

ARC resource pack

Study material

Critical issue module 5

Landmine awareness



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This module is one of the following series of **ARC resource pack** modules.

Foundation modules

- 1 Understanding childhoods
- 2 Child rights-based approaches
- 3 Programme design
- 4 Participation and inclusion
- 5 Advocacy
- 6 Community mobilisation
- 7 Psychosocial support

Critical issue modules

- 1 Abuse and exploitation
- 2 Education
- 3 Children with disabilities
- 4 Sexual and reproductive health
- 5 Landmine awareness
- 6 Separated children
- 7 Children associated with armed forces or armed groups

All modules include:

- **study material** giving detailed information on the module's subject and a list of further reading
- **slides** giving key learning points and extracts from the study material, offering a useful resource when introducing training events and exercises
- **training material** for participatory workshops that comprises **exercises** giving practical guidance for facilitators and **handouts** for participants.

The following documents are also included in the ARC resource pack CD-ROM to ensure you can make the most of these modules.

- User guide
An introduction to the ARC resource pack and the relationships between modules.
- Training manual
Advice and ideas for training with ARC resource pack materials.
- Facilitator's toolkit
General guidance on how to be an effective facilitator, with step-by-step introductions to a wide range of training methods.
- Definitions of terms
- Acronyms

See **Guidance for training on critical issues** at the end of this document for further help in developing ARC workshops.

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Contents

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Introduction

Facilitators who have not recently trained or worked in the area covered by this resource pack should read carefully through the various topics, slides, exercises, handouts and readings before starting to plan their training activity. Please note that these materials aim to stimulate learning and discussion, and should be used in conjunction with stated policy (they do not replace it). Trainers are encouraged to adapt the module to their specific geographical or cultural context and to supplement topics with their own or locally relevant material.

In war-torn countries around the world, millions of unexploded bombs, shells, grenades, missiles, cluster munitions and other types of unexploded ordnance, commonly known as explosive remnants of war, continue to kill and maim civilians long after the guns have fallen silent. Each year, large numbers of people, mostly civilians, continue to be senselessly killed or injured.

Important progress towards the elimination of antipersonnel mines was made in 2006 to 2007. Four more states (Iraq, Kuwait, Montenegro and Indonesia) have joined the Convention on the prohibition of the use, stockpiling, production, and transfer of anti-personnel mines and on their destruction (**Mine ban treaty**). Over three-quarters of the world's states are now members of the Mine ban treaty.

However, these deadly weapons claimed new victims in 68 countries in 2006, according to the Landmine monitor.¹ Although casualties declined in 2006 the number of mine survivors in the world continued to grow, to at least 473,000, many needing lifelong care.² Intensifying violence in several countries resulted in increasing numbers of casualties, including in Chad, Colombia, Pakistan, Myanmar and Sri Lanka.

Structure and content of this module

The material in this module is wide ranging and designed so that those working with the module can select topics appropriate to their needs.

The table below outlines the structure and content of this module and also provides references to the **Foundation** modules relevant to each topic.

Topic	Subject	Relevant Foundation modules
Topic 1	The issue for children	
	Introduces the subject of landmine awareness for children. It defines some basic terms and describes landmines and explosive remnants of war. This chapter also presents the impact that landmines have on children and their communities.	Understanding childhoods Rights-based approaches Programme design Participation and inclusion Advocacy
Topic 2	The law and child rights	
	A rights-based approach: legal and normative framework relating to the effects of the presence of landmines on children. This topic emphasises the importance of using child rights-based approaches and being informed by a child development perspective.	Rights-based approaches Advocacy



Introduction

It outlines what is meant by a legal and normative framework, what agency staff need to know and why, what the law says in relation to protection of children and the promotion of their rights, and the treatment of children in the justice system.

Topic 3 Assessment and situation analysis

Introduces the concept of mine risk education and addresses the need for situation analysis to determine the nature of the problem and whether mine education is the most appropriate response.
Child rights situation analysis (CRSA), which should be used where possible, is introduced in this topic.

Programme design
Participation and inclusion

Topic 4 Planning and implementation

Programme planning
in this topic underlines the importance of collaboration, cooperation and complementarity between all actors and outlines the different levels of implementation: advocacy, capacity building and direct service delivery. Also refers to the guiding principles of planning mine risk education and offers advice on setting objectives and involving and coordinating the stakeholders.

Implementation strategies
in this topic looks at the various ways of implementing mine risk education, from the design of effective messages to the most appropriate ways of disseminating them to the public and the multiple approaches of involving children as participants in learning activities.

Understanding childhoods
Rights-based approaches
Programme design
Participation and inclusion
Advocacy
Community mobilisation
Psychosocial support

Rights-based approaches
Programme design
Advocacy
Community mobilisation

Topic 5 Monitoring, evaluation and learning

Presents the programme management tools that can be used to measure the impact of interventions. Goals can be attained only if data is being correctly collected, analysed, interpreted and reported. Progress can be ensured if the results of interventions are evaluated and considered as departure point for future action.
The dynamic nature of monitoring is highlighted and the range of purposes for ways in which monitoring is used.

Rights-based approaches
Programme design
Participation and inclusion
Community mobilisation



Introduction

Participatory exercises, case studies, overheads and handouts are provided. Facilitators are strongly recommended to develop regionally or country-specific materials such as case studies, in order to make the training more relevant.

The importance of the Convention on the rights of the child

The human rights of children are fully articulated in one treaty: the UN Convention on the rights of the child (CRC 1989), offering the highest standard of protection and assistance for children under any international instrument. The approach of the convention is holistic, which means that the rights are indivisible and interrelated, and that all articles are equally important.

Definitions of terms

- **Anti-personnel (AP) mine** is a mine designed to be exploded by the presence, proximity or contact of a person and that will incapacitate, injure or kill one or more persons.
- **Demining** Covers the range of activities which lead to the removal of the threat from landmines and explosive remnants of war (ERW). These include survey, risk assessment, mapping, marking, clearance, post-clearance documentation, and the handover of cleared or otherwise released land. Physical clearance is only one part of the demining process, but is the most costly part. Clearance uses manual deminers, mine detection animals and mechanical demining equipment, such as vegetation cutters, tillers and flails and other appropriate assets. Explosive ordnance disposal and battle area clearance rely primarily on specialists *to render safe or destroy ERW*.³
- **Explosive remnants of war (ERW), Unexploded ordnance (UXO) and Abandoned ordnance (AO)**. ERW includes both unexploded and abandoned ordnance. All these munitions, like bombs, shells, grenades, mortars and bullets, have been left behind and are as harmful to individuals and communities as landmines.
- A **mine** according to the Mine ban treaty (MBT) is a munition designed to be placed under, on or near the ground or other surface area and to be exploded by the presence, proximity or contact of a person or a vehicle.
- **Mine action** is not just about de-mining; it is also about people and societies, and how they are affected by landmine contamination. The objective of mine action is to reduce the risk from landmines to a level where people can live safely; in which economic, social and health development can occur free from the constraints imposed by landmine contamination, and in which the victims' needs can be addressed. Mine action comprises five complementary groups of activities:
 - 1 **Landmine and ERW clearance** including technical survey, mapping, clearance, marking, post clearance documentation, community mine action liaison and the handover of cleared land.
 - 2 **Mine risk education**, including community assessment, injury surveillance, risk education, public information and community liaison.
 - 3 **Victim and survivor assistance** including rehabilitation and reintegration.
 - 4 **Stockpile destruction**.



Introduction

- **5 Advocacy** to support a total ban on AP mines, promote compliance with international legal instruments that address the problems of mines and ERW and promote the rights of affected people.
- **Victim assistance** Refers to all aid, relief, comfort and support provided to the victims (including survivors) with the purpose of reducing the immediate and long-term medical and psychological implications of their trauma.⁴ Individual landmine survivors and their communities require assistance ranging from emergency and continuing medical care; physical rehabilitation, including prostheses and assistive devices; psychological and social support; economic reintegration; and laws and policies designed to eliminate discrimination and equalise opportunities.⁵
- **Stockpile destruction** Relates to the destruction of any explosive ordnance contained in stockpiles, as defined in the International mine action standards (IMAS). The IMAS focus on the destruction of anti-personnel mine stockpiles. Physical destruction techniques range from relatively simple open burning and open detonation techniques to highly sophisticated industrial processes. The decision to opt for any particular technique is likely to be based on cost, safety and environmental considerations.⁶
- **Advocacy against the use of anti-personnel mines** Was a major factor in achieving a comprehensive international legal prohibition of anti-personnel mines in a short timeframe and promoted the commitment of significant resources to mine action. Part of the success of the campaign against anti-personnel mines was the unprecedented degree of coordination among many actors, including civil society.⁷

The United Nations both encourages all countries to participate in the Mine ban treaty and monitors the status of the treaty's implementation. The UN supports regular meetings of **States parties** to the treaty. Another important advocacy event is the International day for mine awareness and assistance in mine action on 4 April which is an opportunity to revitalise international support for mine action all over the world.

For more information on advocacy work, please refer to **Foundation module 5** Advocacy.

- **Mine risk education** (previously named Mine awareness education) is defined by the IMAS as *activities which seek to reduce the risk of injury from mines and other ERW by raising awareness and promoting behavioural change, including public information dissemination, education and training, and community mine action liaison*.⁸ Although the discipline is called mine risk education (MRE), it seeks to prevent harm to civilians from all victim-activated explosive devices, including abandoned or unexploded ordnance.



Topic 1

The issue for children

Key learning points

- Over 90% of all landmine and explosive remnants of war (ERW) victims are civilians, half of whom are children.
- Landmines and ERW affect women and children and their communities in over 80 countries.
- Landmines and ERW cause not only injury and death among civilians but create long-term socioeconomic and development problems in the affected countries.
- Landmines are **blind**; they cannot tell the difference between a soldier and a child. Simply being a child, with a natural curiosity and desire to play, touch, seek and explore, is risky in an environment contaminated with explosive remnants of war.

Armed conflict exacts a terrible toll on women, children and their communities. One of the most terrible remnants of war are landmines and unexploded ordinances. Unlike other weapons of war, landmines and unexploded ordinances are unique in that their destructiveness is indiscriminate, and long outlasts the conflicts for which they were used. They endanger generation after generation of civilians, especially children. Years after the battle is fought and over, landmines remain hidden in fields, forests, roads and footpaths — until someone treads unknowingly and triggers a deadly explosion, or a child finds and plays with an unexploded mortar. The danger of landmines and unexploded ordinances is particularly exacerbated for children, who are intrigued by their sometimes colourful and curious designs. Butterfly mines and cluster bombs hold a fatal attraction for many young children.

