



International Guidelines for Landmine and Unexploded Ordnance Awareness Education



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Table of Contents

	Page
Foreword.....	i
Introduction	ii
International Guidelines for Landmine and Unexploded Ordnance (UXO) Awareness Education: Summary.....	iv
International Guidelines for Landmine and Unexploded Ordnance (UXO) Awareness Education	
Section One: Feasibility Study	1
Section Two: Needs Assessment	3
Section Three: Programme Planning	12
A LANDMINE/UXO AWARENESS AND INTEGRATED MINE ACTION	12
B PLANNING THE PROGRAMME	14
C COMMUNICATION APPROACHES	16
D LANDMINE/UXO AWARENESS: CURRICULUM CONTENT.....	17
E LANDMINE/UXO AWARENESS MATERIALS	30
Section Four: Monitoring and Evaluation.....	37
Glossary	43
Resources.....	45

INTERNATIONAL GUIDELINES

FOR

LANDMINE AND UNEXPLODED ORDNANCE
AWARENESS EDUCATION



Foreword

It is widely agreed that the development of landmine awareness as a humanitarian intervention has been insufficiently structured and too *ad hoc* and isolated from other public awareness initiatives. In most cases mine awareness has become an issue separate from mine clearance itself. The dominant approach has tended to take the form of emergency public information alerts and formal presentations to mine-affected communities and refugees, the internally displaced and other people likely to attempt to return to mined areas.

While reliance on the mass media is certainly appropriate in some situations, other strategies emphasise a more sustainable approach so as to increase the involvement of communities in mine awareness initiatives. The recognition is growing that genuine behavioural change depends on the active participation of communities in the development and implementation of any mine awareness effort. Mine awareness is being viewed as a process that encourages populations to become involved rather than as an imposed solution.

The fact that there are no clear and accepted guidelines to indicate the characteristics of a responsible programme has been inhibiting mine awareness campaigns. Programme planning based on needs assessment has not been practised to any rigorous degree. Nor has any evaluating mechanism been developed as part of the programme planning cycle. Moreover, in terms of mine action as a whole, inter-sectoral integration and coordination have been absent. It is essential to ensure that mine awareness interventions be carefully prepared and coordinated and that due note is taken of the lessons learned through existing or previous programmes.

The recently finalised United Nations Policy on Mine Action¹ confirms the need for a fully integrated response to the problems caused by landmines and unexploded ordnance (UXO), and incorporates mine awareness and risk reduction education; minefield survey, mapping, marking and clearance; victim assistance, including rehabilitation and reintegration; and advocacy to stigmatise the use of landmines and support a total ban on anti-personnel landmines. The policy, agreed as a result of an inter-agency decision-making process, outlines the roles and responsibilities of each of the relevant United Nations Agencies, and is coordinated by the United Nations Mine Action Service (UNMAS).

UNICEF has been appointed as the United Nations Focal Point for mine awareness education. The Office of Emergency Programmes, UNICEF, New York has undertaken the task of developing the following International Guidelines in order to promote the effective planning, implementation, monitoring, and evaluation of mine awareness programmes. It is to be hoped that these Guidelines, with the collective experience of individuals with recognised expertise, can serve as a reliable point of reference for people involved in mine awareness programmes.

¹“Mine Action and Effective Coordination: The United Nations Policy,” endorsed by the United Nations Secretary-General in September 1998.

Introduction

The term ‘mine awareness’ is employed to refer to programmes which, relying on information sharing, teaching and the identifying ways to avoid traversing mined areas, seek to shield populations from accidents involving landmines, unexploded ordnance (UXO), or other anti-personnel devices left behind by military conflicts. While humanitarian interventions aimed at protecting civilian populations through increased mine awareness have rapidly succeeded one another over the past decade, insufficient attention has been paid to the need to exchange information about the lessons learned through relevant practical experiences.

The International Guidelines have been developed to introduce programme planners and programme managers to issues which are central to mine/UXO awareness. In separate chapters they address the following four steps of the programme cycle:

- **Feasibility Study;**
- **Needs Assessment;**
- **Programme Planning;**
- **Monitoring and Evaluation.**

The International Guidelines are summarised in the first two pages of the document. The summary is primarily for policy makers and donors. Training Modules for Landmine Awareness will be developed by UNICEF and will be available in early 2000.

The chapter on the **Feasibility Study** covers the initial process of assessing the actual threat represented by mines and the prospects for effective response in specific cases. This chapter addressed the question: *Is mine/UXO awareness really called for, and is there any reasonable chance that it can be achieved?*

Needs Assessment involves a more detailed study of the ways in which landmines affect the civilian population. It identifies those community members who are most at risk and analyses the underlying social, cultural, religious, and economic realities that will shape the appropriate responses. Effective needs assessment demands the establishment of a data collection system which can be used throughout the programme cycle. *Who is most at risk and why?*

Once the needs of the civilian population have been identified, **Programme Planning** may be undertaken. The data gathered during the assessment period can now be employed to define the communications strategy that should be developed to help protect those at risk. *What kind of mine/UXO awareness is most likely to reduce landmine injuries and deaths?*

Although **Monitoring and Evaluation** are crucial elements of any programmatic

intervention, they have often been omitted in mine/UXO awareness programmes. **Monitoring** is a process of tracking or measuring both progress and change. Progress is measured in relation to an implementation plan for any intervention – programmes, projects, activities, strategies, policies and services. Change is measured in a condition or a set of conditions, or a lack thereof. **Evaluation** is a process which attempts to determine, as systematically and objectively as possible, the value or worth of an intervention.

These four steps of the programme cycle all involve the gathering and assessment of essential information that will shape the planning and implementation of a mine or UXO awareness programme, helping to ensure that it will have or is already having a positive impact on the lives of affected communities.

Summary

A **Feasibility Study** helps to determine whether a mine/UXO awareness programme is needed, how it might be integrated within overall mine action, and if an agency, body, or organisation is sufficiently well placed to undertake the programme. An objective analysis of the operational realities, including the context for mine/UXO awareness and the organisations and bodies that might be involved, provides a solid foundation for the programme.

The cornerstone of the **Needs Assessment** is the systematic gathering and analysis of information which helps to identify more precisely the populations at risk, the extent of the risk and the appropriate mine/UXO awareness strategy. This process is central to the successful development of all stages of a mine/UXO awareness programme. Of course, the scope and the depth of the needs assessment depend on the financial and logistical resources available to the implementing organisation, as well as on the types of information that the assessment is expected to produce.

Integrated Mine Action is the development of planning and assessment strategies in cooperation with relevant organisations. This is more than the coordination of activities, since a multi-disciplinary approach is required that fosters operational linkages and interdependence among various mine-related or humanitarian disciplines.

Integrated planning and problem solving enhance the ability to develop viable solutions. Linkages with other mine action operations and with central authorities assist in ensuring that information is shared, leading to the better targeting of resources. Through an integrated approach, a closer contact with communities can lead to the increased participation of the communities in mine action initiatives and, therefore, to their greater ownership of these initiatives. Community participation in defining priorities also helps de-miners ensure the relevance and effectiveness of their work. Other benefits of closer participation by communities may include a better understanding of mine warning signs and a reduction in the threat imposed by minefield markings.

Stand-alone mine/UXO awareness programmes are implemented independently of other mine action initiatives. Such programmes are necessary in some situations. However, mine/UXO awareness campaigns should be integrated, as far as possible, within other mine action and relief and development programmes.

Programme Planning determines ways in which agencies and organisations can more effectively address needs. The programme plan defines the overall goal and the specific objectives, including the minimum standards of achievement. It selects appropriate indicators and structures to monitor progress and evaluate impact. As far as possible, all stakeholders should be involved in the planning process. The goals, objectives and activities of the programme should reflect their participation in the assessment and planning stages.

Visual aids and participatory activities should be used wherever possible to maximise the opportunities for learning. **Participatory Approaches** are based on a two-way flow of information that encourages dialogue and the analysis of the mine problem at the individual and community levels. The aim is to promote safe behaviour around mines and to find practical, non-technical solutions to mine threats. Examples of participatory approaches are mapping, child-to-child techniques, group and community discussions, and focus groups.

Mine/UXO Awareness Messages are specific to given programmes and, therefore, cannot be predetermined. They must be adapted to the local situation and to target groups in line with the results of the needs assessment. The messages must be field tested and if necessary refined, prior to dissemination. The most effective messages are those which explain the purpose of recommended actions. The messages do not have to be brief and concise, but they should be positive (“**Do this!**”) rather than negative (“**Don’t do this!**”). Care should be taken to avoid giving the impression that it is impossible to live safely with mines, since such an impression can lead to complacency and hopelessness.

Materials should be simple, clear, readable, in appropriate local languages, relevant, realistic, attractive, accurate, culturally and religiously sensitive, sustainable, and durable. All materials should be field tested and then adapted, based on this testing. This is a crucial part of the development of materials, though it is often overlooked or omitted because of time constraints. It has been demonstrated that field testing can save an enormous amount of resources and effort. In the project proposal stage, sufficient time should be allocated so that proper and thorough field testing can be performed.

Monitoring is a process of tracking or measuring both progress and change. Progress is measured in relation to an implementation plan for any intervention – programmes, projects, activities, strategies, policies, and services. Change is measured in a condition or a set of conditions, or a lack thereof. For example, changes in the situation of children and women or changes in the broader country context. The monitoring process is a direct off-shoot of the data collection established early in a programme cycle.

