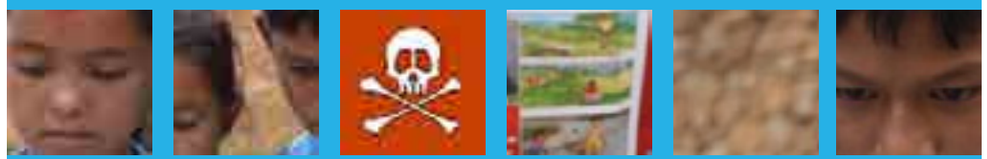

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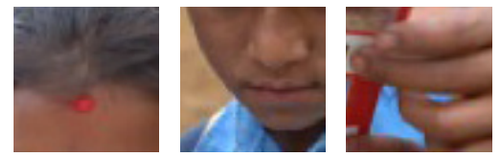
Emergency Mine Risk Education Toolkit

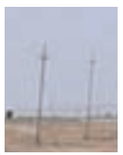
EMERGENCY MRE HANDBOOK

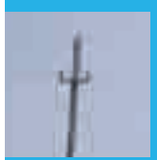


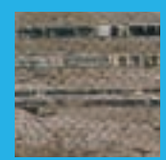
July 2008

First Edition, New York

Key do's and don'ts







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Do adapt the messages and materials illustrated in this Handbook to local circumstances – they're suggestions not a blueprint.

Don't provide technical details about mines or explosive remnants of war to children.

Do make sure you understand the explosive threat in as much detail as possible before planning your programme.

Don't carry on implementing your emergency mine risk education programme for more than six weeks before reviewing progress.

Do work in partnership with other MRE organisations, not in competition.

Don't print your own materials if you can agree on a standard set of materials that every organisation can use – this ensures consistency of message and approach.

Do use a mix of communication channels to get your safety messages across successfully. Be creative!

Contents

Responsibilities and timelines

UNICEF works with children, families and communities to lower their risks of being hurt by landmines.
We work for and with mine survivors.

UNICEF advocates for the universal ban of all anti-personnel landmines and for an end to the use of cluster munitions.

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Comments are welcome on this first edition. Please contact the Child Protection Division in UNICEF New York.

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If we have omitted anyone, it is inadvertent and future editions will include the proper reference.

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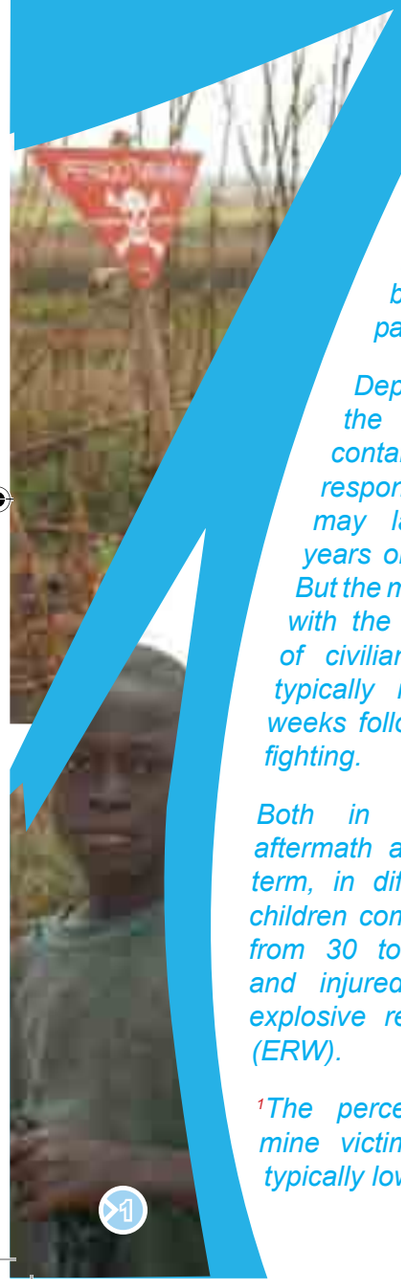
Introduction



Armed conflict typically results in explosive hazards that threaten the lives and well-being of civilians, particularly children.

Depending on the extent of contamination and the response, this threat may last for weeks, years or even decades. But the most acute threat, with the highest number of civilian casualties, is typically in the first six weeks following an end to fighting.

Both in the immediate aftermath and in the long-term, in different countries children comprise anywhere from 30 to 60% of killed and injured civilians from explosive remnants of war (ERW).

[1]The percentage of child mine victims, however, is typically lower.

What is MRE?

Mine risk education (MRE) is a preventive health and education initiative that seeks **to save the lives and limbs of civilian adults and children** who are either living with the threat of landmines or ERW, or who are likely to face such a threat (for example, during and following the repatriation or return of displaced persons). Its primary strategy is to instil safe behaviour by raising awareness and educating both those at risk as well as those around them who can influence their behaviour.

An MRE campaign or project provides **safety messages** about the existence of a **threat from explosive devices** through a **variety of communication channels**. This may include the mass media, working with the Ministry of Education and other government counterparts to integrate MRE into the primary and secondary school curricula. In addition, MRE also uses the technique of "**community liaison**" to support the efforts of affected communities to address the impact of mines and ERW. This is done by helping to develop capacities within communities to manage the risks from mines and ERW and to help them to link with other mine action operators (especially those involved in demining or victim assistance) as well as broader relief and development actors.

What is emergency MRE?

UNICEF defines an emergency as *"a situation which threatens the lives and wellbeing of large numbers of population and in which extraordinary action is required to ensure their survival, care and protection."* An emergency may result from an armed conflict or a natural disaster. **Emergency MRE** refers to efforts in an emergency situation to raise awareness of the threat from mines and explosive remnants of war and to promote safe behaviour among the largest number of civilians potentially at risk, particularly children, in the shortest possible time.

Point to consider:

Remember that the process of how the emergency phase is addressed by MRE is all important, as it will positively or negatively affect longer-term actions and results.

How does MRE differ in an emergency?

Ideally, MRE should be an exchange of information with specific groups within at-risk communities to support sustained behavioural change. This is the basis of community-based MRE. In an emergency, for reasons of time, most of the communication will normally be one-way. The aim is to reach the greatest number of at-risk people in a few weeks with information about the explosive threat and basic safety messages to encourage safe behaviour. Good MRE is always based on an understanding of ***why*** people, particularly children, are at risk from mines or ERW. We generally think of four risk-taking categories for the purposes of MRE:

- **Unaware** the person doesn't know about the danger of mines or ERW; this category typically includes very young children;
- **The Uninformed** the person knows about mines or ERW but doesn't know about safe behaviour; this category typically includes children or the elderly;
- **The Reckless** the person knows about mine-safe behaviour but ignores it; this category typically includes adolescent boys playing with ERW);
- **The Intentional** the person has no option but to intentionally adopt unsafe behaviour; this includes especially male youths or adults farming or grazing in suspect hazardous areas.

[1] The term "explosive remnants of war" covers unexploded ordnance and abandoned explosive ordnance. Unexploded ordnance (or UXO) refers to any ammunition that has been used but which has failed to detonate as intended. Abandoned explosive ordnance (or AXO) refers to ammunition stockpiles that have been left behind by a party to an armed conflict. See, further, Section B of this Toolkit.

What is the aim of the Emergency MRE Toolkit?

The Toolkit is designed to take an MRE project manager or project team step-by-step through the first six weeks of an emergency MRE campaign.

Unless you have previous experience of MRE this Handbook should be read **in full** before planning an intervention.

Remember, you can always consult with the Landmines and Small Arms team in UNICEF Headquarters for further support!

A glossary of abbreviations and key terms and a list of selected resources are included in Annex 1.

Annex 2 outlines a suggested curriculum for an initial three-day training of an emergency MRE team.

Annex 3 includes a generic Knowledge, Attitudes and Practices (KAP) survey for adaptation to the local context.

This Emergency MRE Handbook is completed with an Index for ease of use.

[2] Mine action is the name for the sector that specialises in dealing with contamination from mines and ERW. It has five "pillars", one of which is MRE. The other four are demining (survey and clearance of affected areas), **victim assistance, advocacy to ban anti-personnel mines (and cluster munitions), and (anti-personnel mine) stockpile destruction.**

Layout of the Handbook

The Handbook is divided into eight sections, each included with supporting materials.

Section A

Provides **an overview of responsibilities** in an emergency MRE campaign, including **timelines** for the different interventions outlined in the Handbook.

Section B

Describes the typical **threat from explosive devices to civilians, especially children**, during and following an armed conflict. It presents the different types of explosive devices – landmines and explosive remnants of war, including submunitions – as well as their impacts on individuals and communities.

Section C

Looks at how to set the "baseline" in an emergency through the conduct of **a needs and capacities assessment**. Proper assessment is too often not done because of the pressure an emergency brings, but as a result the MRE provided is less effective. This section lists key data you need to gather and some of the challenges you will likely face in doing so. Remember, even a quick needs assessment generates valuable information on which to base your plans.

Section D

Gives guidance on **setting objectives and strategies**, especially on how to target different at-risk groups effectively. Not everyone is at equal risk from explosive devices. The level of risk people face depends not only on the number or even type of explosive hazards present, but also to a great extent on the livelihood and recreational activities of members of affected communities. This section discusses some of the different strategies to employ, depending on whether you are targeting adult males, adolescent boys or women and girls.

Section E

Looks at **how to communicate MRE effectively** in an emergency situation. The most successful efforts to achieve mine- and ERW-safe behaviours use a variety of person-to-person, mass media and traditional media channels. The section includes examples of materials used in earlier MRE campaigns and suggestions for story lines for radio spots.

Section F

Looks at **coordination of MRE efforts** in an emergency. It describes the strengths and weaknesses of the main actors typically involved in some way in MRE, including within mine action.[2] Coordination is essential to avoid the risks of efforts being duplicated, messages contradictory, and priority-setting poor.

Section G

Addresses **staff security and safety**. Learning how to avoid accidents from mines or ERW is the responsibility of each individual travelling to an affected area. Employers also have a responsibility to ensure that everyone receives a proper safety briefing. The UN's *Landmine & ERW Safety Project* described in this section addresses the need for systematic safety briefings, primarily for aid workers.

Section H

Once the first few weeks of the emergency are over and MRE is up and running, you need to begin thinking about the **evolution** of your project. Section H suggests three issues that require particular consideration as the situation unfolds:

- Adjusting MRE to the changing nature of the threat (especially as the threat from mines diminishes and ERW claims more victims);
- Addressing recklessness (especially playing) by boys and youths; and
- Finding alternatives to intentional risk-taking, which grows in importance as time goes on and the situation transitions to reconstruction and development.

Section A

Responsibilities and timelines

A seven-step approach should guide an MRE project manager or team in their work, as set out below.

Suggested timelines for the first six weeks of emergency MRE set out responsibilities for action, including within UNICEF.

Step one

Even though time is of the essence, always start by trying to **understand the threat**. You can do this with relevant NGO partners, other UN agencies and government counterparts. What explosive devices pose the greatest risk (and where) and who is getting killed or injured (or likely to do so, for instance in the case of returnees)?

