discussion

Further reading documents for participants: Checklist on gender mainstreaming in technical surveys and mine clearance

How to run the role play:

- Ask 6 participants in advance (e.g. before breaks) to volunteer for playing the different parts;
- Brief the actors on what they need to do and give them some time to prepare (e.g. during the lunch break);
- Ask them to generally follow the script, but they can also innovate;
- Set up chairs (stage) at the front of the training room;
- Request the actors to do the role play;
- After the role play, first ask the actors how they felt in their roles;
- Then ask the actors for any observations;
- Lastly, ask the audience, (the other participants) about what they observed.

The trainer facilitates the discussion, asking questions about gender roles and their implications for the non-technical survey.

3.4 Technical information for the trainers

1. Composition of technical survey and clearance teams

Including women in the technical survey and clearance teams allows for additional and specific skills as well as perspectives to be utilized than if teams are all male. Women alongside men have the capacity to be trained and carry out technical surveys to gather the detailed technical and topographical information of hazardous areas, required to inform the preparation of mine clearance operations.

Women in Lao PDR, the first country to the world to deploy women de-miners, have

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demonstrated a high level of responsibility and skill in removing UXOs.

Woman team members can enhance the effectiveness of a team to communicate with all members of the community. This can be critical when providing information and instructions on the location and scheduling of operations to locate and destroy bombs that are close to homes, schools and villages.

Employing women in the survey and clearance teams is a means of empowerment as they are able to earn an income for their families. They are also role models of women working in traditionally male dominated occupations. This kind of empowerment can contribute to increasing gender equality in their homes and the community.

Ensuring that vacancy announcements reach women in the communities as well as men is important for attracting more women to the teams.

Mine operators need to be mindful of women team members' right to the same pay as their male counterparts.

Teams can be all female or mixed. There seem to be advantages and disadvantages to both. For example, secure accommodation when far away from their homes may be easier to organize for all female teams. Mixed teams provide for complementary roles but can risk women being in more subordinate roles and being expected to provide services to their male counterparts such as meal preparation or cleaning in accordance with traditional gender roles.

2. Land release process

Land ownership titles, while regulated by law, may limit women's access and use of land. It may not be clear who owns land that has been UXO contaminated for long periods. Some such lands may be public lands. For a fair process, local and national authorities need to carry out a gender analysis on the access and use of the land by all members of the community. Sex disaggregated data needs to be systematically collected. This means examining women's legal right to own or utilize land for long periods of time and whether women have the ability to claim and/or enforce their legal rights, in particular, in the special cases of single, divorced or widowed women. Women whose husbands have died from UXO accidents may not be included in the land ownership title.

While UXO operators cannot influence the land ownership of released land, they can provide land release certificates of clearance to either or both a husband and wife. Gender aware staff of UXO operators can play a key role in drawing attention to land ownership issues in the community and how they affect men and women differently. In particular, they can encourage that land clearance certificates are in the name of both the husband and wife.

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3. Preventing sexual exploitation in local communities

Carrying out technical surveys and UXO clearance activities involves entry by persons external to local communities and so can carry a risk of possible sexual exploitation for women and children in particular. Mine action organizations need to have a clear code of conduct or policy on zero sexual exploitation in local communities where women and children may be more vulnerable. Staff need to be trained on the policy and aware that sanctions apply.

Community members should be informed about the about code of conduct and procedures for complaints or allegations about sexual exploitation or abuse.

A similar policy also needs to be in place concerning sexual harassment of staff within the mine action organizations, especially in the field operations.

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POWERPOINTS, EXERCISE HANDOUTS AND FURTHER READING DOCUMENTS MODULE 3

I. Power Point Presentation

PPP on Gender issues in UXO clearance (Module 3)

Slide 1 - Technical survey and clearance teams

- Include women in technical survey teams
- Women in the communities may be more comfortable sharing information with a female team member
- Promote inclusion women in clearance teams: mixed or all female teams
- Key role models for the communities and the country
- Income for women and their families
- Promotes gender equality at work and at home
- Principle of equal pay

Slide 2 - Land release process

- Analysis of access, use and ownership of land by women and by men
- Legal rights of women to access and own land
- Special situation of female headed households
- Procedures for cleared land certificates to be granted in the name of both women and men
- In follow-up visits on use of cleared land talk to both women and men

Slide 3 - Preventing sexual exploitation in local communities

- UXO operators code of conduct on zero sexual exploitation
- Community informed of code of conduct and complaint procedures
- Staff sexual harassment policy within mine action organizations

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II. Exercise handouts

(Module 3)

Gender blind document on UXO land clearance

The demining teams in Lao PDR are trained to carry out the risky work of finding the UXO and destroying them. The team members are often drawn from the local communities and may have to spend time away from their families given that land to be cleared may be too far away to return home every day. They stay in accommodation near the clearance sites and they search for women from the village to cook meals and do their washing. The men receive training on how to carry out technical surveys and how to expose the UXOs under the ground and then destroy them with explosives. While being a de-miner is a source of employment, it is also a source of pride for team members as their important work is liberating LAO PDR from a distressing situation and saving the lives of their fellow citizens.

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(Module 3)

Gender sensitive document on UXO land clearance

The demining teams in LAO PDR are trained to carry out the risky work of finding the UXO and destroying them. The team members are often drawn from the local communities and may have to spend time away from their families given that land to be cleared may be too far away to return home every day. This can be challenging for women de-miners as in mixed accommodation they are under pressure to carry out the traditional women's work of cooking and cleaning for the male team members. In some operations, women de-miners are in all female teams making it easier for them.

While being a de-miner is a source of employment, it is also a source of pride for team members as their important work is liberating Lao PDR from a distressing situation and saving the lives of their fellow citizens. Recently, more women are increasingly finding work opportunities in joining the demining teams and Lao PDR was the first country in the world to deploy female de-miners. They have proved to be very effective de-miners and are role models for their communities. Even their husbands are helping with the care of the children and home, while their wives are in the demining fields.

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Sample role play on UXO land clearance (Module 3)

Scene: Three UXO clearance teams talk about the advantages and disadvantages of mixed and same gender teams. A moderator manages the discussion.

Team 1: two women
Team 2: two men
Team 3 mixed: One woman and one man
Moderator

Team 1 (all women): All women teams are more efficient and perform better than all men or mixed teams.

Team 2 (all men): Is that really true? Men are stronger. Why do you say that?

Team 1 (all women): Well, women are more careful, focussed and conscientious. They do not drink and smoke and so lose time and energy.

Team 3 (mixed): We think mixed teams are the best as we have the strengths of both women and men. Besides, women drink beer too.

Team 1 (all women): Often we are posted far from our homes for several weeks at a time, so mixed teams would not work.

Team 3 (mixed): Why can't it work?

Team 1 (all women): Well, one problem is that men would expect women to look after them, do their washing and cook for them. So, this would affect our rest periods and our performance at work.
Another is that women and men being away from home may get into relationships that they regret later.

Team 2 (all men): But men would benefit from working together with women – it makes work more interesting and dynamic. They can also learn from each other. Is there not a way that men and women can work together and avoid these problems?

Team 3: There needs to be some kind of rules and code of conduct that everyone is trained about and respects. There should be sanctions up to losing one's job if rules are broken. This could help us all to work better together.

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III. Participants' further reading document

Check list on gender mainstreaming in technical surveys and land clearance (Module 3)

- ✓ Seek to achieve a gender-balance on technical surveys and clearance teams as team members, team leaders and managers. Ensure that women have opportunities with men for training opportunities.

- ✓ Encourage women from the communities to apply for demining jobs and make sure that vacancy notices clearly identify aspects of the job that might influence women applicants, such as travel, lodging and childcare arrangements.

- ✓ Consider what may work best: mixed teams, all female and all male teams in a particular context.

- ✓ Consider practical accommodation needs of women and men when away from their communities and well as team members being able to meet their family responsibilities.

- ✓ A code of conduct of UXO operators on sexual exploitation in communities and inform communities of this and complaint mechanisms;

- ✓ A sexual harassment policy for staff of mine action organizations.

Reference: United Nations Gender Guidelines for Mine Action Programmes

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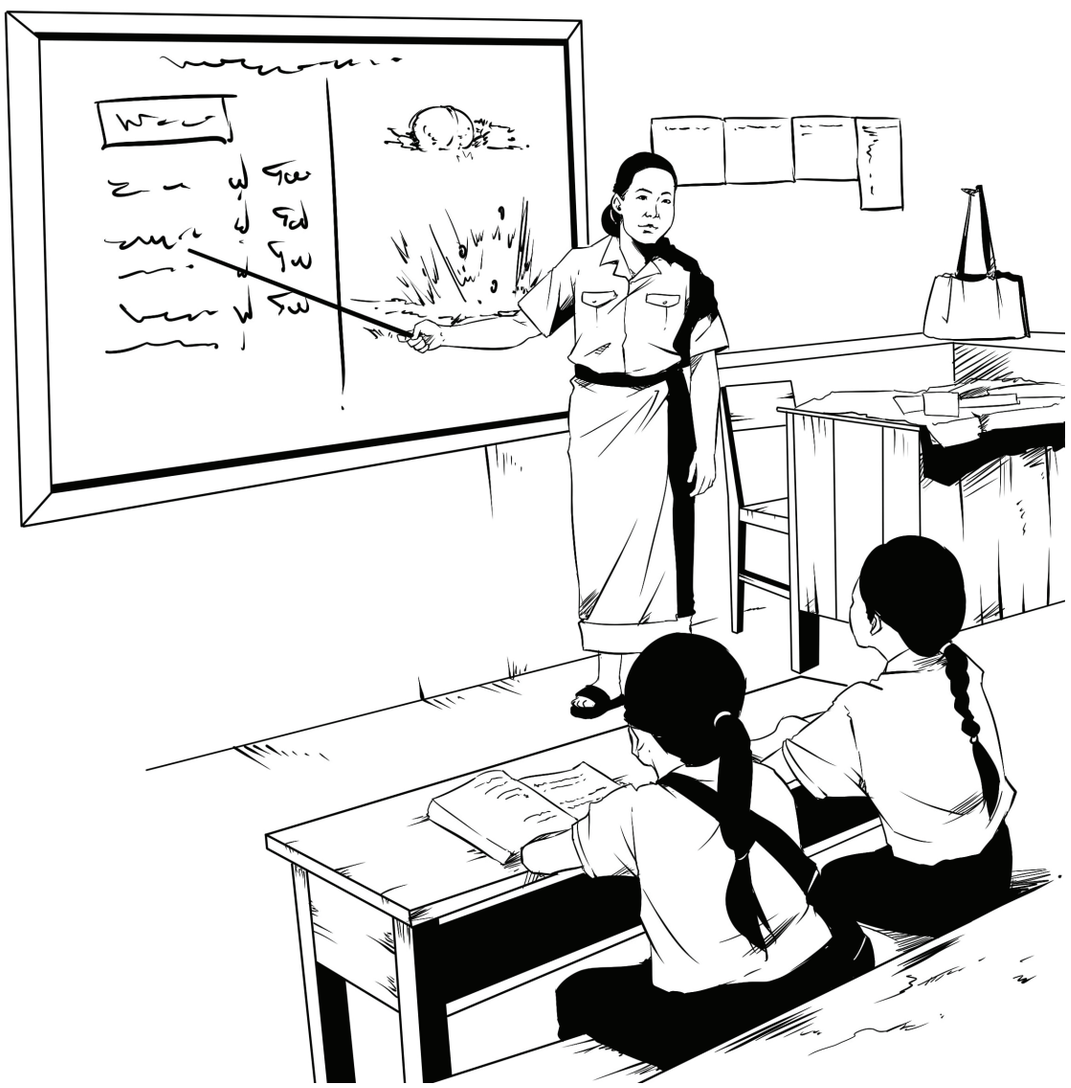
Module 4

GENDER ISSUES IN MINE RISK EDUCATION (MRE)



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MODULE 4: GENDER ISSUES IN MINE RISK EDUCATION (MRE)

Objectives	• Identify the gender issues in mine risk education (MRE); • Identify benefits of gender mainstreaming in this regard; • Practice applying gender mainstreaming approach in a document concerning MRE
Topics	• Casualty data analysis; • At-risk behavior, knowledge levels and learning approaches; • Collection of information in local communities; • MRE delivery; • MRE instructors.
Methodology	• Question and answer • Group work • Demonstrations/presentations
Duration	1.5 to 2 hours
Materials	Flip charts/flipchart stands Paper Marker pens Cards Computer Projector Masking tape Post-its

4.1 Instructions for the trainers

- Start with a brief question and answer session with participants to identify gender issues and benefits of gender mainstreaming in mine risk education -MRE. (10 minutes).
- Short presentation by UXO and gender expert on the above issues (20 minutes).
- Alternatively, a PPT can be presented outlining the main gender issues. (20 minutes).
- Make copies beforehand for participants on:
  - ➢ Exercise document on the MRE with no gender content;
  - ➢ Exercise document on the gender sensitive MRE
  - ➢ Participants' further reading document.

4.2 Group exercise on MRE education

Objective: to identify potential obstacles and solutions in MRE from a gender perspective and practice mainstreaming gender into a gender- blind document.

Duration of exercise: 1 hour

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How to run the exercise:

- Hand out to participants copies of a UXO document on MRE education hat has nothing on gender in the text;
- Ask participants in small groups to read, discuss and propose how to make the document visibly reflect elements of gender mainstreaming;
- Ask the groups to report back and facilitate further discussion in plenary;
- At the end, hand out to participants a copy of the same document with gender mainstreaming elements incorporated so they can observe the difference between a gender blind and a gender sensitive UXO document.