Evaluation is a process which attempts to determine, as systematically and objectively as possible, the value or worth of an intervention. The appraisal of value or worth of an intervention is usually based on a number of evaluation criteria: relevance, effectiveness, efficiency, impact, and sustainability of activities in light of the specified objectives.

The **Indicators** are the measures used to gauge the impact or outcome of a programme. They help to paint an overall picture of the nature of the mine contamination in a community and, as the programme progresses, enable an assessment of how effectively objectives are being met and of the impact on the community. Indicators for the monitoring and evaluation of mine/UXO awareness education programmes measure accident rates, the general knowledge and confidence attained by communities, changes in the access to land, and changes in the quality of life.

Section One: Feasibility Study

INTRODUCTION

1.1 A feasibility study can help to determine whether a mine/UXO awareness programme is required, whether it can be integrated within overall mine action and whether a particular agency, body or organisation is well placed to undertake the effort. In particular, the study should seek to offer a preliminary overview of the extent of the threat, including the location and size of the areas affected, the severity of the impact on the population, the scope of existing mine action initiatives, and the need and urgency for additional programmatic responses. Inquiries should also help to define the purpose and focus of field visits, including the formulation of research questions to guide information collection.

SOURCES OF INFORMATION

1.2 Sources of relevant information include:

- Official records: population figures, mine maps, accident data.
- Level One Survey Information.
- Contact with key informants, such as military, religious and political leaders.
- Contact with authorities and agencies, for example, government ministries, mine action agencies, UN agencies, non-governmental organisations, agencies involved in other humanitarian sectors, and community leaders.
- Media reports, books and documents produced on the mine situation and its impact.
- Informal sources, such as village leaders or women's groups.

THE NEED FOR A MINE/UXO AWARENESS EDUCATION PROGRAMME

1.3 Historically, mine/UXO awareness education programmes have been set up in response either to the fact that there is a high number of mine victims in a particular country or to the perception that population movements may lead to casualties due to mines or unexploded ordnance. By looking more specifically at the causes of mine incidents, one can see more clearly the ways in which injuries or deaths due to mines or unexploded ordnance can be prevented and the role, if any, a mine/UXO awareness programme might play.

CAPACITY ASSESSMENT

1.4 Since mine/UXO awareness initiatives seek to change risk-taking behaviour, they are rarely short-term projects. Moreover, an initiative that is poorly executed is not only ineffectual, but can also be dangerous. It is therefore essential to consider whether available agencies, organisations, or networks are capable of undertaking and maintaining a programme until the programme is handed over, incorporated into national mine action plans, or phased out.

In particular, the following questions should be considered:

- Does the agency or organisation have the resources and the depth of knowledge and experience to launch a mine/UXO awareness programme?
- Do the field offices of the agency or organisation have sufficient staff to implement a programme?
- Will the political situation and the physical access to the affected areas permit the agency or organisation to implement the programme effectively?
- Are the resident authorities supportive and is the current political climate favourable for such an initiative?
- How long is funding likely to be available?
- Is the partner able and willing to commit to the programme over the long term?
- Do any operational constraints hinder the effectiveness of the partner?
- Are other potential partners more suitable? Should more than one partner be approached?

THE DECISION TO PROCEED

1.5 Before any organisation or body takes the decision to initiate a mine/UXO awareness programme, it must consider operational realities carefully. In most contexts, mine/UXO awareness campaigns must be run for a number of years before there can be a chance of success. The needs of a population at risk can rarely be met through hastily conceived and implemented projects. The Feasibility Study may reveal that the extent of the mine threat is not sufficient to require a mine/UXO awareness programme. Alternatively, existing circumstances (for instance, security, the intensity or nature of ongoing conflicts, population displacement, staffing) may make a programme impossible or impracticable. If, however, it is decided that a programme is both warranted and feasible, a detailed needs assessment should certainly be undertaken.

Section Two: Needs Assessment

INTRODUCTION

2.1 Needs Assessment is the systematic collection and analysis of information which can help to identify more precisely the populations at risk, the extent of the risk and the appropriate mine/UXO awareness strategy. The cornerstone of the assessment is data gathering and analysis. Indeed, the systematic gathering and analysis of relevant data are central to the successful development of all stages of a mine/UXO awareness programme. What is important here is a judicious identification of the questions and a determination of the level of accuracy of the answers. This information will be invaluable in defining mine and UXO awareness strategies.

As far as possible data should be gathered continuously throughout the programme implementation, starting with the collection of baseline data. The scope and the depth of the needs assessment depend on the financial and logistical resources available to the implementing organisation, as well as on the types of information required of the assessment.

COORDINATION

2.2 Coordination among all stakeholders provides a basis for the proper management of the needs assessment and helps avoid the unnecessary duplication of effort. Data collection can represent an opportunity for intensive training that sets the stage for all subsequent interventions. It requires focus, commitment, resources, and foresight so as to ensure that the methodology is reliable and representative of the population under study, and that it provides a baseline to build upon and for comparison with subsequent efforts.

THE DATA TO BE COLLECTED

2.3 The needs assessment must study the impact of landmines and UXO on communities and the context for the programmatic response. This could focus on mortality and morbidity rates, the infrastructure rendered useless or inaccessible, and the impact on health care systems. A count of the mines in place and the recording of technical details are not necessary for the development of effective mine/UXO awareness programmes, because these do not determine the level of risk to the civilian population.

The programme design issues which the assessment must address are:

- What is the magnitude and geographic focus of the problem?
- Who is affected, and therefore who should be targeted?
- How are people affected – physically, psychosocially, economically?
- What is likely to induce behavioural change, and who will be most likely to alter their behaviour?
- What are the circumstances in which people are injured?

- What leads to risk-taking behaviour (which would need to be addressed in the education campaign)?
- What are the ways in which people communicate and learn?
- What is the treatment or response provided, and how appropriate is this?

STATISTICS ABOUT VICTIMS

2.4 Current statistics on landmine-related injuries are often based on extrapolations from partial survey information. Data on landmine-related injuries and disabilities are difficult to collect because the regions most affected by mines are generally among the poorest and most inaccessible, and are sometimes at war. Understanding the magnitude of landmine-related injuries is crucial for the development of appropriate interventions, impact evaluation, and optimal use of resources. Demographic information - such as age, gender and occupation of mine victims and survivors - is needed to determine characteristics of those being killed and injured and which group to target for preventive action. An individual's specific activity at the time of injury and the location where the injury took place are necessary to determine how and where these injuries are happening. To show the responses required to manage these injuries and to prevent disability, information is needed about the type of treatment provided, the duration of hospitalisation, the outcome of the accident¹ the type of rehabilitation, the type of prosthesis and the duration and outcome of rehabilitation.

Mine/UXO awareness education programmes should rarely seek to target an entire community through a single approach since the factors which affect the adoption of safe behaviour vary greatly from individual to individual, group to group, and community to community in terms of:

- Age of victims.
- Gender of victims.
- Status of victims:
 - Civilian;
 - Combatant;
 - Refugee;
 - Internally displaced;
 - Settled rural community;
 - Urban population;
 - Specific rural population (nomads, seasonal migrant, etc.).
- Activity of victims at the time of the mine accident.
- Location of accidents.
- Date of accidents.
- Types of areas mined.

¹ Outcome refers to deaths and injuries (including permanent disability incurred during the accident) and should be added to the list of data to collect.

Other information can help determine the level of the risk to populations. For instance, the number of refugee mine victims in countries of asylum where no mine victims have yet been recorded might serve as an indicator of the mine threat in the country from which the refugees have fled.

REASONS FOR MINE/UXO ACCIDENTS

2.5 The following are examples, listed without any order of hierarchy, of the most persistent causes of mine accidents:

- A lack of knowledge about mines/UXO or the threat they pose.
- Economic necessity or survival imperatives: Many mine/UXO incidents occur because of deliberate decisions made by individuals or communities who may believe that the perceived benefits of preventive action outweigh the perceived costs of such action. For example, an individual might try to extract the aluminium component of UXO and sell it for much-needed income. Another might wish to collect firewood in a mined area to use for cooking or heating.
- Previously cleared areas have been re-mined.
- Sudden environmental changes, such as flooding, can cause mines to become freshly exposed or shift the position of mines.
- The recklessness engendered by familiarity among individuals exposed to mines or UXO over long periods.
- Inaccurate or misleading information about mines or mined areas.
- Religious and cultural convictions favouring fatalism, or a belief in magic or in the power of karma. In some societies, people wear amulets in the expectation that they will protect them from injury in minefields.
- Belief in one's own invincibility. For example, people who have survived a long and bitter armed conflict may think that mines cannot harm them.
- Behaviour consistent with one's self-image. For instance, men may be reluctant to report the presence of UXO to mine-clearance teams, as this might be taken as a sign of their weakness or incapacity.
- Curiosity can affect behaviour, particularly among children. Learning about the dangers of mines/UXO may even stimulate an individual's curiosity to find out more, such as: *What will happen if the mine is touched? Or hit with a stone? Will it really explode?*
- An individual may come under direct or indirect pressure from relatives, peers, friends, or other community members not to adopt safe behaviour. For example, peer group pressure may lead a boy to attempt to prove his courage by entering a minefield.
- Any combination of factors.