Step two

Using your baseline, **plan your response**. Set objectives that target specific audiences with clear messages. Select communication channels that are appropriate to the context (normally a mix of different channels is best), and the local culture. At this point, you should decide how you will monitor your MRE Campaign.

Step three

Select and **train your staff** (or partners' staff and volunteers) **in the delivery of MRE**. This means they must not only know basic MRE messages, they must also understand the basic principles of behavioural change and how to work effectively at community level.

Step four

Do your best to **ensure the safety of everyone involved in the project**. If security briefings do not include mines and ERW, be sure to ask the security officers to provide one. Get approvals to work in your priority areas from the relevant actors.

Step five

Make **your implementation participatory**. Involve communities actively in MRE, as far as the security situation permits. Encourage your staff and those of your partners or counterparts to listen carefully to what members of affected communities are telling them. Data collection on victims and dangerous areas is an integral part of this process.

Step six

Make sure your project is **sharing information and plans with others** and any national or regional coordination on a systematic basis.

Step seven

Conduct an **internal review** after several weeks of MRE. Use the lessons learned as the basis for future planning. Conduct refresher training as necessary.

WHEN EMERGENCY BREAKS OUT

With relevant government counterparts and/or UN & NGO partners, you should

WEEK ONE

1-Issue emergency warnings (Communication and Child Protection)
2-Conduct needs and capacities assessment (Child Protection)
3-Raise budget line (Child Protection)

WEEK TWO

1-Plan response (Communication and Child Protection)
2-Decide on and contact implementing partners. Set up working group with other actors if one already established (Child Protection)
3-Look for funding. Contact the Child Protection Section in UNICEF New York for possible funding and technical assistance support (Child Protection)
4-Ensure staff are trained in mine-safe behaviour (UNICEF Security Officer and UN Security Officer)

WEEK THREE

1-Agree on MRE messages and methods of dissemination. Involve local communities where feasible. Contact mass media if necessary (Communication and Child Protection)
2-Prepare data collection forms for casualties and suspect hazardous areas (Child Protection and implementing partner in consultation with authorities)
3-Prepare MRE materials (Child Protection and implementing partner in consultation with authorities)
4-Conduct training of MRE facilitators (UNICEF consultant and/or implementation with authorities)

WEEK FOUR

1-Deploy MRE teams to affected areas (Implementing partners)
2-Establish database for data entry (Child Protection in consultation with authorities)
3-Prepare plan for initial review of project (Child Protection in consultation with authorities)

WEEK FIVE AND SIX

1-Organise "lessons learned" workshop for MRE teams (Child Protection and Implementing partners)
2-Conduct refresher training as necessary (Implementing partners)
3-Prepare long-term project plan, if needed (Child Protection and/or UNICEF consultant)

Suggested timelines for the first six weeks of an emergency MRE campaign

Section B

Understanding the threat

Knowing the types of explosive devices that are most affecting civilians is the first step to planning an effective response. And any response must be adapted to the situation on the ground where you are – not for some other situation.

Accordingly, this section reviews the main categories of explosive ordnance and summarises the impacts of those that typically pose the greatest threat.

Types of explosive device

The most prevalent type of explosive hazard during and following an armed conflict is unexploded ordnance.

Unexploded ordnance *(UXO, see Figure 1 for examples)*

refers to any munitions (e.g. bombs, shells, mortars or grenades) that were used but which failed to detonate as intended (usually on impact). Failure rates may be as low as 1 or 2 per cent, or as high as 30 or 40 per cent, depending on a range of factors, such as the weapon's age, storage conditions, method of use and whether the ground is soft or wet.

Landmines *(see Figure 2)*

are victim-activated explosive devices intended to kill or injure people (anti-personnel mines or APMs) or destroy or damage vehicles (anti-vehicle mines or AVMs). They have been used in about 60 countries, though they severely affect fewer than 20 today.

Anti-personnel mines *(see Figure 3a)*

are 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. Their use is banned by international treaty (the Anti-Personnel Mine Ban Treaty, or MBT), to which 156 states are legally bound. Some 40 other states are not yet party to the treaty, though many voluntarily respect at least some of the MBT's provisions. Some non-state armed groups use landmines, too.

Figure 1: Examples of unexploded ordnance

Figure 2: A variety of commonly found landmines

Figure 3a: A variety of anti-personnel mines

Point to consider:

Although a basic knowledge of different explosive devices is certainly needed, you don't have to have military experience to be a good MRE project manager. What is really important is that you know how to communicate.

Figure 3b: Different types of anti-personnel blast mine. The pen is included to give an idea of the size of the mine.

Figure 4: Different types of fragmentation mine (© ICRC, GICHD)

Blast mines *(see Figure 3b)*

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 covered in plastic. They contain enough explosives to blow off the foot or leg of the person who triggers one.

Fragmentation mines *(see Figure 4)*

are usually placed above ground. A common fragmentation mine is placed on a stake and is normally triggered by a tripwire. Its metal casing is pre-formed to shatter into many fragments over a radius of 25 metres. Other types of fragmentation mine are directional fragmentation mines (also called Claymore mines due to the name of a well-known type) and bounding fragmentation mines. These mines are often triggered by the snapping of a tripwire.

Anti-vehicle mines *(see Figure 5)*

(previously called anti-tank mines) are intended to destroy vehicles, especially tanks or armoured vehicles. They therefore contain far greater quantities of explosive than is the case for typical anti-personnel mines. Most are blast mines detonated by pressure *(see Figure 5)*. Anti-vehicle mines are usually buried under the surface of roads.

Cluster munitions

(also called cluster bombs) are a major hazard in certain countries. A cluster munition is a dispenser that contains explosive submunitions which it ejects when used. A submunition is an individual item of explosive ordnance contained within the dispenser and which is ejected at some point after the cluster munition is fired, launched or dropped. Submunitions are usually dispersed from the air or the ground and are designed to detonate on impact.

Submunition blinds *(unexploded submunitions, also called ‘duds’, see Figure 6)*

(also called cluster bombs) are a major hazard in certain countries. A cluster munition is a dispenser that contains explosive submunitions which it ejects when used. A submunition is an individual item of explosive ordnance contained within the dispenser and which is ejected at some point after the cluster munition is fired, launched or dropped. Submunitions are usually dispersed from the air or the ground and are designed to detonate on impact.

Figure 5: Different types of anti-vehicle mine (© ICRC)

Figure 6a: A cluster munition dispenser with submunitions that were not dispersed

Figure 6b: Submunition blinds in south Sudan (© NPA)

Figure 7: AXO lying where any civilian can pick it up in Iraq

Figure 8: A booby-trapped banner in Nepal

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Abandoned explosive ordnance *(AXO)*

is explosive ordnance that has not been used during an armed conflict, and which has been left behind or dumped by a warring party. If left unguarded, these caches of ordnance (i.e. ammunition) can lead to fatal accidents. Figure 7 shows AXO lying around in Iraq where anyone can come and pick it up. This is how lives are lost.

Improvised explosive devices *(IEDs)*

In certain conflicts, improvised explosive devices (or IEDs) are widely used. IEDs, as the name suggests, are not made in a factory, but are "home-made" devices that adapt existing explosives or munitions. They may be victim-activated, but are more often detonated by remote control. IEDs have been used to devastating effect in armed conflicts in Afghanistan and Iraq. They were also used in the former conflict in Nepal *(see Figure 8)*. Since they are very difficult to identify it is challenging for MRE programmes to address a risk from IEDs.

Relative threats to the civilian population

Following the cessation of active hostilities, the greatest threats to civilians, particularly children, usually result from the presence of anti-personnel mines and, if cluster munitions are used, submunition blinds. Children's natural curiosity and love of play means they may all too readlily touch a suspicious item, sometimes with tragic consequences. As **anti-personnel mines** *(see Figure 9)* are often buried or, even when above the ground, very hard to see, they are a significant danger to civilians. Warning signs are very rarely placed by the warring parties, so there is little to alert a person entering a mined area to the danger unless there is evidence of a military position or earlier combat.

Submunition blinds *(see Figure 10)* are often easier to see but their colour and shape makes them attractive, particularly to children, and their sensitive fuzing systems means the slightest touch may set them off. Many submunitions are designed to penetrate through armour plating so their explosive force is considerable. They kill more often than do anti-personnel mines, which are often designed to injure severely. In Lebanon in 2006, the widespread use of cluster munitions, especially in the last few days of the conflict, has resulted in more than 200 civilians either killed or injured, of whom more than one-third were children under 18.

Figure 9: Anti-personnel mines weathered by age and the elements are very hard to see even if they are visible

Figure 10: Submunition blinds in Serbia
(© Serbian Civil Protection Unit)

Point to consider:

In 2006, a total of 5,751 casualties from mines, ERW and victim-activated improvised explosive devices were recorded in 68 countries and areas. Due to under-reporting, the true number of casualties is probably at least double that for which records exist. (Landmine Monitor Report 2007)

Section C

A Needs and capacities Assessment

The single biggest weakness of MRE is that projects are too often planned and implemented without an adequate ***assessment of needs and existing capacities****.*

Experience has shown that assumptions about who is at risk and why are frequently wrong. The consequence is that the targets and strategy of an MRE project are therefore also probably wrong. An assessment can minimise the chances of your project failing to address those most at risk.

Before determining who you or your trusted partner or counterpart will seek to protect and how, you should ask a few simple questions and record the answers.

This initial assessment will form the basis for planning even though it will be amended and updated based on new information as it becomes available.

Of course, time is short in an emergency. But this should not be used as an excuse to avoid conducting a basic assessment.

Find out the following as a minimum:

- **Who** is especially at risk?
- **Where** are they especially at risk?
- **When** are people at risk and when should MRE be delivered?
- **What** explosive hazards pose the greatest risk?
- **Why** are people coming into contact with explosive hazards?
- **How** can those at greatest risk be reached most efficiently by MRE messages?
- **Is anyone else** addressing risk at the local level and if so, how?

If you can answer these questions with some confidence, you have the necessary information on which to base your planning. More detailed guidance on the information required is contained in Box 1.

One way to collect this information is through a Knowledge, Attitudes and Practices (KAP) survey. Although this may be difficult to manage and implement in the very early stages of an emergency, it can be a useful tool to guage how much communities know about the threat from mines and ERW. This will help you to better orient your programme. Conducting questionnaires in a random sample of communities in affected areas is one way to gather the data, or, to save time and money, you can organise focus group discussions in at leastfive communities impacted by mines or ERW. Annex C contains a model KAP survey questionnaire that can be adapted to fit the local circumstances.