4.3 Role play on mine risk education

Objective: to show the difference between boys and girls in their contact with UXOs and the difference in their risk behaviour. This information better informs how to conduct mine risk education and use materials that connect to the daily lives of boys and girls (see end of module).

Duration of exercise: 10 minutes role play and 20 minutes discussion

Further reading document for participants: Checklist on gender equality and mine risk education (at the end of module 4).

How to run the role play:

- Ask 5 participants in advance (e.g. before breaks) to volunteer for playing the different parts;
- Brief the actors on what they need to do and give them some time to prepare (e.g. during the lunch break);
- Ask them to generally follow the script, but they can also innovate;
- Set up chairs (stage) at the front of the training room;
- Request the actors to do the role play;
- After the role play, first ask the actors how they felt in their roles;
- Then ask the actors for any observations;
- Lastly, ask the audience, (the other participants) about what they observed.

The trainer facilitates the discussion, asking questions about gender roles and their implications for the design of MRE.

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4.4 Technical information for the trainers

Analysis of casualty data

In order to determine risks and inform the selection of educational content, it is important to obtain and analyze data of casualties in the specific community, as well as generally. This allows for precise information to be shared with the community on the impact of UXO accidents. It also provides guidance on the MRE content to be delivered. This data gathering needs to be disaggregated by age and sex given the different circumstances in which accidents occur as well as the differences in the difficulties of survivors and their families according to one's gender.

The casualty data should indicate the specific activities that led to accidents and should be disaggregated by age and sex, making it possible to derive a more accurate assessment of UXO risks and to discern any patterns of at-risk behaviour specific to particular sex and age groups. This analysis should inform the targeting of certain audiences with tailored MRE messages.

At-risk behaviors, knowledge levels and learning approaches

Men and women, boys and girls can have different attitudes towards risk due to their gender roles. For example, boys may tend to be more curious and to play with the UXOs (bombies) and so are more risk adverse. On the other hand, girls may be more likely to report the presence of UXO to village authorities.

They may also have different types and levels of knowledge about UXOs as well as approaches to learning informed by their gender roles in the family and the community. For example, men may be more involved in scrap metal collection and cultivating lands while women may be responsible for collecting food and firewood and lighting fires for cooking.

Collection of information in local communities

Obtaining information about risk behavior and existing level of knowledge means communicating with women and men, girls and boys. Due to their different activities and schedules, the timing and location of consultation sessions will need to gender responsive. Times and locations for assessments and teaching should not conflict with missing work or school or important daily tasks.

Delivery of MRE

Participatory approaches to MRE are conducive to ensuring effective learning and behavior change. For MRE to reach both genders in diverse population groups the MRE should be designed and delivered with culturally appropriate content, materials and messages. The latter need to be targeted to each gender with examples in the context of different daily activities they each normally perform. For example, if women and girls usually collect water and firewood, mitigating the UXO risks associated with

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these activities should be explained and discussed. On the other hand, the majority of victims are men, so victim data can be used to inform targeted MRE to men most at risk, (such farmers ploughing the land and collection of scrap metal).

Drama is an effective means to deliver messages. However, scripts should be designed to include men and women, boys and girls as actors and the content

should reflect the gender roles in the community and the associated risks. MRE may need to be delivered to men and boys and to women girls separately or together depending on the local context.

In the case of community members being illiterate, delivery of MRE will need to be appropriately designed using pictures, theatre, music, puppets and physical aids. This is also effective with children. Often levels of illiteracy are higher among women than men. Therefore, particular efforts need to be made to identify and include these women in MRE. In addition, in certain rural areas, the population speaks languages other than Lao, such as Hmong. They may also practice gender norms and roles that are different. Therefore, reaching both men and women, boys and girls in such populations will require culturally appropriate materials and communications in their languages.

MRE instructors

Gender balance among instructors is critical for ensuring that both women and men, girls and boys are reached by the MRE programs. Women members of the community may feel more at ease with women instructors or for cultural reasons women and girls may not be able to attend instruction delivered by a man.

In addition, women instructors are role models for the community. Therefore, it is important to encourage women to become instructors and to prepare them with training for the MRE work like their male counterparts.

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POWERPOINTS, EXERCISE HANDOUTS AND FURTHER READING DOCUMENTS MODULE 4

I. Power Point Presentation MRE

PPP on Gender issues in mine risk education (Module 4)

Slide 1- Analysis of casualty data

- Data gathering disaggregated by age and sex
- Mapping gender differentiated activities where UXO accidents occur
- Patterns of at-risk behaviour specific to particular sex and age groups
- Informs how to tailor messages

Slide 2 - At-risk behaviors, knowledge levels and learning approaches

- Different attitudes, risk behaviour according to gender
- Different knowledge about UXOs due to their different activities based on gender roles
- Different learning needs

Slide 3 - Collection of information in local communities

- Timing and location of consultation and educative sessions need to be gender responsive
- These should not conflict with missing work or school or important daily tasks.

Slide 4 - Delivery of Mine Risk Education (MRE)

- Participatory approaches
- Culturally appropriate content, materials and messages
- Gender sensitive
- Examples related to both men and women's activities/roles

Slide 5 - MRE instructors

- Gender balance among instructors
- Women community members more at ease with women instructors
- Equal opportunities and training for women to become instructors
- Women instructors as role model in the community

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II. Exercise handouts

(Module 4)

Gender blind document on MRE in Lao PDR

MRE is one of the main pillars of mine action aimed at spreading safe behavior rules and messages among people living in UXO affected areas.

MRE activity in Lao PDR covers a population in 45 districts and towns, including areas where there are ethnic hill tribes.

The MRE strategy consists of:

a) developing national capacity to educate people;
b) implementation of community based MRE activities and,
c) integration of MRE into the curriculum of schools.

Formed in 2010, the MRE Working Group (WG), consists of representatives of several government departments, including international and national entities and civil defense bodies and some NGOs.

In 2017, the MRE Working Group conducted 100 trainings, discussions and awareness talks with the participation of 34 821 residents. Around 6,200 units of various types of public awareness materials were distributed.

The MRE partners in the provincial towns play an important role in the dissemination of safe behavior rules and messages in the education materials.

Community based activities

MRE specialists have begun to apply a new approach in community-based awareness activities. After intensive dissemination sessions and meetings with local residents the community members form a committee and begin their voluntary activities in UXO contaminated areas. Community activists (village spokesman, municipal and executive authorities, school principal, medical/health point chiefs, leaders of religious and youth organizations) are members of the Committee.

At the end of the session one person is selected as a group leader by the volunteers. He undertakes to submit monthly reports on awareness/risk education activities, performed by the group members in their community, to the district coordinator. So, up to now 158 MRE Committees have been established in 20 targeted districts.

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Schools

Altogether 195 training sessions for 3,635 teachers from 1,200 schools in 26 districts have been conducted. Every year, 55,000 students in secondary schools have MRE classes.

(Module 4)

Gender sensitive document on MRE in Lao PDR

MRE is one of the main pillars of mine action aimed at spreading safe behavior rules and messages among people living in UXO affected areas.

MRE activity in Lao PDR covers a population in 45 districts and towns, including areas where there are ethnic hill tribes.

The MRE strategy consists of:

a) developing national capacity to educate women and men, boys and girls;
b) implementation of gender sensitive community based MRE activities and;
c) integration of MRE into the curriculum of schools.

Formed in 2010, the MRE Working Group (WG), consists of representatives of several ministries, including international and national entities and civil defense bodies and some NGOs such as the national women's organization.

In 2017, the MRE Working Group conducted 100 trainings, discussions and awareness talks with the participation of **34 821** residents. Women and girls represented about 40 per percent of the residents. Around **6,200** units of various types of public awareness materials were distributed.
The MRE partners in the regional bases play an important role in the dissemination of safe behavior rules and messages in the education materials. Special attention was given to messages targeting women and girls, men and boys seeing that they perform different social and economic roles in the districts and so present different risk behavior patterns.

Community based activities

MRE specialists have begun to apply a new approach in community- based awareness activities. After intensive dissemination sessions and meetings with local residents the community members form a committee and begin their voluntary activities in UXO contaminated areas. Community activists (village spokesperson, municipal and executive authorities, school principal, medical/health point chiefs, leaders of religious, youth and women's organizations) are members of the Committee.

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At the end of the session one person is selected as a group leader by the volunteers. S/he undertakes to submit monthly reports on awareness/risk education activities, performed by the group members in their community, to the district coordinator. So, up to now **158** MRE Committees have been established in 10 targeted districts. One third of these are headed by a woman.

Schools

Altogether **195** training sessions for **3 635** teachers from **1 200** schools in **26** districts have been conducted. Of the teachers attending there were **1,200** men and **2,435** women. Every year 55,000 students in secondary schools have MRE classes.

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Sample role play on mine risk education (Module 4)

Scene: An MRE instructor discusses with two boys and two girls about their contact with UXOs and their reactions.

MRE instructor: where have you seen or found bombies?

Boys – on my way back from school
Girls - on my way back from school

MRE instructor: where else do you see bombies?

Boys: in the woods there are big bombs with bombies inside. They are good for scrap metal.
Girls: when I collect firewood with my mother outside the village I see some sticking out of the ground

MRE instructor: what do you do when you see them?

Boys – we hang around and try to see if they can be good for scrap metal as then we get money to buy food for our family. Sometimes, we play with them. They are like balls and we try to see what happens.
Girls – we don't stay around as we have to get home to help our mother with preparing dinner and looking after the baby and the house.

MRE instructor: Do you tell anyone about the bombies?

Boys: We tell our fathers as they want to get them for scrap metal.
Girls: We tell our family about the bombies and sometimes they tell the village chief.

MRE instructor: do you know about children killed or maimed by bombies?

Boys: I know about one from my school
Girls: I heard of a few cases and they were all boys who touched the bombies.

MRE instructor: I am going to show you now what UXOs look like, what you must and must not do so that you do not become a victim of a UXO accident.

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III. Participants' further reading document

Checklist on gender mainstreaming in MRE (Module 4)

Ensure that groups at risk are appropriately identified

- ✓ Collect casualty data disaggregated by sex and age.
- ✓ Validate data disaggregated by sex and age through community consultations with men, women, boys and girls.
- ✓ Analyze casualty data to determine which population groups (identified according to sex and age) are most at risk.
- ✓ Gather information on the attitudes and behaviour of men, women, boys and girls and on their knowledge of mine/ERW threats to determine how at-risk behaviour might be modified within these groups.

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

- ✓ Present MRE materials that accurately portray the risks in relation to the different roles and behaviours of men, women, boys and girls;
- ✓ Use appropriate messengers (such as same-sex trainers, peers and respected authorities) to convey MRE messages to specific target audiences;
- ✓ For all MRE activities, choose times, venues and modes of communication that are convenient and appropriate for the targeted groups (for example, radio messages and drama might be the most effective for illiterate communities or those without access to print or video media. Another example is materials and communications in languages other than Lao, such as Hmong and Lao Theong).

Enhance the participation of at-risk women, girls, boys and men in MRE initiatives

- ✓ Planning, monitoring and evaluation of MRE activities must involve women, men, and, to the greatest extent possible, girls and boys.

Ensure that men and women have equal access to the employment opportunities benefits deriving from MRE initiatives

- ✓ Make vacancy announcements accessible to women and men;
- ✓ Ensure that vacancy announcements identify aspects of the job that might influence women applicants, such as travel requirements, the availability of childcare, and the possibility of employment for husbands and wives;
- ✓ Record and periodically review information on the sex of trainees to ensure that both women and men have access to training opportunities;
- ✓ Provide appropriate accommodation and childcare for mixed-gender MRE teams.