Landmines and ERW affect women and children and their communities in over 80 countries, hampering peace initiatives, relief and development activities, preventing the return of refugees, the resettlement of displaced populations, the rebuilding of infrastructure and the resumption of normal daily life. They are both a short-term problem that threaten civilians with death or injury, and a long-term problem that negatively impacts the socio-economic development of affected countries. Livestock are killed, roads are blocked and waterways and agricultural resources are inaccessible. Landmines hamper reconstruction and the delivery of aid. Assistance to survivors places an enormous strain on already often limited resources.

The mere presence of landmines and ERW in populated areas violates nearly every article of the CRC, whether the right to life, the right to a safe environment in which to play, adequate education and the right to health. It is not only their explosive power that makes landmines a vicious killer; it is also the indiscriminate nature of the weapon. Landmines are **blind**; they cannot tell the difference between a soldier and a child.



Life experience

In 2003, Dam was injured near his home in Phalanxay district in Laos when he found and played with a BLU-63 sub-munition. His injuries were typical of many such incidents: massive abdominal trauma, shrapnel wounds, as well as a leg and an arm broken by the blast. Evacuated to Savannakhet, he received initial treatment, and after two days seemed stable, however, his condition deteriorated as infection set in. The family had no money to pay for treatment, so Handicap International (HI) helped evacuate Dam to Thailand. His father recalled that when the boy was ferried across the river, he thought he would never see his son alive again.

Nearly 12 now, Dam was revisited by HI staff in September 2006. When questioned directly about what happened, he did not reply. His father explained that Dam does not remember the event itself; instead he has recurring nightmares of the explosion. But he went on to say that he has returned to school and is doing well. One thing Dam did have to say was that he tried to avoid ERW, but they are everywhere in the fields near the village.⁹

What are landmines?

Landmines are victim-activated explosive devices intended to kill or injure people or destroy or damage vehicles. A mine comprises a quantity of explosive material contained within some form of casing (typically in metal, plastic, or wood), and fusing mechanism to detonate the explosives. An anti-personnel mine is categorised as either **blast** or **fragmentation**, depending on the main method of causing injury. They may be found under or above the surface of the ground.

Anti-personnel blast mines are usually buried just below the surface of the ground and are detonated by the pressure of a footfall. Certain blast mines may also be **remotely** delivered, by artillery or aircraft, in which case they fall on the surface of the ground. Blast mines may be made of wood or metal, but are most commonly encased in plastic.

Fragmentation mines are usually placed above ground. A common fragmentation mine is placed on a stake and is normally triggered by a tripwire. Its metal casing shatters into many fragments around 25 meters. Other types of fragmentation mine are directional mines (also called Claymore mines) and bounding fragmentation mines. These mines are often triggered by the snapping of a tripwire.

Anti-vehicle mines (previously called an anti-tank mines) are intended to destroy vehicles, especially tanks or armoured vehicles. They contain far greater quantities of explosive than is the case for typical anti-personnel mines. Most are blast mines detonated by pressure. Anti-vehicle mines are usually buried under the surface or side of the roads.

What are explosive remnants of war?

According to Protocol 5 to the Convention on certain conventional weapons (CCW), the term explosive remnants of war (ERW) refers to unexploded ordnance (UXO) and



abandoned explosive ordnance (AXO). This legal definition explicitly excludes mines, booby-traps or other devices.¹⁰

Unexploded ordnance or UXO refers to munitions (such as bombs, shells, mortars, and grenades) that have been used but which have failed to detonate as intended, usually on impact with the ground or other hard surface.¹¹ Failure rates may be as low as 1 or 2%, or as high as 30 or 40%, depending on a range of factors, such as the age of the weapon, its storage conditions, the method of use and environmental conditions.

Cluster bombs (also called cluster munitions) are a major UXO hazard in certain countries. A cluster munition is a container of explosive sub-munitions which it disperses when used. Cluster munitions are **area-effect** weapons intended to disable and destroy airfields, surface-to-air missile sites and mobile targets, such as enemy troops or vehicles. When cluster munitions are dropped from an aircraft, their outer shell opens in mid-air, releasing dozens or hundreds of smaller weapons. Sub-munitions, or bomblets, each the size of a soft drink can, rain down on military and on civilian neighbourhoods and fields, in an area as large as four football fields.

In certain conflicts, improvised explosive devices (or IEDs) are widely used. An improvised explosive device is not manufactured in a factory, but is an artisanal adaptation of existing explosives or munitions. It may be victim-activated, in which case it is considered an anti-personnel mine, or command-detonated (ie. by remote control). IEDs have been used to devastating effect in armed conflicts in Afghanistan and Iraq; they were also used widely in the former conflict in Nepal.

Impact on children

Landmine injuries generally result from a person unknowingly stepping on one, resulting in the partial or complete loss of a limb. Whilst adults tend to get injured in mine or ERW accidents, children frequently die due to the fact that their vital organs are within the blast range. An estimated 85% of child landmine or ERW victims die before reaching a hospital. They suffer gut-wrenching injuries, from loss of sight or hearing to loss of fingers, toes, limbs and genitals, and psychological trauma. The cost and lack of access of long-term rehabilitative care for child victims is prohibitive for most poor families. As a result, child victims are often unable to participate in activities of daily living such as going to school; consequently, they face limited future prospects for employment. In addition, their physical abilities are often limited and these children are perceived as a burden by their families.

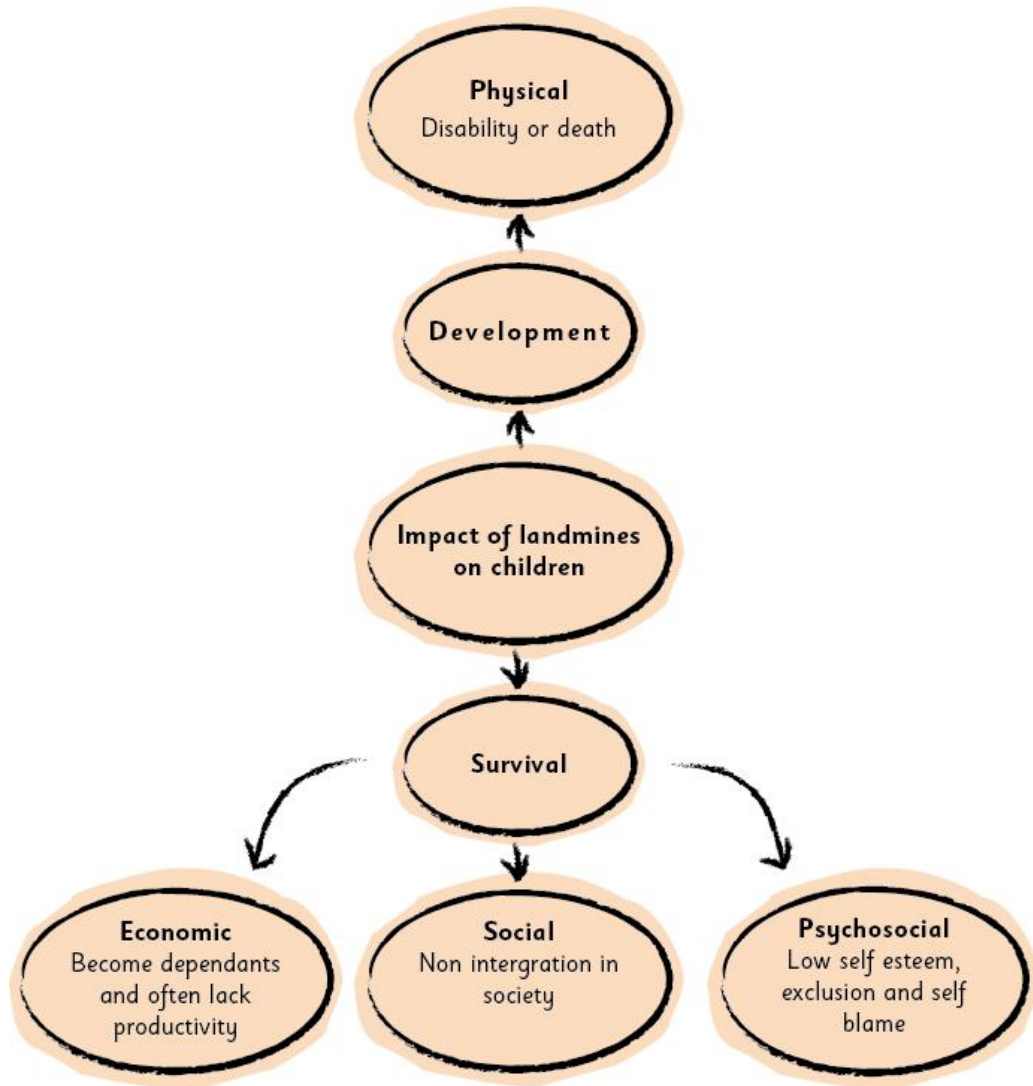
Simply being a child, with a natural curiosity and desire to play, touch, seek and explore, is risky in an environment contaminated with explosive remnants of war. ERW injuries are most often sustained when a child plays with an item out of curiosity, bravery, or for the purpose of scrap metal collection. In Kosovo, for instance, unexploded cluster bombs have been a big threat to children, who pick them up believing them to be toys. In Cambodia, children involved in the scrap metal trade constitute a large number of ERW-related casualties.

Landmine and ERW not only devastate the lives of children who become victims, they equally devastate by killing or injuring their parents or caregivers. When mothers become victims, their children are less likely to receive adequate nutrition, to be immunised or to be protected from exploitation. When fathers fall victim to landmines, children are often forced out of school and into work to supplement family income.



Mines and ERW pose a significant threat to the lives, wellbeing and economic development of individuals and their communities. (see Diagram 1 below)

Diagram 1: impact of landmines injuries on children



For more information on the impact of landmines-related injuries and disabilities on the lives of children, please refer to **Critical issue module 3** Children with disabilities.

Training material for this topic

Exercise 1 The impact of landmines and explosive remnants of war (ERW) on children

Handout 1 Children's testimonies

Topic 2

The law and child rights

Key learning points

- Landmines and ERW in populated areas violate nearly every article of the Convention on the rights of the child (CRC).
- The Convention on the rights of persons with disabilities provides a framework to address the needs of survivors and to ensure the full realisation of their human rights and respect for their inherent dignity.
- The Anti-personnel mine ban convention (Ottawa treaty or Mine ban treaty) is the most comprehensive international instrument for ridding the world of the scourge of mines and deals with everything from mine use, production and trade, to victim assistance, mine clearance and stockpile destruction.
- A process is underway to develop a legally binding international instrument that will deal with cluster munitions.

Rights-based approach

A rights-based approach shifts the focus and the role of young people in programmes from recipients to actors, empowering them to participate in decisions that affect their lives and emphasises the importance of choice and non-discrimination.

A rights-based approach within mine action would include the following efforts and principles.