- Which areas are most affected by the conflict?
- Was it ground fighting or aerial bombing?
- What weapons were used in those areas?
  - Anti-personnel mines?
  - Anti-vehicle mines?
  - Cluster munitions?
  - Aerial bombs?
  - Grenades?
  - Artillery or mortar shells?
- Have there been casualties from these weapons among the civilian population? If so, what is the breakdown by age and sex?
- Which particular explosive devices appear to be causing most casualties?
- Which livelihoods or activities appear to result in the highest number of casualties?
- Is population movement or displacement a major factor?
- Is access to schools, medical centres or water points threatened by explosive devices?
- What access to mass media does the civilian population have? E.g. radio, TV, newspapers. How does this differ between rural and urban areas?
- Which programmes do people predominantly watch/ listen to and at what times? *(If possible, disaggregate listenership figures into men, women and children.)*
- Is it safe to enter communities and provide MRE messages?
- Are there public health campaigns currently in progress?
- Are any local people experienced in dissemination of information?
- Which community members are particularly influential? Is the community aware it is living in a contaminated area?
- Who, if anyone, is already providing MRE?
- Who is capable of doing so quickly and safely?
- What, if any, mine action coordination mechanisms exist?

Box 1: Information requirements for an emergency needs assessment

Point to consider:

In 2006, civilians accounted for three-quarters of recorded mine and ERW casualties and children were 34% of civilian casualties, nearly all boys.
(Landmine Monitor Report 2007)

Figure 11: Familiarity with ERW often leads to risk-taking

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Determining target audiences

Determining target audiences means defining who needs to receive safety messages as a priority.

Not everyone is at equal risk from explosive hazards. Movement and livelihoods will increase or reduce the interaction with the hazards – and therefore the level of risk. It's easy to make assumptions about who is likely to be most at risk – and even easier to be wrong *(see the list of facts on page 10)*. This is why your needs assessment should look at casualty figures to get an initial idea of who is really at greatest risk.

Source of information on casualties

Information on **casualties** and the **use of weapons** can normally be obtained from the International Committee of the Red Cross, the national mine action centre (if there is one), the Ministry of Health, or press reports. If none of these have any data, you will need to start gathering data. This can be done simply by visiting hospitals or rehabilitation centres in or near the affected areas.

Data recording can be on a simple form *(see Figure 12)* and data entry and analysis done using Microsoft Excel or another simple spreadsheet programme.

Casualty data is essential for two reasons. First, it is the best guide to risk-taking at community level. Second, MRE projects are in a good position to support survivor assistance. So you need to find out the activity at time of incident and why the device was detonated (e.g. was it ignorance of the existence of a mined area, playing with an item of UXO, scrap metal collection?). This information should always be disaggregated by age, sex and gender to enable better targeting of MRE.

As with all data gathering, you only collect what you really need, so forms should be no more than a page in length. Multiple choice or tick boxes are to be preferred to save time when completing the forms. Of course, if a national standard or template for data gathering is agreed, this should be followed. But this is unfortunately rare at the beginning of an emergency.

1-Name of casualty (family name first):

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

3-Sex (circle as relevant):
Male Female

4-Are you a returning refugee or internally displaced person? ❑ Yes ❑ No

5-Date of birth (year first then day and month):

6-Date of accident (year first then day and month):

7-Location of accident
(with GPS coordinates from safe area, if possible):

8-What type of land did the accident occur on?
- Agricultural land
- Grazing Land
- Road
- Play area

9-Device (circle as relevant):
- Anti-personnel mine
- Anti-tank mine
- Cluster munition
- Other UXO
- Fuze/detonator
- Unknown
- Other (please specify).....

10-How was the device activated? (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
- Other (please specify).....

11-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) .....

12-Name of interviewer (family name first): .....
.....

13-Date and place of interview: .....

Figure 12: A casualty data form

- **Name of Village:**
- **Location** (with GPS coordinates if possible):
- **Date visited:**
- **Names of field staff personnel:**
- **A-Are there areas containing mines in or near the village?**
  - If so, where are they? (draw map and, if possible, take GPS coordinates)
  - Do people go there?
  - Who?
  - Why?
  - How often?
- **B-Are there areas containing unexploded bombs, grenades or shells (UXO) in or near the village?**
  - If so, where are they?
  - Do people go there?
  - Who?
  - Why?
  - How often?
- **C-Are there areas containing stockpiles of weapons or ammunition in or near the village?**
  - If so, where are they?
  - Are the stockpiles locked/guarded?
  - Do people go there?
  - Who?
  - Why?
- **D-Have there been any victims of explosive devices (people or animals) in the last 12 months in or near the village?**
  - If so, where?
  - How many?
  - What type of land is affected by mines or ERW?

Figure 13: Report on suspect hazardous areas

Gathering data on suspected hazardous areas

Identifying accurately the location of suspected hazardous areas is a challenge for almost every mine action programme. The risk of false positives is very high, which can tie up clearance assets for a long time without covering land that is actually contaminated. This means there is potentially an important role for community MRE teams.

Thus, reports of contaminated areas should be faithfully recorded along with the reasons to believe there is still contamination on them. The type of explosive device believed to be present should also be noted. Figure 13 suggests a template for a reporting form on suspected hazardous areas that can be used by MRE teams at community level.

Understanding the **impact** of each suspected hazardous area on nearby communities is far more important than estimates of size, which tend to be highly inaccurate. This can help with priority setting by the mine action centre for both clearance and MRE.

Figure 14a shows how close the physical interaction between children and explosive ordnance can be. But Figure 14b illustrates that protective measures can be taken through targeted MRE.

Storing data

Of course, a database is needed for data storage and analysis. One popular programme is **EpiInfo™**, which is widely used for statistical analysis in the public health sector and has a specific module for mine/ERW casualties.

It is also available for download free of charge at: **www.cdc.gov/epiinfo/.**

Another database for management of mine action programme information is the Information Management System for Mine Action (IMSMA, see **www.gichd.org/operational-assistance-research/information-management/imsma-overview/**).

Figure 14a: Children and UXO: a deadly mix

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Figure 14b: Children can be protected through MRE, as UNICEF's programme in Nepal has shown

Point to consider:

Promote the principle of community participation at each of the planning, implementation and monitoring phases of your project, even in an emergency. This has proven to lead to more positive outcomes.

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Ten principles for data gathering

1. **Get permission from the local authorities and the communities themselves before you start collecting any data.** Remember, there may be political sensitivities about recording information linked to explosive devices. You may also put in danger the community. You have to earn their trust, so take the time to build up a rapport with community members.

2. Where possible, a data gathering team should consist of **two data collectors – one man and one woman.** In general, **men should interview men** and boys, and **women should interview women** and girls.

3. An interview to fill in the casualty data form should only be conducted with the **full consent** of the victim or the victim's family. You must explain who you are, why you are collecting information, and what will be done with it.

4. Be sensitive and tactful in asking questions. Collecting data from mine/ERW casualties is sometimes difficult.
It may be upsetting to the survivor to talk about the accident. **Discretion is essential** – you are not there to add to the trauma suffered by a survivor.

5. **Confidentiality** is often required for some information and it is crucial that this be respected if the trust of the community is to be maintained. Make it clear that information will be kept confidential if needed.

6. If the interviewee does not want to answer a question, **do not try to pressure them** to do so. You should write on the form that the interviewee does not want to answer. This will enable others to understand why the information is missing.

7. **Be prepared to answer questions** from the person you are interviewing, including why specific questions in the questionnaire are asked. It is not reasonable to expect someone to answer a question if they do not know why it is being asked.

8. **Don't raise expectations you cannot fulfil.** Clearly, in the context of an emergency an immediate mine clearance response is unlikely.

   Be careful not to raise false hopes, while stressing that the data is being collected for a purpose – which is ultimately to help communities in need.

9. **Make sure everyone's needs are considered.** Gender, social and educational background may affect the way people respond.

   In particular, in some countries it is difficult to get accurate data on women casualties unless there are women in the teams.

10. **Mine and ERW survivors have rights.** These must be respected at all times.

FACT:
Children are not the most likely to be injured by landmines (though they often are in the case of ERW).

FACT:
Women are not typically more at risk than men from landmines or ERW.

FACT:
Most casualties in the first six weeks of an emergency tend to be returning refugees and internally displaced persons.

FACT:
After the initial emergency is over, intentional risk-taking (especially while farming and grazing animals or playing with ordnance) occurs more often than unintentional risk-taking.

Section D

Setting objectives and strategies for an emergency MRE campaign

Now you have gathered the necessary data through the needs assessment, you need to analyse it and determine the appropriate response.

As already mentioned, not everyone is at equal risk from explosive hazards. The level of risk people face depends not just on the number or even type of explosive hazard present, but also on the livelihood and recreational activities of the individual members of the nearby communities. Population displacement or even movement are particular risk factors.

Setting objectives

Clear objectives are those that are SMART:

Specific,
Measurable,
Achievable,
Relevant, and
Time-bound.

Thus, for example, “to provide MRE to those at risk” is not a SMART objective.

The more precise you are in your assessment and planning, the better the targeting of safety messages will be. Some possible objectives are as follows:

- To provide MRE safety messages to at least 50% of refugee (or displaced) children prior to return from camps in X and Y;
- To produce and broadcast on national radio 20 radio spots of 30 seconds each targeting the “uninformed” within six weeks;
- To establish a community liaison capacity of 20 persons in region A within six weeks; or
- To conduct an emergency survey of risk-taking among returnees in province B within four weeks.

Statistically, adult males are almost invariably those who are at greatest risk in an emergency, followed by boys between 10 and 18 years of age. Some may be engaged in combat or police functions, but most of the injured are farmers or herders in rural subsistence communities. Scrap metal collection for income generation or playing with ordnance is also a major risk-taking activity in many countries.

Point to consider:

Remember that the process of how the emergency phase is addressed by MRE is all important, as it will positively or negatively affect longer-term actions and results.

Targeting strategies

MRE for men

It is difficult to change anyone’s behaviour, but men are especially difficult as they often assume they are already experts in everything. Furthermore, in many communities, men have a critical role in farming, gathering food or herding, so if you turn up and assume they will want to stop what they are doing and come and listen to you, you may be disappointed.

As with all MRE, you need to find people whose opinion they trust, whether that is the traditional leader, the head of the village, or the local religious figure. Some can be enlisted as volunteers to provide data on the location of hazardous areas and any victims that occur in the neighbourhood.

Sometimes, men hear the word “education” in the title of MRE and thereby assume that this means it is only for children. Remind them that statistically, they are the most at-risk group. And make sure they are given responsibility – to pass on appropriate safety messages to their families, even if they don’t believe they need MRE themselves.

It may be useful (and even necessary) to meet with local education authorities or women’s secretariats when ‘selling’ MRE as an educational and behavioural change approach.

To be truly effective, a mine action response, including MRE, must be part of a wider humanitarian response. So, coordination with other sectors in an emergency is vital.

MRE for adolescent boys

Perhaps less in the initial stages of an emergency, but increasingly thereafter, adolescent boys typically become a major risk category. The fatal attraction of things that explode means that UXO will claim an increasing number of child victims as time goes on.

Strategies should avoid relying on the word “no!” – the last word that an adolescent boy wants to hear – and instead focus on encouraging their engagement in protecting their peers and other community members.

Schools are an obvious place to start with MRE messages, using teachers and students to pass on safety messages. But this may miss people engaged in livelihood activities who may be far more at risk. If employed well, child-to-child can reach out-of-school children and mobilise those who might otherwise engage in reckless behaviour around ERW.