THE CONTEXT FOR MINE/UXO AWARENESS

2.6 Other factors for which data are needed in order to implement an effective programme include:

- The types of mines and UXO and the most common types of mines, UXO and booby traps.
- The location of mines and the types of land affected.
- The existing infrastructure.
- Population statistics, including: size, demographic make-up, sub-groups.
- The roles of men, women, children, various ethnic groups, community leaders, and influential community members/power structures.
- The level of education, including literacy rates.
- The political context.
- The historical context, including the history of the conflict.
- The national plan for mine action, as well as the nature of mine action initiatives.
- The situation in the country in terms of the existence of a humanitarian emergency, a conflict, a post-conflict environment, the level of development, and so on.
- The resources available locally, including in those areas in which the mine/UXO awareness programme should take place, and through agencies and organisations in terms of funding, personnel, training, logistics.
- Communication channels, including:
 - Languages, dialects, oral traditions, traditional media;
 - Traditional systems of education;
 - Materials and communication methods familiar to the population.
- The lessons learned through mine/UXO awareness initiatives in the country.
- The lessons learned through mine/UXO awareness initiatives in other countries.
- The lessons learned through other emergency or development programmes in the country, for example, education and public health initiatives.
- The local coping strategies for dealing with the mine problem.

INFORMATION SOURCES

2.7 Where mine survey activities have been undertaken, information will already have been deposited with the national Mine Action Centre (MAC) or its national equivalent. The Level One Survey will provide general data on the extent and impact of landmine and UXO contamination on a community. The Level Two Survey provides more detailed information on the extent of mine contamination, and aims to delineate the perimeter of mined areas. It will also normally provide more specific information on the types of mines and UXO found in the area. The Level Three Survey, conducted in conjunction with mine clearance, accurately records the area cleared. Mine/UXO awareness programmes will need to refer regularly to the information available as a result of the survey activity, and orient the programme accordingly. However, the more specific information needed for mine/UXO awareness planning may still need to be collected.

Since records are often incomplete, information may have to be collected at a variety of levels (community, district, national), and in particular from hospitals, humanitarian agencies and organisations, government departments, and local authorities.

a) **Information Sources at the Community Level**

The school system, the health care system, and local community leaders can all be used as sources for an ongoing information flow and for monitoring. Village-level data gathering leads to a better understanding of the needs of a community as perceived by the community. Throughout, feedback must be provided to the community, as the community is unlikely to participate extensively if it does not receive any tangible benefit.

b) **Information Sources at the District Level**

Trends in accident statistics, prosthetics treatment, and travel time for care after major trauma can be more clearly identified at the district level, where such information is also more likely to be accurate. When carried out through an institution, district data collection tends to flow with less interruption and is representative of a wider cross-section of the population.

c) **Information Sources at the National Level**

National data gathering occurs primarily in cooperation with ministries of health, social welfare and planning and the national Mine Action Centres (MACs) or the national equivalent. The data are often more technical and sophisticated as regards, for example, the number of artificial limbs fitted each year. The collection of data at this level may also boost mine/UXO awareness among national authorities. In contrast, there may be some unwillingness to release information that is considered sensitive.

METHODOLOGIES

2.8 The choice of methodologies must be based on the following:

- Questions to be answered by programme designers.
- A review of existing information and identification of corresponding information gaps.
- The level of precision required for the answers to each question, for example, is a qualitative assessment adequate, are service-based data adequate, or are representative statistics required.
- The scope of each question, i.e. does it refer to conditions nationally, sub-nationally, locally, and/or for a particular sub-group and therefore the coverage of data collection and sampling required.
- Resources available for the assessments (human resources such as number and skill levels, financial resources, logistics support).
- Accessibility and security.

The range of sources include government offices, hospitals, humanitarian organisations, local authorities, and communities. The range of methods for gathering qualitative and quantitative data,² including surveys, community meetings, interviews, reviews of existing records, and personal observation.

The proper design of qualitative and quantitative data collection and analysis of data require some technical expertise and knowledge of the use and limitations of the different methods.

Resources on qualitative data collection include the following:

- Denzin, Norman and Yvonne Lincoln (eds). 1995. *Handbook on Qualitative Research*. Thousand Oaks, CA: Sage.
- Gosling, Louisa and Mike Edwards. 1995. *Toolkits. A Practical Guide to Assessment, Monitoring, Review and Evaluation*. London: Save the Children.
- Thies, J. and H. Grady. 1991. *Participatory Rapid Appraisal for Community Development*. London: Save the Children.

Resources on quantitative data collection include the following:

- United Nations Children's Fund. 1995. *Monitoring Progress Toward the Goals for the World Summit for Children: A Practical Handbook for Multiple Indicator Surveys*. New York.
- Lwanga, S.K. and S. Lameshow. 1991. *Sample Size Determination in Health Studies*. Geneva: World Health Organization.

a) **Sampling**

In order to put the information collected into context, one must obtain feedback from a sample group that is truly representative in terms of size and characteristics. The appropriate size of the sample group varies depending on the total number of beneficiaries. In general, mine/UXO awareness campaigns target individuals living close to land contaminated by mines, people planning to travel into or through contaminated areas, and people, such as children, tending to display high-risk behaviour around mines. The number of such people is often relatively large. A rule of thumb for the size of the sample is that around 5 per cent of the target audience in a given area should be included. One should be careful to select those people that may be most representative of high-risk behaviour (this obviously depends on the overall number of beneficiaries and is suggested for smaller total audiences only).

An appropriate simple sampling method based on questionnaires involves the use of 'stage clusters'. From a list of all of the villages in the target area choose a number of clusters. This is the first stage of cluster sampling. It should cover approximately 5 per cent of the total audience. Randomly select from this cluster the first household from which information is to be gathered;

² For example, see International Standards for Humanitarian Mine Clearance Operations, United Nations, 1998; and Draft Guidelines and Standards for Level One Mine Survey, United Nations, 1998.

thereafter, continue sampling the nearest households until the sample number is reached. The results of such a survey should be adequate for decision-making purposes at the community level.

b) Designing questionnaires

A key method for monitoring and evaluating mine/UXO awareness programmes has been to rely on questionnaires. Questionnaires are generally used to obtain information in a guided fashion. They may be structured (employing ‘closed’ questions, e.g., “Have you received mine/UXO awareness instruction?”) or semi-structured (open-ended questions, e.g., “What would you do if you found a mine?”). Questions should be phrased so as to measure skills, knowledge, attitudes, and behavioural change. A questionnaire should be easy to complete (preferably one page in length) and should therefore take only a few minutes to fill out properly. Completing it should not require a substantial amount of education or training, since the interviewer and the interviewee may have only marginal reading and writing skills. Questions should:

- Be easy to understand.
- Be culturally sensitive and specific.
- Not prejudice the response.

c) Pre-testing

It is vital that the questionnaire and the interview methodology be pre-tested if programme planners are to ensure that the intended information is obtained and that the respondents truly understand the questions being asked. The interviewers must be trained to observe, ask questions, and record information according to a predetermined, standard pattern. If the questionnaire is to be translated, care should be taken to translate the questions accurately. (This can be checked by asking a third person to translate the questions back into the original language.)

d) Carrying out interviews

It is important to seek the permission of the respondent before carrying out the interview. It is likewise important to declare the purpose for which the interview information is being collected, to identify the agency responsible for authorising the interview process (for instance, is it sanctioned by the local military authorities?), and to explain that the identity of the interviewee will remain strictly confidential. One should endeavour to start the interview process with the least contentious questions so as to build confidence between the interviewer and the interviewee (determining whether questions are controversial, depends to a certain extent on the culture).

INFORMATION MANAGEMENT

2.9 It is important to establish early on a proper database for the storage and analysis of the data generated. The national Mine Action Centre or national equivalent will maintain a database which

will record information on all aspects of the mine action programme. Ideally, the mine awareness database should be a component of this database. However, if it is separately held, there must be coordination to make sure that the databases can exchange information. Database software which can handle the relatively meagre data needs of a mine/UXO awareness project is readily available. Individuals must be trained for the data entry effort so that they can avoid duplication and data entry errors, and so that the overall maintenance of the database is guaranteed. These individuals should also be sufficiently familiar with the software to perform the analysis and reporting functions. Reporting routines should be carried out internally on a regular basis and externally as required by outside agencies and other mine action organisations.

It is recommended to contact the national Mine Action Centres for information on standardized formats and procedures to collect information on mine action in general and mine/UXO awareness education in particular. Examples of standardized formats and procedures to collect information on mine action are multi-disciplinary assessment missions and national (Level One) surveys. Assessment missions and national surveys are key components of the overall information management process, which was established in 1998 with the aim of harmonising the collection and dissemination of information on mine action. An important tool in this process is the Field Module of the Information Management System (IMSMA), which is employed within national Mine Action Centres and contains standardised formats for information reporting.

TRAINING AND THE COMMITMENT OF RESOURCES

2.10 A specific commitment to the collection and analysis of data requires a corresponding commitment of resources in terms of personnel, equipment, and training. If mine action initiatives are to become integrated, interactive, and mutually supportive, and if an isolationist and fragmented approach is to be avoided, then the managers and team leaders involved in the various activities need to be familiar with:

- The importance of information to the programme.
- The various methods for getting the information.
- The way to use the collated and analysed information.
- The activities of the components in a national mine action programme and the activities of the relief and development sectors.