Reference: United Nations Gender Guidelines for Mine Action Programmes

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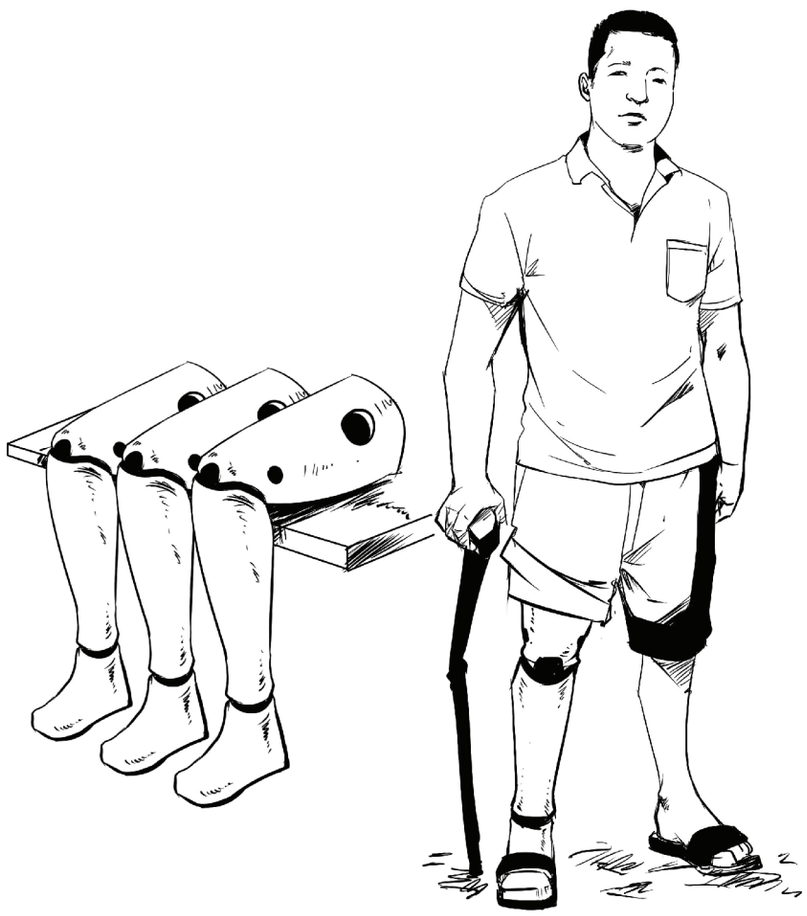
Module 5

GENDER ISSUES IN VICTIM ASSISTANCE



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MODULE 5: GENDER ISSUES IN VICTIM ASSISTANCE

Objectives	• Identify the gender issues in assistance to victims of UXOs; • Identify benefits of gender mainstreaming in this regard; • Practice applying gender mainstreaming approach in a document concerning UXO victim assistance
Topics	• Age and sex-disaggregated data about victims and their needs; • Access to services; • Survivor advocacy and awareness; • Composition of victim assistance teams
Methodology	• Question and answer • Group work • Demonstrations/presentations
Duration	2 hours
Materials	Flip charts/flipchart stands Paper Marker pens Cards Computer Projector Masking tape Post-its

5.1 Instructions for the trainers

- Start with brief question and answer session with participants to identify gender issues and benefits of gender mainstreaming in victim assistance (10 minutes);
- Short presentation by UXO and gender expert on the above issues:20 minutes;
- Alternatively, a PPT can be presented outlining the main gender issues (20 minutes);
- Make copies beforehand for participants on:
  - ➢ Exercise document on the MRE with no gender content;
  - ➢ Exercise document on the gender sensitive MRE
  - ➢ Participants' further reading document.

5.2 Group exercise 1 on UXO victim assistance

Objective: to identify potential obstacles and solutions in victim assistance from a gender perspective and practice mainstreaming gender into a gender- blind document.

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Duration of the exercise: 1 hour

How to run the exercise:

- Hand out to participants copies of a UXO document on victim assistant that has nothing on gender in the text;
- Ask participants in small groups to read, discuss and propose how to make the document visibly reflect elements of gender mainstreaming;
- Ask the groups to report back and facilitate further discussion in plenary;
- At the end, hand out to participants a copy of the same document with gender mainstreaming elements incorporated so they can observe the difference between a gender blind and a gender sensitive UXO document.
- Hand out to participants copies of a UXO document on victim assistant that has nothing on gender in the text.

5.3 Group exercise 2 to make UXO victim services more gender responsive

Objective: to identify ways to make UXO victim services more gender responsive.

Duration of the exercise: 1 hour

How to run the exercise:

- Hand out a short information text on issues and institutions related to victim services to assist group work (see end of module);
- Using the information ask participants in small groups to make recommendations how they would make the victim services more gender responsive taking into account the needs of the victims, the challenges and the capacities of provider institutions;
- Ask participants to report back to plenary and facilitate a discussion.

5.4 Role play on victim assistance

Objective: to show the differences between men and women as direct and indirect UXO victims. This information better informs how to improve services for victims (see end of module).

Duration of the exercise: 10 minutes role play and 20 minutes discussion

Further reading documents for participants: Checklist/guidelines on gender sensitive approaches to victim assistance

How to run the role play:

- Ask 6 participants in advance (e.g. before breaks) to volunteer for playing the different parts;

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- ➢ Brief the actors on what they need to do and give them some time to prepare (e.g. during the lunch break);
- ➢ Ask them to generally follow the script, but they can also innovate;
- ➢ Set up chairs (stage) at the front of the training room;
- ➢ Request the actors to do the role play;
- ➢ After the role play, first ask the actors how they felt in their roles;
- ➢ Then ask the actors for any observations;

The trainer facilitates the discussion, asking questions about gender roles and their implications for victim assistance services.

5.5 Technical information for the trainers

UXO victims include both direct and indirect victims, such as dependents or persons close to casualties. The term 'victim' covers direct and indirect victims, such as dependents or other persons in the immediate environment of a UXO casualty.

The Convention on Cluster Munitions (CCM) in 2009 modified the meaning of victims to include 'all persons who have been killed or suffered physical injury, economic loss, social marginalization or substantial impairment of the realization of their rights caused by the use of cluster munitions. They include those persons directly impacted by cluster munitions as well as their affected families and communities.

Sex-disaggregated data about victims and their needs

It is important to know whether victims are men or women, boys or girls as gender considerations can provide information about the circumstances and consequences of a UXO accident. In addition, there are other diversity dimensions to be considered such as age, ethnicity, culture and language that. Awareness of these characteristics provides more precise information on the needs of male and female victims and so making responses and services more appropriate and effective.

Keeping records of accidents, deaths and injury by sex, as well as by age, can provide important information on trends over time and on gender differences. This can help improve responses on UXO accident prevention as well as on care and referral arrangements for victims.

Men and boys are the majority of direct victims of casualties. When a woman is a direct victim and becomes disabled, she may be abandoned by her partner and/or family, or encounter difficulties in finding a partner because of her assumed incapacity to take care of children and household tasks.

When a woman loses her partner or he is disabled, as an indirect victim she can be more exposed to the risk of poverty. It can be more difficult for her than for a man to find a job, generate income or carry on farming. In addition, she has the responsibility

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of caring for the physical and mental well-being of her disabled partner as well as children. In the case of a child injured in a UXO accident, the mother is likely to assume the major caring role. If she is a female head of household, she also has the main burden of generating a livelihood for her family.

Another gender concern is that due to a lack of information and the absence of reliable accident reporting systems, accidents involving women may be overlooked or go unreported compared to those of men.

Due to the social and economic gender roles of men and women, there tend to be differential impacts of an UXO accident be it in regard to direct or indirect victims. Women more often than not are indirect victims, but the impact on their lives can be overwhelming as they struggle to care for the injured and provide for the family.

Access to services

While men and boys are the majority of UXO survivors, they tend to face different and sometimes fewer obstacles in acquiring appropriate medical care. For cultural reasons, they can be more likely than girls and women to receive high-cost medical attention and transport.

Military personnel, who are mostly men, sometimes receive swifter and better attention than civilians.

Women and girls in some contexts also face additional barriers when follow-up medical care is required. Men may be prioritized for prosthetic devices and services, as the cost of investing time and funds in extensive rehabilitation programs for children and/or women members of a poor household may outweigh the perceived benefits.

Survivor advocacy and awareness

Women and girls most often supply care to UXO survivors and may require economic and psychological assistance. As they have to play a greater role in generating income for the family it is important to advocate for their enrolment in vocational training, microcredit or other types of assistance.

In advocating for the rights of persons disabled and affected by UXO accidents, it is important to highlight the differential gender impacts, roles and needs. Making the rights and needs of male and female victims visible through the media, medical institutions and social organizations, is critical for creating awareness and support for all victims, so that no one is left behind.

Composition of victim assistance teams

Gender balance among health workers is key for addressing the specific needs of women, girls, boys and men. There can be cultural factors whereby women or girls cannot be examined or assisted by male medical staff. In terms of psycho-social counselling women or girls may prefer talking with a female counsellor.

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POWERPOINTS, EXERCISE HANDOUTS AND FURTHER READING DOCUMENTS MODULE 5

I. Power Point Presentation

PPP on Gender issues in victim assistance (Module 5)

Slide 1 - Sex-disaggregated data about victims and their needs

- Direct and indirect victims
  Direct victims - majority are men and boys
  Indirect victims – majority are women
- Differential gender impacts, physical and psychological
  Women have to care for disabled men or children
  Women have to provide income
  Men have to adapt to different role
- Data by sex important to track trends and inform responses
- Access to services
  As direct victims, women may have more problems to access to health services
  Why? - women more invisible in the community
  - men prioritised for prosthetic devices as seen as bread winner
  - military men get better attention than civilians
  - no-one left behind

Slide 2 - Survivor advocacy and awareness

- Advocating for the rights of persons disabled by UXO, both women and men
- Making differential gender impacts and needs visible in advocacy work
- Advocating for women's enrolment in vocational training, microcredit or other types of assistance
- No one left behind

Slide 3 - Composition of victim assistance teams

- Gender balance among health workers and counsellors to address specific needs of women, girls, boys and men
- Encouraging women candidates
- Facilitating work and family responsibilities of health workers

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II. Exercise handouts

(Module 5)

Gender blind document on UXO victim assistance in Lao PDR

Lao PDR ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2010.

To date over 20,000 people have been reported to have been injured by UXO since the end of the war in 1974.

Lao PDR has programs to assist victims but faces many challenges including the lack of sufficient financial support and limited human and technical resources for the implementation of the plan and its international obligations funder the Convention.

One problem is the lack of a standardized information system for the rehabilitation sector in Lao PDR making it difficult to monitor the total number of people receiving services.

Nevertheless, the government strives to:

- Document all the victims and enter them into a national data base.
- Allocate the limited resources to reach survivors where they live, as survivors
- in remote and rural areas continue to face obstacles to access adequate assistance;
- Standardize management systems and improve sustainability and accessibility
- of the physical rehabilitation sector;
- Increase economic opportunities for survivors and persons with disabilities and
- develop education and training opportunities. Many survivors lack education and literacy and have no work or land from which to make a living.

A survey team conducting interviews reached 400 villages in 54 districts in 12 provinces, and 550 persons with disabilities including 410 UXO survivors were interviewed.

In 2016, 2000 persons with disabilities, including UXO survivors, received services from physical rehabilitation centers including prosthetics and other mobility devices and repairs for assistive devices.

An NGO supported some 120 UXO survivors with income-generating activities in 2016 and referred adults for jobs or vocational training.

A study by the University in Vientiane found that persons with disabilities and their families experience significant psychological distress, endure discrimination and stigma,

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and their rights "remain largely unrecognized." Survivors lost confidence in themselves after becoming disabled due to UXO incidents. Social exclusion, as well as family conflict and a lack of employment were key concerns.

(Module 5)

Gender sensitive document on UXO victim assistance in Lao PDR

Lao PDR ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2010. This Convention specifies the integration of a gender perspective, gender sensitive services and non-discrimination on grounds of gender and age.

To date over 20,000 people have been reported to have been injured by UXO since the end of the war in 1974. The majority of victims are men and boys. Many women are indirect victims as a consequence of the loss or injury of their husbands.

Lao PDR has programs to assist victims but faces many challenges including the lack of sufficient financial support and limited human and technical resources for the implementation of the plan and its international obligations under the Convention.

One problem is the lack of a standardized information system for the rehabilitation sector in Lao PDR making it difficult to monitor the total number of people receiving services. Moreover, the data that exists is not systematically disaggregated by age and sex.

Nevertheless, the government strives to:

- Document all the victims and enter them into a national data base.
- Allocate the limited resources to reach survivors where they live, as survivors in remote and rural areas continue to face obstacles to access adequate assistance;
- Standardize management systems and improve sustainability and accessibility of the physical rehabilitation sector for all survivors;
- Increase economic opportunities for survivors and persons with disabilities and develop education and training opportunities. Many survivors lack education and literacy and have no work or land from which to make a living. This is particularly the case for women as indirect victims, who have to care for their injured husbands at the same time as make a living for the family. In addition, illiteracy levels are higher among rural women than rural men;

A survey team conducting interviews reached 400 villages in 54 districts in 12 provinces, and 550 persons with disabilities including 410 UXO survivors were interviewed.

In 2016, 2000 persons with disabilities, including UXO survivors, received services from physical rehabilitation centers including prosthetics and other mobility devices

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and repairs for assistive devices. Of these around 5 per cent were women.

An NGO supported some 120 UXO survivors with income-generating activities in 2016 and referred adults for jobs or vocational training. Of these 20 were women. A study by the University of Vientiane found that persons with disabilities and their families experience significant psychological distress, endure discrimination and stigma, and their rights "remain largely unrecognized." Survivors lost confidence in themselves after becoming disabled due to UXO incidents. Social exclusion, as well as family conflict and a lack of employment were key concerns. Women and men injured by UXO may be affected in different ways. A woman may be abandoned by her partner and often has less access to rehabilitation services than a man. On the other hand, a woman, as an indirect victim, endures high levels of stress due to the responsibility of supporting the physical and psychological distress of her injured husband or children as well as generating income for family survival.

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Making UXO victim services gender sensitive (Module 5)

Use the information below to make recommendations on how victim services could be more gender sensitive

UXO victims need a number of complementary services.

- Physical rehabilitation – prophesises and physiotherapy
- Medical treatment
- Mental health and psycho-social support
- Vocational training
- Employment
- Entrepreneurial assistance
- Financial assistance
- ransport

Some challenges

- Victims in rural areas may be far from services
- Limited funds in relation to the number of victims
- Needs of victims vary according to age and sex
- Needs of victims are ongoing over a life time, e.g. children
- Lack of systematic data on victims
- Financing transport to hospitals

Institutions which may provide victim services:

National government
Local, regional, central hospitals
Municipalities
Employment agencies
Specialised national and international NGOs
Donors
Foundations
National health care system
Local communities

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(Module 5)

Sample role play on victim assistance

Scene: A victims' services team are visiting a provincial village where there have been a high number of UXO accidents. They want to find out more about the situation of UXO victims and their needs. A meeting of direct and indirect victims is held in the village.
Six actors: Services team, one man and one woman
Male victim, female victim, female indirect victim, male indirect victim

Service team man: Tell us about your situation

Male victim: I lost both my legs and an eye, so I cannot cultivate my farm anymore, so my wife has to do it. I cannot help with the house and children either as I am still waiting for prosthetic legs after 4 years. I try to keep up my spirits so it is not so hard on my wife.