If you have more time and money, getting a football player, pop star or other celebrity to promote MRE messages may help to pass the message more effectively than dedicated MRE teams.

MRE for women and girls

It is not always easy to meet the specific needs of women and girls for mine risk education. Even though they are generally not at as high a risk as men and boys (based on available data), they have a critical role in instilling safe behaviour among their children and peers.

Accordingly, awareness-raising techniques should ensure that access to MRE is available to make women and girls. Furthermore, as their voices are often neglected or ignored, remember that women may have important information on the location of hazards and occurrence of victims.

So wherever possible, **ensure that dedicated MRE teams are mixed gender** (or all women) as this will facilitate efforts to involve women and girls in any project as actors and beneficiaries. Other ways of reaching women are through medical clinics, by training nurses or medical staff to deliver MRE messages, or using radio at times women are likely to be listening.

MRE for IDPs and refugees

Most casualties in the first six weeks of an emergency tend to be returning refugees and IDPs. This is because they are unfamiliar with the exact nature and extent of the threat they will face (though they are not necessarily unaware that an explosive danger of some sort exists).

IDPs and refugees need to be targeted with MRE before return, if possible at relevant stopping points en route for their homes, and once they have resettled. The best advice you can give them is to ask the local people for guidance on where is safe and where is dangerous. And remind them that with new-found freedom comes responsibility – to protect themselves and their families!

Integrating MRE with other programmes

Another major decision in planning will be whether to try and integrate MRE with other preventive health campaigns or relief work or whether to conduct stand-alone projects. Time pressures may often – understandably – lead to a separate MRE initiative being launched, at least initially, but this approach can and should be amended subsequently.

Evidence suggests that links with humanitarian aid delivery can reduce the need for risk-taking.

For example, where winters are cold, delivery of firewood can reduce the need for people to enter forests to gather wood for fuel for heating and cooking. (Forests are often mined or contain UXO because soldiers use tree cover against aerial bombing.)

MRE projects can also be integrated into broader health or education projects and programmes. HIV/AIDS programmes, for instance, use similar communication methodologies to instill safe behaviour among target populations. MRE can also help to support broader capacity development in the education system with educational materials containing MRE messages and teacher training.

Don’t forget that each project must have the full approval of the local administration. In any post-conflict situation there will be an understandable amount of suspicion about new individuals and community activities on anything linked to the conflict.

Spend time explaining the concept of MRE to the local authorities and encourage their support for the project. Always remember that the inclusion of members of the affected community in your planning phase – including children and youth where feasible – will strengthen the final outcome.

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Estimating costs

Unfortunately, in many countries an excessive percentage of MRE project budgets tend to go on small media, such as posters and T-shirts.

A break-down by item of expenditure in an effective emergency MRE campaign (although obviously widely variable and context dependent) might look something like this:

- 30% of costs to establish and deploy dedicated MRE teams;
- 30% of costs for logistics;
- 15% of costs for mass media efforts;
- 10% of costs for small media;
- 10% of costs for project management and monitoring staff salaries; and
- 5% of costs for external evaluation or review.

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Specifications and cost estimates for material production

Indicative prices are per copy for a minimum print run of 1,000, apart from the flip chart for which a print run of 100 is quoted. Prices reduce per copy (quite significantly) as the numbers printed increase. This is because many of the costs associated with printing are incurred with setting up the printing machines for the particular task. Once that is done, the costs are largely just the paper and ink.

Colour poster

A4 Format
Laser printing
Full colour
One sided
Matt paper 120 grams
€0.60 (US$1 approx.)

A3 Format
Laser printing
Full colour
One sided
Matt paper 120 grams
€1.15 (US$1.75 approx.)

Brochure

Brochure 3 panels
A4 Format
Laser printing
Full colour
Double scored
Double sided
Matt paper 200 grams
€1.45 (US$2.60 approx.)

Flip chart

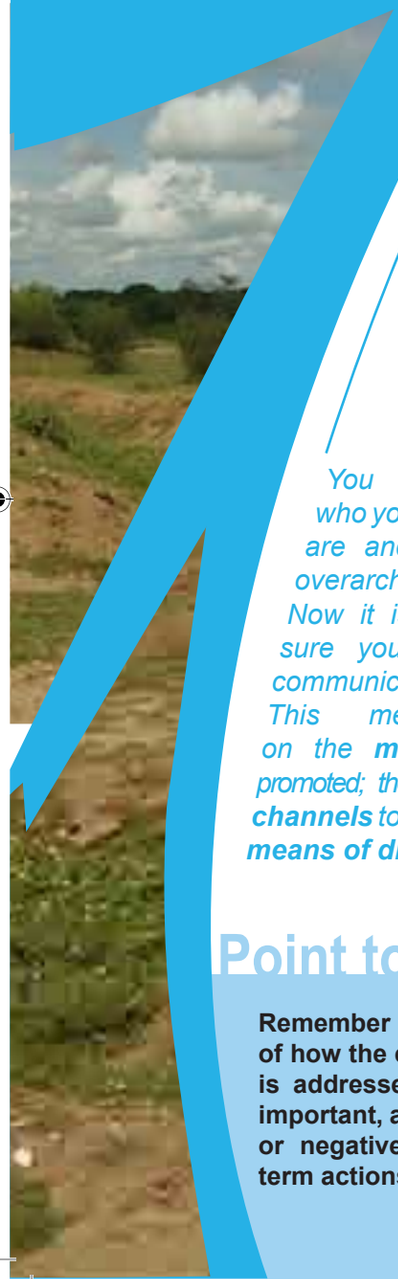
A3 format
Laser printing
Full colour
Double sided
Matt paper 300 grams
€4.00 (US$6.20 approx.)

Example of a poster

Example of a double-sided three-panel brochure

Section E

Communicating MRE effectively



*You have identified who your priority targets are and determined an overarching strategy. Now it is time to make sure you are going to communicate effectively. This means deciding on the **messages** to be promoted; the **communication channels** to be used; and the **means of dissemination**.*

Point to consider:

Remember that the process of how the emergency phase is addressed by MRE is all important, as it will positively or negatively affect longer-term actions and results.

Behaviour change

The approach should focus on encouraging mine-safe behaviours that are appropriate to the specific situation and people's existing knowledge. The behaviours being communicated must be feasible. There is no point in promoting behaviours that are not possible for economic, political, social or religious reasons.

One effective way we learn new behaviour is from other people, either directly through personal contact or indirectly through the media. Both ways can be used to demonstrate to people "like us" how to practise mine-safe behaviour and to stimulate discussion among families, friends and communities.

Key MRE messages

Determining the key messages in an emergency depends on a variety of factors, such as the target audience and the types of risk-taking behaviour. First, though, you need to know which types of explosive hazard people are facing most.

If mines are the greatest threat, do not use "don't touch" messages, as people are rarely injured through touching mines; rather they step on them or trigger unseen tripwires. So raise awareness of the danger and then stress safe behaviour, like:

- Stay on a well-used path.
- Ask local people where is safe and where is dangerous.
- Stay away from overgrown areas, military bases and equipment.
- Report explosive ordnance to a responsible person or authority.

If unexploded submunitions (or other forms of UXO) pose the greatest threat, "don't touch" messages are far more appropriate:

- Unexploded bombs are lying in the fields around your homes.
- They are small but extremely powerful and can kill many people.
- They are highly unstable – you never know when they're going to explode.
- NEVER touch them, pick them up or kick them.

Communication channels

The most successful efforts to achieve mine-safe behaviours use a variety of interpersonal, mass media and traditional media channels. These include individuals who practice mine-safe behaviours, local influential people and community leaders, radio and television networks, community training programmes and – most important of all – those that encourage communities to participate in planning, implementing, monitoring and improving their own interventions.

Although interpersonal communication has often been used in programmes, MRE practitioners have tended to prefer using trained instructors paid by the programme, or "media products", such as T-shirts or posters. On the other hand, valuable local radio and television have been underused. Focus on how you can use radio in your MRE project – it will pay dividends.

In an emergency, the mass media can often play a major role in raising awareness of the danger of mines and ERW as well as giving basic guidance on safe behaviour. Using the mass media can be expensive, so you need to get creative. Make yourself or your staff available for interviews following an accident or discovery of contamination and use the opportunity to stress safety messages. Prepare what you're going to say and then say it, **clearly**.

If you feel spots (short announcements on radio or TV) are needed, **don't forget local radio**. It's cheaper and may actually reach more people in a particular region as it uses the appropriate languages.

If they're interesting, a phone-in or discussion involving representatives of affected communities and the authorities can get people talking about the threat they're facing. You can also negotiate with both public and private media for free air space, which UNICEF often does in its regular programming.

In some emergencies, however, the mass media may be inaccessible to rural and many urban populations.

Any mass media approach should be supported by other communication channels, such as person-to-person communication. Where appropriate, traditional and small media (e.g. drama and posters or leaflets) can be used.

Bear in mind, though, that research clearly shows that posters, brochures and flipcharts have limited use and are seldom cost-effective or durable. They are expensive to produce and to distribute, have a short lifespan, and training is necessary for effective design and production. Training is also usually needed in how to use them effectively.

Although experience shows that the bulk of small media production remains in store rooms and is never distributed, communicators are often seduced by the "ease" of production and the possibility to "control" the communication. Too often they are used to illustrate that the programme is "doing something".

So, reflect carefully before deciding to print posters and leaflets. Your aim is to save lives and limbs – not impress people.

Costing material production and dissemination

If you do decide to produce materials as part of your emergency campaign, remember to cost them accurately (see above). Printing is only one part of the costs of materials.

This means including the following items in your budget:

- Creative thinking (may cost nothing if you come up with the ideas yourself or with others);
- Cost of graphic design to lay out materials;
- Cost of field test;
- Printing costs (and possibly storage costs); and
- Some notion of costs of delivering materials to the areas to be targeted.

Means of dissemination

Everyone can convey risk reduction messages – children, women and men. Indeed, much of the information we get in our lives comes from other people. But because of the danger of the message being changed as it is passed along a line of people, messages should be very clear.

Understanding how people get information in target groups and communities – and whether strangers are welcome and trusted – is a pre-requisite to determining who is best placed to pass on information in any given context.

Interpersonal communication by trained MRE teams typically demands the greatest resources. Training an emergency team requires skilled personnel and at least two days of training before they can be deployed. They must usually be paid a salary (unless competent volunteers are used, for example the relevant Red Cross or Red Crescent society, in which case a small per diem will be given). They also need logistical support.

Pre-testing ideas and communication approaches

Spend a few hours brainstorming communication approaches with colleagues and staff, both local and international. This investment of time will pay off. Encourage creativity – the core of brainstorming is to generate as many ideas as possible. You don't start with a critical analysis of every suggestion.

When you have lots of ideas, then you can start to sift through them. Ask partners, counterparts and even friends, family and colleagues to rank ideas in terms of effectiveness, feasibility and cost. And remember that taking local culture into consideration will strengthen your MRE.

If you have more time (which admittedly may not be the case in the early stages of an unfolding emergency), consider organising a focus group discussion or group or individual interviews to discuss your approach with selected members of your target audience.