INFORMATION ANALYSIS

2.11 It is essential not only to collect data but also to analyse data. In the absence of expertise, personnel, and the time to collect, interpret, and analyse information, data collection is of little value. Analysis should include the identification of additional information needs for planning and monitoring.

Information analysis determines the quality of information which includes precision, coverage/representivity, and potential bias, and therefore places limits on conclusions. In spite of

this, conclusions must be drawn carefully and their implications assessed, identifying areas for further data collection.

A mine/UXO awareness programme can only intervene effectively if the reasons for high-risk behaviour have been clearly understood. It is possible to distil these reasons into three main categories:

- a) People are aware of mines and know how to minimise the risks of mines, but they persist in high-risk behaviours. Factors other than awareness and knowledge can affect behaviour, including attitudes, social pressures, and economic necessity.
- b) People do not know the safest behaviour to practise around mines. They may be aware of mines but may not have the appropriate knowledge or skills to reduce the risk mines pose.
- c) People are not aware of mines. They may be unaware of the existence of mines or of the dangers of mines.

Mine/UXO awareness strategies have largely focused on the prevention of incidents caused by a lack of awareness of mines or a lack of knowledge of safe behaviour. Very few programmes have sought to prevent the injuries and deaths that can result from conscious high-risk behaviour, even though it is believed that this accounts for the bulk of mine incidents in many contexts.

THE RESULT OF THE NEEDS ASSESSMENT

2.12 The analysis of the information gathered during the needs assessment will be invaluable in determining the strategy to be adopted for the future mine and/or UXO awareness programme. The combination of quantitative and qualitative information contained in the analysis will ensure that programme planners have a firm basis on which to work.

Section Three: Programme Planning

A. LANDMINE/UXO AWARENESS AND INTEGRATED MINE ACTION

INTRODUCTION

3.1 The UN Policy on Mine Action stresses the importance of an integrated response to the issue of landmine contamination, and the need to bring real and lasting support to those who are at risk. It identifies the following four complementary components within mine action:

- a) Mine awareness and risk reduction education.
- b) Minefield survey, mapping, marking, and clearance.
- c) Victim assistance, including rehabilitation and reintegration.
- d) Advocacy to stigmatise the use of landmines and support a total ban on anti-personnel landmines.

These components should normally work together to provide a dynamic, iterative process in which joint planning and assessment of needs, sharing of information and results, present a holistic response to affected communities. Information on mine/UXO awareness needs to become an integral part of the Information Management System for Mine Action, which manages information gathered in global landmine surveys and stores it in national Mine Action Databases. Mine/UXO awareness programmes can operate separately from a mine action organisation and still be integrated.

THE BENEFITS OF INTEGRATION

3.2 One of the goals of mine/UXO awareness programmes is to find solutions to the mine threats faced by communities. These solutions may be both technical and non-technical and may be suited or unsuited to the capacities of the mine/UXO awareness agency. Integrated planning and problem solving enhance the ability of agencies and organisations to develop viable solutions, by ensuring that a comprehensive response to the mine threat is adopted. In addition, linkages with other mine action operations and with central authorities assist in ensuring that information is shared, thereby leading to the better targeting of resources.

COMMUNITY CONTACT AND INFORMATION

3.3 Mine/UXO awareness staff normally build up close contacts with communities in the course of their work. Dialogue with the communities yields valuable information on a wide range of issues, including on suspected minefields, mine-related injuries and deaths, the features of socio-economic life in the communities, traditional practices, and the willingness of the communities to participate in mine action initiatives. Much of the information gained by the mine/UXO awareness workers is valuable to the mine survey, marking and clearance technicians in terms of field operations and more

essentially in determining the priorities among relevant steps. The establishment of an integrated approach facilitates information sharing in the field.

COMMUNITY PARTICIPATION AND OWNERSHIP

3.4 Through an integrated approach, closer contact with communities can lead to greater community participation in and ownership of the mine action initiatives. Community participation in determining priorities also helps de-miners to increase their effectiveness. Through greater community participation, more readily understandable mine warning signs can be created and the theft of minefield marking can be reduced.

APPROPRIATE RESPONSES AND MAXIMISING RESOURCES

3.5 The detailed understanding promoted by an integrated approach allows project managers to develop more effective and efficient responses. For example, rather than using large teams, managers may rely on smaller groups in more tightly defined areas. In certain situations, the decision may be taken to mark and fence off low-priority areas rather than use scarce resources on clearance. Repeated visits to communities by operationally distinct mine action operators (that is, separate visits by, for instance, the survey team, the mine/UXO awareness staff, the information gatherers, the minefield marking team, and the de-miners) represent a less than efficient application of logistics and staff.

LINKING WITH DEVELOPMENT

3.6 Analysis of the socio-economic characteristics of affected communities reveals that mine problems can represent a major obstacle to community rehabilitation and development. An integrated approach through which the skills and interests of the mine/UXO awareness staff are joined with the technical expertise of the de-miners helps the clearance managers and personnel reach a better understanding of the role of de-mining within the development context and also assists the clearance groups in constructing closer links with development projects.

STAND-ALONE MINE/UXO AWARENESS PROGRAMMES

3.7 Stand-alone mine/UXO awareness programmes are sometimes implemented independently of other mine action initiatives. Such programmes are necessary only in certain situations. As far as possible, however, mine/UXO awareness programmes should be integrated with other mine actions and with relief and development programmes. This need is particularly acute where the majority of mine casualties are not caused by lack of awareness of the threat posed by mines or the appropriate behaviour to be adopted. If, for example, survival imperatives dictate risk-taking behaviour, other programmatic interventions than stand-alone mine and/or UXO awareness will be needed to protect effectively the at-risk populations.

INFORMATION TRANSFER AND THE WIDER CONTEXT

3.8 In most post-conflict environments in which mine action programmes are implemented, the lack of information affects all sectors and all agencies. In some cases, agencies are operating in areas where mine/UXO awareness programmes have not yet been initiated. In others, mine action programmes are the first to achieve close community contact and participation.

All the information collected within the context of a mine/UXO awareness programme may be useful to those involved in other mine action initiatives or in relief or development programmes operating in the same area. Information specifically relevant to other mine action activities, for example, surveys of the requirements of mine survivors, can of course be collected through mine/UXO awareness programmes. Mine Action Centres are useful at the national level for collecting information.

There is also a need for more information sharing at the international level. The understanding developed through a mine action programme of the local situation, the manner in which this understanding has been acquired, and the subsequent initiatives that have been implemented can all be of great benefit to programmes elsewhere. Mechanisms need to be established within organisations and agencies to achieve and maintain this sort of information sharing.

B. PLANNING THE PROGRAMME

INTRODUCTION

3.9 Agencies and organisations should use proper programme planning to identify the most effective ways to address needs. The programme plan defines overall goals and specific objectives, outlines the minimum standards of achievement for the programme and the activities which are likely to meet these standards, determines appropriate impact and outcome indicators, and establishes methods and structures for monitoring and evaluation.

As far as possible, all stakeholders should be involved in the planning process. The programme goals, objectives and activities should reflect the input of all the individuals and institutions participating in the assessment and planning stages, particularly:

- The philosophy of the implementing agency.
- The terms of the donors.
- The strategy of the government body.
- The needs of the affected communities.
- The strategy of mine action agencies.
- The strategy of other relevant humanitarian agencies.

KEY ISSUES IN PLANNING MINE/UXO AWARENESS PROGRAMMES

3.10 These Guidelines do not attempt to cover the elements necessary for successful project management. It is assumed that appropriately qualified managers will be recruited to participate in the planning and implementation of mine/UXO awareness programmes. However, it may be useful to mention some general and specific features that one ought to take into account in planning and implementing a mine/UXO awareness programme. The plans should:

- Be integrated into the national mine action strategy and the overall national humanitarian and development strategies.
- Reflect the priorities of the organisations and people involved (such as government, donors, communities, women, children, minorities, and disabled persons).
- Take into account the assumptions behind the conviction that the activities can reach the objectives and that the objectives can achieve the overall goals.
- Take into account the risk of negative side effects generated by the activities.
- Be culturally appropriate.
- Rely on appropriate means of communication.
- Where possible, involve the intended beneficiaries in programme design, implementation, and monitoring.
- Draw on the lessons learned through other mine/UXO awareness programmes.
- Offset urban and gender biases and other biases.
- Establish clear procedures and structures for reporting to donors.
- Be sustainable, that is, cover capacity building and training.
- Be flexible and adaptable.
- Identify indicators to gauge the progress and the impact of the programme.
- Identify appropriate monitoring and evaluation systems.
- Be realistic and take into account programme inputs, such as local and external management capacities and the availability of staff, skills, and resources.
- Assure adequate funding and logistical support.

PROGRAMME INPUTS: STAFF SELECTION

3.11 Larger mine/UXO awareness projects typically require the recruitment of professional project management staff. It is important to remember that mine/UXO awareness initiatives are not military or paramilitary endeavours, but public education campaigns. They therefore require staff appropriate to such campaigns, such as educators, programme managers, trainers, curriculum development specialists, communication and social mobilisation experts, epidemiologists, and artists. Technical specialists play an essential role in mine action initiatives, although such technical expertise is not required of mine/UXO awareness education staff.