- Children's right to survival from danger of mines and ERW is guaranteed.
- Access for children's basic rights, including education and health, should not be hindered by mines and ERW.
- Fulfil children's rights to protection from violence.
- Ensure mine risk education is delivered in a child friendly manner.
- Influence and change policies and programmes so that they work against mines and make them child friendly;
- Hold duty bearers accountable to fulfil their obligations;
- Enable children, as rights holders, to demand and promote their own rights.

International human rights law

Mines and ERW can affect the exercise of a number of political, economical, social, civil and cultural rights, including the right to life and to personal integrity, freedom of movement, the right to food, the right to an adequate standard of living, the right to healthcare, and the right to education. Five of the core human rights treaties all contain relevant provisions in these areas.

Convention on the rights of the child

The mere presence of landmines and ERW in populated areas violates nearly every article of the CRC, whether the right to life, the right to a safe environment in which to



play, adequate education and the right to health. The CRC provides legal, moral and ethical frameworks for assessing and analysing the situation of children living with problems of landmines, and formulating an appropriate response.

The Convention on the rights of persons with disabilities

The Convention on the rights of persons with disabilities came into force on 3 May 2008. This convention has particular significance for mine action as it details the rights of survivors of mines and explosive remnants of war. While the convention does not identify new rights, it provides guidance on how to ensure that persons with disabilities can exercise their existing rights without discrimination.

The convention represents a paradigm shift in approaches to disability, moving to a model where persons with disabilities are recognised as subjects of human rights, active in decisions that affect their lives and empowered to claim their rights. In April 2008, UNICEF published *It's about ability*, a child-friendly explanation of the convention so that the core essence of the convention can be easily read and understood by children. Save the Children has also developed *See me, hear me*, a guide to using the UN Convention on the rights of persons with disabilities to promote the rights of children.

International humanitarian law

Two distinct but interrelated branches of modern international humanitarian law (IHL) apply to **means of warfare**, that is to say, weapons. The first body of IHL aims to minimise suffering in armed conflict by restricting the unlawful conduct of hostilities. The second branch of IHL, disarmament law, seeks to achieve or maintain military stability by limiting or eliminating the numbers or types of weapons that may lawfully be produced, stockpiled or transferred.¹² Concerning landmines and ERW, two major international humanitarian laws exist: the Anti-personnel mine ban convention and the Convention on certain conventional weapons (CCW), especially Protocols 2 and 5.

Anti-personnel mine ban convention (Ottawa treaty or the Mine ban treaty)

The Mine ban treaty (MBT) is the international agreement that bans antipersonnel landmines. Sometimes referred to as the Ottawa convention, it is officially titled: the Convention on the prohibition of the use, stockpiling, production and transfer of anti-personnel mines and on their destruction. The MBT is the most comprehensive international instrument for ridding the world of the scourge of mines and deals with everything from mine use, production and trade, to victim assistance, mine clearance and stockpile destruction.

The MBT is a unique treaty for both mine-affected and donor countries, calling upon governments everywhere to implement and support mine action, including mine risk education and victim assistance.

When a country becomes a **State party** to the treaty, it agrees never to use, develop, produce, stockpile or transfer antipersonnel landmines, or to assist any other party to conduct these activities. It also commits to destroying all stockpiled antipersonnel landmines within four years; clearing all anti-personnel landmines in territory under its control within 10 years; and, when it is within its means, to provide assistance for mine clearance, mine awareness, stockpile destruction, and victim assistance activities



worldwide. Under Article 7, each State party is required to report to the Secretary General of the United Nations on measures undertaken to fulfil its treaty obligations.

As of April 2008, there are 156 member states and 39 states that remain outside the treaty including two signatories that have not yet ratified.

Convention on certain conventional weapons Protocols 2 and 5

The 1980 Convention on conventional weapons (CCW) (formally known as the 1980 Convention on prohibitions and restrictions on the use of certain conventional weapons which may be deemed to be excessively injurious or to have indiscriminate effects) has five parts or **protocols**. Only two of them are related to mine action. Amended Protocol 2 deals with landmines, booby-traps and other devices, and Protocol 5 deals with the problem of ERW.

Under Protocol 5, States parties and parties to armed conflict are required to take action to clear, remove or destroy ERW (Article 3), and record, retain and transmit information related to the use or abandonment of explosive ordnances (Article 4). They are also obligated to take all feasible precautions for the protection of civilians (Article 5) and humanitarian missions and organisations (Article 6). States parties in a position to do so should provide cooperation and assistance for marking, clearance, removal, destruction, and victim assistance, among other things (Article 7 and Article 8). Protocol 5 entered into force on 12 November 2006.

International humanitarian law related to cluster munitions

Cluster munitions not only cause death and severe injuries among civilians, but they seriously hamper people's access to livelihoods and resources. Globally, children make up 40% of all civilians killed or injured by cluster munitions. Children are particularly prone to injury from cluster munitions, because the munitions themselves are often small, shiny and attractive to young eyes that see them as potential toys.

Nevertheless, IHL currently does not prohibit the use of cluster munitions, but rather regulates their use according to general principles, notably the principles of **proportionality** and **indiscriminate use**. The Geneva conventions and other existing IHL do not provide clear-cut guidance on the humanitarian dangers of cluster munitions, so two processes are working towards new laws or other measures to specifically address the humanitarian dangers of cluster munitions. Efforts are currently underway among member states to promote and agree on a new international treaty that would ban them.

Since 2000, member states have discussed the political, humanitarian and development dimensions of cluster munitions use within the framework of the Group of Governmental Experts (GGE) of the CCW. No delegation participating in these meetings has ever denied that cluster munitions pose humanitarian and development concerns. In June 2007, the experts recommended to the November 2007 meeting of States parties to the CCW *to decide, as a matter of urgency, on the way to address the humanitarian impact of cluster munitions, including the possibility of negotiating a new instrument*.

Frustrated by the failure of States parties to the CCW to agree to begin negotiations on cluster munitions, the governments of France, Australia, Germany, Belgium, Italy, Norway, Netherlands, Switzerland and the United Kingdom joined NGOs and UN



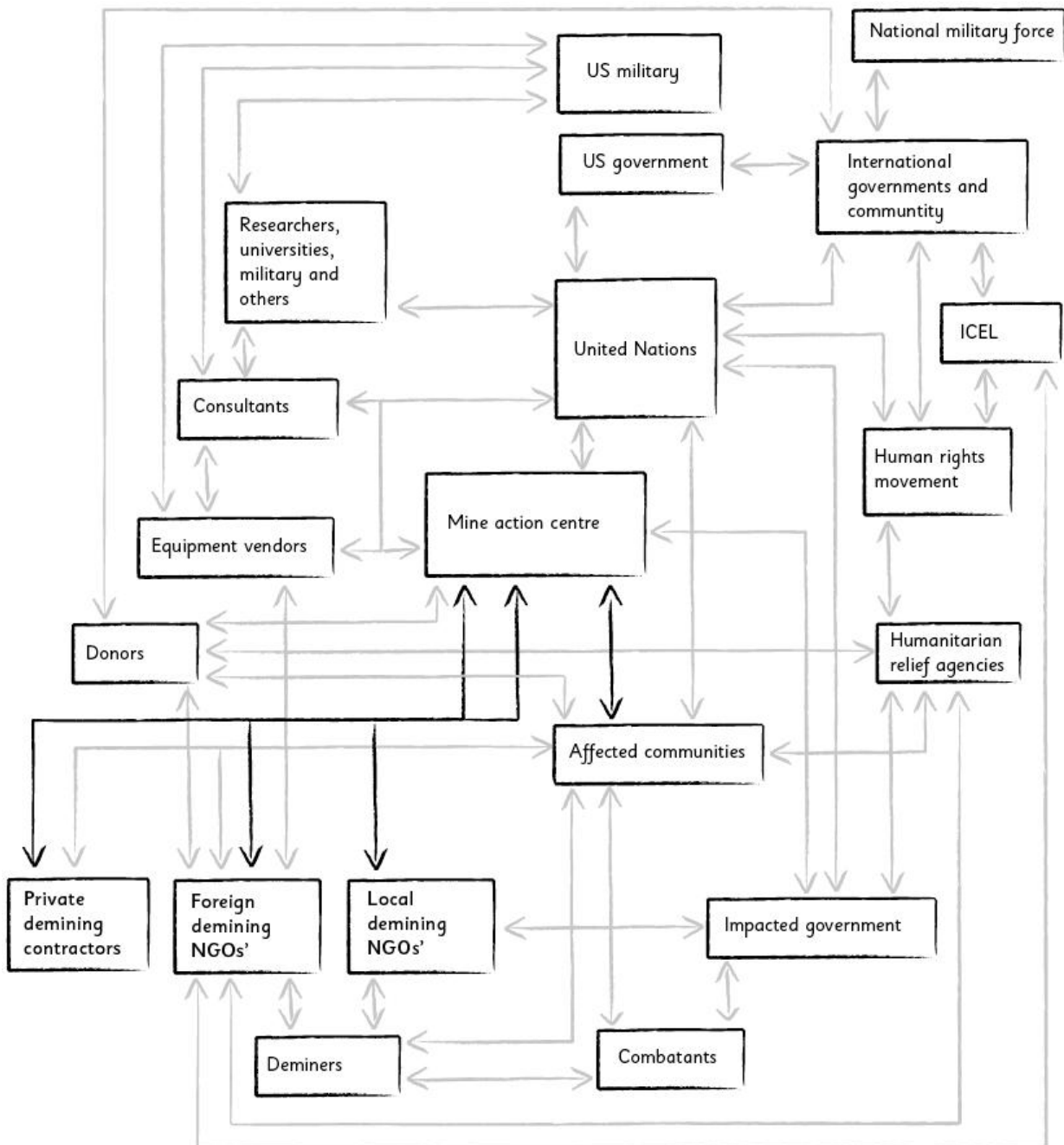
agencies to call for a coherent legal framework that stipulates when, and under what conditions, cluster munitions can be used in combat.

In February 2007, the Norwegian government hosted an international meeting of like-minded states to discuss measures to create a new international legal framework to regulate the use of the weapon. The second meeting of states took place in Lima, Peru in May 2007 and other regional and international meetings have been held. There is broad consensus on the essential elements of a treaty and the need for articles on victim assistance, clearance, stockpile destruction, international cooperation and assistance, and transparency measures including deadlines for clearance and stockpile destruction.¹³ The diplomatic meeting in Dublin from 19 to 30 May 2008 resulted in a treaty and was followed by a signing ceremony in Oslo, Norway in December 2008. As of July 2009, 98 states have signed the convention and 10 have ratified it. The convention enters into force six months after the 30th ratification.

Overview of key stakeholders

There are a number of stakeholders involved in mine action. The following diagram shows most of the major **generic** stakeholders in mine action programmes, but the real number is much greater in each individual programme. Also, this structure varies from one country to the next, depending on the context and a complete framework does not exist in most countries.