So if the primary audience is young men in rural villages, test the messages with a sample of these young men. If a secondary audience is mothers and/or school teachers, test these messages with these audiences.

Point to consider:

An essential component of behavioural change in an emergency is to understand what is influencing a person's or community's behaviour. Knowing their behaviour alone won't allow you to bring about effective change. Keep asking *why*?

Field-testing messages and approaches

When you have received solid feedback on your ideas (and amended them appropriately), it's time to field test the messages. As "time is of the essence", consider the field test as part of your implementation process, but be ready to change tack again if you find out you've missed something crucial.

Do not finalise any materials without first field testing them. You will need to make changes!

Maybe ask another local staff member to go along to an MRE session and observe it quietly from the back. Or send her/him go to communities that it was hoped would receive MRE through mass media initiatives.

Ask her/him to look for the following issues:

- Safe receipt of MRE by target groups;
- Interest of the beneficiaries in receiving safety messages;
- Understanding of the messages;
- Reaction to/trust of the means of delivery; and
- Ability of the communication to generate further discussion and action at community level.

This is the simple beginning of your monitoring system, so encourage everyone to see it as constructive feedback. That includes you, the project manager.

Summary of steps toward communicating MRE effectively in emergencies

1. Identify at-risk individuals and groups and 'unaware' communities
2. Create awareness about the threat and risk
3. Ensure that communities have adequate knowledge and skills to determine their own behaviour (e.g. if women and girls have to collect firework from an unsafe area, ensure they know the location of alternative, safer and cost effective options)
4. Address preventable mine risks with humanitarian agencies and enable them to help reduce risk for returnees, etc., in their planning and implementation phases. Perhaps other humanitarian projects have been determining and/or exacerbating risky behaviour.
5. Motivate the wider community and local authorities on the need for risk reduction.
6. Share data and information gathered on MRE with relevant agencies so that behavioural change can be addressed as a multi-sectoral issue.
7. Communities need to be able to see change so ensure that you communicate any measures taken to improve their situation by minimising, (and where possible eliminating) the risk.

Encourage individuals who have experienced or witnessed change to be leaders in behavioural change in other like-minded communities. Children who attend school and those who receive MRE outside a classroom setting can be excellent communicators to their families and communities, too.

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Resources for radio broadcasts

As we mentioned above, radio, especially local radio, has been an underused medium in MRE campaigns, especially in emergencies. Yet it reaches a wider audience than any other medium: there are an estimated 94 radios per 1,000 people in the least developed countries — ten times the number of televisions or copies of daily newspapers available. Since mines and ERW tend to be found in rural communities, some of which are remote, make sure you fully check radio's reach.

Radio builds on oral traditions and programmes are cheap, quick and easy to make. Radio listening is often a group activity, which encourages discussion of educational 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 mine risk education messages need to be discussed and demonstrated. And some more sensitive issues might be best communicated using traditional media.

If you are going to use radio to communicate mine risk education messages, remember 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; and
- Repeat the information

And bear in mind differences between women's and men's listening/viewing patterns. For example, if you want your messages to reach women, don't schedule your communication for early morning or early evening: these times might be prime listening time for men but women are likely to be busy preparing meals. Vary your scheduling to reach the maximum number of your specific target audiences.

If resources are limited, remember it is much more likely that people will hear a few short spots rather than one 30 or 60 minute discussion on mines or ERW. (Though a phone-in can encourage community involvement!) And, as noted, you may be able to get airtime for free. You might also consider providing technical equipment for a local radio or TV station to build their capacity.

We now suggest text for radio MRE in the following scenarios:

- A country or region with cluster munitions or ERW;
- A country or region with anti-personnel mines; and
- A country or region with anti-personnel and anti-vehicle mines.

Point to consider:

There are three principles to effective use of radio for learning purposes: entertain, educate and provide useful information. And, if possible, give the listeners an activity they need to do for themselves. That could be just passing on what they've learnt from the radio about MRE to a friend.

Where the threat is mainly cluster munitions

Here is a possible format you can use for radio programming with local communities affected by cluster munitions.

Mini-radio drama: one minute to three minutes

Have one main message and one secondary one in a scripted sketch for two or three characters. Be entertaining and don't include too much information.

Suggested text

- **Sarah:** Hello, Joyce.
- **Joyce:** Oh hello, Sarah. How are you?
- **Sarah:** I'm still in shock. Did you hear about the terrible accident in the next village to ours yesterday?
- **Joyce:** Yes, two boys were killed by a cluster bomb.
- **Sarah:** How did it happen?
- **Joyce:** Apparently, one of the boys found a cluster bomb while he was playing in the forest with some friends. It was one of the bombs that was dropped last week, but it hadn't exploded. He told the others what he had found. One of his friends told him to leave it alone as it could explode but he wanted to play with it.
- **Sarah:** I thought that a bomb which didn't go off when it landed was safe.
- **Joyce:** No, not at all. He picked it up and two of the boys started throwing it to each other. Luckily, the other boys left the area as they realised it was dangerous. A couple of minutes later they heard a big bang. They ran back to the village to get help but the boys were already dead.
- **Sarah:** Are there more of these bombs in the forest?
- **Joyce:** We don't know. But make sure you tell your children not to go there.
- **Sarah:** I will, straightaway. Thank you, Joyce.

Where the threat is mainly anti-personnel mines

Here is a format you can use with refugees or the internally displaced where the hazard is mainly anti-personnel mines:

A 30-second radio spot

Use an announcer to carry simple safety messages. Pick a time to broadcast when people are likely to be listening in (for instance, the news).

Suggested text

(Sound of explosion)

The war may be over but there is still danger. There are landmines in your country. These are explosive devices that are intended to kill or maim people when they step on them or break a tripwire. You normally cannot see them so you have to take care. Following a few simple rules can save your life.

During your return, look out for warning signs and respect them. And keep out of areas you are not sure about, as not every minefield has warning signs around it.

When you get back home, ask local people if there is a problem with mines in the area. Avoid approaching former military bases.

Remember, a mine doesn't know that a peace treaty has been signed. It's your job to protect yourself.

Where the threat is mainly landmines

Here is a two-minute radio spot you can use with refugees or the internally displaced at risk from anti-personnel and anti-vehicle mines.

Use an interview to carry one simple message, tightly packed with a music jingle. Have the announcer reinforce the message at the end.

Suggested text

Interviewer: Good morning. We're in Happy Village today to talk to local people about the threat from landmines. Ahmed, you're returning home after two years living in a refugee camp. What do you expect to find when you get back?

Ahmed: I hope that my house will still be there. I have waited for this moment for a long time.

Interviewer: Do you expect any danger during your return?

Ahmed: I know there are landmines in my country and normally they are buried under the ground so you cannot seem them. I have been getting advice from the United Nations on which roads are safe to travel as some of the roads have landmines laid just below the surface.

Interviewer: And once you are safely back home, do you fear mines near to your home?

Ahmed: Yes, I need to ask local people whether there is any danger. I will make sure I know where is safe to go.

Interviewer: Thank you Ahmed and good luck. Remember, a mine doesn't know that a peace treaty has been signed. It's your job to protect yourself. So ask others where it is safe to travel.

Developing printed materials

As we have mentioned above, printed materials should never be a first resort because of difficulties in getting the right message to the right person in the right language.

There may, though, be occasions when a project manager deems it appropriate to develop printed materials. This may include:

- Posters,
- Leaflets, or
- Billboards.

The same or different messages and images can be used for each product. **Remember, adapting materials from other contexts is potentially dangerous**.

Please use the examples contained in this section as inspiration or cause for reflection, not as blueprints.

Key issues to consider if you have decided to use materials in your MRE project whatever the nature of the threat include the following:

- **Should the materials include text or be purely visual?** If literacy is low or there are many local languages, text will have limited effectiveness.
- **Will each project print its own materials?** Ideally, efforts should be made to agree on products at a programme level, so that every project uses the same materials. This may slow down the process in the short term but will reduce costs and avoid the risk of different messages being disseminated. Province-wide posters were issued in Kosovo, for instance.
- **Are you going to model positive or negative behaviour?** Many materials illustrate negative behaviour or consequences (such as children picking up a strange object, or being blown up). In fact, research indicates that showing positive behaviour is more successful. Using "shock" as a strategy does not remain effective.

The remainder of this section sets out suggested approaches to the following scenarios:

- For a country or region with cluster munitions;
- For a country or region with other explosive remnants of war;
- For a country or region with anti-personnel mines; and
- For a country or region with anti-personnel and anti-vehicle mines.

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Figure 16: BLU 26 blind in south-east Asia

Figure 17: BL 755 blind in Serbia © NPA

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Where the threat is primarily cluster munitions

Cluster munitions are now receiving the international attention they deserve, as their sensitive fuzing makes submunition blinds (unexploded submunitions) particularly hazardous to children and their families during and after armed conflict if they fail to explode as intended.

As illustrated in Figure 6a above, there are also cases of the containers of submunitions failing to open properly so the container may land with the submunitions still inside it.

In all cases, these weapons should be treated as hazardous.

There are many different types of cluster munition, but the air-dropped submunitions illustrated here – the BLU-26, BLU-87 and the BL755 – have caused many casualties during and after armed conflicts over the past decades.

Key messages

- Cluster bombs have been used in your country. These are small explosive devices that are extremely powerful.
- Some of them fail to explode on impact with the ground. This does not mean that they are safe.
- Unexploded cluster bombs are unstable and unpredictable. You never know when they will explode. Even if you touch them or move them and nothing happens, they can still explode next time.
- So don't play with cluster bombs, you are playing with your life.

Figure 19 illustrates an MRE poster from Iraq that draws particular attention to the threat from cluster munitions.

The instructions on safe behaviour are text-based so would require literacy in order to know what to do in the event of coming across a submunition blind.

Figure 18: BLU 87 blinds in Serbia
(© Serbian Civil Protection Unit)

Figure 19: MRE poster from Iraq warns especially of the dangers of submunition blinds

Figure 20: MRE poster from Iraq

Figure 21: Guidance on safe behaviour in Tajikistan

Figure 22: MRE training aid showing how difficult it is to spot items of ERW

Where the threat is mainly ERW (other than cluster munitions)

Other explosive remnants of war than cluster munitions are, of course, also hazardous. Hand-grenades, for example, cause many casualties. This may be as UXO or abandoned explosive ordnance (AXO). Figure 20 illustrates a simple MRE poster from Iraq that draws the attention of children to a variety of ordnance that may be found on the surface of the ground as ERW.

The text is a simple warning about the dangers. Here the message “don’t touch” is of primary importance in an emergency. It is also important to emphasise safe behaviour as Figure 21 does. Subsequently, messages may need to be refined, as family members, including children, may regularly engage in collecting ERW, either for sale as scrap metal or to extract the explosives.

Where the background to this intentional risk-taking is poverty, a message that tells everyone, adults included, never to touch or collect UXO may fail, so it might need to be more nuanced (e.g. don’t involve your **children** in collecting UXO).