To ensure sustainability, one should hire local staff and encourage the participation of the community as far as possible. Staff selection is inevitably context-dependent, but an appropriate

gender and ethnic balance should be sought. In addition, programme managers might view mine survivors as potential resources for a mine/UXO awareness programme. The staff should mirror the society the programme seeks to protect.

PROGRAMME INPUTS: REPORTING STRUCTURES

3.12 All programmes should develop their own internal reporting structures as a function of basic management. However, formal structures for reporting between mine/UXO awareness organisations and other mine action sectors, including national Mine Action Centres and mine action databases, are crucial. These linkages cannot be left to informal networks but must be established formally.

C. COMMUNICATION APPROACHES

INTRODUCTION

3.13 To maximise the opportunities for learning, the use of visual aids and participatory activities is advisable wherever possible. Participatory approaches are based on two-way information flows that encourage dialogue and the analysis of the mine problem at the individual and community levels. Power relationships and ownership lie at the heart of the participatory approach. The aim is to promote safe behaviour around mines and to find practical, non-technical solutions to the mine threat. Examples of participatory approaches are mapping, child-to-child techniques, group and community discussions, and focus groups.

Participatory approaches are especially important for settled communities facing a long-term mine threat and exhibiting high-risk behaviours around mines. When conducted well, participatory approaches can mobilise the community, including children, through locally acceptable modes of communication. However, they require highly skilled and well-trained staff and significant human and financial investments by programme funders and supporters.

CHILD-TO-CHILD TECHNIQUES

3.14 Child-to-child techniques are an approach to learning and teaching that is already being used in more than 80 countries. The techniques focus on children as a resource group, enlisting their help in the promotion of good health practices among their friends and in their families and communities. Successful child-to-child mine/UXO awareness programmes have relied on children in determining the extent of the mine threat faced by communities, in planning and implementing steps to respond to the threat, such as initiatives to promote safe behaviour among people at risk, and in evaluating the outcome of these efforts.

MASS MEDIA

3.15 Radio, television, and newspapers are frequently used in mine/UXO awareness programmes because they can help reach large numbers of people readily and regularly. Access to mass media may be limited in rural developing communities.

D. LANDMINE/UXO AWARENESS: CURRICULUM CONTENT

GUIDING PRINCIPLES

3.16 Mine/UXO awareness messages must be adapted to the local situation and to local target groups according to the results of the needs assessment, and they must be field tested prior to dissemination. They cannot be drafted without reference to the specific situation.

MESSAGE FORM AND CONTENT

3.17 The most effective messages are those which explain the reasons for recommended actions. Messages do not have to be brief and concise. For example, in communities where returnees are expected, a message might be:

“If you leave the mine signs in place, you will be protecting the lives of the members of your own family who are returning to the village because the signs will warn them that the area is mined.”

3.18 Messages should be positive as far as possible. Care should be taken to avoid giving the impression that it is impossible to live safely with mines.

3.19 Messages should use supports from local culture and religion as far as possible, particularly when these may otherwise appear to encourage unsafe behaviour. For example, Cambodians, who are predominately Buddhist, possess a firm belief in the concepts of fate and karma. They consider the course of their lives to be pre-destined; consequently, they do not always follow safety procedures systematically. Mine/UXO awareness programmes have therefore broadcast advice from the most respected monks, who remind everyone that they do have a choice and that it is wrong not to take care of the body.

3.20 One obvious legacy of landmines is the large number of disabled people. In employing images of mine victims to warn populations of the mine danger, one should be sensitive to the situation of the disabled in society. It is important to picture mine amputees as survivors who have skills that they can offer to the community rather than as victims who should be pitied. Using landmine survivors as instructors and as participants in mobile presentation teams can be a powerful message in itself, though care must be taken not to traumatise the survivors.

3.21 Faced with the daily threat of landmines and with no quick solution in sight, people may feel that the situation is hopeless, and this can lead to complacency. By opening linkages between rural populations and the international/development community, one may be able to encourage people in the countryside to confront mine problems more coherently.

ADAPTING MESSAGES

3.22 Materials and evaluations from programmes elsewhere can be used as guides in the design of new programmes and materials. The adaptation of materials must be carried out with direct input from ordnance experts and medical personnel and through discussions and careful testing among target audiences. It is not enough simply to ‘cut and paste’ even in the case of neighbouring areas. Warning signs have to be tailored to specific circumstances.

CURRICULUM CONTENT

3.23 With the important proviso that all messages must be adapted to the specific situation, the following points should be underscored in any mine/UXO awareness programme.

- a) Be aware of the threat:
 - Be able to identify mines/UXO and the fundamentals of how they work.
 - Recognise areas likely to be mined.
 - Be able to recognise mine warning signs.
 - Be able to recognise clues to the presence of mines.
 - Learn about the nature of mine injuries.

- b) Know how to protect yourself and others:
 - Keep out of known mined areas.
 - If you must enter, find out about the safe paths through minefields.
 - Stay on a safe path.
 - Do not touch mines.
 - Pass on information.

- c) Be aware of what to do if you come across a landmine/UXO:
 - Mark the mined area and report its presence.
 - Use your knowledge about how to get out of a minefield.
 - Use the rescue procedures you have learned.

MINE/UXO AWARENESS MESSAGE: BE AWARE OF THE THREAT

3.24 Identifying mines/UXO and the fundamentals of how they work.

a) **General Observations**

Do not spend much time on the identification of landmines and UXO since dozens of different types of landmines and UXO may be found in any one area.

IDENTIFYING LANDMINES AND UXO

Main Curriculum Points

- Mines and UXO come in many different shapes, sizes, and colours. They may be susceptible to rust or change appearance because of weathering.
- Mines can be made of wood, metal, or plastic.
- Mines and UXO are usually difficult to see. They may be buried, hidden in tall grass, camouflaged among trees, floating on the water, or lying under water.

b) **Below-ground Mines**

Mines can be categorised in a number of ways, for example, by type, location, appearance, effect, or method of operation. These Guidelines describe mines in the most basic way, that is, by the location where they are found, below ground or above ground, rather than as anti-tank or anti-personnel, or blast or fragmentation mines. Below-ground mines are usually placed only a few centimetres beneath the surface of the ground and are designed to detonate when someone or something exerts pressure on the top. ‘Anti-handling’ devices are incorporated into some mines; for instance, anti-personnel and anti-tank mines may have a tilt mechanism incorporated that will cause the mine to detonate if it is tilted 10 degrees or more.

If a below-ground mine is laid properly, it cannot be detected by sight, although it may become partly exposed through the action of wind or rain or the drifting of sand.

BELOW-GROUND MINES

Main Curriculum Points

- When properly laid, below-ground mines are impossible to see.
- Below-ground mines are usually set off when they are stepped on or when any pressure is exerted on their upper surface.

c) **Above-ground Mines**

Some types of above-ground mines have tripwires connected to the fuse that set the mines off when the tripwire is pulled or cut. A tripwire may be attached to an above-ground mine on one side of a path, then strung across the path and attached to a stake or tree on the other side. These types of mines are commonly mounted on a wooden stake, which may rot, causing the mine to drop and making it more dangerous. Tripwires are typically very thin and are found in several colours and in non-reflective metal so that they easily blend in with sand or grass, and sometimes the above ground mines themselves are hidden behind trees, hung in trees, partly buried with just the fuses exposed, or hidden in tall grass. Consequently, above-ground mines may be almost as difficult to see as below-ground mines.

ABOVE-GROUND MINES

Main Curriculum Points

- Above-ground mines are often hidden next to paths, in high grass or bushes, or behind trees.
- Some above-ground mines are set off by pulling or cutting a tripwire.

d) **Unexploded Ordnance (UXO)**

Unexploded ordnance are not mines, but ammunition (grenades, mortars, rockets, shells, or bullets) which has not been used or has been fired, but has failed to explode. This does not mean that the UXO is safe. In fact, it is extremely unstable and can be detonated by the slightest touch. Usually UXO cause much more destruction than landmines. The lethal range of the explosion of a common mortar, for example, is 300 metres, while the explosion of a large bomb may be lethal within a range of 1,000 metres or more.

UNEXPLODED ORDNANCE

Main Curriculum Points

- UXO comes in various shapes, sizes, and colours.
- UXO is commonly more powerful than mines and can kill over a wider area.
- UXO is extremely unstable and can be detonated by the slightest touch.

e) **Fuses**

Fuses are fitted to rockets, mortars, and shells and set these off. A fuse may also become detached from the explosive device or munition, or it may simply be left lying around. A fuse can be very small, but is nonetheless potentially dangerous and can even be deadly.

FUSES

Main Curriculum Points

- Fuses are as dangerous as mines.
- Fuses can be large or small.

f) **Booby traps**

A booby trap is a familiar object attached to a mine or explosive that is set off if the object is disturbed, sometimes even by movement close at hand. Everyday objects, such as a packet of cigarettes, a watch, or a toy, may serve as booby traps. Likewise, a weapon may be used as a booby trap by placing it on the edge of a path and attaching it to a tripwire connected to a concealed above-ground mine. People should remember never to touch anything unless they are completely certain that it is safe.