Female victim: I lost one leg and one arm and my body is scarred. I have no hope of getting married anymore. I depend on my old parents as I cannot get training to get a job.

Female indirect victim: My husband became blind and is unable to drive his Tuk Tuk anymore. He does not know what else to do to earn money and he gets depressed. I was lucky to get training from LWU in sewing and now I have a small business in the village that gets us by. But I get very tired working, looking after the house and children and my husband as well.

Male indirect victim: My wife died when she lit a fire to cook and there was a UXO underneath that exploded. Now I find it very hard to work in the fields and to look after our four children and the house.

Service team woman: Tell us what would help you.

Male victim: it would help if I could get those artificial legs promised to me and some training that would help me earn income for the family.

Female victim: If I could get an artificial arm and leg and training in computers, I might be able to be more independent. I still don't think anyone would want to marry me.

Female indirect victim: It would be good if my husband could get training in massage and maybe work in the provincial capital. Also, if he could get some counselling or treatment for his depression.

Male indirect victim: Perhaps I could meet a nice woman who would be prepared to marry a man with four kids?

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Service team man: thank you what you have shared. I undertake personally to follow up in Vientiane for the artificial limbs, so you get them soon.

Service team woman: I will personally check about the training possibilities with LGU and other training providers and will be back in touch with you. I am not sure we can find you a husband or wife but we will be on the look out for them!

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III. Participants' further reading document

Check list on gender mainstreaming in victim assistance (Module 5)

1. Ensure that women, girls, boys and men have equal access to gender-sensitive emergency and continuing medical care for injuries sustained in mine/ERW accidents

- ✓ Provide transportation, where possible, to ensure better access to emergency and follow-up medical care for all survivors;
- ✓ Engage same-sex staff in prosthetic workshops to assist mine/ERW survivors;
- ✓ Ensure privacy for patients during their physical examinations and consultations;
- ✓ Make appropriate arrangements and supply suitable accommodation (including for guardians or chaperones) to ensure that women and children are able to obtain treatment, particularly if they must travel from their homes.

2. Ensure that the planning and provision of services for mine/ERW survivors including physical rehabilitation, vocational training and psychological support) are tailored to the different needs of women, girls, boys and men

- ✓ Collect, analyze and store sex- and age-disaggregated data on mine/ERW survivors and the impact of their injuries on their economic, social and psychological well-being;
- ✓ Involve male and female survivors of mine/ERW accidents in the planning, implementation and monitoring of assistance programs;
- ✓ Provide access to same-sex counsellors or support groups for male and female survivors (as appropriate within the local context);
- ✓ Provide support services for family members taking care of mine/ERW survivors.

3. Engage in advocacy to raise awareness of the rights of all disabled persons

- ✓ Support existing national programs addressing disability-related issues, ensuring that equitable care, rehabilitation and vocational/educational opportunities are offered to all individuals, regardless of age or sex.

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4. Ensure that men and women have equal access to employment opportunities in victim assistance programs

- ✓ Implement affirmative action employment and training strategies for women with disabilities;
- ✓ Prioritize the recruitment of male and female mine survivors in mine action
- ✓ programs;
- ✓ Prioritize microcredit or small business loan projects for female mine survivors heading households.
- ✓ Ensure that victim assistance service providers furnish sex-segregated accommodation.

(Taken from United Nations Gender Guidelines for Mine Action Programmes)

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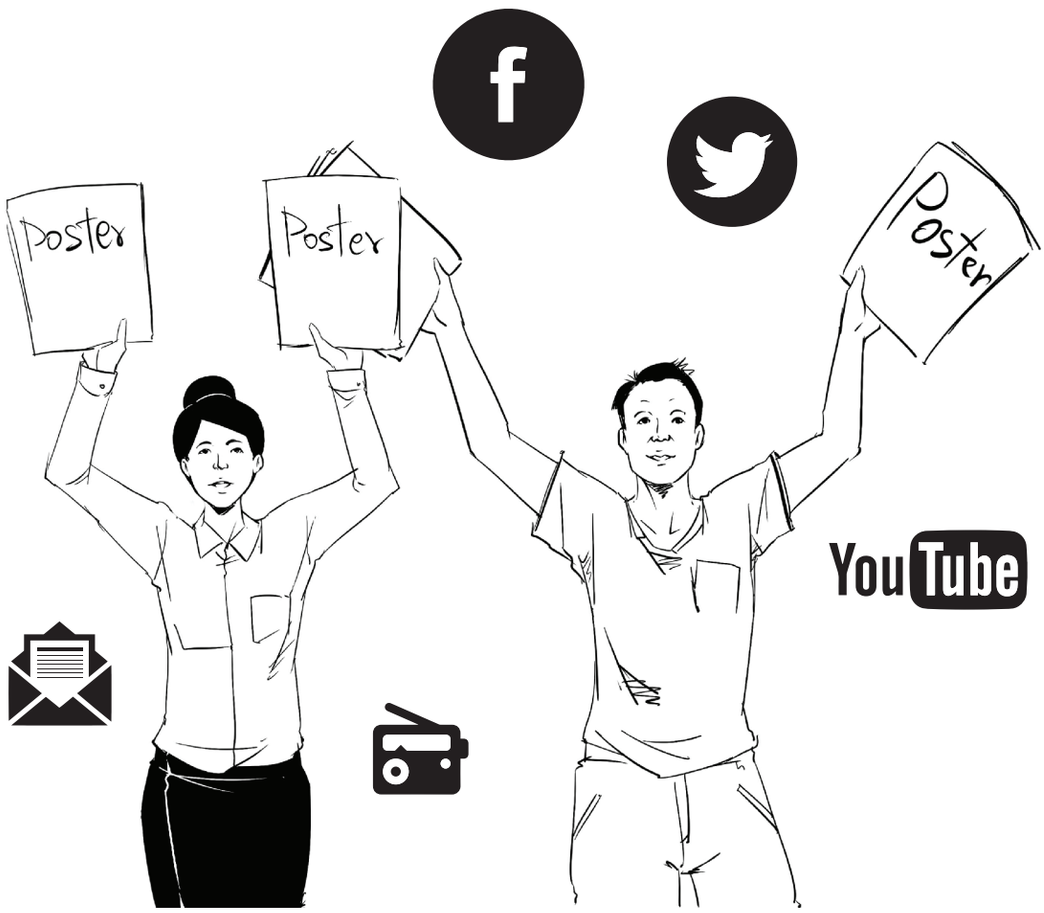
Module 6

GENDER MAINSTREAMING IN ADVOCACY IN THE UXO SECTOR



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MODULE 6: GENDER MAINSTREAMING IN ADVOCACY IN THE UXO SECTOR

Objectives	• Identify the gender issues in UXO advocacy and promotional efforts ; • Identify benefits of gender mainstreaming in this regard; • Practice applying gender mainstreaming approach in preparing advocacy document material.
Topics	• Tailoring advocacy strategies for the media and other target groups • Tapping into communication networks and channels; • UXO concerns are integrated into development programs and budgets in a gender sensitive manner; • Public advocacy events on UXOs; • Opportunities through UXO programs.
Methodology	• Question and answer • Group work • Demonstrations/presentations
Duration	1 hours
Materials	Flip charts/flipchart stands Paper Marker pens Cards Computer Projector Masking tape Post-its

6.1 Instructions for the trainers

- Start with a brief question and answer session with participants to identify gender issues and benefits of gender mainstreaming in advocacy work (10 minutes).
- Short presentation (PTT) on gender issues in UXO advocacy: 10 minutes (see end of module)
- Make copies beforehand for participants of the:
  - ➢ Four exercise sheets for designing an advocacy strategy – each work group will have one of the four exercise sheets for each member of the group;
  - ➢ Participants' further reading document.

6.2 Group work to design a gender sensitive advocacy strategy

Objective: To learn how applying a gender lens to advocacy work can help advance gender equality in the UXO sector.

Duration of the exercise: 40 minutes

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Further reading document for participants: Checklist on gender and advocacy in the UXO sector (see end of module).

How to run the exercise:

- ➢ Divide the participants into four working groups
- ➢ Distribute the work sheets (end of module) as follows:

  Group 1: Non- technical survey
  Group 2: Land clearance
  Group 3: Mine risk education
  Group 4: UXO Victim assistance

- ➢ Ask the groups to identify advocacy messages, activities and channels of communication in the four sub sectors of UXO – non-technical survey, land clearance, mine risk education and victim assistance (30 minutes).
- ➢ Groups report back and trainer facilitates discussion, asking questions such as are there differences in the UXO sub sectors, are there differences in messages and activities according to the target group, to whether the persons are men or women, boys or girls? (10 minutes)

6.3 Technical information for the trainers

Meaning of advocacy

Advocacy means public support for an idea or a cause such as eliminating UXOs. Advocacy material to promote the idea or cause can be directed at the media (newspapers, TV, twitter, social media such as face book, etc.) or it can be placed on the websites or in publications of the organizations promoting ideas and causes. For this material to be gender sensitive the following is useful to keep in mind.

Messages reaching different target groups

Communication materials need to be designed to reflect the reality of both genders' daily life, so that key messages are seen and heard by all in the community. As men and women have different social and economic roles, UXO messages need to be crafted taking these into account. This may require special attention to also reach those who are illiterate (bearing in mind that illiteracy is higher among women), as well as to those who speak languages other than Lao and whose gender roles may be culturally different. This will ensure that both men and women, boys and girls receive information critical for their safety.

Data and statistics

Where possible these should de disaggregated by sex, so that information is more precise and relevant to all.

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Gender sensitive language

Language needs to be inclusive so, that both genders identify with what is being written or said. Masculine forms of language should be avoided as they tend to be excluding, e.g. referring to a team leader as “he” when it has not been clarified that the team leader is a man.

Gender sensitive images

Photographs and drawings in a publication, in posters, on websites, etc. should be gender balanced. They should also not depict women in positions subordinate to men.

Role models

When presenting role models, inspirational people working in de-mining, present both women and men. Particular effort may be needed to ensure the systematic inclusion of female figures of authority, status and leadership to avoid these being repeatedly male.

Communication channels

Men and women, boys and girls may favour or respond to certain media channels – TV, radio, magazines, networks – that are different from each other. Therefore, to pass UXO messages, awareness of who is using what communication channel is important in order to ensure the advocacy messages reach a variety of target audiences.

Showcasing UXO initiatives

Advocating the mine action work being done in order to attract support and funding, it is important that the advocacy material is gender sensitive and inclusive as this will reach a wider audience, as well as make a positive impression.

Public advocacy events on UXOs

Ensure that there is gender balance for the event (i.e. not a panel of 6 male speakers) and gender is considered in presentations.

Promoting gender equality

UXO programs and projects can be champions in advocating for gender equality by the way they are designed, by having gender balance at all levels among staff and program implementers and by showcasing results in a gender sensitive manner.

Development programs

Integrating gender sensitive UXO initiatives into development programs, projects and budgets is another means by which gender equality can be promoted.

(Taken from United Nations Gender Guidelines for Mine Action Programmes)

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POWERPOINT, EXERCISE HANDOUTS AND FURTHER READING DOCUMENTS MODULE 6

I. Power Point Presentation

PPP on Gender issues in UXO advocacy (Module 6)

Slide 1- Gender mainstreaming in advocacy work

- Disaggregate data by sex and age
- Use gender sensitive language
- Ensure gender balanced images
- Do not use photos showing women in a subordinate position to men

Slide 2 - Gender mainstreaming in advocacy work

- Tap into the different communication channels and networks used by women and by men
- Ensure that role models are both men and women
- Advocate for gender equality through UXO programs

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II. Exercise handouts

Templates for advocacy strategy on gender in UXO sector

Non-technical survey	
Main objective	
Key messages	
Target groups	
Main activities	
Means of communication	

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Template for advocacy strategy on gender in UXO sector

Land clearance	
Main objective	
Key messages	
Target groups	
Main activities	
Means of communication	

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Template for advocacy strategy on gender in UXO sector

Mine risk education	
Main objective	
Key messages	
Target groups	
Main activities	
Means of communication	

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Template for advocacy strategy on gender in UXO sector

Victim Assistance	
Main objective	
Key messages	
Target groups	
Main activities	
Means of communication	

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III. Participants' further reading document

Check list on gender mainstreaming in UXO advocacy (Module 6)

Ensure that advocacy initiatives reach women, girls, boys and men, as a ppropriate

- ✓ In reports compiled for public information purposes, include sex-disaggregated data on and analysis of the different impacts of mine action on the lives of men, women, boys and girls and their diverse needs within this context.

- ✓ Provide age- and sex-specific information on mine action in specific regions or highlight thematic areas for inclusion in relevant national reports.

Encourage advocacy activities among women, girls, boys and men in UXO affected communities

- ✓ Encourage the participation of men, women and children in advocacy efforts.

- ✓ Involve individuals of all ages and both sexes in planning the implementation of relevant aspects of the UN advocacy strategy for mine action.

- ✓ Make relevant employment opportunities equally available to women and men.