Key messages

- UXO is not safe just because it didn’t explode on impact with the ground. It remains highly dangerous.
- UXO is unpredictable. You never know when it will explode.
- Don’t touch UXO! Don’t touch unknown objects!

Figure 22, which is an MRE training aid developed by Andy Smith, a long-time specialist in mine action, can be used in support of person-to-person MRE. It illustrates clearly how difficult it is to see ERW. Note also the reference to the danger of “mines”. The term is often used generically, meaning all ERW as well as mines.

Figure 23 is of an MRE poster from Iraq in which a child seeing an item of ERW shows good behaviour by informing his friends of the danger. Positive role modelling is an important feature of successful MRE. Figure 24, from Sudan, similarly models positive behaviour.

Figure 23: MRE poster from Iraq modelling good behaviour

Figure 24: MRE poster from Sudan

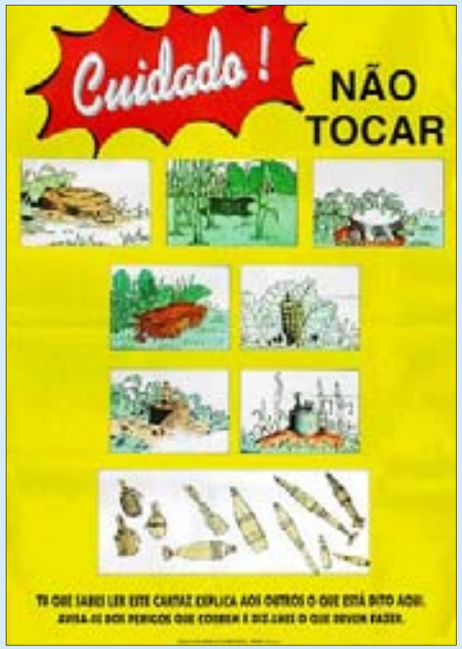

Figure 25: "Don't touch" is the right message for ERW but not necessarily for mines

Figure 26: Formal mine warning signs are rare in many countries

Where the threat is mainly anti-personnel mines

Many projects have printed posters of mines as if they are found on the surface, although it is actually rare that a mine is exposed or visible.

They have also emphasised the message "don't touch" (see Figure 25), although this is rarely the reason for people having accidents. There may be mine warning signs, as in Figure 26, but this rare in many countries.

Thus, Figure 27 is the photograph of a scene of a mine explosion in Tajikistan. There were no warning signs to indicate any danger.

More effort should therefore be put into warning people that the danger is largely unseen so it is the ability to **recognise potentially hazardous areas** that is more likely to protect them from harm.

Figure 28, which depicts an MRE poster from Sudan, gives examples of areas to avoid, such as trenches, military equipment and dead animals.

Key messages

- There are landmines in your country. These are explosive devices that are intended to kill or maim people when they step on them or break a tripwire.
- You normally cannot see them so you must check with others where it is safe to go.
- Stay out of overgrown areas, abandoned houses, former military areas or places with dead animals.

Figure 29 addresses a controversial issue: how to get out safely of a dangerous area. In fact, there is little evidence of people entering a minefield and then realising it before a mine explodes. However, the threat in the picture seems to be of an item of UXO and not a minefield, which is often the scenario included in materials. Retracing footsteps may be more appropriate in UXO-affected areas.

Figure 27: Remains of an anti-personnel mine explosion in Tajikistan

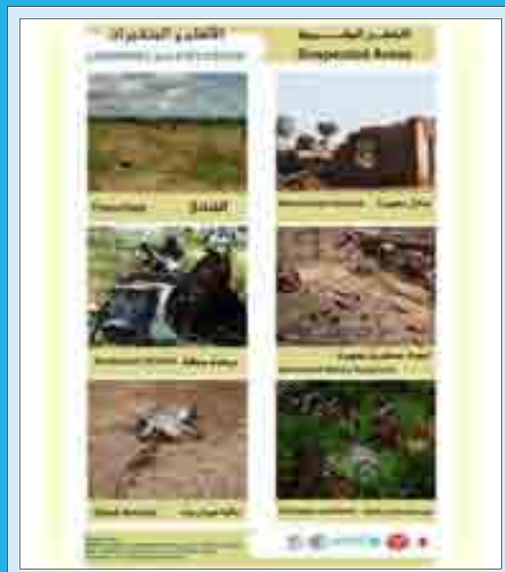

Figure 28: MRE poster from Sudan

Figure 29: Retracing your footsteps is rarely a possibility, except in sand or on wet ground

Figure 30: Potentially dangerous MRE poster

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Figure 30 is a potentially dangerous image. The girl seems happy to have a mine warning sign in her hand, which appears to contain a real mine on it. Of course, any image of someone handling any item of ordnance is potentially lethal, as it sends out entirely the wrong message.

Where the threat is mainly from landmines

With all landmines, including anti-vehicle mines it is rare that the threat is seen before it is too late.

So, putting pictures of buried mines on a poster as if they were found on the surface, as many have done in the past, does little to help people to protect themselves. A better approach can be seen in Figure 31, which shows a partially exposed mine in a realistic setting.

The “mine awareness” poster example from Rwanda *(see Figure 32)* did not include text (so avoided the need for literacy to understand the messages), but it also included some mines that were not actually in the country. Relevance is critically important.

Stress the importance of checking with others before using a particular road in an affected region.

Where older routes are no longer used, it is often for a good reason.

In addition to the key messages suggested above for anti-personnel mines, it is important to stress that there may be a major threat on roads and tracks from anti-vehicle mines:

- Some of the roads in your country have mines on them.
- These are powerful explosive devices that can be triggered by a cart, a car or a bus.
  When they explode they kill many people.
- Check with others which roads are safe to go, and if in doubt, stay away.

Figure 31: MRE poster from Sudan

Figure 32: MRE poster from Rwanda

Here is an example of an emergency MRE kit fom Nepal. Owing to the difficulty of reaching many areas of the country, UNICEF created a kit that could be easily transported and which contained educational and other items to reduce the risk to the civilian population, especially children.

Consider whether developing an emergency MRE toolkit for your country can make a positive contribution to the MRE programme.

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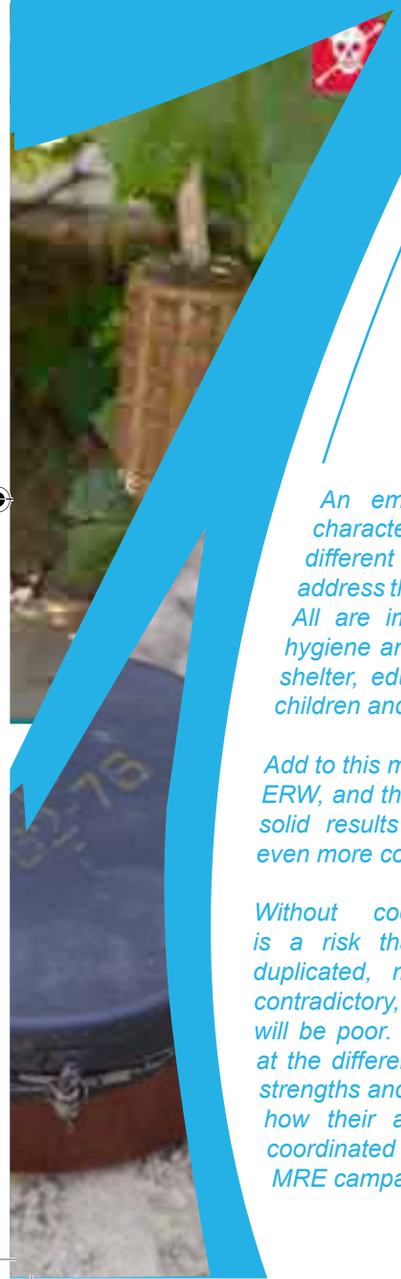
Section F

Coordinating emergency MRE...



An emergency is often characterised by lots of different actors working to address their specific issues. All are important – health, hygiene and sanitation, food, shelter, education, separated children and many others.

Add to this mixture the threat of ERW, and the ability to achieve solid results quickly becomes even more complex.

Without coordination, there is a risk that efforts will be duplicated, messages will be contradictory, and priority-setting will be poor. This section looks at the different actors and their strengths and weaknesses, and how their actions should be coordinated in an emergency MRE campaign.

International agencies

UNICEF plays the lead role within the UN system in MRE. To date, most MRE activities have been carried out by international or local non-governmental organisations (NGOs), sometimes with technical and funding support from UNICEF. The typical strength of an NGO is its relationship and its commitment to strengthening social capital at community level.

UN Agencies

The **UN Children's Fund** (UNICEF – www.unicef.org) has been the largest supporter of MRE since the mid-1990s. It has helped to professionalise the sector, among other things, by supporting the development of international guidelines and standards (www.mineactionstandards.org) to improve MRE project and programme performance.

The **UN Mine Action Service** (UNMAS) is the mine-action focal point within the UN system. It elaborates international standards for mine action and also coordinates MRE in certain emergencies (e.g. Afghanistan and Lebanon). It is part of the UN Department of Peace-Keeping Operations.

The **Office for the Coordination of Humanitarian Affairs** (OCHA) has a lead role in the coordination of humanitarian assistance in a complex emergency. But field coordination mechanisms vary, depending on the circumstances of each emergency. Also, the UN Country Team, which is comprised of the heads of every UN agency, plays a major role in determining the initial response to an emergency.

The **UN Development Programme**'s work on landmines and ERW is part of a wider effort to restore a solid foundation for development following a conflict. UNDP is the lead UN agency for addressing the long-term socio-economic impact of mine and ERW contamination.

International NGOs

International NGOs have been the mainstay of MRE from the early days of mine action. Several have paid particular attention to MRE, promoting its development and increased sophistication. A few key NGOs are described briefly.

International NGOs

Handicap International
(HI-www.handicap-international.org) is a major provider of MRE. Its Belgian and French organisations are both heavily engaged in implementing MRE projects around the world.

Mines Advisory Group
(MAG-www.magclearsmines.org), one of the most innovative in this field, was set up in the UK at the beginning of the 1990s to conduct work in Afghanistan. MAG is credited with the introduction of community liaison into MRE.

Norwegian People's Aid
(NPA-www.npaid.org), which was engaged in MRE in the 1990s, has since moved away from education to focus on Task Impact Assessment, a form of community liaison that supports effective demining.

Local NGOs

Many local NGOs have specialised in delivering MRE to communities, beginning with Afghanistan at the end of the 1980s. While the quality of their work has varied widely, with appropriate guidance and training (especially in project management), local NGOs can be the most effective MRE providers.

In the initial six weeks of an emergency, an international NGO already experienced with MRE may be the best partner for putting together a strategy and dissemination team *(see Box 2)*. Such an NGO could be invited to work with local counterparts in assuring quality of planning and programming.

Sometimes NGOs or civil society organisations (CSOs) may have a strong and dynamic leader, its back-up is weak.

In the emergency phase focus could be on recruiting or seeking the voluntary participation of key individuals who are respected by the community. Representatives can be drawn from each or any of the following groupings: CSOs, local government administration, women's affairs groups, church/spiritual leaders, teachers, farmers/pastoralist groups, and student and youth groups, among others.