BOOBY TRAPS

Main Curriculum Points

- Almost anything can be made into a booby trap.
- Booby traps are lures to trick people into detonating an explosive.

3.25 **The Nature of Mine Injuries**

Teaching people about landmine injuries is one method of motivating them to adopt safe, non-high-risk practices in mined areas.

THE NATURE OF MINE INJURIES

Main Curriculum Points

Landmines and UXO can kill or cause severe injuries, including the loss of limbs. Mine/UXO injuries affect not only the injured individuals, but also their families and communities.

Physical effects

- A mine or UXO can kill.
- It can blow off arms or legs, and it can blind.
- A mine/UXO injury can cause a pregnant woman to lose her baby or injure a man so that he cannot father children.
- An injury can affect the ability to walk, stand, jump, play, or engage in heavy work.

Economic effects

- If the breadwinner in a family is injured or killed, the family will suffer through the loss of income and will have to find other means of generating income.
- A family member who is injured by a mine or UXO will need assistance from the family.
- A mine/UXO victim may have to spend many months in the hospital. This consumes valuable community resources, including lost wages and time.

Mines/UXO can injure or kill farm animals, representing a loss in income.

Psychological effects

- The survivor of a mine incident experiences a daily struggle to earn an income, to be accepted by the family and the community, and to lead a normal life.
- The mine victim may lose family support.
- The victim may be unable to cope with the emotional and financial strains linked to the injuries, including feelings of guilt for the pain that the injuries bring to other family members.

LANDMINE/UXO AWARENESS MESSAGE: HOW TO PROTECT YOURSELF AND OTHERS

3.26 Keep out of mined areas

It is vital to be constantly on the lookout for mine warning signs and clues that might indicate that an area is mined. Suspected mined areas should not be entered until they have been properly checked and cleared. Nonetheless, people may feel the need to enter known or suspected mined areas in order to gather wood or water. Everyone should therefore be fully informed of mine/UXO awareness techniques. Everyone should also be encouraged to seek safer ways to find or pay for food. Skills training, the increased availability of food supplements, and food-for-work schemes are indirect means of accomplishing this.

KEEP OUT OF MINED AREAS

Main Curriculum Points

- Look out for warning signs and clues which may indicate that an area is mined.
- Do not enter known mined areas for any reason.

3.27 Do Not Touch Mines/UXO

“Do not touch mines because...!” is an important message and must be relayed in different ways. One method of helping children understand that they are not to touch mines/UXO is by making sure that no teacher or landmine awareness staff is ever seen touching or holding any mines

or UXO, whether real or merely models. This should apply to photos and to individuals pictured in illustrations as well.

DO NOT TOUCH MINES/UXO

Main Curriculum Points

Do not touch mines!

Do not enter dangerous areas!

- Do not throw a mine or throw anything at a mine.
- Do not kick or otherwise strike a mine/UXO.
- Do not touch any object unless you are absolutely sure it is safe. It may be booby-trapped.
- Do not attempt to de-fuse a mine or de-mine an area.
- Warn others not to touch mines.
- Prevent others from entering mined areas.
- Do not throw a mine/UXO into water.
- Do not burn a mine/UXO.
- Do not go anywhere near a tripwire, as the surrounding area may also be mined.
- Do not attempt to collect mines/UXO for scrap metal.

3.28 Inquire about Safe Paths

A safe path is one which is travelled frequently and which is known to be free of mines or UXO. When travelling far from home, one should regularly inquire about the location of mined areas, as these locations may change. Nearby residents usually know which routes are safe and which are not, though it may be necessary to ask several people to be sure. One should travel by day whenever possible because it is harder to see warning signs and clues at night. Moreover, mines are often laid at night. Although they are usually removed in the morning, soldiers may sometimes forget to do this.

INQUIRE ABOUT THE SAFE PATHS

Main Curriculum Points

- Ask the local people about the safest paths.
- Travel by day whenever possible.
- If you are unsure whether a road or path is safe, do not use it, but seek a safer route.

3.29 Stay on the Safe Path

When travelling in potentially mined areas, under no circumstances should one leave a safe path. Always look for clues of the presence of mines. Why, for example, is there still a lot of fruit on the nearby trees? Maybe this is because there are mines laid between the safe path and the fruit trees. People travelling together through potentially mined areas should walk in single file directly in the middle of the path and with at least a metre separating one person from the next, because mines are commonly laid on the side of the path.

STAY ON THE SAFE PATH

Main Curriculum Points

- Stay well within the safe path.
- Do not walk along the edge or at the side of the path.

3.30 Avoid Areas Likely to Contain Mines and UXO

Some areas are more likely to be mined than others. Avoid areas where fighting has taken place, and avoid strategic military locations, including areas fenced off by the military and areas around abandoned military camps.

AVOID AREAS LIKELY TO CONTAIN MINES OR UXO

Main Curriculum Points

Be especially careful near these areas:

- Abandoned military outposts, checkpoints, and trenches or ditches.
- Areas containing significant physical infrastructure.
- Ruins or overgrown areas or places that show no signs of passers-by.
- Deserted villages.
- Military bases, high security locations, potential military targets.
- Warehouses.
- Cave entrances.
- Bridges and surrounding areas.
- Naturally shady areas.
- Water sources, wells, riverbanks.

3.31 Recognise Warning Signs

Normally the person who lays a landmine does not leave a clear sign to indicate the presence of the mine, but someone else may leave a temporary sign as a warning to others of the danger. People should be aware of the most common types of warning signs used in the areas in which they live and work. It is important to note and to emphasise that the lack of clear warning signs does not mean that an area is safe. People sometimes remove minefield warning signs without considering the effect on others. A plastic sign may be useful in repairing a damaged roof; the wooden stakes of a mine warning sign may be ideal for starting a cooking fire; metal signs can be fashioned into buckets to carry water; and a skull and crossbones hanging before the front door may be believed to ward off evil spirits. Children and adults need to be told not to remove mine warning signs, and they need to be told why this is so important.

RECOGNISE MINE WARNING SIGNS

Main Curriculum Points

- Be aware of the usual form of warning signs.
- If you see any warning signs, you must assume that the area is mined. You must go back the way you came and find an alternative, safer route.
- Do not remove mine warning signs from the area.
- If there is no warning sign, do not assume that the area is safe.

3.32 Recognise Warning Clues

Usually mined areas do not seem particularly different from areas which are free of mines. Mines are difficult to see. They may be buried, or they may be concealed behind trees or in tall grass. However, there may be clues indicating that there are landmines in an area. The clues may be quite obvious, such as a mine exposed by the weather, or the presence of the skeletons of humans or animals. The clues may also be subtle, like a slight change in the vegetation growth pattern, a small mound, or a slight settling of the earth. If one sees anything that might be a warning clue, one should assume that the area is mined, go back and find an alternative, safer route.

RECOGNISE WARNING CLUES

Main Curriculum Points

The following are mine warning clues:

- Injured or dead animals.
- A partly exposed mine.
- An intact or broken tripwire.
- A fuse sticking out of the ground or lying on the ground.
- A mine packing box or mine wrapping paper.
- Discarded mine safety pins or detonator keys.
- An unusual change in the vegetation, an unusual mound, or a small hollow caused by shifting sand or settling soil.
- Signs of fighting, such as bomb craters, shrapnel, or bullet casings.
- No sign of recent foot traffic.
- If you do not see any warning clues, do not assume that the area is safe.

WHAT TO DO IF YOU COME ACROSS A LANDMINE/UXO

3.33 Mark and Report

It should be explained both to children and to adults that if they come across a mine or UXO they should report the location to the government authorities, parents, teachers, village leaders, police, army personnel, or the nearest mine clearance unit. Some programmes advise people to mark a mine so as to warn others of the danger. It has been argued, however, that such a marking effort may be dangerous, since one must find and place a suitable marker and therefore remain in the area of the mine and perhaps of other mines. Moreover, it may not be clear to others where the mine is in relation to the marker.

If the decision is taken to recommend marking, technical experts should be consulted, and people must be shown the proper procedures through practical exercises and not simply through the mass media or media presentations. People must be instructed about the best ways to make temporary warning signs. They must be warned not to leave a safe path to collect grass or sticks to make the temporary warning sign. Any makeshift sign should be recognisable as a mine warning even to children. It should also be large enough to be readily visible and sturdy enough to withstand the weather or disturbance by animals. The sign should not be placed on mined ground. People must be taught not to mark individual mines, but to leave a clear indication within a safe area which can be used later by mine clearance professionals and may warn others not to enter that area.

MARK AND REPORT

Main Curriculum Points

- Report the location of the minefield to the authorities.

If the decision is taken to recommend marking, technical experts must be consulted, and proper marking procedures must be taught using practical exercises and not simply media techniques.

- Make the signs clear and recognisable to all, including children.
- Do not leave a safe path to collect materials to make the signs.
- Make the signs durable enough so that they can withstand the elements.

3.34 Getting Out of a Minefield

a) Stand Still and Wait

If an individual spots a warning clue (for example, an exposed mine or a hole where a mine has exploded), then the individual should assume he or she is in a minefield. The best solution is **to stand still, call out for help, and wait until help arrives**. It has been said that “It is better to spend two days in a minefield than a lifetime as an amputee.”