The primary responsibility for mine action lies with the government of the mine-affected state.¹⁴ This is normally vested in a national mine action authority (NMAA), which is charged with the policy, regulation and overall management of a national mine action programme, and with resource mobilisation, particularly from the government.¹⁵ Typically an inter-ministerial body, the NMAA is responsible for all phases and facets of an MA programme within its national boundaries, including the national MA strategy, national mine action standards, standard operating procedures and instructions.

In certain situations or times it may be necessary and appropriate for the UN, or some other recognised international body, to assume some or all of the responsibilities or functions of an NMAA. This occurred, for example, after a number of UN peacekeeping missions, including in Kosovo during the emergency and transition phases of mine action that followed the peace agreement between the North Atlantic Treaty Organisation (NATO) and the Federal Republic of Yugoslavia in 1999.

The operational arm of the NMAA is the Mine action centre (MAC).¹⁶ The MAC is the focal point for MA activities on the ground. It carries out the policies of the NMAA and coordinates the day-to-day work of the various organisations and agencies conducting mine action operations. The NMAA and the MAC should comprise the principal organs managing and coordinating mine action in a mine or ERW-affected country.¹⁷

It is necessary to identify realistic solutions to help the community. Some of these may be mine-action related; others are more generally found in the relief or development spheres. If children are being injured when they are doing their daily chore collecting water for the family, perhaps a new well can be made in a safe area by development organisation supporting water and sanitation projects. If income generation is the prerequisite for safe behaviour, perhaps micro-credit or other self-sustaining solutions can be identified in collaboration with development organisations and local or national government departments and ministries.¹⁸

This process of linkages and advocacy is called community liaison. Using community liaison can contribute to effective development, as it supports people in a community to take responsibility for managing the mine and other ERW contamination that is affecting them. Effective MRE can play a significant role in mine action and development, by virtue of the information it collects at community level and the relationship it can build with affected communities.¹⁹

Training material for this topic

Exercise 1 Using legal standards to protect children from landmines and explosive remnants of war (ERW)

Handout 1 Key legal standards

Topic 3

Assessment and situation analysis

Key learning points

- MRE projects should never be implemented without first conducting a MRE needs assessment and analysis.
- A solid understanding of needs as a result of explosive hazards, and of existing capacities to respond, is critical to formulating an effective MRE response.
- Understanding who is taking risks and why is fundamental to an effective MRE project.
- Key sources for information are the affected populations: men, women, children at school, children out of school, refugees and internally displaced people.
- It is also critical to identify existing capacities in national, regional, municipal, community and family level to respond to the various needs.

Mine risk education (MRE)

At the heart of MRE, formerly known as mine awareness, are two elements: *a communication strategy to promote safer behaviour, and reduce the risks to people, property and the environment through community liaison activities.*²⁰ MRE should normally not be a stand-alone activity but rather part of mine action planning and implementation.²¹

MRE has three main interdependent goals, though each has distinct elements as part of the strategy to achieve them.

- 1 To minimise death and injuries from landmines and ERW.
- 2 To reduce the social and economic impact from landmines and other ERW.
- 3 To support development.²²

Minimising deaths and injuries

The main strategies employed to achieve this goal include the provision and exchange of information, advocacy and capacity development. This means:

- providing information and training to at-risk populations
- wherever possible, exchanging information with affected communities
- providing information to, and advocating with, the mine action, relief and development sectors.²³

Reducing the social and economic impact from landmines and ERW

The main strategy to achieve this is by facilitating other mine action activities. MRE can also support other enabling activities for mine action, such as coordination, quality management, assessment and planning, priority selection and setting, and broader advocacy for mine action, including resource mobilisation. It achieves these goals by exchanging information between affected communities and the mine action sector. This process of linkages and advocacy is called **community liaison**.²⁴



Supporting relief and development work

The main obstacle to safe behaviour is often not ignorance or irresponsibility, but a lack of alternatives to **forced** risk-taking. Most people living in mine-affected communities know that an area or a consequence of certain action is potentially dangerous. Nevertheless, some go into an area to collect water, firewood or food in order to survive. Others collect ordinance for its scrap metal value in order to make ends meet. Understanding these factors, it would be meaningless or disrespectful for them to be told that they should stop doing it as these actions are dangerous.²⁵

Assessment

Developing a solid understanding and analysis of the needs resulting from the presence of mines and ERW, and of existing capacities to respond to those needs, is critical to formulating an effective mine risk education response. Even in an emergency situation requiring rapid response, a needs assessment cannot be skipped. A full analysis may be best assembled in collaboration with others, both State and non-State actors, as well as consultations with those affected, including children.

The purposes of collecting data and conducting a needs assessment are to identify, analyse and prioritise the local mine and ERW risks, to assess the capacities and vulnerabilities of the communities and to evaluate the options for conducting MRE. A needs assessment will provide sufficient information necessary to make informed decisions on the objectives, scope and form of the resulting MRE project.²⁶

Five key questions should be answered by a needs assessment.

- **Who** among the civilian population are at risk from mines and ERW? How many of them are children? Children or adults, males or females, farmers or shepherds, drivers or pedestrians.
- **Where** are they at risk? Which geographical region, on which type of land or area?
- **What** is the explosive danger they face? Anti-personnel mines, anti-vehicle mines, cluster bumbles, grenades, mortar or artillery shells, other.
- **Why** are they at risk? What is the reason for their taking risks? Are they unaware, uninformed, misinformed, reckless or forced, and what livelihoods put them at most danger?
- **How** can they best be helped? What resources are available in the community? the MRE project, other mine action actors, or the relief and development sectors.²⁷

For a sample of a needs assessment for a mine risk education project see **Handout 7**.

Data collection and sharing

Systematic data collection and analysis are critical to the effective implementation of all mine action activities. Data collected for MRE needs assessment should ideally be collected and analysed in conjunction with other mine action implementing organisations, the MAC and NMAA. Data collected should be regularly updated to see whether the mine and ERW risk has changed. Data collection efforts should further ensure that the information collected is disaggregated by age groups, gender, and ethnicity as a minimum to be able to better inform the analysis.



What information should be collected for needs assessment?

The following information should be collected.

- National and local context for the MRE project.
- Explosive threat to civilian population, and particularly children.
- At-risk groups who should benefit from MRE.
- Existing capacities and resources.

National and local context for the MRE project

It is critical that staff understand the context of the country and regions where project will be implemented. Project managers should ask themselves at all times:

'What issues can affect the project?' Essential categories to collect information are:

- the geography of country or region (climate and geography will affect the form and type of MRE delivery)
- demographics (population breakdown by age and sex)
- political context (who makes decisions, where and why?)
- background to the conflict (who was fighting who, where and why?)
- current security (eg. no-go areas)
- religions and ethnic groups (and inter-relationships)
- traditions and culture (that may affect MRE delivery)
- languages used (affecting staff profiles and skills as well as languages to be used for message delivery)
- education situation (school enrolment rates) and literacy rates (low literacy means avoiding the printed word and using images or other methods of communication)
- what are the most used communication channels for disseminating information?
- social situation and gender issues (who does what in the household?)
- economic situation (who is most vulnerable, where and why? These people are more likely to engage in risk-taking and therefore be a priority)
- infrastructure and transport (affecting access and MRE delivery)
- medical services and health system (relevant for victim assistance)
- laws and administrative regulations which may affect potential for organisation to work and get adequate project funding.

Explosive threat to the civilian population

Defining the explosive threat means looking at the humanitarian, social, economic and developmental impact. Of particular concern are the presence and location of anti-personnel mines, sub-munitions duds (because of their sensitivity), and UXO and AXO such as hand-grenades.

With regard to impact, it is important to determine how the presence of mines and/or UXO impacts children, men and women and their communities. Adult males tend to make up the majority of landmine victims (contrary to popular belief). When UXO or



AXO makes up the bulk of the threat, children and youth are at increased **risk** (though they rarely make up the majority of the victims).

With respect to social and economic impact, how do mines and ERW prevent or endanger people from carrying out their daily livelihood tasks or recreational activities in their communities? It is important to look into how areas around schools, paths to school, children's playgrounds, and areas where they are often sent for daily chores are impacted to landmines.

At-risk groups who should benefit from MRE

Not everyone is at equal risk from mines and ERW. Risk is the result of interaction with hazards, for example through livelihood or recreational activities. It is not just a consequence of the presence of mines and other munitions. **A determination should be made of who is most at risk and why, ie. age, sex, location, activity at time of incident and reason for risk-taking.** To identify at-risk groups, casualty data (if available and reliable) can be studied, and/or information collected on those who have been injured.

Do not assume ignorance on the part of those at risk; often people are well aware that bombs have been falling and mines emplaced though they may not know the location or extent of the dangers. Even displaced people learn quickly if there is a problem with mines and ERW, although they will typically not be sufficiently aware of how they can minimise the risk to themselves.

Most MRE projects and programmes tend to categorise risk-takers in five ways as listed below.

Categorisations of risk-taking behaviours²⁸

The **unaware** are persons who know nothing about the dangers that mines and ERW represent. Typical examples are refugees or young children.

The **uninformed** are persons who know that mines and ERW exist and are potentially dangerous, but don't know how to behave safely when in an affected area. Typical examples are the internally displaced or older children.

The **reckless** are persons who know about safe behaviour but deliberately ignore it. Typical examples are adolescent boys playing with mines and ERW.

The **misinformed** are persons who have wrong information about safe behaviour or wrongly believe they know all about mines and ERW. Typical examples are former soldiers.

The **forced** are persons who have little or no option but to intentionally adopt unsafe behaviour. Typical examples are adults in highly-impacted communities who need to forage for food or water in contaminated areas.

This categorisation generally covers all those who are intentionally or unintentionally putting themselves at risk, and who are therefore potential beneficiaries of MRE. Such a categorisation helps to understand why people are at risk. These enable better targeting and tailoring of MRE activities to the different at-risk groups. In any given context, different individuals and groups may fall into one or more of the five categories. Yet blanket targeting of communities, on the assumption, say, that all members are unaware of the dangers and safe behaviour is highly unlikely to be effective. This complicates the delivery of MRE but appreciating the presence of



various at-risk groups allows projects to be developed and implemented that are well targeted and include suitable activities.

In an emergency situation, MRE efforts focus on targeting the **unaware** and the **uninformed**, providing basic awareness and safety information. As the emergency subsides and the problems of landmines becomes a long-term development problem, MRE efforts often deal with **forced risk takers** due to socioeconomic reasons.

Where to get information for the assessment?

Key sources of information are the men, women, and children at school, children out of school, refugees and internally displaced people.