The team's common goal, to be achieved within a limited timeframe, cements the group. Their authority in the community can ensure a wide and attentive audience. Training can be similar to a CSO/NGO partnership. One of the benefits of a community-based team is that the representatives will be seen as community representatives rather than a specific NGO trying to put across its own message. Like any team, it will need management to ensure that it is the team's agenda that is being addressed rather than the needs of a strong individual.

BOX 2: Possible use of dissemination teams in emergency MRE

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The role of dedicated MRE teams

Most MRE has been conducted by dedicated teams, often of two persons, who visit communities to carry out information and education activities. The advantage of this approach is that the teams can use interpersonal communication — normally considered the most effective in instilling safe behaviour — using other communication channels to support their efforts, as necessary.

Dedicated MRE teams require substantial human, logistical and financial resources, however. Teams need careful training not only in basic MRE messages but also in communication skills, reporting, community level relations and security. This takes time and money, with time especially at a premium in the first few days of an emergency.

Project coordination

To the extent feasible, messages to be used and communities to be visited by each project need to be coordinated with other MRE projects to avoid contradiction or duplication. The primary responsibility for coordination of mine action falls to the authorities *(see below)*, but in an emergency it may take time before the government can assume its responsibilities effectively. Sometimes the UN takes *de facto* responsibility for coordination as an interim step. But where it does not, this does not relieve each project manager of his/her obligation to talk regularly to others delivering MRE and humanitarian assistance.

Thus, a weekly coordination meeting should be considered essential to agree on:

- Who will visit which communities;
- What messages should be promoted as a priority by the different projects; and
- What basic guidelines should be followed by all MRE operators. "Do No Harm!" must be a key principle for all MRE projects.

These aims shouldn't prevent implementation taking place, but if no one else takes the initiative to coordinate MRE, you should!

The role of the authorities

The authorities, both the national government and at local level, have the primary responsibility for ensuring the safety of their people. This obligation is recognised in mine action standards, which affirm that "The primary responsibility for mine action lies with the Government of the mine-affected state."[4]

Typically, armed conflict, especially when it is prolonged, reduces the capacity of the authorities to afford the necessary protection, including through MRE. This explains the typical choice of NGOs to implement MRE projects. However, even if the decision is taken to work through NGOs, this approach must be supported by the government and thought given to how the authorities can later take full responsibility for MRE.

[4] IMAS 01.10, Section 5.1, available at www.mineactionstandards.org.

Point to consider:

In an emergency setting, providing an alternative solution to vulnerable peoples economic and social pressures and necessities may save lives. Therefore one complementary activity in any initiative intended to change behaviour should be to link with other humanitarian agencies to ensure that essential services are available in areas that are safe to access.

The role of the military

The cooperation of the military will normally be required for MRE projects to be successfully implemented. Using the military to deliver MRE at the beginning of an emergency is rarely suitable, as this is the body that has been until recently been engaged in fighting and killing, so it will not have the perceived objectivity that ensures people will trust the messages they are being given.

But if the military is supportive of MRE, it can provide information on weaponry that has been used and can allow operators to conduct MRE in areas near the former front lines that might otherwise be considered sensitive.

To the extent possible tell them where you're going and make sure they understand you are not there to transmit propaganda but to save lives.

The role of non-state armed groups

Similarly, cooperation from non-state armed groups (NSAGs) can ensure the security and wellbeing of MRE project personnel. NSAGs may be distrustful of outsiders coming in to communities and talking about weapons. If you're travelling on land they control, you must ask their permission and get their approval. Again, make it clear that you are not there to transmit propaganda but merely to save the lives and limbs of civilians. Best of all, recruit people that the NSAG trusts, who can travel safely in these areas.

The role of the Red Cross Movement

The International Red Cross and Red Crescent Movement has been a major player in MRE, at least in the past. Particularly active have been the International Committee of the Red Cross (ICRC) and national Red Cross/Red Crescent societies.

ICRC

The ICRC has a special mandate from the Geneva Conventions to work in war zones. Their much prized neutrality has been a major asset to MRE, allowing them to work where NGOs cannot. In the last few years, the ICRC has moved away from traditional MRE towards other activities that may reduce risk-taking but they remain an important player and can be a critical source of information about mine and ERW casualties.

Red Cross/Red Crescent Societies

The national societies are an important resource for MRE, thanks to their impressive network of volunteers. In the early days of an emergency, their capacity may be fairly weak and they may be too closely aligned with the government of the day to work in NSAG-controlled areas, but their involvement in MRE should always be considered.

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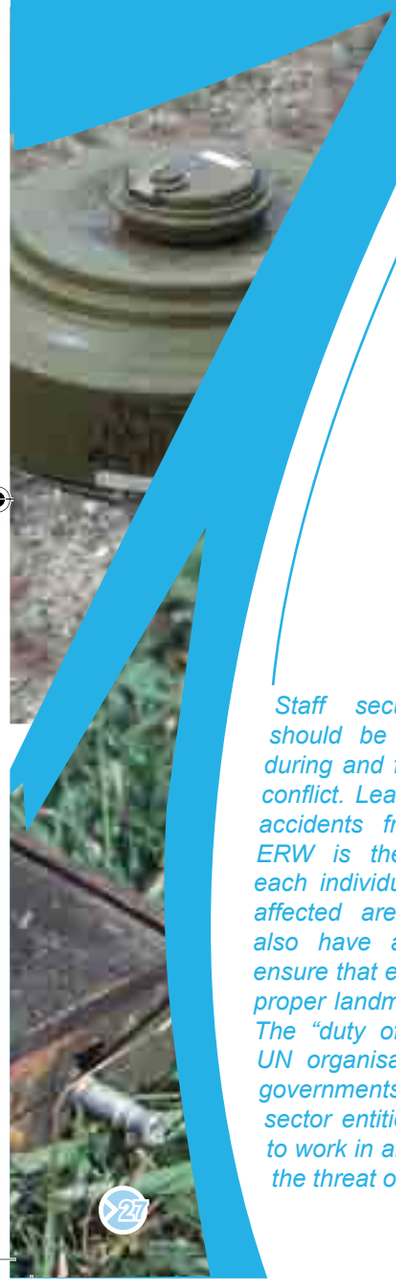
Section G

Staff security and safety



Staff security and safety should be a major principle during and following an armed conflict. Learning how to avoid accidents from landmines or ERW is the responsibility of each individual travelling to an affected area. But employers also have a responsibility to ensure that everyone receives a proper landmine safety briefing. The "duty of care" extends to UN organisations, NGOs, and governments or any private-sector entities that hire people to work in areas where there is the threat of mines or ERW.

The Landmine & ERW Safety Project (LSP) was launched to address the need for systematic safety briefings, primarily for aid workers. The UN Mine Action Service (UNMAS), other UN agencies and some mine action NGOs jointly developed the Landmine & ERW Safety Handbook and a range of accompanying training materials (available at www.mineaction.org). The handbook *(see Figure 34)* is available in Arabic, Dari/Farsi, French, Pashtu, Portuguese, Russian and Spanish. A landmine and ERW safety briefing is intended to supplement these materials.

Whereas MRE is intended to reach the general public in mine- or ERW-infested communities, landmine safety briefings are meant to target institutions and its staff working in hazardous settings. While the UN and UNICEF security officers have main responsibility for this, you can provide support and information to them.

Training humanitarian workers to be "mine-safe

Safety measures in a conflict area (even if the conflict ended some time ago) should be practical and based on an assessment of the local threat. They could include the following:

Figure 34: LSP Handbook

- Collect detailed information on the mine/ERW threat in your area of operations, and update this information regularly;
- Ensure staff who may be at risk (including drivers, interpreters and guides) receive awareness training and are familiar with mine/ERW safety procedures;
- Keep a visual brief available (map or spreadsheet identifying dangerous areas);
- Establish mine/ERW safety procedures adapted to your area of operations. Establish, in particular, a vehicle and travel reporting system;
- Maintain updated and verified contact details of mine action centres and demining agencies, UN security officers, local police and medical facilities;
- Provide mine/ERW-related information to staff, including information on safe routes and dangerous areas in areas of operation and emergency contact information;
- Ensure staff receive first-aid training, with special focus on trauma care, and that vehicles are equipped with first-aid and trauma care kits; and
- Equip vehicles and staff with effective communication equipment and maps, and providing training in their use.

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Section H

After the initial emergency is over

Once the first six to eight weeks of the emergency are past, you need to begin thinking about the evolution of your project. The results of your monitoring (see next page) will be an important resource in reaching any decision.

An internal review of experiences in implementation will also help as will a revised assessment of the context (the nature and extent of the explosive threat, the level and type of impact and the identity and risk-taking behaviour of at-risk groups). These should take account of what your project and others like it have learned.

As time goes on, especially following successful repatriation of refugees or the internally displaced, the number of casualties from all explosive hazards normally falls sharply as people become increasingly aware of the location and extent of the dangers. Within this lower overall number of casualties, however, the percentage of casualties from explosive remnants of war (UXO or AXO) typically rises compared to mines. This is often the result of economic pressures, which causes people to tamper with ordnance in order to sell the metal for scrap or to extract the explosives. This means there may need to be a shift in the focus of an MRE project or programme.

In addition, there may be instances of reckless behaviour from children or youth who intentionally play with ordnance, despite knowing the items are dangerous. Avoid too many negative messages in targeting this group – try and engage their responsibility to protect themselves and others. One way to do so is through child-to-child MRE (see, in particular, the Child-to-Child Trust MRE materials, available at: www.child-to-child.org).

It is important to remember, however, that although MRE focuses on activities which seek to reduce the risk of injury from mines and ERW by raising awareness and education, there are a number of factors that affect behavioural change other than awareness and knowledge. Key influencing factors are economic necessity, social pressures and deep-set beliefs and attitudes. Knowing and understanding this in each project context is vital to more successful project outcomes particularly once the first few weeks of an emergency phase are over. Learning more about these beliefs and attitudes is therefore needed in order to determine an effective response. A Knowledge, Attitudes and Practices (KAP) survey is one way of finding out more.

Finally, if you were not able to include a community liaison component in the initial emergency response, you should give serious consideration to doing so now. Community liaison requires a high quality of staff and considerable training, but the rewards for the project and its beneficiaries can be considerable. See, for example, the UNICEF IMAS MRE Best Practice Guidebook 6 on Community Liaison, available at www.mineactionstandards.org. Such an approach may also fit well with other community development strategies colleagues and partners in other sectors such as health, education and water and sanitation may have.

Figure 35: A cartoon from Croatia about the danger of mines. Useful for keeping people alert to the dangers.

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Monitoring progress

Don't spend lots of time getting your MRE facilitators to fill in detailed forms about what activities they conducted in each community, such as how many posters they put up. Encourage them to report, but report intelligently. Figure 36 contains a basic MRE reporting form that can be quickly filled in.