STAND STILL AND WAIT

Main Curriculum Points

Anyone finding himself or herself in a minefield must:

- Stop walking immediately.
- Warn others who may be at hand by shouting, “Stop walking! There are mines!”
- Call out for help.
- Wait for help.
- Take no unnecessary risks.

b) **Retrace One's Footsteps**

To retrace one's footsteps is generally not a safe option for getting out of a minefield as it is highly unlikely that the true outline of your footprint will be visible unless you are walking in mud or snow. **Retracing one's footsteps is not a safe option; it is an extremely dangerous method. Technical experts must be consulted, and proper procedures must be taught through practical exercises and not simply through media techniques if the decision is taken to recommend retracing one's footsteps.**

RETRACING ONE'S FOOTSTEPS

Main Curriculum Points

- Stop walking.
- Warn others nearby of the danger.
- If you cannot see the impressions of your footsteps, wait for help.

If the decision is taken to recommend retracing one's footsteps, technical experts must be consulted, and proper procedures must be taught through practical exercises and not simply through media techniques.

- Retrace your footsteps only if you can see them clearly.
- If you retrace your footsteps, keep an eye out for exposed mines, natural disturbances or other warning clues.
- Retrace your footsteps all the way back to a sure, safe path.

3.35 **Rescue Procedures**

a) **Prodding**

Prodding is an extremely risky mine-discovery technique. Because prodding is difficult and dangerous and requires substantial practice, it should never be proposed as a solution through a public awareness component of a mine/UXO awareness campaign.

If the decision is taken to recommend prodding, technical experts must be consulted, and the procedure must be taught using practical exercises and not simply via the mass media. Prodding should only be used if there are no other options available, for example:

- If you are in a mined area and cannot retrace your steps.

- If someone who does not know the proper procedures is in a minefield and cannot get to a safe path any other way.
- If an individual has been injured and cannot get out of a minefield.

The aim is to prod the ground for mines so as to avoid them and reach a safe path. If the procedure is being used to retrieve an injured person, it is recommended that the path be wide enough to allow the rescuer to carry the injured person out of the mined area. In this case, it is not recommended that only the impressions of footsteps be prodded.

Experts should explain the technique only through demonstrations and practical exercises and until they are satisfied that the individuals being instructed are capable of using the technique properly. It is recommended that this procedure be taught to small groups and that each group member undergo individual practice sessions. Training must be carried out away from children. Mine/UXO awareness staff should be taught the procedure by technical staff until they are sufficiently proficient to pass the procedure on to others, and regular refresher training courses must be undertaken.

b) **First Aid**

There are differing opinions about the best form of emergency first aid for mine victims and about the people most suited to receive the relevant first aid instruction. In some circumstances, a mine/UXO awareness programme may be an appropriate medium for instruction in first aid. Yet, “a little knowledge can be a dangerous thing”. **If the decision is taken to recommend instruction in first aid, technical experts must be consulted, and the proper procedures must be taught through practical exercises and not simply through media techniques.**

E. LANDMINE/UXO AWARENESS MATERIALS

BASIC PRINCIPLES FOR THE DESIGN OF MATERIALS

3.36 Materials should be:

- Simple.
- Clear.
- Readable.
- In appropriate local languages.
- Relevant.
- Realistic.
- Attractive.
- Accurate.
- Culturally and religiously sensitive.
- Sustainable.
- Durable.

THE USE OF LOCAL ARTISTS

3.37 The best available local artists should be employed. The production of materials outside the country may impede the sustainability of the programme and lead to unnecessary mistakes. Materials should actively promote local culture and national identity, but also reflect awareness of wider issues through, for example, appropriate sensitivity to the portrayal of the role of women. Merely because artists are local does not mean that they are culturally or socially adept. The materials should be checked and rechecked at all stages of the production process.

THE DEVELOPMENT OF MATERIALS

3.38 Materials should be developed according to rigorous procedures. Short cuts can lead to mistakes, which can be costly.

A General Guide for the Development of Materials

- Needs assessment.
- Data analysis.
- Definition of programme objectives.
- Determination of the communication approach.
- Selection of messages.
- Selection of media.
- Production of the first draft.
- Field testing.
- Review results.
- Revision and the preparation of new drafts.
- Further field testing.
- Further amendments and field testing (if necessary).
- Full production.
- Distribution.
- Monitoring and evaluation.

THE FIELD TESTING OF MATERIALS AND MEDIA

3.39 Basic Principles

All materials and media must be field tested and then amended, if necessary, based on the results of the field testing. This is a crucial part of the development of materials and is often

overlooked or omitted because of time constraints. However, it has been shown that proper field testing can save an enormous amount of resources and effort. During the project proposal stage, sufficient time should be allowed for thorough field testing.

The appropriate type of field testing should be determined, through questionnaires, observation, seminars, discussions, or some other technique. It is important to remember that, if interviewees are unsure of the ‘correct’ answer to a question, they may give the answer they think one wishes to hear. Care must be taken to target the most relevant groups; for instance, schoolchildren rather than schoolteachers should be tested.

3.40 **Key Aspects to be Tested**

- Are the messages correct?
- Is the material attractive?
- Are the style, layout, and type of material interesting?
- Are the images and illustrations clear and correctly understood?
- Can people relate to the images and illustrations?
- Can people read and understand the written messages?
- Are the written messages accurate?
- Are they culturally sensitive?
- Can people understand the relationship between the images and the words?
- What is the relevance of the messages to the daily lives of the people?
- Do the people have any suggestions for changes?

3.41 **Field Testing Guide**

Guide for the Field Testing of Materials and Media

- Study all available relevant materials and information.
- Prepare questionnaires, testing materials, evaluation forms, etc.
- Train staff.
- Present materials to the target group.
- Evaluate the responses.
- Analyse and discuss the findings.
- Make corrections, additions, and other necessary changes.
- Field test the altered material.
- Make any necessary changes.
- Repeat the last two stages (if necessary).

EXAMPLES OF MATERIALS AND TECHNIQUES

Introduction

The following is by no means an exhaustive list of possible materials. The UNICEF Training Modules for Landmine and Unexploded Ordnance (UXO) Awareness will offer further guidance.

3.42 Posters

Posters are a versatile educational material, although they have a limited effective lifespan. Posters can be employed together with participatory exercises, as prompts for discussion, or as starting points for stories. They can be used to stimulate question and answer sessions in classrooms. However, the vandals, sunlight, rain, and poor maintenance can all reduce the effective lifespan of posters.

3.43 Leaflets and Brochures

Leaflets may be useful in special emergency situations. They also have a relatively short effective lifespan. Like posters, leaflets can become the starting points for lessons or discussions.

3.44 Silk Screens

In many landmine/UXO awareness programmes, silk screens bearing landmine/UXO awareness messages and images are viewed as durable teaching aids, which can be readily and cheaply produced in targeted communities. Printing on cloth is practical since the cloth allows for cleaning. Moreover, the screens can be easily transported. If cleaned and repaired whenever necessary, a silk screen can be used regularly and still last for several years. It is also easy to change a series of silk screens as needed.

3.45 Audio Tapes

Audio tapes can be employed for the communication of many landmine/UXO awareness messages, however, first aid techniques and mine-discovery methods such as prodding and retracing require practical exercises. Audio tapes can be used as part of a school kit, during public presentations, or as broadcast material on local and national radio. They can take advantage of music and song to transmit their messages. The production of audio tapes requires actors and technicians, and it should be borne in mind that, because of the high cost of batteries, people may be very selective about the tapes they listen to.

3.46 Video

The programme budget and objectives should be weighed carefully in deciding whether to undertake the production of videos, which can be extremely expensive. Videos are not used much in countries such as Angola and Mozambique, which rely more on traditional live song and dance

performances; in Cambodia, on the other hand, videos are very popular and have become an important educational tool.

Consider the target groups before a script is prepared so that appropriate messages are included. Several versions of a video may be required for different languages and dialects or differing target group needs.

A landmine/UXO awareness staff member should be closely involved in all stages of pre-production (writing, planning, hiring), production (shooting, directing) and post-production (editing, sound, distribution) to make sure there are no mistakes. Once a video has been finished, it is very difficult, costly and time-consuming to correct production errors.

3.47 **Photographs**

Photographs are generally very popular and generate more interest than do illustrations. Photographs can make the plight of mine victims more meaningful to viewers and starkly reveal the horror associated with mine injuries. Some people understand photographs more readily than they do illustrations. However, the production of high-quality teaching materials based on photographs can be complicated and expensive, and permission to use photographs should be obtained from the families concerned.

3.48 **Mine Models**

Some people need to be able to see a three-dimensional model before they can begin really to comprehend the size, shape, and appearance of an object. It may therefore be necessary to create displays which allow people to get a closer look at the form of a mine or UXO. This can be accomplished using stand-alone models or by constructing diorama which show mines in place. Mine/UXO models already exist for this purpose, but remember that they should be the same colour and size as the real thing. They should be exhibited in Perspex, plastic, or glass cases so that everyone, including the instructor, respects the *“Do not touch”* message.

3.49 **Drama and Role-playing**

Dramatic presentations are particularly appropriate for children as they are participatory, require few props, and attract a great deal of attention. Care must be taken, however, not to lose the message in the medium. The teacher should act as the ‘facilitator’ to correct and guide, while the children practise the brief scenes and then act them out in class. Role-playing actively involves children in the learning process because it relies on their own words and their own way of viewing the world. The children feel a greater sense of ownership of the content of the messages because it has come from them directly. This allows the information to be internalised so that learning can take place.