In addition, the following can be consulted:

- the national mine action centre or national mine action authority (if established)
- mine action NGOs
- Ministry of Defence, Ministry of Health, and Ministry of Education
- national statistic institute
- hospitals and rehabilitation centres
- annual landmine monitor report (found at <http://lm.icbl.org/index.php>)
- landmine impact survey (if conducted).

Be sure to consult IMAS 08.50 (Data collection and needs assessment for MRE) and IMAS *Best practice guidebook 2* for standards and best practices on the subject.

Analysis

It is critical to carry out a capacity gap analysis (see **Foundation module 3 Programme design**) to identify the obstacles and constraints in developing an appropriate MRE programme. The analysis enables programme managers to identify existing capacities in national, regional, municipal, community and family levels to respond to the various needs. This means looking at the affected communities and how they are managing the risk, then looking at external actors, within and outside MA, that could assist those at risk. There are likely to be other MRE operators already on the ground, so staff should make sure they add value by filling gaps in coverage or competence, not competing with others or overlapping efforts.

Training material for this topic

- Exercise 1** The effects of landmines and explosive remnants of war (ERW) on refugee communities
- Exercise 2** Assessing the risk to children from mines and explosive remnants of war (ERW) in an area
- Handout 1** Consequences and constraints
- Handout 2** Why are children in danger from mines and ERW?
- Handout 3** Where are mines and ERW in an area?
- Handout 4** How do mines and ERW affect everyday life in an area?



Handout 5 What is already being done about the danger from mines and ERW and by whom?

Handout 6 What needs to be done?

Handout 7 Sample of a needs assessment for a mine risk education (MRE) project for refugees



Topic 4

Planning and implementation

Programme planning

Key learning points

- Strategic planning seeks to identify an overarching mine risk education strategy to respond to the identified needs of at-risk communities.
- Planning is not a one-time activity. Rather it is a process that is reviewed and updated on a regular basis incorporating the results of project and programme monitoring and evaluations, and ensuring the participation of affected communities, including children.
- Any planning process involves setting the overall objectives of the programme or project, and then setting a series of enabling objectives and activities to achieve them.
- Especially when planning an MRE project, it is important to coordinate with all stakeholders involved.

MRE key programme planning principles

There are two main types of planning for MRE projects and programmes: strategic planning and operational planning. Strategic planning seeks to identify an overarching strategy to respond to the identified needs of at-risk communities. This includes goals, subsidiary objectives and activities to achieve those objectives. Once identified, the implementation of the activities becomes the subject of an operational plan.²⁹

Where possible, the strategic planning of an MRE programme should be conducted as part of the overall planning process for mine action. At the level of the mine-affected community, the planning of MRE should be conducted jointly, or in close coordination with the planning of other mine action activities (in particular demining) in order to reduce the risk of injury from mines and other ERW and enhance the impact. At the community level, planning may be conducted with affected communities themselves, including children.³⁰

The purpose of the operational planning phase of a specific MRE project is to identify the most effective ways to address the needs. The plan should define the overall objectives, establish a plan of activities and tasks aimed at achieving these objectives, determine suitable measures of success, and establish systems for monitoring and evaluation.³¹

Planning is a process that is reviewed and updated on a regular basis incorporating the results of project and programme monitoring and evaluations. As the local context and circumstance change, so too should MRE programming evolve. In an emergency situation, MRE focuses on saving lives with an immediate dissemination of messages on the danger of mines and ERW. As the situation moves into reconstruction and development, educational activities and community mine action liaison will be more focused.³²



IMAS guiding principles on the development of an MRE plan³³

An MRE plan should:

- be integrated into the national mine action strategy and the overall national humanitarian and development strategies
- reflect the priorities of the organisations and people involved (such as government, donors, communities, women, children, minorities, village deminers, and persons with disabilities)
- reflect the nature of the threat to populations, whether it is predominantly a mine or ERW threat, or both
- take into account the risk of any negative side effects generated by the activities
- be culturally appropriate
- be based on appropriate means of communication
- where possible, involve the intended beneficiaries in programme, design, implementation and monitoring
- draw on lessons learned through other MRE programmes
- offset urban and gender and other biases
- establish clear procedures and structures for reporting to donors
- be sustainable, that is, cover capacity-building and training
- be flexible and adaptable
- identify indicators to gauge the progress and the impact of the programme
- identify appropriate monitoring and evaluation programmes
- be realistic and take into account programme inputs, such as local and external management capacities and the availability of staff, skills and resources
- assure adequate funding and logistical support.

Setting objectives

Any planning process involves setting the overall objectives of the programme or project, and then setting a series of enabling objectives and activities to achieve them. Each activity should contribute to achieving a specific objective; and, for each activity planned, it should be clearly stated what inputs are required and the expected outputs. Measurable indicators and sources for verification should be established for assessing the achievement of each enabling objective.³⁴

Planning projects in such a logical way enables organisations to implement activities more effectively and to determine the inputs required to achieve each output. Also, it helps in being better prepared for unexpected circumstances.

One way to conduct planning is through the use of the logical framework analysis. It helps to define what should be achieved, how it will be achieved, what is needed and



what factors might affect the project. Table 1 below presents a sample logical framework.³⁵

Table 1 Logical framework for planning³⁶

	Intervention logic	Verifiable indicators	Means of verification	Critical assumptions
Overall objectives	Project goal(s)	Is the goal being promoted?	How can the data on the left be obtained?	What external factors will influence whether the goal is achieved?
Project Purpose	Project purpose(s)	Is the purpose being achieved?	How can the data on the left be obtained?	What external factors will influence whether the purpose is achieved?
Outputs	Planned outputs	Have the outputs been produced?	How can the data on the left be obtained?	What external factors will influence whether the outputs are produced?
Inputs or activities	Inputs or activities required	Have the required inputs been received? How will this be verified?	Who will provide the data on the left?	Pre-conditions needed before start to project.

Involving and coordinating stakeholders

When planning an MRE project, it is important to coordinate with all stakeholders. Mine-affected communities, including women, men and children, are the primary stakeholders in mine action and must be acknowledged as such. For information on how to consult with children, refer to **Foundation module 4 Participation and inclusion**. Other stakeholders are landmine victims, mine action organisations, retired or active military officers, governments and public institutions, aid agencies and community groups.³⁷

Stakeholder participation is necessary at each stage of the project cycle, to ensure that:

- the needs of mine-affected communities and groups are addressed
- national and local economic and development priorities are taken into account
- mine action supports and enables humanitarian and development activities.



Children are relevant stakeholders who should be considered when planning MRE projects. Using the child-to-child approach, children become key players in developing effective MRE for their peers (more information is available on the child-to-child approach in **Implementation strategies** which follows in this topic. For further information on how to consult with children, refer to **Foundation module 4** Participation and inclusion).

Effective coordination enables consistency of pedagogical content, optimises the use of resources and minimises any duplication of effort. Active involvement and participation of local community members, though sometimes complicated to ensure, helps empower the communities and makes the entire MRE project cycle more effective. Meetings with women and men, girls and boys, should be held throughout the planning process. For more information see **Foundation module 6** Community mobilisation.

Implementation strategies

Key learning points

- MRE seeks to reduce casualties from mines and ERW through influencing safe behaviour in target populations.
- For mine risk education messages to be effective, they must reflect both the social realities and how local people interpret the current mine-contamination situation as a problem.
- The golden rule for every effort to promote safe behaviour is that there must be a positive message.
- Child-to-child is an effective approach using children's' participation at every stage. This empowers children to take responsibility, both for themselves and for changing the behaviour of others.
- Field-testing the messages and the approach should always be carried out before programme activities are launched.

Key components of MRE programme implementation

The problem of landmines and ERW is dealt with through mine action. Today, mine action (MA) programmes typically encompass landmines, explosive remnants of war, which include UXO (explosive ordnance that was fired but failed to explode) and AXO (abandoned ordnance left behind by armed forces). Landmines and ERW are both a short-term problem that threaten civilians with death or injury, and a long-term problem that negatively impacts the socio-economic development of affected countries.

*The objective of MA is to reduce the risk from landmines to a level where people can live safely; in which economic, social and health development can occur free from the constraints imposed by landmine contamination, and in which the victims needs can be addressed.*³⁸ The current UN definition includes activities which aim to reduce the social, economic and environmental impact of mines and UXO.³⁹

Mine action is comprised of five complementary pillars:

- 1 demining



- 2 victim assistance, including rehabilitation and reintegration
- 3 stockpile destruction
- 4 advocacy against the use of anti-personnel mines
- 5 mine risk education.

They normally do not stand alone. To maximise the impact of each activity effectively and efficiently, each operation should make linkages across the pillars.

Depending on the findings of the MRE needs and capacities assessment, the first decision is whether MRE is needed, and if so, **who** it should target and **what** communication vehicle and materials format will best meet local needs and capacities.

An effective MRE project usually has one or more target groups or beneficiaries. It is important that these are clearly defined. The most important are usually the members of communities who are directly at risk from mines and ERW, the **at-risk** groups such as farmers, herders, and scrap metal collectors. The secondary target group can be school teachers or local leaders who can encourage community members to engage in safe behaviour. To protect children from becoming mine or ERW victims, involve children themselves and also the people in the community who influence children's behaviour positively, such as school teachers, parents, and local hero figures. As described below, children can also undertake effective MRE. Tertiary target groups may include politicians or the mass media, who can be encouraged to promote changes in policy or legislation that will support minimising risk.

Behaviour change

MRE aims to reduce casualties from mines and ERW through advocating for safe behaviour in target populations. Thus, it is critical to understand why, how and what influences people to accept the MRE messages and ultimately to change their behaviour. Much behavioural research shows that individuals react differently in accepting and adopting new behaviours. Learning is culturally situated and individually constructed. This means that for mine risk education messages to be effective, they must reflect the social realities and how local people interpret the current mine contamination situation as a problem.⁴⁰ Almost invariably, knowledge is not sufficient on its own to promote behavioural change.

Behavioural change does not occur at the same time with the acquisition of knowledge. The benefits of adopting the new behaviour are compared to previous actions and its acceptance by friends and the community is often assessed. If considered socially acceptable, valuable and practical, the skills to undertake the new behaviour are learned and applied to future actions. Further personal experience dictates whether the new behaviour will be rejected or embraced permanently and recommended to others.

The primary focus of an MRE project should therefore be to enable people to become more knowledgeable about the danger of mines and UXO, adopt safe behaviour, develop necessary skills and be encouraged to pass the information and new skills to others. The project should also promote a social environment that encourages safe behaviour.

This means addressing not only the individuals or groups whose behaviour needs to change, but also those who can effectively influence their behaviour. It is important to



know whose words the local people trust and who can deliver authoritative messages that people will heed. Religious leaders, teachers, children, parents, politicians, military leaders, and even respected celebrities can all help create an enabling environment for safer behaviour.