(Reference: United Nations Gender Guidelines for Mine Action Programmes)

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Module 7

GENDER MAINSTREAMING IN THE UXO PROJECT CYCLE

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MODULE 7: GENDER MAINSTREAMING IN THE UXO PROJECT CYCLE

Objectives	• Identify the gender issues at different stages of a UXO project/program • Identify benefits of gender mainstreaming throughout the project cycle; • Practice applying gender mainstreaming in an UXO project
Topics	• Project design • Sex disaggregated data • Gender analysis • Gender indicators • Gender budget • Participation of women and men in the design, implementation and evaluation of projects • Gender balance on the staff of projects • Mid-term and final project evaluations
Methodology	• Question and answer • Group work • Demonstrations/presentations
Duration	2 - 5 hours
Materials	Flip charts/flipchart stands Paper Marker pens Cards Computer Projector Masking tape Post-its

7.1 Instructions for trainers

- Start with a question and answer session on participants' experience and knowledge of project cycle (10 minutes).
- Presentation (PTT) on UXO project cycle and logical framework (log frame) (20 minutes)
- Make copies beforehand for participants of:
  - ➢ Case studies for exercise
  - ➢ Participants' further reading documents (2)

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7.2 Exercise on project cycle stages

Objective: to practice applying the information on project cycle elements presented at the beginning of the session.

Duration of the exercise: 30 minutes

How to run the exercise:

- ➢ Write on each of four flip charts one of the following project cycle headings - project initiation, project planning, project implementation and project closure;
- ➢ Divide participants into 4 groups;
- ➢ Give each group a set of 4 cards with one element of one of the five project cycle stages written on each. These should not be in order but mixed up.
- ➢ Ask participants to match the 16 elements that correspond to each stage of the project cycle by placing on the relevant flip chart.

Elements for the cards can be found in the technical information for trainers below – for example, define the problem, gender assessment, baseline surveys, and monitoring and evaluation

7.3 Exercise on case study

Objective: to practice applying the project cycle stages to the case studies participants have been working on in previous modules.

Duration of the exercise: 1 hour

Further reading documents for participants: Checklist on gender mainstreaming for UXO projects and programs; Sample logical framework for UXO project
(see at end of module)

How to run the exercise:

- ➢ Divide the participants into 3-4 groups
- ➢ Provide participants with copies of the gender sensitive case study texts distributed in earlier modules. All groups can work on one case study text or two texts could be selected with two groups working on one and two groups working on the other;
- ➢ Ask participants to organize the text according to the project cycle stages;
- ➢ Ask them to propose new texts for information and data in stages of the project cycle where this information is missing in the case study text;
- ➢ Ask the groups to report back and facilitate discussion;
- ➢ Ask participants to share what they learned from the exercise.

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7.3 Technical information for trainers

What is a logical framework?

A logical framework is a document that gives an overview of the objectives, activities and resources of a project. It also provides information about external elements that may influence the project, called assumptions. Finally, it tells you how the project will be monitored, through the use of indicators. All this information is often presented in a table with four columns and four rows (see participants' further reading document at end of the module). Ensuring the gender dimension in each of these is important for gender mainstreaming, in particular the inclusion of gender indicators.

What is a project cycle?

A 'project' is a series of activities aimed at bringing about clearly specified objectives within a defined time-period and with a defined budget.

The 'project cycle' is a sequence of phrases that a project goes through from its initiation to its closure. These phases are varied depending upon the organization involved but all follow the same basic steps.

In order to mainstream gender into a project, these phases need to be understood so as to be able to integrate the gender dimension.

Four stages for mainstreaming gender in a UXO project cycle

1. Project preparation

- Define the problem: UXOs in a very poor district of a northern province have resulted in an increasing number of casualties and victims live far from rehabilitation centres.
- Identify scope of project
  - ➢ Reduce the number of victims
  - ➢ Introduce Mine Risk Education (MRE)
  - ➢ Remove UXOs
  - ➢ Rehabilitate injured survivors
  - ➢ Improve livelihoods
- Identify and consult with stakeholders: ask for the experiences and views of male and female members of the rural communities, as well as representatives of community organizations and district institutions, including women's organizations.
- Identify gender differences: in access to and ownership of land, gender differences in risk behaviour, data on direct and indirect victims by sex and age, social and economic gender roles and customs in the district communities.

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2. Project planning

- Identify
  - ➢ Impact and outcomes
  - ➢ Outputs and activities
  - ➢ A logical framework and budget (see example at end)
  - ➢ Gender aspects in the formulation of expected impacts, outcomes and outputs, indicators and targets.
- Gender analysis: to see how to ensure that men and women will have equitable access to MRE, rehabilitation and livelihood opportunities, as well as jobs in UXO demining teams and as MRE instructors.
- Design of specific gender indicators: If a problem regarding UXO particularly affects either women or men, ensure that a specific outcome, output and activities are included to address their specific constraints. For example, many more men compared to women are maimed by UXOs and are in urgent need of rehabilitation assistance. Women as indirect victims have to assume care for injured family members at the same time as trying to make up for lost family income in a context where women usually have less access than men to vocational training and livelihood assistance.
- Identify gender capacity gaps of project staff and implementers and include gender training if needed
- Allocate human and financial resources to ensure that both women and men participate in and benefit from the UXO project.
- A budget for gender mainstreaming may be needed to ensure that gender analysis is conducted, gender inclusive consultations take place, and that both women and men participate in the UXO project activities and structures. In addition, gender awareness training of project staff and members of project committees may be needed.

3. Project Implementation

- Develop gender capacity: During the implementation phase, develop gender capacity and raise awareness among the project staff and relevant implementing partners on the gender issues in the UXO context;
- Monitoring: Analyze sex-disaggregated data to track implementation progress that can be used for monitoring and evaluation.

4. Project Evaluation

- When conducting any form of UXO project evaluation, include evaluation of gender mainstreaming in the terms of reference.
- Document progress on gender mainstreaming at the end of the UXO project.
- Analyze the UXO project's strengths and weaknesses and the differential effects and potential long- term impacts of the project on women and men.
- Disseminate gender-related lessons learned for the design of new UXO projects.

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I. Power Point Presentation

PPP on Gender Mainstreaming in the UXO Project Cycle (Module 7)

Slide 1 - Stages in the UXO Project Cycle

1. Project initiation

- Define the problem
- Identify solutions
- Community & stakeholder consultations
- Preparation of project document

Slide 2 - Stages in the UXO Project Cycle

2. Project Planning

Define:

- Impact and outcomes
- Outputs and activities
- A log frame and budget
- Gender sensitive indicators

Preparation

- Gender analysis

Slide 3 - Stages in the UXO Project Cycle

4. Project Implementation

- Baseline surveys: include gender focus
- Capacity: including on gender
- Monitoring and evaluation: data disaggregated by sex
- Adaptations: corrective actions including on gender

Slide 4 - Stages in the UXO Project Cycle

5. Project Closure

- Conduct evaluation: include gender in TOR
- Document results: including on gender equality
- Analyze: UXO project's strengths and weakness and impact on men and women
- Capture: lessons learnt including on gender mainstreaming
- Disseminate: lessons learnt including on gender mainstreaming for the design of future UXO projects

Slide 6 Stages in the UXO Project Cycle

- Logical framework: tool for visibility and inclusion of gender mainstreaming in UXO projects

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II. Participants' further reading documents

Check list for gender mainstreaming in UXO project (Module 7)

The table below provides ideas to consider in order to mainstream gender in the preparation, planning, implementation and monitoring, evaluation and reporting of UXO projects. It suggests questions that could be ask and tools to use.

Step 1 PREPARATION		
	Key questions	**Key tools**
Gender analysis ■ Practical and strategic needs assessed in the UXO contaminated communities ■ Gender inequalities identified in the communities	■ Is gender part of the context analysis for the UXO intervention? ■ Are women as well as men (target groups, staff, partners) involved in the UXO situation analysis such as technical surveys, MRE assessments and victim assistance) at all levels (policy and community levels)? ■ Are women's organizations such as LWU or others consulted and involved?	■ Participatory assessments at community, household level and focus group surveys ■ Time use surveys to identify differential risk behavior patterns of men and women ■ UXO technical surveys and mapping ■ Legal frameworks on land ownership
Step 2 PLANNING		
	Key questions	**Key tools**
Objectives & Indicators ■ Gender-specific and/or gender sensitive objectives are defined ■ Quantitative and qualitative and indicators identified	■ From gender analysis of UXO context, what changes will the project aim to make? ■ How will these be integrated into the project framework? ■ Which gender specific interventions will be made to ensure gender is mainstreamed in the UXO project? ■ Are both women's and men's needs, views and constraints reflected in project objectives and risk analysis?	■ Baseline surveys- technical and MRE ■ Gender indicators relevant to UXO sector ■ Gender budgeting ■ Gender checklists

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	■ Have specific gender indicators been formulated? ■ Have financial and human resources been allocated to ensure gender mainstreaming? ■ Are key processes such as (consultations), procedures (terms of reference) and planningtools (log frame) explicit on gender?	
Step 3 IMPLEMENTATION AND MONITORING		
	Key questions	**Key tools**
■ Collecting sex disaggregated data ■ Gender sensitive monitoring systems	■ Are UXO team and partners able to implement gender sensitive monitoring of outputs, outcomes and processes? ■ Do both women and men (beneficiaries, UXO staff and partners) participate in monitoring? ■ Does the intervention aim to benefit men and women equally? ■ Is gender integrated into the monitoring system? ■ Are changes in gender relations reported as part of monitoring?	■ Baseline data ■ Time use diary ■ Focus groups ■ Monitoring tracking tools ■ Audio visual documentation
Step 4 EVALUATION		
	Key questions	**Key tools**
■ Gender is included in the evaluation terms of reference for the UXO project ■ Relevance, efficiency, effectiveness, impact ad sustainability of gender intervention strategy is evaluated in relation to the set gender objectives and indicators	■ Is the data collected on the UXO project impact disaggregated by sex? ■ Have barriers restricting women's participation been considered? ■ Have new gender issues emerged during the implementation of the UXO project?	■ Target group assessments and surveys ■ Stakeholder consultations in UXO affected communities ■ Comparative analysis between baseline and technical surveys and results

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■ Key stakeholders and target groups contribute through participatory evaluation ap proaches	■ Are there any (unintended) negative effects on gender equality? ■ Are there any new factors supporting or hindering gender equality relevant to the UXO project? ■ Are women and men s upportive of the UXO project? Is there something they wish to change? ■ Are planning tools such as log frames explicit on gender?	
5. REPORTING		
	Key questions	**Key tools**
■ Gender is included in the UXO context analysis ■ Gender outputs, results and outcomes are analyzed and reported on in relation to the achievements, challenges, good practices and lessons learnt of the UXO project ■ Gender issues in the UXO operator organization are assessed and reported on promoting accountability and learning	■ Are gender results systematically integrated into all forms of reporting on the UXO project? ■ Are good practices on gender mainstreaming in the UXO project disseminated? ■ Is gender information included in feedback mechanisms to beneficiaries and stakeholders? ■ Are progress and results on gender equality achieved by the UXO project included i n public information (TV, internet, etc.)	■ Case studies ■ Photo stories ■ Beneficiaries speaking about changes

Source: Adapted from Swiss Agency for Development and Cooperation (SDC) "How to Mainstream Gender in Project Cycle Management"

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Gender sensitive sample of a logical framework for a UXO project (Module 7)

The table below illustrates how the indicators for reaching objectives in a UXO project can be made more gender sensitive and how these can be verified.

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS ASSUMPTIONS
GOALS	1. Reduce the number of UXO casualties by 50% within 3 years 2. Clear 400 hectares of UXO contaminated land 3. Return land to farmers within 3 years 4. Improve livelihood opportunities in contaminated areas	1.Percentage of male victims 2.Percentage of female victims 3.Percentage of land cleared 4.Percentage of farmers by sex receiving land 5. Percentage of men and women from villages employed in technical survey and land clearance teams	1.Reports of municipal and provincial UXO authorities 2. Hospital records 3. Progress reports by UXO operators on land clearance 4. Land ownership certificates 5. Staff lists of UXO operators	*Risk:* Challenges and disputes on land ownership *Assumption:* Support of local communities
OUTCOMES	1.Village populations aware of risk behaviours 2.Reduced number of UXO accidents 3.Increased safe usage of farmland	1.Percentage of men, women, boys and girls attending MRE 2.Number of UXO direct and indirect victims by sex 3. Percentage of hectares released 4. Owners identified by name and sex	1. Reports of instructors on the number of villagers receiving MRE. 2. Reported accident rates 3. Municipal records land ownership	*Assumption:* Population apply knowledge gained on UXO risk behaviour *Risk:* Challenges to land ownership

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OUTPUTS	1.MRE materials produced	1.Content of MRE material is gender sensitive	Materials used in MRE	
	2.Technical survey map of 400 acres	2.Technical survey reflects inputs of men and boys, women and girls.	Technical survey reports	
	3.Training materials for technical survey and land clearance teams.	3. Design of training materials are gender sensitive	Training materials used	
ACTIVITIES	1.MRE conducted in 20 villages	1.All community members attend MRE	1.Instructors reports indicating attendance by sex	*Assumptions* 1.Majority of community members will attend
	2.Training conducted for MRE instructors, technical survey and land clearance teams	2.Number of men and women trained for UXO work teams (MRE, Technical survey and Clearance)	2.Training reports by UXO operators	*2.MRE* Women candidates apply for UXO work teams
	3.Technical surveys conducted in and around 20 villages	3.Number of technical surveys conducted	3.Progress reports by UXO operators on technical surveys conducted	
	4. Land clearance teams clear 400 hectares	4. Number of hectares cleared	4. Progress reportsby UXO operators on hectares cleared	

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Module 8

GENDER SENSITIVE RECRUITMENT AND PROMOTION IN THE UXO SECTOR

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MODULE 8: GENDER SENSITIVE HUMAN RESOURCES POLICIES IN THE UXO SECTOR

Objectives	• Identify the gender issues within UXO institutions and organizations • Identify the benefits of gender balance at all levels; • How to implement gender sensitive policies
Topics	• Recruitment and promotion; • Staff gender balance - organigrams showing positions held by men and women; • Pay equity; • Work-life balance; • Training opportunities for both women and men; • Sexual harassment.
Methodology	• Question and answer • Group work • Demonstrations/presentations
Duration	2 hours
Materials	Flip charts/flipchart stands Paper Marker pens Cards Computer Projector Masking tape Post-its

8.1 Instructions for trainers

- Start with questions and answers to identify gender issues internally to UXO operators and institutions (10 minutes).
- Power Point Presentation on gender sensitive human resources in UXO sector (20 minutes)
- Make copies beforehand for participants of 3 different staff organigrams and the two role plays

8.2 Group work on staff organigrams

Objective: to analyze how organizational organigrams reflect the career paths of men and women

Duration of the exercise: 40 minutes

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How to run the exercise:

- Divide participants into 3 groups;
- Give each group a different staff organigram;
- Ask the groups to identify the patterns they observe in terms of the type and level of jobs of men and women;
- Ask participants to compare these with their own UXO organization;
- Ask the groups to make recommendations on how to improve gender balance across the organization;
- Request the groups to report back to plenary.