An alternative approach is to request a few paragraphs on the extent of contamination in a village and the level of existing risk-taking based on observation, discussion and casualties are really what you need to build up a better picture of the threat to the civilian population in any given region. Box 3 gives a fictional example of how such an assessment (sometimes called a village profile) might look.

Monitoring is still often seen as being "checked up on". The main reason for monitoring is to learn and to adapt your programme – from successes and from disappointing performance. Although the overriding priority in the early emergency is implementation, monitoring will always improve performance so allocate resources to make sure this occurs. Implementing MRE "blindly" at the outset quickly becomes a habit for a project, so make monitoring the norm. Then bring your facilitators together for regular day-long workshops so they can share their experiences and you can conduct refresher training (even if you don't call it that).

Finally, as soon as is feasible (e.g. three or six months after implementation has begun), conduct an internal review of your efforts. Start with a random sample of observation of facilitators and beneficiaries and bring a selection together in a "lessons learned" workshop. Stress the forward-looking element – you're doing this to help plan and implement better in the future – rather than any sense of retrospective staff assessment. A sense of collaborative learning is one of the most beneficial environments for any project

Mythica village is composed of about 40 families and about 200 people. There is a small primary school village but no health centre. There is a small path that goes from the village to the main road, which is to the north of the village. The path itself is safe but there are mines on either side, for at least part of the way.

A few items of UXO lie 100 metres to the east of the village, mostly unused bullets and mortar shells left by the military. The community claims to avoid the area. In the past, children went to play with bullets they found and tried to make them explode. The parents stopped them following an incident some months ago when a child was badly burnt as a result of playing with bullets.

The community suspects there are mines in the forest located 500 metres to the north of the village because soldiers told them not to enter the area. But no one has been injured there and no explosions have been heard.

Some of the families have lost cattle to anti-personnel mines while grazing them a few kilometres away to the south of the village on a hillside. They have stopped going there now and there is plenty of other good grazing land a little further away, to the south east, which they can use instead.

There are two adult mine victims in the village but they were injured while fighting during the war for the army. They have both lost a leg and get round on crutches. One of them had a prosthesis but it doesn't fit anymore.

BOX 3: Village profile of Mythica

Name of Village:
Location:
Date visited:
Names of field staff personnel: .....
.....
What explosive threat affects the community? *(circle as relevant)*
- Anti-personnel mine
- Anti-vehicle mine
- Cluster munition
- Other UXO

Who is most at risk in the community? *(circle as relevant)*
- Men
- Women
- Boys
- Girls
- Farmers
- Shepherds
- Returnees
- Local inhabitants
- Visitors/travellers
- Other?

How did you determine them to be at risk? *(provide evidence for type and level of risk-taking)*
.....
Who did you specifically target with MRE?
- Men
- Women
- Boys
- Girls
- Farmers
- Shepherds
- Returnees
- Local inhabitants
- Visitors

Were marginalised/vulnerable groups included in MRE activities? *(circle as relevant)*
- Women
- Children
- Disabled
- Other *(please specify)*
.....
.....

What MRE activities did you conduct? *(circle as relevant)*
- Presentation
- Interview
- Group discussion
- Participatory rural appraisal
- Participatory learning and action

Has the community taken any action to reduce the risk to its members? *(circle answer)*
❒ Yes ❒ No
If yes, please explain why.....
Does this community need further MRE?
❒ Yes ❒ No
If yes, please explain why.....
Do you believe this community is a priority for clearance? *(circle answer)*
If yes, please explain why.....

Figure 36: An MRE reporting form

Annexes

Annex A: Glossary

Abbreviations and key terms

Epi Info ™

Epi Info™ is a software programme for use by public health professionals in conducting outbreak investigations, managing databases for public health surveillance and general database and statistics applications. With Epi Info™ a user can rapidly develop a questionnaire or form, customise the data entry process, and enter and analyse data.

ERW Explosive Remnants of War

ERW means, under international law, unexploded ordnance and abandoned explosive ordnance linked to an armed conflict (although the term is sometimes used more loosely). Unexploded ordnance (or UXO) refers to any ammunition that has been used but which has failed to detonate as intended. Abandoned explosive ordnance (or AXO) refers to ammunition stockpiles that have been left behind by a party to an armed conflict.

IMAS International Mine Action Standards

The IMAS are international guidelines issued by the United Nations to ensure good practice in different aspects of mine action. Seven standards deal with MRE. They are available on the IMAS website (www.mineactionstandards.org), as are guidebooks to support their implementation. One of the guidebooks addresses MRE in an emergency.

IMSMA Information Management System for Mine Action

IMSMA is database software that is used by most mine action programmes around the world to store data on contaminated areas, clearance and casualties. There are modules dealing with victim assistance and MRE.

Mine action

Mine action is the name for the sector that specialises in dealing with contamination from mines and ERW. It has five “pillars”, one of which is MRE. The other four are demining (i.e. survey and clearance of affected areas), victim assistance, advocacy to ban anti-personnel mines (and cluster munitions), and (anti-personnel mine) stockpile destruction.

MRE Mine risk education

MRE is defined by the International Mine Action Standards as: “activities which seek to reduce the risk of injury from mines and ERW by raising awareness and promoting behavioural change, including public information dissemination, education and training, and community mine action liaison.”

Selected resources

The GICHD’s **A Guide to Mine Action and Explosive Remnants of War** is a good primer for those without prior experience in mine action. It can be downloaded from **www.gichd.org**.

All the MRE IMAS are available for download on the IMAS website (**www.mineactionstandards.org**). There are also UNICEF/GICHD guidebooks on best practice to support their implementation. One of the guidebooks specifically addresses MRE in an emergency.

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Annex B: Suggested curriculum for training an emergency MRE team

Workshop Day 1: What is emrgency MRE?

09.00–10.30

Introductions and review of the provisional agenda
Icebreakers
The impacts of mines and explosive remnants of war

Coffee break

11.00–12.30

An overview of mine action including mine risk education

Lunch break

14.00–15.30

How does mine risk education differ in an emergency

Coffee break

16.00–17.00

Assessing community MRE needs in an emergency risk education

Feedback

END OF DAY ONE

Workshop Day 2: Public information Dissemination

09.00–10.30

The basic principles of effective communication
Key messages

Coffee break

11.00–12.30

Targeting at-risk groups effectively

Lunch break

14.00–15.30

Delivery of mine risk education at community level

Coffee break

16.00–17.00

Practice in delivering mine risk education

Feedback

END OF DAY TWO

Workshop Day 3: Community liaison and data

09.00–10.30

MRE support for other mine action

Coffee break

11.00–12.30

Community mapping

Lunch break

14.00–15.30

Casualty data
Hazardous area data

Coffee break

16.00–17.00

Data sharing and coordination in an emergency

Feedback

END OF DAY THREE

Workshop Day 4: Practice in MRE facilitation

09.00–10.30

Practice in delivery of key MRE messages

Coffee break

11.00–12.30

Practice in data gathering at community level

Lunch break

14.00–15.30

Practice in reporting and analysing data

Coffee break

16.00–17.00

Wrap-up

Feedback on the workshop

END OF WORKSHOP

NB: For a shorter emergency course, shorten (or even delete) the issues included on days one and three in particular.

Annex C: Sample KAP survey questionnaire

The following survey is adapted with thanks from a KAP survey developed by UNICEF in Eritrea.

Individual questionnaire
Knowledge, attitudes and practices survey on mines and ERW (abbreviated version)

Interviewer's Name:.....
Date:.....
Organisation:.....
Location/village:.....
Sub-zone/district:.....
Zone/Province/Commune:.....

→ Introduce yourself to the person you will be interviewing and explain: who you are, for which organisation you work, purposes of this interview.

→ First of all, ask some information about the person you are going to interview. Talk with them like you would with anyone you meet for the first time.

→ Then explain that all information given in response to the questions is confidential, and that his/her name will not be asked.

Age:.....**Sex: M** ❑ **F** ❑
Occupation:.....
Education level:.....
Language (s) spoken:.....
Language (s) written:.....

Now start the questionnaire. Use the instructions in italic to complete it.
Whenever there is a ❑, tick the appropriate answer.

1 Have you ever heard about mines UXO?

Yes ❑ No ❑
If you have, can you describe them?
.....

2 What can mines/UXO do?

Do not read answers; tick what the person mentions or write in space behind "other"

Kill you ❑ Don't know ❑
Maim you ❑ Other (specify) ❑
Nothing ❑ .....

3 Where are mines and UXO most likely to be?

Farm fields ❑ Abandoned houses ❑
Forest ❑ Military posts ❑
Trenches ❑ Destroyed bridges ❑
Riverbanks ❑ I don't know ❑
Water points ❑ Other (specify) .....

4 Are places with mines and UXO marked?

Yes ❑ No ❑
If yes, how?
Do not read answers; tick what the person mentions

Warning sign ❑ Piles of stones ❑
Red flag ❑ Skull and crossbones ❑
Cans ❑ Painted stones ❑
Crossed sticks ❑ Other (specify).....

5 What would you do if you saw a mine and you were in a safe place?

Do not read answers; tick what the person mentions

Run away/go back ❑
Continue on my way ❑
Go and tell a friend/neighbours ❑
Go and tell the local authorities (police, army) ❑
Mark the spot in some way ❑
Take the mine/UXO to authorities/police ❑
Take the mine/UXO home ❑
Don't know ❑
Other (specify).....

6 What would you do if you thought you were in a minefield?

Do not read answers; tick what the person mentions

Stop, stand still and shout for help ❑
Go to a safe area ❑
Retrace my steps carefully ❑
Don't know ❑
Other (specify).....

7 If you saw a friend or family member lying injured in a minefield, what would you do?

Do not read answers; tick what the person mentions

Run to their assistance ❑
Run away ❑
Get an expert/deminer ❑
Don't know ❑
Other (specify).....

8 What makes a mine explode?

Do not read answers; tick what the person mentions

Tampering with it ❑
Throwing things at the mine ❑
Fire ❑
Pressure of foot ❑
Movement of the mine ❑
Pulling a wire ❑
Don't know ❑
Other (specify).....

9 What makes a UXO explode?

Do not read answers; tick what the person mentions

Tampering with it ❑
Throwing things at the mine ❑
Fire ❑
Pressure of foot ❑
Movement of the mine ❑
Pulling a wire ❑
Don't know ❑
Other (specify).....

10 How can you avoid a mine/UXO accident?

Do not read answers; tick what the person mentions

Walking on known/used paths ❑
Asking locals about dangerous areas ❑
Keep away from suspicious/ marked areas ❑
Don't know ❑
Other (specify).....

11 Why do people risk going into dangerous areas?

Do not read answers; tick what the person mentions

Farming ❑
Grazing cattle ❑
Fetching water ❑
Collecting firewood ❑
Hunting ❑
Making a journey ❑
Don't know ❑
Other (specify).....

The questionnaire is now finished. Thank the person you interviewed for his/her time and patience before saying goodbye.

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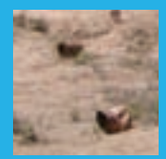
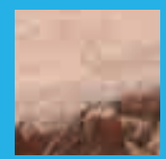




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