Designing MRE messages

The golden rule for every effort to promote safe behaviour is that there must be a **positive message**; people need to feel that they are able to take action and that by taking action they can improve their own and their families' lives. And no one likes to be told they can't do something. Communities and children need to be involved in setting rules and messages.

Good messages therefore should do the following:

- reinforce positive factors (**don'ts** are likely to turn children off and may actually encourage them to disobey)
- address misunderstandings and areas of deficient knowledge
- address attitudes
- give the benefits of behaviours being promoted
- urge specific action
- state where to find help and/or the services being promoted (if any)
- address barriers to action and obstacles to behaviour change:
 - is it a priority to the community?
 - **owning** the solution to the problem
 - language used to convey message and simplicity of message
 - does the community trust the person conveying the message?
 - pedagogical considerations (where, how the message is passed).

Good messages:

- use simple, every day words and ideas, and are concise (don't use big words, long sentences and complicated structures; these may be confusing)
- use terms that everyone can understand (don't say '*25% of the population*' when '*one in four people*' can be said)
- are attractive and **catchy**; creating interest is a very important part of effective communication
- are compelling and trustworthy
- are relevant and matched to the local culture.

Different communication processes and channels will reach different age and gender groups depending on the social, economic, political and geographical context, and will have a different impact on achieving mine-safe behaviour.

MRE activities that target at-risk children who are unaware, uninformed or misinformed about the mine and ERW risk should ensure that these children are educated about the following:



- the existence of the explosive threat
- location of mined and suspected areas
- types of formal and informal warning signs, clues and fences that mark suspected areas
- not to enter or play close to suspected areas
- to use safe paths and roads
- not to touch any unfamiliar looking object
- never go off the road or path or take any detours or shortcuts
- to stay on the road or path even when in need of a toilet
- what to do if an explosive item is spotted and who to inform about it
- how to behave if finding oneself in an area that may be mined
- what to do if someone is injured by a mine or ERW
- ways of sharing mine or ERW information with others
- mines in urban settings:
 - not to tamper with unattended luggage and packages (familiar objects)
 - avoid high security areas.

Careful consideration should be given to MRE activities targeting children who intentionally behave recklessly with mines and ERW. These educational programmes should NOT provide information on how dangerous the items are. These children are acting **bravely**, displaying their lack of fear as a way to impose themselves to their peers and younger children. Giving them further details on the danger is likely to act as encouragement. Instead, MRE activities should reinforce that such behaviour is childish and that it would be more adult-like to show model behaviour to other children.

Often times, livelihood pressures put children at danger, by engaging them in mine and ERW risk activities. MRE programmes for these children should be more focused on community liaison than communication or education activities. An example of such an activity would be linking with a development organisation that can provide refugee or other displaced families with alternative fuel to save their children from the risky activity of collecting firewood in suspect areas.

Approaches to MRE programme implementation

MRE methodologies can be categorised in three major approaches:

- 1 public information dissemination
- 2 education and training
- 3 community mine action liaison.

Effective projects often use a combination of these activities, with the exception of an emergency situation. In emergencies, due to time constraints and lack of accurate data, public information dissemination is often the most practical means of communicating safety information to reduce risk.



Public information dissemination

Public information dissemination refers primarily to the provision of information to at-risk individuals and communities to reduce their risk of injury from mines and other ERW. It seeks to raise their awareness of the dangers and to promote safe behaviour. It is primarily a one-way form of communication transmitted through mass media, which can provide relevant information and advice in a cost-effective and timely manner. In contrast to the other MRE activities, public information dissemination projects may be **stand-alone** projects that are implemented independently, and often in advance, of other mine action activities.

Handouts

Leaflets can easily be printed in large quantities and distributed either by the national postal service, community networks or other ways. Keep in mind that this information will be effective only if at least some members of the population can read, if they feel attracted to read it and if they actually understand the information it gives.

Billboards and posters along roads and in urban areas are other passive information carriers that can be used. Again, the message must be clear, relevant and visible to the target audience.

Football match scores against landmines on Landmine awareness day in Sudan

KHARTOUM, Sudan, 4 April 2007

Under a scorching sun, and amidst the dust of a makeshift soccer pitch, the crowd of some 800 spectators in Al Salam camp for internally displaced persons roars as the third goal, an equaliser, hits the back of the net.

For the estimated 40,000 young people living in this camp in north Sudan who were displaced during the 21-year-long civil war in Sudan, an opportunity for entertainment like this is something to be cherished. But behind the friendly competition lies a serious message about landmines:

Keep away, don't touch, report.

The match, organised in March by the Special information campaign on mine awareness, is part of a broader communication programme supported by UNICEF.

Events such as the match at Al Salam camp enable messages to be disseminated in an entertaining way. And everywhere one looks, those messages are prominent, from leaflets being circulated amongst the crowd to the shirts worn by the two soccer teams. ***Stay away from unknown objects***, they read. ***Watch out for markings, signs or clues that indicate mines and UXO*** and ***When travelling make sure that you always stay on commonly used roads.***

UNICEF Khartoum 4 April 2007

http://www.unicef.org/infobycountry/sudan_39302.html

Radio

Radio reaches a wider audience than any other medium. There are an estimated 94 radios per 1,000 people even in the least developed countries, 10 times the number of televisions or daily newspapers. Since mines and ERW tend to be found in rural communities, some of which are remote, radio's reach should be checked out.



Audio projects are cheap, quick and easy to make. Radio listening is often a group activity, which encourages discussion of issues after the broadcast. This is an important stage in the process of behaviour change.

On the other hand, radio is not usually appropriate for teaching practical new skills, nor is it appropriate in some cultures for sensitive messages. Some MRE messages need to be discussed and demonstrated. And information that is given by visiting MRE teams, teachers in schools or in community workshops should be regularly reinforced by local radio, television or other media.

Obviously, relevant languages are used to deliver important MRE messages. If necessary, radio clips for MRE should be translated into several local languages.

TV broadcasting

Use of TV for MRE messages should follow these general rules:

- keep it short and concise; don't confuse your audience with too much information
- use simple, straightforward language
- offer specific, practical advice
- organise the information clearly and logically
- repeat the information.

If resources are limited, remember that people tend to hear a few short spots rather than one 30 or 60 minute discussion on landmines and ERW. It may be possible to get airtime for free. If not, consider providing equipment for a local radio or TV station to build their capacity.

There are many formats for radio or TV programming for MRE. Here are just a few that are suitable for an emergency situation.

- **Spots** (30 to 120 seconds): use a dialogue or interview to carry one simple message with a music jingle. Have the announcer reinforce the message at the end.
- **Mini-dramas** (one minute to three minutes): have one main message and one secondary message in a scripted sketch for two or three characters. Be entertaining and don't include too much information.
- **Interviews** (two to five minutes): be clear about the messages to be conveyed. There should be a maximum of two or three key messages and the interviewer should repeat them at the end.

Education and training

The term **education and training** in MRE refers to all educational and training activities that seek to reduce the risk of injury from mines and other ERW by raising awareness of the threat to individuals and communities, and by promoting behavioural change. Education and training is more targeted to those at risk, using more specific messages and strategies than is typically the case with public information dissemination.

The implementation of education and training activities differs according to the type of activity planned. Some organisations conduct the training directly with affected communities. Others work with implementing partners to conduct the education and training with target groups within the larger community. The implementation of a



training of trainers (TOT) programme requires more time to work with partners, training, supporting and monitoring activities. TOT programmes vary according to their nature, the implementing partner and the target group.

Education and training can be delivered in a number of different ways. These may include.

Community-based MRE

Delivery of MRE in communities by professional MRE teams that tend to also conduct public information dissemination in the form of small media prints, or traditional media in the form of theatre, as well as community liaison activities.

School-based MRE

This is the delivery of MRE in school by teachers, often by being part of the school curriculum. It is best when MRE messages and activities are included in the national educational curriculum. This is effective in reaching students but can also reach parents, as children are asked to carry safety information home and report on the local ERW situation back to the classroom. Landmines and ERW are often a long-term problem. MRE included in the school curriculum is also cost effective and sustainable. One common characteristic of mine-contaminated communities is that parents are busy trying to make ends meet and do not have a lot of time to ensure their children know all about the landmine risks. In these cases, it is crucial that children learn about the danger of mines at school.

Non-formal peer education (MRE for out-of-school children)

This is the delivery of MRE by village volunteers, whether adults or children, to other adults and children. This is a particularly effective way to reach the most vulnerable children that are out of school.

Child-to-child approach

The child-to-child method has powerful links to the CRC; it provides a practical way for ensuring the child's right to participate. For this reason, child-to-child is discussed in further detail below.

Community mine action liaison

Community mine action liaison refers to the continuous exchange of information among affected or at-risk communities and national authorities, mine action organisations and relief and development actors on the presence of mines and other ERW and their potential risk. It is considered by the IMAS to be a *strategic principle of mine action* and is a key to effective MRE projects and programmes.

Community liaison creates a vital reporting link to programme planning staff and enables the development of appropriate and localised risk reduction strategies. Community liaison aims to ensure that mine action projects address community needs and priorities. It should be carried out by all organisations conducting mine action operations. These may be MRE-specific organisations, or MRE individuals and/or multi-disciplinary teams within a mine action organisation.



Child-to-child approach



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Child-to-child method is an approach that involves children as full participants in learning about and promoting good health to their families, friends and communities. It is applied on topics ranging from proper nutrition, to HIV and AIDS and landmines and ERW.

Child-to-child is not simply the passing of MRE messages from one child to another. Instead, the child-to-child method invites children's participation in designing activities, links what they are learning with actual problems they face and invites them to contribute to solving these specific problems in the home or in the community as part of the process. It is different from good quality, classroom-based health education in that it is not restricted to a set amount of time **and** requires the involvement of people outside the immediate learning environment.

Child-to-child is a very participatory approach as it encourages children's participation at every stage. This empowers children to take responsibility, both for themselves and for changing the behaviour of others.

Compared to traditional MRE public education activities, which tend to be developed centrally and disseminated locally, child-to-child activities involve children at the data collection, planning, implementation and evaluation stages. Furthermore, child-to-child MRE activities are adapted to the specific environments in which the children live as children are invited to discuss and identify mine and ERW related problems in their surroundings. These problems form the basis for designing messages and activities.

Child-to-child activities should involve as many children as possible and not select a few children for special treatment. Sometimes the initial group will be one class of children or a small group in a club, but the principle should be that the ideas, messages and activities will be shared as widely as possible. This is not difficult, as children are fast learners. As one MRE provider with experience in Africa and Asia put it: *'Children of all ages are tremendously fast and eager learners, especially if the information is presented in a participatory way that is easily understood by them, is interesting and is verified and repeated by someone they trust.'*

Children have proven to be excellent educators. When the method began to be practiced, it became clear that children not only influenced their younger siblings and other children their own age, but they also had a powerful influence on their parents and communities. The term **child-to-adult** has been used to acknowledge children's ability to impact people other than their peers.