8.3 Role play with human resources manager interviewing a job applicant

Objective: To demonstrate the competitive advantage or disadvantage for the UXO operator in relation to gender sensitive and family friendly policies, especially in regard to talented young women graduating from universities (see end of module for role play scripts).

Duration of the role play: 7 minutes for the role play and 20 minutes for discussion

How to run the role play:

- Ask 2 participants in advance (e.g. before breaks) to volunteer for playing the two different parts;
- Brief the actors on what they need to do and give them some time to prepare (e.g. during the lunch break);
- Ask them to generally follow the script, but they can also innovate;
- Set up two chairs and a desk (stage) at the front of the training room;
- Request the actors to do the role play;
- After the role play, first ask the actors how they felt in their roles;
- Then ask the actors for any observations;
- Lastly, ask the audience, (the other participants) about what they observed.

The trainer facilitates the discussion, asking questions about gender issues and their implications for gender sensitive human resources policies.

8.4 Role play on access to leadership training

Objective: To understand gender constraints for leadership opportunities

Duration of the role play: 10 minutes for the role play and 20 minutes for the discussionFurther reading document for participants: Check list for gender sensitive human resources policies

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How to run the role play:

- Ask 6 participants (5 women and one man) in advance (e.g. before breaks) to volunteer for playing the different parts;
- Brief the actors on what they need to do and give them some time to prepare (e.g. during the lunch break);
- Give the 5 women actors only their individual parts, i.e. cut the photocopy of the script into the 5 sections;
- Ask them to generally follow the script, but they can also innovate;
- Set up six chairs in a circle (stage) at the front of the training room;
- Request the actors to do the role play;
- After the role play, first ask the actors how they felt in their roles;
- Then ask the actors for any observations;
- Lastly, ask the audience, (the other participants) about what they observed.

The trainer facilitates the discussion, asking questions about gender constraints and their implications for organizing training programs.

8.5 Technical information for trainers

Gender sensitive human resources policies and implementation

Today there are more women graduates, representing an important talent pool for recruitment. A key challenge is for recruitment and promotion to be free of gender bias and to be strictly based on merit. This can be aided by removing names from testing/evaluation of candidates and by making vacancy announcements attractive to both men and women. Gender balance on selection panels is also important.

To promote equality in career paths, initial assignments are critical, so that women are not set on a different path to that of men. Succession planning within the organization can ensure women and men have equal opportunities. Setting and monitoring targets for gender balance at different levels can help an institution keep on track.

If field assignments in the UXO provincial areas in Lao PDR are important for promotion, support for arrangements to accommodate family responsibilities is key for ensuring equal opportunities.

Staff may need to be supported with executive coaching or mentoring in order to take up higher level responsibilities. Ensuring that both men and women have access to this can promote gender balance at higher levels.

Staff gender balance

The staff organigram shows which jobs and the level of the positions that men and women occupy in the UXO institution or organization. This can tell us to what extent there is staff balance at different levels and whether women or men are concentrated in certain areas.

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If it is determined that there is imbalance, then a plan would need to be implemented over time to correct this. The plan would need to be monitored, corrections made if necessary and results reported to the highest level of the organization.

Keeping to the plan, may require changes in recruitment and promotion procedures, setting of targets, attention to succession planning and investment in training.

Pay equity

Women overall earn less than men overall as they have different jobs and different patterns of working over their lifetime.
Ensuring pay equity between men and women may require reviewing job titles, job descriptions and job content as often jobs done by women are not given the same value as those done by men. This is called job evaluation. For example, the same job may be titled “manager” if performed by a man and “supervisor” if performed by a woman and therefore be given different salaries. Laos as ratified in 2008 the ILO Convention 100 on Equal remuneration between men and women for work of equal value. Also, if women or men are concentrated in the lowest paying jobs or highest paying of an organization, there will not be pay equity.

Work life balance

Work life balance is important for both women and men in regard to activities and responsibilities outside work such as care of children and family members, care of the home, studies, sporting and cultural commitments.

Due to the socially prescribed gender roles, women often have more responsibility for family care. They are also the only ones who can carry and breastfeed a child, requiring some limited in time absences from the workplace. On the other hand, women like men are not a homogenous group. They may be single or married, have children or not. They may have only one or two children throughout their career. They may or may not have family support in the home. It is in this area often that gender bias operates when it comes to recruitment or promotions.

Both men and women can usually manage their work life balance, being responsible citizens and productive workers if suitable arrangements are in place such as flexible working time, telework, part-time work and leave periods such as maternity and paternity leave.

The benefit to the UXO organization of offering work life balance measures as an employer is the retention of experienced and skilled employees, gaining of employee loyalty and increases in productivity.

Equal opportunities in training

Ensuring that women and men have equal access to regular training activities offered by

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the UXO institution or operator is a key element for promoting equality between women and men.

Sometimes, training to improve performance in existing job areas where women and men happen to be concentrated may reinforce them in those jobs. Identifying potential candidates for training in an area other than that of their current job canhelp with any targets set to promote more women or more men at particular levels of the organization.

Training open to both women and men at the field level is a critical strategy for more effective UXO technical surveys, MRE education, UXO land clearance and victim assistance. UXO institutions and operators are making an important contribution to gender equality overall in Lao PDR by training and recruiting more women from the local communities into what have been traditional male areas of work. These women then become role models for their communities and their country. There is also a change in gender relations and roles in the home.

Work life balance is this context is also an important issue in terms of the appropriate arrangements when men and women are required to be away from their homes and communities for extended periods.

Sexual harassment

Sexual harassment in the workplace causes great distress to affected workers and their coworkers. It can lead to work absences, decreased productivity and the loss of valuable employees. It can affect the reputation and image of an organization. While any person may be subjected to sexual harassment, women are the large majority of victims. Therefore, it is also considered a form of sex discrimination.

Most definitions of sexual harassment include the concept of behaviour of a sexual nature that is “unwelcome” to the receiver. Some alleged harassers may even be unaware that their behavior is unwelcome. This is why there needs to be briefing sessions with staff so that the meaning of definitions are clear.

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POWERPOINT, EXERCISE HANDOUTS AND FURTHER READING DOCUMENTS MODULE 8

I. Power Point Presentation

PPP on Gender sensitive human resources in the UXO Sector (Module 8)

Slide 1 - Recruitment and promotion

- More women graduates – growing talent pool
- Strictly based on merit
- Free of gender bias: remove names from testing/evaluation
- Vacancy announcements attractive to both men and women
- Gender balance on selection panels
- Succession planning
- Equality in career paths: initial assignments critical
- Field assignments
- Executive coaching/mentoring

Slide 2 - Staff gender balance

- Positions occupied by women and men
- Women are more often in lower level positions
- Men are more often heads of sections and of the organization

Slide 3 -Pay equity

- Women overall earn less than men overall
- Evaluation of jobs of men and women – Content/Titles/Descriptions

Slide 4 – Work life balance

- Important for both women and men
- Women greater care responsibilities
- Flexible working time arrangements
- Leave – maternity and paternity
- Advantages for the organization:

- Employee productivity
- Employee loyalty
- Retention skilled workers
- Reputation as employer

Slide 5 – Equal Opportunities in Training

- Ensure equal access of women and men to regular training
- Executive coaching and mentoring
- Training as a tool to meet gender balanced recruitment and promotion targets

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Slide 6 – Sexual Harassment

- Majority of victims are women
- Policy on sexual exploitation in UXO communities

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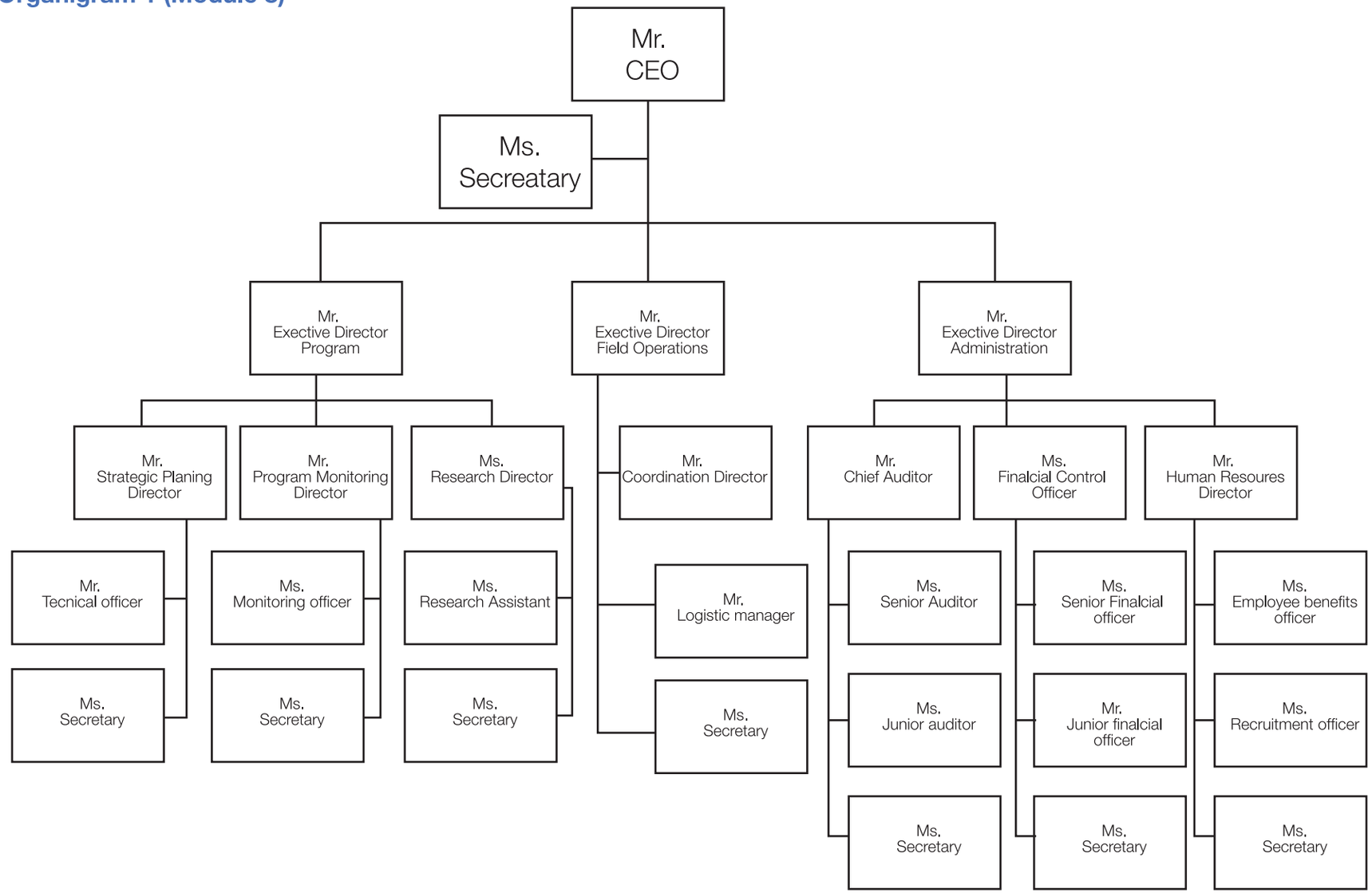
Exercise handouts - Staff organigrams

Organigram 1 (Module 8)



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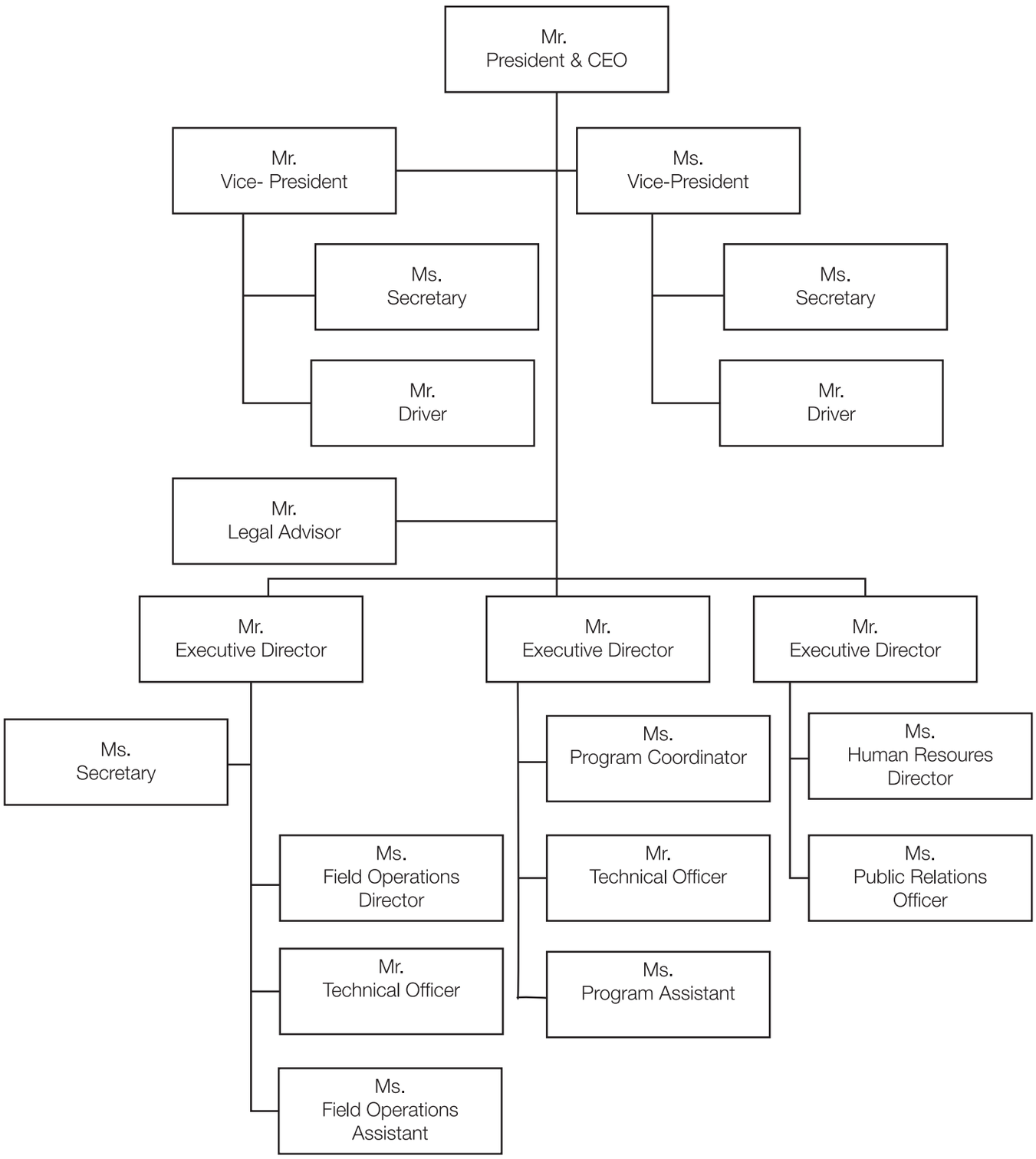
Organigram 2 (Module 8)



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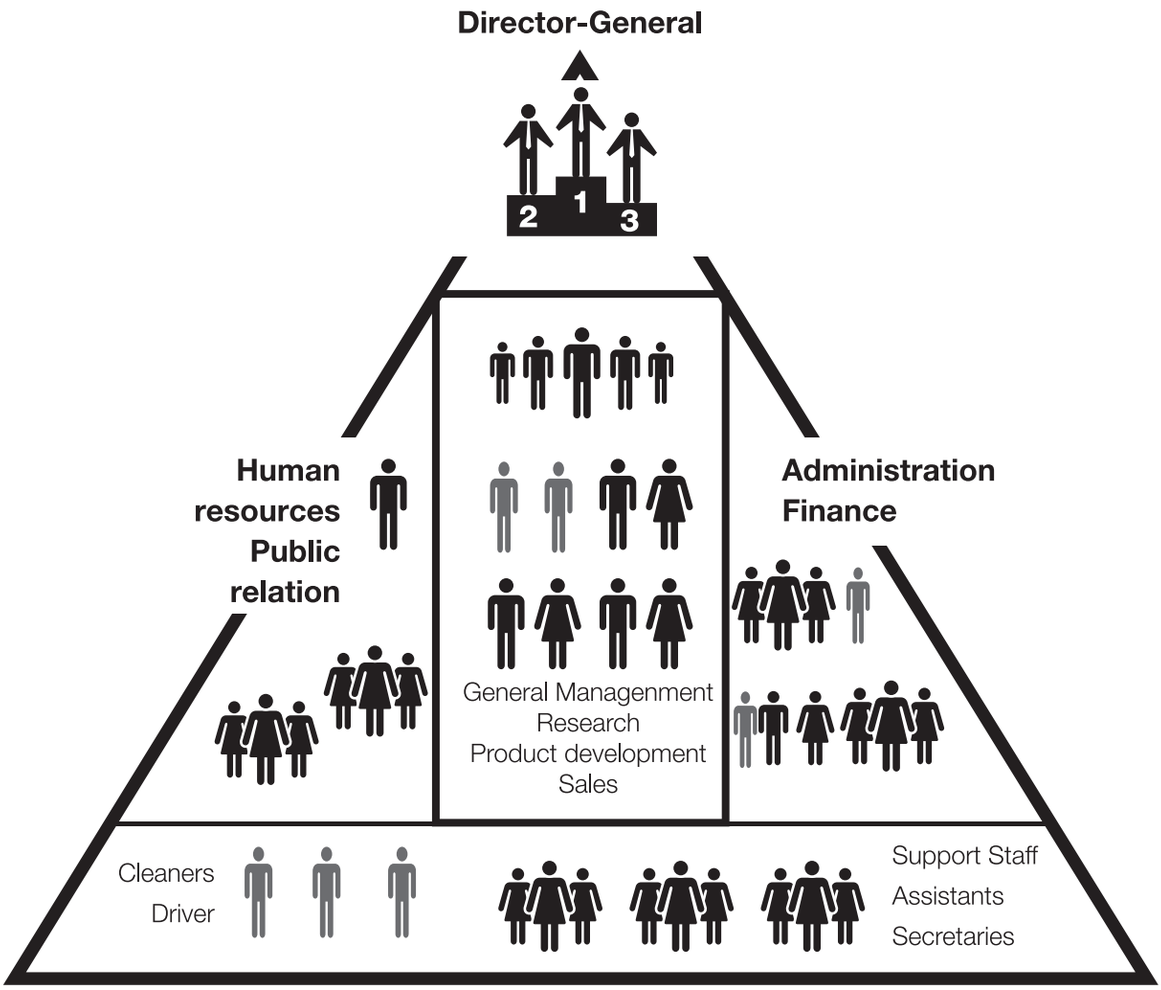
Organigram 3 (Module 8)



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Role play for interview of a human resources (HR) manager with a job applicant (Module 8)

HR manager

You are the human resources manager of the UXO operator A. Your organization has received a large grant for UXO removal and you are excited as it means new staff can be hired.

Your technical team has decided to recruit a young woman engineer with expertise in munitions and disarmament. She did brilliantly in the exam and has an impressive cv.

Today you are interviewing her for a key position.

She asks a lot of questions about policies on equal opportunities and things like sexual harassment.

You don't know how to answer as not much has been done on this in your organization.

You know the donor has some requirements on gender and this is why your organization would like to recruit qualified women.

There is an equal opportunities policy but there are no women at high levels. There is no sexual harassment policy but we try to prevent it.

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Role play for interview of a HR manager with a job applicant (Module 8)

Job applicant

You are a woman with an engineering degree. You are specialised in munitions and armaments.

You are married with two small children. Your husband is very supportive of your career although your mother-in-law does not approve of you working.

You have applied for jobs with several UXO operators in the country. And you have been offered good positions with all of them. So, you are trying to decide which one would best fit with your interests and family commitments.

Today, you have an interview with the human resources manager of UXO operator A. You want to find out about what kind of policies they have on:

- Equal opportunities for women and men and whether there are women in high level posts that could be a mentor or role model for you.?
- What support for the family is provided for field work?
- Are there flexible work arrangements – flexitime and working from home sometimes?
- What about maternity and paternity leave
- How does the organization deal with sexual harassment?

Ask questions on these issues. You can add that you have worked in a company before that had a sexual harassment policy but it was not enforced as the managers did not take it seriously and in fact some of them were the harassers. So, no-one dared to report for fear of losing their job. It created a very toxic working environment.

At the end you thank the manager for his time and inform him that you will not be taking the job as you have offers from other UXO operators who seem to have more gender sensitive and family friendly policies in place.

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Role play on equal access to leadership training courses (Module 8)

Training coordinator

You are the organising the management and leadership training course and you are keen to have as many women as possible as there is a lot of pressure these days to promote women in leadership. There are laws on gender equality and more women are graduating from university than men.

You have looked at the number and profile of the participants who have signed up for the course and you are dismayed to find that most of them are men.

You call five women staff members to your office to find out what is keeping women away and to seek their advice on what can be done?

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Role play on equal access to leadership training courses (Module 8)

Five women staff members

You have heard there will be a one-week management and leadership training programme held well outside the capital Vientiane. To be able to go on the course, staff have to be level 5 and above. They also should have had field experience

You would be interested to go but there seem to be too many obstacles. The training coordinator asks you to come and give advice on how to get more women on the course.

Each one of you can explain an obstacle to the training coordinator:

1. A asked my boss, but he said there was too much work to let me off for a week, besides this kind of course is more suitable for men who will get management jobs later on.
2. I wanted to apply and my family were supportive by I am not yet level 5 even though I have been on level 4 for 10 years now. From what I can see there are hardly any women at level 5 in any case. Could the course not be open to level 4 as well?
3. I really wanted to go and my boss was supportive, but then I had a problem with my husband as he will travelling that week and one parent needs to be home in the evenings. If the course had been a bit closer to the capital I could have gone home in the evening and be back in the morning.
4. I was ready to go and had the support of my boss and family, but I just have not had the opportunity of field experience even though I applied many times for jobs in the field.
5. There was no way I could go because my family does not allow me to be away from home overnight with work colleagues. They are afraid that I would get a bad reputation and so could never find a husband.

(Note: the five obstacles should be assigned and handed separately to the actors.)

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III. Participants' further reading document

Checklist for mainstreaming gender in HRM of UXO Operators (Module 8)

Overall policy and approach

- ✓ Is there an awareness of the benefits of gender diversity at all levels of the organization?
- ✓ Is there a gender equality and gender balance policy in the organization?

Recruitment and promotion

- ✓ Are vacancy announcements gender sensitive, i.e. appealing to both men and women in terms of language and content?
- ✓ Do vacancy announcements indicate that both women and men are encouraged to apply?
- ✓ Are selection panels for positions gender balanced?
- ✓ Is evaluation of exams/tests/applications done without indication of names to prevent gender bias?
- ✓ Are the questions asked in interviews the same as for men and for women, especially as concerns marital status and children?

Training

- ✓ Do men and women have equal access to training programs?
- ✓ Is there access to leadership training for both male and female staff?

Performance assessment

- ✓ Is the evaluation process non-discriminatory?
- ✓ Are gender neutral criteria set for performance assessment?

Pay equity

- ✓ Are either women or men concentrated in low paying or high paying jobs?
- ✓ Are jobs performed by women valued the same as those performed by men?
- ✓ Do women overall earn less than men in the organization?
- ✓ Has the organization conducted a pay audit to determine the reasons for pay differences between men and women?

Organizational culture

- ✓ Is there a culture of respect and equal treatment between women and men?
- ✓ Do both women and men take part in decision making?

Sexual harassment policy

- ✓ Is there a sexual harassment policy in the organization?
- ✓ Do staff feel able to report cases?

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Module 9

IMPACT OF GENDER MAINSTREAMING IN THE UXO SECTOR

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MODULE 9: IMPACT OF GENDER MAINSTREAMING IN THE UXO SECTOR

Objectives	• To reflect on potential results of applying gender mainstreaming strategy in the different sections of the manual • Undertake an evaluation of the training
Topics	• UXO organizations and structures; • Families and communities; • Gender equality in non-technical surveys, mine clearance, mine risk education, victim assistance and human resources
Methodology	• Plenary discussion • Training evaluation
Duration	1 hours
Materials	Flip charts/flipchart stands Paper Marker pens — Masking tape Cards — Post-its

1. Instructions for trainers

As a trainer, you may want to consider discussing in plenary some common gender concerns when working in the UXO sector as operators and administrative staff. Some of these concerns are presented below which can serve as a starting point for generating a plenary discussion:

- *In consultations with communities* ensure that both women and men, girls and boys are sharing their knowledge, experience and expressing their views. This is important as their insights will often vary due to their different gender roles in the family and the community. Consultations provide a unique opportunity for mapping gender roles and gender relations at the same time. Bringing in gender matters in the dialogue with the communities not only makes the UXO interventions more targeted and effective, but provides important entry points for promoting greater gender equality on the ground.
- This implies that due consideration be given to the scheduling and place of meetings, interviews, educational activities, etc., so as to ensure that non-one is excluded. This may include women or men beingse more comfortable sharing with a person of their own gender.