Each step described above uses different activities. For further information on how to implement the child-to-child approach, please consult the *Child-to-child MRE booklet*⁴¹ published by the Child-to-child Trust in London, UK.

Please also consult *IMAS Best practice guidebook 5*⁴² for best practices on the subject.

Assuring gender equity in MRE

Men, women, boys and girls often have distinct roles and responsibilities in a mine-affected community. This means their knowledge of, and their exposure to mine and ERW threats will differ. And, whether they themselves or a family member are injured or killed by a mine, women and children bear a heavy burden of the impact. All mine action operators must seek input from individuals representing the gender and age groups in each mine-affected community to ensure that all individuals, regardless of gender, have equal access to the benefits of MRE, mine clearance and other mine action activities.

Gender is not about girls or women, but about the differences between men and boys and women and girls. Being aware of the social differences between men and women is important if MRE projects are to reach both equally.

To assure that MRE is accessible to all, the following objectives should be sought.

- Ensure that all individuals at risk have access to culturally appropriate forms of MRE that specifically address those activities that put them at risk.
- Enhance the participation of vulnerable groups of adults and children of both sexes in MRE initiatives.
- Ensure that men and women have equal access to employment opportunities and benefits deriving from MRE initiatives.

To achieve these objectives, the following guidelines are proposed.

- Collect data that reveal the distinct at-risk **behaviour** of men, women, boys and girls.
- Collect data that reveal the distinct **attitudes** held by men, women, boys and girls with regards to mine and ERW risks and threats.
- Credible messengers should be used to convey the appropriate MRE messages to individuals of both sexes.
- Consider the availability of men, women, and children when planning the timing, venue and composition of MRE meetings.

In areas in which the majority of people are Muslim, women are often unable or unwilling to attend MRE workshops with men. An Eritrean MRE team changed their meeting schedule from weekdays to weekends when they learned that weekends were the best time to access local female villagers as a separate group.

- Seek to verify that men, boys, women and girls accurately understand the MRE messages presented.
- Strive for gender balance among MRE trainers.

In Afghanistan, locally acceptable male and female teams (eg. Brother and sister, mother and son and husband and wife) are employed by NGOs to provide MRE. This gender-balanced composition allows MRE messages to be communicated to women in an environment in which men have very limited access to women outside their families. At the same time, it provides employment for women and makes it easier for them to travel within a work context.⁴³



Field-testing the messages and the communication approach

Field-testing the messages and approach normally take some time but even if time is very limited, a mini field-test should always be carried out before programme activities are actually launched.

To field test, select a sample group from the intended target population representing the geographical areas, different social levels in society eg. gender, age, religions. This group, which should include adults and children, will see or listen to media spots and read the printed materials. Information will then be gathered on:

- how the group actually comprehends the messages
- how they like the material and approaches.

This exercise helps identify problems in the messages and approach chosen so the necessary adjustments can be made. The testing procedure should be repeated following changes to the messages and/or approaches.

Training material for this topic

- Exercise 1** Who is currently involved in mine risk education (MRE)?
- Exercise 2** Developing mine risk education (MRE) policies and programmes
- Exercise 3** A community-based mine risk education (MRE) programme for children
- Exercise 4** Design a mine risk education (MRE) programme for children
- Handout 1** Checklist of organisations relevant for MRE
- Handout 2** Key issues
- Handout 3** International mine action standards (IMAS)
- Handout 4** The MRE project cycle
- Handout 5** Sample of an emergency MRE programme for refugees
- Handout 6** Landmine and explosive remnants of war (ERW) safety information for UNHCR staff and partners
- Handout 7** Checklist for UNHCR staff when repatriating or resettling refugees to areas not yet cleared of landmines and explosive remnants of war (ERW)
- Handout 8** Case study from Yemen
- Handout 9** Discussion questions
- Handout 10** MRE communication techniques suitable for children
- Handout 11** Child-to-child: a different approach to learning
- Handout 12** Ensuring MRE takes into account local culture and customs
- Handout 13** Helping children understand what it means to be a mine survivor
- Handout 14** Sample of children's MRE activities in a refugee camp



Topic 5

Monitoring, evaluation and learning

Key learning points

- Rights-based monitoring and evaluation should be participatory, thereby involving children themselves, culturally appropriate, ethical and monitor fulfilment of rights as well as needs related to mine risk education.
- The purpose of participatory monitoring and evaluation is twofold:
 - to improve programme effectiveness by incorporating the input of children and communities involved in or affected by implementation
 - to build capacity to reflect on challenges confronting the programme and negotiate solutions amongst themselves.
- Monitoring and evaluation should assess both number of children or people reached through MRE (output) and their level of knowledge, skills and behaviour that has changed as a result of MRE (outcome).
- Both quantitative and qualitative data or indicators need to be identified and used which will show change or difference in the behaviours and attitudes of children and communities affected by the threat of landmines and ERW.
- Collecting mine and ERW casualty data is a way to identify problems, set priorities for mine action and improve programme effectiveness.
- Casualty data can be used as a good indicator for monitoring and evaluation of MRE activities and projects and for analysing the relevance of projects and strategies.

Monitoring is the ongoing tracking of the programme's implementation. Monitoring is a programme management function and serves the immediate information needs to be analysed or evaluated.

Evaluation is the collection and analysis of meaningful information to guide the implementation of a programme, but also to guide learning, decision making and practice.

Principles of rights-based monitoring and evaluation

Good monitoring and evaluation can provide essential information and analysis about whether the project is being implemented according to plan; process monitoring, and if there is a change and impact resulting from the outputs. Continuous monitoring and evaluation imply adjustments on the implementation to achieve the desired objectives led by the best interest of the child. A rights-based approach to monitoring and evaluation thus has implication both for **what** is monitored and evaluated, which includes efforts, impacts and change, and **how** monitoring is done which is the standard of the implementation and the processes used. It is necessary for example to monitor:

- the extent to which people have actively participated in the interventions (and the broader effects of this)
- the degree to which equity has increased and discrimination decreased through the interventions.



Research has shown that community participation is central to the achievement of sustainable project goals. Through participatory processes MRE programmes should actively promote the involvement and participation of communities and children in the monitoring and evaluation of programmes. It may be necessary to invite community representatives to training on monitoring. Some members of the community may not be interested in all the jargon associated with project planning and management, but they will be interested in the process and the end result. It is important to adapt the training for the audience, focusing more on the benefits of their participation than on the definition of terms.

Note that participatory monitoring differs from more conventional and often **outsider** approaches in that it seeks to engage key project stakeholders more actively in reflecting and assessing the progress of their project, particularly at the outputs, outcomes and impact level. It sits well within the principles of community liaison in mine action. The value of participatory monitoring cannot be underestimated given the potential for communities to seek sustainable solutions to their mine action challenges.

Indicators and data collection

Setting the right indicators, both quantitative and qualitative, at the outset of the project is an essential part of planning. It is not enough to record how many children have been reached through MRE or how many posters have been distributed (quantitative); it is equally important to identify and set qualitative indicators which will show changes in **behaviour** and **attitudes** of affected communities to the mine and ERW threat and the processes used by the programme. Examples of indicators of positive behavioural change are a reduction in the number of children who play with or touch mines or ERW, or an increase in the number of mines and ERW that are reported by communities. Data collection is not an end in itself, but should be analysed and used to improve the effectiveness of a project and the quality of people's lives. It is important to know why data is being collected, who it is for and how it will be used.

Casualty data collection

Collection of mine and ERW casualty data has a number of different uses. Casualty data can be used for planning and priority-setting for advocacy and for monitoring and evaluation of the quality of programmes. Data on injuries and deaths should be used to identify which communities and at-risk groups need assistance most urgently and should be prioritised for mine risk education and mine and ERW clearance interventions. It is also used to identify gaps and challenges in programme implementation as well as to identify the needs for rehabilitation and reintegration of landmine survivors.

Casualty data as a monitoring tool for MRE is used to see how successful MRE activities have been and how to effectively improve the relevancy and effectiveness of current project strategies, including target groups, approaches and messages.

What data should be collected on mine or ERW victims?

- sex
- age
- location
- injured or dead



- livelihood
- activity at time of explosion
- type of device (if known)
- did they know that what they were doing was dangerous?
- how did they get to hospital? How long did it take?
- was the assistance enough to ensure their rehabilitation?

Suspected hazardous area data collection

During or immediately after a conflict situation, the inventory of areas contaminated with mines and ERW is invariably incomplete. Even where comprehensive surveys have been completed, the information is open to adjustment. In addition to casualty data MRE teams can collect information on hazardous areas or dangerous items whenever they visit a community. Such data on one hand can help with targeting of MRE and other mine action activities, and on the other can be a good indicator of positive change in attitudes and behaviours of communities.

What data should be collected on suspected hazardous area?

- the location of suspected contaminated areas
- the estimated size (bearing in mind that estimates may be inaccurate)
- the reason for suspecting contamination
- the type of contamination believed to be in the suspected area
- the impact on the community
- community priorities for future clearance
- existence and type of formal or informal marking signs.

It must be emphasised that while MRE teams can collect and report on hazardous areas and presence of explosive items in communities, they must not take any risks or put communities in higher risk by engaging in physical verification of hazardous areas or explosive items. MRE teams should leave such tasks to the professionally trained mine action personnel.

Evaluation

At a critical stage of the project (usually midway or after completion of a project cycle), an evaluation should be conducted. This builds on the monitoring work that has been done by identifying the positive and/or negative trends and impacts the project has had as well as the lessons learned during implementation. As it involves taking a step back from the project, it is often advisable to use external evaluators. This does not, however, preclude conducting an internal evaluation, which can also serve the project well.

Developing data collection tools and processes

In order for data of good quality to be collected effectively a system is needed that includes clearly delineated processes for how to do it. Sometimes a participatory process for development of such systems and processes maybe very time consuming but it saves a lot of time in the long run. Experience shows that systems developed in



this way are used efficiently from the outset and most importantly: the resulting data actually gets used.

However, if this is not possible then there is a need to have the system and processes explained to all stakeholders in detail and to provide support to put the system and processes in place.

Section 5 on monitoring and evaluation in **Foundation module 3** Programme design provides clear guidance on the steps that need to be taken to develop an M&E system, but briefly, any system would need to include the following:

- tools for data collection, eg. casualty data form in the example below
- reporting formats for data collected, eg. how to record answers from questionnaire; some form of standardisation of these across geographical areas
- a database system for storing data, eg. Epi-info for casualty data or Information management system for mine action (IMSMA) which is commonly used in mine action
- a protocol for data collection and storage, eg. guidelines on how to do it, things to consider, things to avoid.