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- Gender balance on the staff of UXO operators and organizations leads to more effective results for the non-technical survey, clearance operations, mine risk education and victim assistance. Women in the communities are likely to be more receptive to women staff members as they may feel more comfortable sharing with women.
- In addition, women staff members in this traditionally male sector can serve as key role models for the community and for the organizations themselves. Women have demonstrated their capacity and skill in the UXO sector. Women as team members and leaders and managers enrich an organization's internal dynamics as well as its performance externally.
- Wearing a gender lens means to see for example, that a woman whose husband has been maimed by a UXO is also a victim, an indirect victim. She suddenly has the burden to find income for the family, care for the children, as well as look after a disabled man who may also suffer from depression due to his accident.

This plenary discussion can serve as a final reflection before the evaluation and closing of workshop

2. Training evaluation

Request participants to fill a ranking form to:

1. Evaluate each module in terms of content and delivery;
2. Identify items not so relevant or useful;
3. Identify items that they would have liked to be included;
4. Evaluate training materials and exercise handouts;
5. Indicate whether the training was useful for their occupation;
6. Evaluate logistical arrangements;
7. Make further written comments.

See Annex 1 for an evaluation form

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ANNEXES

Annex 1:

Training workshop evaluation form

TRAINING EVALUATION FORM

Topic:
Venue:
Dates:
Participant name (optional):

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Objectives					
1. The objectives of the training were clearly defined					
2. The training met my expectations					
3. The topics covered were relevant to me					
4. I will be able to apply the knowledge learned to my work					
Contents and process					
5. Participation and interaction were encouraged					
6. The content was organized and easy to follow					
7. The materials distributed were helpful					
8. The trainers were knowledgeable					

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9. The trainers were well prepared					
Logistics					
10. Training venue was suited to learning					
11. Administrative arrangements were clear and helpful					
12. Meals and refreshments were of good quality					
Overall **5 = exceptional 4 = exceeds expectations, 3 = meets expectations,** **2 = improvement needed 1 = unsatisfactory**					
	5	4	3	2	1
13. How would you rate the training overall?					
14. Please share about any ratings where you marked disagree or strongly disagree.					
15. What aspects of the training could be improved?					
16. Other comments?					
THANK YOU FOR YOUR PARTICIPATION					

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Annex 2

Training and facilitation tips

Before the training workshop takes place, one technique can be to circulate a questionnaire, for example on gender equality, to the staff of the organization/s from which the trainees are coming. Results can be analysed and discussed in the training workshop.

It is important to design sessions and activities that involve maximum participation of all trainees. This is because trainees learn more through participatory methods. They are thus more likely to apply their learning after the training.

Presentations can be useful for sharing data, knowledge and concepts. However, it is important to allow enough time for active participation of the trainees.

Some techniques to encourage the trainees' active participation

- Ask participants for their expectations and what they want to bring home from the training

- Encourage trainees to answer the questions and avoid the temptation to give your own answers before the trainees have had a chance to respond.

- Use questions and answers in plenary, or first in pairs and then plenary. This is useful to start off a new topic. It is participatory, but also helps you as the trainer to assess the level of knowledge of the trainees. There may be some trainees who are more knowledgeable than others. You can call on them to help you provide explanations rather than you doing it each time. This gives opportunities to learn from each other.

- Throughout the training there may be trainees who like to speak often and others that seem shy. As a trainer you need to be aware of this and make efforts to give the floor to those not speaking. It is also important to pay attention to whether those speaking are mainly men compared to women or vice versa, or those from the capital are more vocal than from the provinces.

- Use energisers or "ice-breakers" such as songs, games and physical exercises. They take just a few minutes and restore energy levels among participants. They can also build group spirit. Trainers can ask any of the participants to lead these either on the spot or beforehand so they can prepare. See Annex 3 for some examples of gender games.

- Have a flip chart on the wall throughout the training period on which trainees

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can write their questions and concerns. Make sure to come back and address them at the end of workshop.

A few tips for organizing group work

- Group work with tasks to complete are often an important part of a training workshop. They allow participants to interact, reflect on content that has been presented and to come up with solutions that they can apply in their daily life.

- The objectives of group work as well as the instructions should be very clear. Otherwise there will be confusion and time wasted. Ask for feedback and repeat if needed. It can be helpful to have the instructions for the groupwork in both written (flip chart or handouts) and verbal forms to ensure understanding.
  It is important to complete the last step of reflection and analysis of the findings of group work as this is where learning takes place. Ask participants at the end of an exercise to write down on a post-it what they learned and this can be placed on a flip chart for sharing. This is good feedback for the trainer.

- here are many kinds of exercises that can be used for group work such as answering questions, problem analysis, stakeholder analysis, organizational culture and role plays that can lead to conclusions and recommendations by participants.

Workshop rules

It is important that the trainer sets the workshop rules at the very beginning of the workshop with the participants also giving suggestions. Workshop rules usually cover such matters as cell phones switched to silence mode, not talking while someone is presenting, listening to others, giving others the opportunity to speak and encouraging the participation of all.

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Annex 3:

Gender games and ice-breakers

1. Speed dating

Purpose: for the facilitator and participants to get to know each other.

Preparation: This game uses the "speed-dating" methodology. Find out if participants are familiar with "speed-dating", and briefly explain the concept.

Time: 45 min.

Step 1 Organize participants in numbers 1 and 2. Ask the number 1's to find a 2 and discuss a question for 1-2 minutes.

Step 2 The facilitator makes a sound (bell, music) for the number 1's to find another 2 and discuss the same question. This process can be repeated two or three times more.

Step 3 After the question, call for highlights of the conversations to be shared aloud for the whole group. Capture phrases of the conversations on a flip-chart.

Step 4 Launch another few rounds with another question or two.

Step 5 After completing all the rounds turn everyone's attention to the flip-chart where the facilitator has been capturing the comments, and ask what do participants notice. Are there any patterns or themes?

Suggested questions:

1) As a child or teenager, when did you first realize you were treated differently because of your gender?
2) As an adult, share a time when you experienced being stereotyped that didn't fit with how you define yourself?
3) Describe a time when you experienced and saw someone else experience discrimination.

2. Sexy Relay Race

Purpose: to demonstrate the difference between the concepts of gender and sex and gender stereotyping.

Preparation: the facilitator draws on separate flip charts the outline of a human

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figure and labels one as a woman and the other as a man.

Step 1 Form two teams each in a straight line in front of each flip chart. The two teams will have 10 minutes to complete their drawing with one team making the human figure a woman and the other team making the human figure a man.

Step 2 The team members will each take turns one after the other to complete the drawings. The two teams will compete to complete first within the time.

Step 3 Facilitate discussion about the drawings, which characteristics are biological and which are social and whether they can be changed. This could for example be the handbag in the woman's hand. Could a man have a handbag? Could a woman carry something else like a back pack?

3. The 24-hour clock

Purpose: This exercise sensitizes the participants to their time-use and to the importance of work and family/life balance.

Preparation: Traditional gender roles, schedules and time use are discussed. This exercise works well when the number of participants does not exceed 10-12 and where men and women are more or less equal in numbers.

Time: 30-45 minutes

Step 1 The facilitators ask participants to look at their typical, individual work day, from wake-up to bed-time.

Step 2 Then the facilitators draw two clocks on two separate flip-charts and ask the male to come up to one of the flip-charts and the female participants to the second flipchart. Each group discusses among themselves and draws the elements of their work day .

Step 3 Once both groups are finished, a representative for each group presents their clock and a plenary discussion is encouraged.

Step 4 Analysis - the facilitators ask about the expectations that men and women have of themselves and their partners in the distribution of everyday tasks. The facilitators help participants discuss why 24-clock is used, including the family responsibilities).

Source: ILO Participatory Gender Audit Manual

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4. The Gender Chorus

Purpose: to reveal a number of gender dimensions as reflected in different cultures. It points to the fact that gender issues permeate all areas of cultures and societies and leads to greater reflection on how gender impacts inter-personal relations.

Time: 30-45 minutes

Step 1 Divide the participants into groups depending on the overall number of participants. The groups should name a presenter

.

Step 2 Ask each group to brainstorm and select 3 songs that they think take into consideration gender issues. These songs can be international or national songs, contemporary or traditional ones.

Step 3 Each group writes down the name of the songs on a flipchart. At least some of the participants should be familiar with the gist of the song, should be able to explain a few of the lyrics and be able to hum a few bars.

Step 4 The songs and key lyrics are then presented and discussed in plenary.

Step 5 Analysis - Each group pick at least one of the songs they have chosen and offer a deeper analysis of the gender issues raised in these songs. The facilitators can explore how traditional and popular culture reflect strong gender elements regarding relationships (love, marriage, fidelity), family attachments (parents, children, siblings) social issues (arranged marriages, social status) and pre-determined roles of women and men.

Step 6 To help link their analysis with the workplace, facilitators can ask a few questions such as “How do these cultural biases also impact workplace relations?” “How do cultural stereotypes influence gender perceptions in workplaces?”

Source: ILO Participatory Gender Audit Manual

5. Gender Walk

Purpose: To explore gender dynamics within a community.

Preparation: Prepare small cards of paper on which different community roles of men and women are presented. In addition, prepare a list of questions to ask in the course of the walk (see below).

Step 1 Every participant receives a piece of paper describing his or her role in the walk exercise (e.g. village chief, wife of the teacher, male headmaster of village school,

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woman teacher, woman deputy village chief, male rice farm worker who had been i njured by a UXO, woman chicken farmer who is a single mother, village boys and girls, etc.). A role should be designated for each participant so all trainees are part of the exercise. Participants are asked to assume these roles for the duration of the exercise. Ask participants to keep their roles secret for the duration of the walk.

Step 2 Participants are asked to stand on one side of the room.

Step 3 Read out the first question (either suggested ones presented at the end of the exercise or questions you have prepared on your own). If a participant can answer the question with a "yes" they may take one step forward. All other participants must remain where there are.

Step 4 Continue to read out the list of questions in this way.

Step 5 After you have asked all the questions, observe who could move forward the furthest. Ask participants to disclose their "roles" and reflect on their feelings.

Step 6 Reflect on the experience and what this means for planning UXO removal strategies considering gender differences and different social positions.

Debriefing: The facilitator can ask: How did you feel when you moved forward? How did you feel when you stayed behind? Why could you move forward? Why could you not move? What does this mean for considering gender in UXO projects?

Suggested questions (you can make up your own questions)

1. The provincial governor is coming for a community visit. Are you invited?
2. Do you qualify for a loan at the local bank?
3. Have you been able to get any vocational training ?
4. Have you seen UXOs in or around the village?
5. Were you able to participate in the mine risk education program?
6. Are you a victim of an UXO accident?
7. Were you consulted on priorities for clearing land of UXOs?
8. Can you get access to land cleared of UXOs?
9. Did you hear about jobs on UXO clearance teams?
10. Are you able to attend a training in the provincial capital?

Source *Serious Fun - Facilitating interactive games for adaptation and disaster riskreduction.*

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6. Gender network

Purpose: to reflect on learning and creating a network. Good to do at the end of the workshop.

Preparation/materials: Facilitator will need a ball of string.

Time: around 30-40 minutes

Step 1 Participants form a circle and the facilitator explains that participants will throw the ball of string to each other in turn while keeping their foot on the string when it is their turn. Before they throw the ball, each participant will share a few words about what they learned about on gender equality from the workshop while keeping their foot on the string. This results in the string crisscrossing the floor creating an image of a network.

Step 2 Participants observe the network made by the string and reflect on how this is also an image of a gender network created among participants of the workshop.

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Annex 4:

References

Mine Action

- 1997 Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines on their Destruction.
- 1980 Convention on Prohibitions or Restriction on the Use of Certain Conventional Weapons which may be deemed to be excessively injurious or to have discriminate effects.
- Convention on Cluster Munitions, 2008
- Vientiane Action Plan 2010-2015
- International Mine Action Standards revised 2009
- Cartagena Action Plan of the Anti-Personnel Mine Ban Convention 2010-2014
- The Strategy of the United Nations on Mine Action 2013-2018
- Lao SDG 18: Lives safe from UXO
- Lao PDR national legislation on UXO

Gender equality

- The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Adoption by member states (Beijing Conference 1995) of gender mainstreaming strategy and UN definition of gender mainstreaming (ECOSOC 1997)
- Material on gender concepts and gender analysis (concepts such as “Women in Development” and Gender and Development, practical and strategic gender needs, etc.)
- PDR National legislation on gender equality
- United Nations Development Programme (UNDP), Gender in development

programme, Learning & information pack, Gender Analysis, January, 2001

- A Quick Guide to Gender Analysis, Oxfam, 2014

Gender and mine action

- United Nations Gender Guidelines for Mine Action Programmes (UNMAS- UN Mine Action Service), 2005 and updated 2010
- UN Security Council Resolution 1325 (2000) "Women, Peace and Security"
- The Vientiane Action Plan 2010-2015 (2010), adopted at the First Meeting of States Parties to the Convention on Cluster Munition in Lao PDR (includes gender issues)
- Gender and Mine Action, “Victim assistance responsive to gender and other diversity aspects, operational guidance”2018
- Gender and Mine Action, “Gender sensitive recruitment and training in mine Action Guidelines”, 2013
- Swiss Campaign to ban landmines, “Gender and landmines: from concept to practice,” 2008
- Gender Assessments of UXO sector in LAO PDR

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