Example of casualty data form

1 Name of casualty (*family name first*):

2 Address (*name of community or town first*):

3 Sex (*circle as relevant*):

Male Female

4 Date of birth (*year first then day and month*):

5 Date of accident (*year first then day and month*):

6 Location of accident (*with GPS coordinates from safe area, if possible*):

7 Device (*circle as relevant*):

Anti-personnel mine Anti-tank mine Cluster munition Other UXO Fuse or detonator
Unknown Other (please specify)

8 How the device was activated? (*please circle as relevant*)

Stepping on it Touching it Tampering or playing with it
Carrying it or removing it from a place Kicking it Planting it Defusing it
Triggered by another object Nothing, it just exploded Unknown (please specify)

9 What injuries were caused by the explosion? (*please circle all that apply*)

Loss of right leg Loss of left leg Loss of right arm Loss of left arm Loss of sight
Injuries to stomach Injuries to right leg Injuries to left leg Other (please specify)

10 Name of interviewer (*family name first*):

11 Date and place of interview



Data analysis

Critical to successful monitoring in emergency situations is frequent and regular analysis of the data that has been gathered to assess the outputs and outcomes of the work and to improve the programme that ultimately should lead to improved wellbeing for children and fulfilment of their rights as well as needs. The process of analysis should make sure that data collected is being used and that the programme remains relevant. Involving children and communities in this process will increase the programme's potential for effectiveness and impact as well as empower them and increase the agency's accountability to them in the process.

Coordination

Once again, to maximise effectiveness, MRE activities should be coordinated with other mine action activities, such as survey, clearance and victim assistance as well as broader humanitarian and development activities. The relevant national or international authority, eg. national mine action centre or UN mine action coordination centre, should ensure overall coordination and should have a monitoring and reporting system in place.

Each step in the MRE project cycle requires specific coordination efforts from organisations implementing MRE projects.

For the needs and capacities assessment phase, it is essential to coordinate data collection with other actors to avoid wasting resources. This will also prevent communities suffering from **survey fatigue**, where communities become reluctant to cooperate with data collectors as a result of too many assessments (particularly if these are not followed up by action).

At the planning phase, each project should inform the relevant coordination body of new operational plans and any changes that take place.

During implementation, project managers must ensure that work follows the operational plan. More valuable than a long list of activities carried out is a brief report on contamination, risk-taking behaviour and victim assistance in each community visited. This can be valuable to identify affected areas and prioritise future clearance. It also establishes a baseline for monitoring and evaluating future mine action interventions.

During internal monitoring, project managers should share methodology, key findings and lessons learned with other actors, including the affected populations. They should be willing to cooperate with external evaluations.

Training material for this topic

For a generic exercise on monitoring and evaluation that can be adapted for this module, see **Foundation module 3** Programme design, **Section 5**.



Endnotes

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- 6 Ibid p134
- 7 *Mine action; lessons and challenges*, GICHD, 2004 p101
- 8 Ibid
- 9 Handicap International
- 10 Article 2: protocol on explosive remnants of war (Protocol 5), CCW
- 11 The formal legal definition under Article 2, paragraph 2 of Protocol 5 is:
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- 12 *A guide to mine action and explosive remnants of war*, GICHD, 2007 p36
- 13 CMC website:
<http://www.stopclustermunitions.org/>
- 14 *IMAS 01.10, Edition 2*, 1 January 2003 p3
- 15 According to the IMAS, the national mine action authority is defined as:
the government department(s), organisation(s) or institution(s) in each mine-affected country charged with the regulation, management and coordination of mine action.
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- 34** Ibid p15
- 35** Ibid
- 36** Ibid p16
- 37** *Mine risk education best practice guidebook 1: an introduction to mine risk education* IMAS, Geneva November 2005 p34
- 38** IMAS 04.10, second edition, 1 January 2003, Incorporating amendment number(s) 1 and 2, definition 3.147
- 39** Ibid
- 40** *Creating authoritative messages for the mine risk education: a qualitative study in Bosnia-Herzegovina* Fukuhara M, University of Pittsburgh 2003
- 41** <http://www.child-to-child.org/minerisk/info.html>
- 42** *IMAS Mine risk education best practice guidebook 5: education and training*, United Nations Mine Action Service (UNMAS), November 2005.
- 43** *Gender guidelines for mine action programmes*, UNMAS, 2005



Further reading

- *A guide to improving communication in mine risk education programmes* GICHD, March 2004
- *A guide to marking and fencing in mine action programmes* GICHD, November 2008
- *A guide to mine action and explosive remnants of war* GICHD, April 2007
- *Assessing the compatibility of SALW awareness and mine risk education* South eastern Europe clearinghouse for the control of small arms and light weapons, October 2005
- *A study of scrap metal collection in Lao PDR* GICHD, September 2005
- *Child landmine survivors* Save the Children, 2002
- *Child-to-child, mine risk education booklet* Child-to-child Trust, London 2001
- *Convention on prohibition or restrictions on the use of certain conventional weapons which may be deemed to be excessively injurious or to have indiscriminate effects* International Committee of the Red Cross (ICRC), Geneva June 2004
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- *What is community liaison?* Mine advisory group, 2004
- *Emergency mine risk education toolkit* UNICEF, July 2008
- *Guide mines beware! Starting to teach children safe behaviour* Save the Children Sweden, Stockholm 2000
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- *Implementing of the convention on the prohibition of the use, stockpiling, production and transfer of anti-personnel mines and on their destruction* The Mine ban treaty (the Ottawa convention) 1997
- *Interagency strategy for mine action* UN, 2006 to 2010
- *International guidelines for landmine and unexploded ordnance awareness education* UNICEF, New York 1999
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- *Land mine awareness, activity sheet 8.5* Child-to-child Trust, St Albans UK undated
- *Mine action and effective coordination: the United Nations interagency policy* UN, June 2005



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- *Mine action programming handbook* UNMAS, 2004
- *Mine action strategy* UNICEF, 2006 to 2009
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- *Training module for mine awareness community facilitators: resource manual* UNICEF, 2000
- *Training module for mine awareness community facilitators: trainers' guide* UNICEF, 2000
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- *Resource and training manuals for mine awareness programme managers and community facilitators* UNICEF, 2002



Guidance for training on critical issues

All Critical issue modules follow the same pattern of five topics.

- **Topic 1** The issue for children
- **Topic 2** The law and child rights
- **Topic 3** Assessment and situation analysis
- **Topic 4** Planning and implementation
- **Topic 5** Monitoring, evaluation and learning

Anyone facilitating a training or awareness-raising event on a specific critical issue should refer to the recommended **key learning objectives** below for each of these topics. With each of the sets of learning objectives is a suggested **sequence of information** to be followed when tackling the topic, in order to ensure that the learning objectives are achieved.

Topic 1 The issue for children

Key learning objectives that participants should be able to:

- describe why and how this critical issue impacts on the lives and rights of children in humanitarian settings
- be motivated to address these issues effectively.

Sequence of information

- 1** What this critical issue covers (might include definitions, different situations, manifestations, interpretations).
- 2** How it impacts on children (at different ages and stages; in different situations; considerations of gender and exclusion).
- 3** Why it is important to respond.

Topic 2 The law and child rights

Key learning objectives that participants should be able to:

- cite and justify relevant legal instruments and standards in relation to this critical issue
- identify key duty bearers in relation to the issues addressed in this module
- cite and respect key guiding principles in addressing these issues.

Sequence of information

- 1** Relevant legal instruments and standards.
- 2** Relationship between duty bearers and rights holders.
- 3** Guiding principles.



Topic 3 Assessment and situation analysis

Key learning objectives that participants should be able to:

- describe why rights-based assessment and analysis are essential components of any programming in humanitarian environments
- develop a plan and process for assessment and/or analysis that is informed by rights-based principles and approaches; and which addresses the specific issues raised in a particular module
- identify challenges that they may face.

Sequence of information

- 1 Why assessment and analysis is essential
- 2 Difference between assessment and analysis and where each is appropriate
- 3 Core principles
- 4 Key tools
- 5 Challenges and opportunities
- 6 Plan for assessment and/or analysis

Topic 4 Planning and implementation

Key learning objectives that participants should be able to:

- describe principles and approaches that should be part of any and all implementation strategies
- reflect on how these approaches should apply to the different implementation strategies that address the issues raised in a situation analysis
- make informed decisions about which of these strategies to prioritise and how to implement them effectively.

Sequence of information

- 1 Relevant guiding principles:
 - Working to common goals
 - Coordinated approach
 - Participation and inclusion.
- 2 Prevention and implementation strategies:
 - The three pillars
 - Monitoring and reporting on progress in achieving children's rights.
- 3 Prioritisation and operational guidance



Topic 5 Monitoring, evaluation and learning

Key learning objectives that participants should be able to:

- describe overall (dimensions of) change to which all child rights-based programmes are working
- describe how interventions proposed in relation to this critical issue contribute to this process of change
- develop relevant indicators of progress at output and outcome levels
- use participatory and inclusive approaches in gathering and analysing indicators.

Sequence of information

- 1 Overview of dimensions of change to which all child rights-based programmes are working.
- 2 Clarity about relationship between impact, evaluation and monitoring processes and indicators required at each level.
- 3 Development of sample indicators for each level.
- 4 Guidance about appropriate and inclusive methodologies for M&E.

Links to Foundation modules

It is important to refer to relevant Foundation modules when gathering information to support activities in relation to individual topics. The links between Critical issue topics and Foundation modules are outlined below.

- **Topic 1** The issue for children
Foundation module 1 Understanding childhoods
- **Topic 2** The law and child rights
Foundation module 2 Child rights-based approaches
Foundation module 5 Advocacy
- **Topic 3** Assessment and situation analysis
Foundation module 3 Programme design
Foundation module 4 Participation and inclusion
- **Topic 4** Planning and implementation
Foundation module 4 Participation and inclusion
Foundation module 5 Advocacy
Foundation module 6 Community mobilisation
Foundation module 7 Psychosocial support
- **Topic 5** Monitoring, evaluation and learning
Foundation module 2 Child rights-based approaches
Foundation module 3 Programme design

For further guidance on developing and running training and awareness-raising events please refer to the **Training manual** and **Facilitator's toolkit** on the ARC resource pack CD-ROM.



Planning guide

Ideally anyone facilitating a training or awareness-raising event should work with a small planning group of resource people who have a good understanding of the local area and the targeted training group. They need to ensure that:

- they agree the best possible capacity-building intervention with the commissioning manager for the event
- they make rights **real** in any workshop, for example by building in field visits, showing relevant videos and DVDs, encouraging personal reflections and developing a workshop **bill of rights** with the participants
- they emphasise participation, inclusion and accountability at all stages.

The table below can be used when considering how best to present or enable participants to achieve the **key learning objectives** of each topic covered.

Sequence of information	Methodology eg. exercises, discussions	Comments eg. specific target groups