Teachers may prefer to have a class perform a landmine/UXO awareness drama for the rest of the school. In this case, to ensure that the proper messages are transmitted, the script should be

checked by a landmine/UXO awareness staff member and not left entirely to the teachers. Likewise, if the children do the research and storywriting as part of the project, the storyline should be checked by mine/UXO awareness staff. The script should be short, simple, and to the point. The plot needs to be fully worked out so that there is no room for incorrect interpretations. Class discussions and projects such as story-telling and drawing based on the drama can be undertaken after the drama has been performed. Whether the performances are for adults or children or both, it is essential that discussion follow the play so that messages can be clarified and reinforced.

3.50 Games

Children can easily learn mine/UXO awareness messages which are linked to games, but it is important to reinforce these messages in other ways as well. The games should be designed and organised to last around 10 to 15 minutes each. They should be culturally sensitive. Where possible, traditional concepts, fables or folktales should be adapted to include mine safety messages. Messages should emphasise positive actions rather than negative ones. For example, the games should teach children to warn their friends not to touch mines rather than having the children touching mines and play at being blown up.

3.51 Mine/UXO Awareness in Schools

Schools are ideal locations for participatory mine/UXO awareness activities, as the children tend to be a captive audience, and schools provide an appropriate and sustainable learning environment. Mine/UXO awareness should be presented as a regular stand-alone subject. In addition, basic mine/UXO awareness messages can be included during lessons on other subjects.

3.52 Mobile Displays and Public Performances

Mobile displays and public performances generally attract a good deal of attention and are therefore good opportunities to reinforce the mine/UXO awareness messages children have heard in school. Mobile units can also visit schools, especially remote ones or those with few resources, in order to offer practical support for ongoing landmine/UXO awareness programmes. They can be employed as an interactive medium to gauge the amount of knowledge acquired elsewhere. They are also a means of reaching children who may not be able to attend school.

Mobile teams can be used extensively when large numbers of people are forced to evacuate their homes and gather in safer areas during emergency situations. The teams can move in quickly to furnish life-saving information geared to the particular needs of people who are about to return to or pass through areas that may have been mined.

3.53 Landmine/UXO Awareness Centres

If it is not practical to organise mobile teams, a more permanent office - a Landmine Awareness/UXO Awareness Centre - can be set up near mined areas. National Mine Action Centres can also be used in this way. Such centres can attract more visitors if they supply other valuable services in addition to landmine/UXO awareness messages.

Section Four: Monitoring and Evaluation

INTRODUCTION

PURPOSE

- 4.1 The purpose of monitoring and evaluation is to:
- Improve programmes in both the short and long term.
 - Make programmes more accountable.
 - Broaden organisational learning, i.e. lessons on what works and does not work applicable beyond the specific programme context.
 - Strengthen advocacy to influence wider policy change.

Monitoring and evaluation, both being part of the programme cycle, are important tools to provide feedback and information on programme activities that allow programme planners and implementers to assess the activities and introduce changes.

DEFINITIONS

4.2 **Monitoring** is a process of tracking or measuring both progress and change. Progress is measured in relation to an implementation plan for any intervention – programmes, projects, activities, strategies, policies, and services. Change is measured in a condition or a set of conditions, or a lack thereof. For example, changes in the situation of children and women or changes in the broader country context. The monitoring process is a direct off-shoot of the data collection established early in a programme cycle.

Evaluation is a process which attempts to determine, as systematically and objectively as possible, the value or worth of an intervention. The appraisal of value or worth of an intervention is usually based on a number of evaluation criteria: relevance, effectiveness, efficiency, impact and sustainability of activities in light of the specified objectives.

DEVELOPING MONITORING SYSTEMS

4.3 Monitoring should cover both progress of programme implementation and programme outcome, i.e. changes in the situation of the population targeted by the programme. Further, monitoring programme outcomes requires distinguishing the effects of the programme from other factors which may also contribute towards changing the situation of the affected population.

Three key principles should guide the development of monitoring systems:

- To be sustainable, monitoring systems must be kept simple.
- Data collection must be limited to that information which is useful both for decision-making and action.

- In order to be useful, data collection and analysis must be linked coherently to decision-making events – management meetings, periodic reviews, programme and funding cycles, national events outside the context of the programme.

Monitoring, particularly of programme outcomes, should take advantage of existing data collection systems as much as possible.

CATEGORIES OF INDICATORS

4.4 Indicators are defined as the measures used to gauge the changes or results produced by a programme. The following are examples of the categories of indicators.

a) Accident and Injury Rates

How many people were injured or killed before the start of the programme, and how has the programme affected these rates? The initial rates must obviously be determined during the needs assessment and data gathering phase in order to serve as benchmarks for the monitoring process. For accuracy in monitoring, it is important to take into account other factors which may contribute to fluctuations in casualty statistics. The movement of refugees and internally displaced persons, security initiatives, ongoing de-mining, and the need for people to work the land during planting or harvest seasons influence mine accident rates, as does the level of mine awareness achieved by a population regardless of the presence or absence of an awareness programme. If examined carefully and objectively, casualty rates can provide important evidence on the overall effectiveness of a programme:

- The number of mine incidents being reported to authorities.
- The number of mine injuries prior to and following the onset of the mine/UXO awareness programme.
- The number of children correctly identifying mine warning signs and exhibiting appropriate behaviour when caught in a minefield.

b) General Knowledge and Confidence

Through the survey process, one can quickly determine if the community's level of confidence in the face of mines has improved. Baseline research usually reveals a lack of understanding of mines and at least some fear of mines within a community. Following a period of programme implementation, people should be able to answer questions accurately about safe behaviour and display more assurance in their capacity to control the problem.

c) Access to Land

Through mine/UXO awareness, certain areas known to contain mines come to be considered off limits by the community. Likewise, through expanded awareness, the community also becomes

more adept at determining the areas that are safe to re-occupy for residential, agricultural, or industrial purposes.

A mine/UXO awareness programme cannot force people to stay only in safe areas, for need pushes people to take risks if they feel they must. A programme can only assist the community to make more informed choices.

d) **Community Services**

The level of re-establishment of safe access to community services following a mine/UXO awareness initiative could also be an indicator.

e) **Programme Implementation**

Information on programme implementation is often gathered and submitted as a measure of the success of a programme, though it represents only one type of performance indicator. Such information includes:

- The number of individuals employed.
- The materials produced (posters, pamphlets, school materials).
- The area over which materials have been distributed.
- The number and types of awareness sessions held.
- The size of the target audiences and the number of classes held.
- The amount of resources allocated and the level of expenditures.

WHO SHOULD EVALUATE

4.5 The selection of the people who should evaluate a programme depends on the purpose of the evaluation. Participants in an evaluation may include project staff, members of the target community, donors, or even external specialists. If the evaluation is to be an internal assessment of the progress of the programme or if it is for a report at the end of a programme cycle, the participation of project staff and programme beneficiaries is often adequate. If the goals of the evaluation are more far-reaching, then the inclusion of outside experts on the evaluation team is preferable.

Some experience and expertise is required whether found among programme staff or among external evaluators in facilitating the definition of evaluation questions and in the design of an appropriate model and methodology for evaluation.

WHAT SHOULD BE EVALUATED

4.6 In some cases, where monitoring data is solid, a careful analysis of data and discussion of constraints needs to be undertaken. Further, solutions by key programme stakeholders in a less

structured form of review exercise may be adequate to make the necessary adjustments to programmes, and to account for resources used and progress according to programme plans.

WHEN SHOULD AN EVALUATION BE CONDUCTED

4.7 Evaluation can be seen as the culmination of an established monitoring process, that is, it might represent a spot check and an analysis of an already established information flow. The evaluation can be undertaken at the beginning, middle, or end of a programme cycle and for a variety of reasons.

STEPS IN THE EVALUATION PROCESS

4.8 There are several steps in an evaluation process.

a) Clarification

The first steps should be to (a) clarify the purpose of the evaluation, (b) identify the corresponding key stakeholders to be involved and (c) clarify the use they will make of the evaluation, thus laying out the how and where and to whom findings, conclusions, and recommendations will be targeted.

b) Planning an Evaluation

Enlist the involvement and participation of programme personnel through seminars and training for:

- Community members.
- Staff.
- Community leaders.

Identify the areas of the project that are to be evaluated:

- What to evaluate.
- How to evaluate.

Scheduling activities:

- Review existing information.
- Determine the information to be gathered and the sources of the information.
- Determine whether the evaluation is to be qualitative, quantitative, or both. Select key questions based on programme goals and objectives.
- Determine the tools and methods to be used for information collection. Identify the communities that are to be targeted for information collection. Determine the sample size.

Plan the use of resources and personnel:

- Select an evaluation project coordinator.
- Decide on the role of other survey personnel.

Logistics planning:

- Timing of the evaluation.
- Geographical areas to be covered: local, district, regional, or national.
- Material and transport.

c) **Carrying out Final Preparations**

Decide who will collect information:

- Programme operators.
- Other staff.
- Outside experts.
- Specially recruited staff.

Train individuals in the proper data collection methodology.

Field test the methodology through a practice run and arrange for the analysis of additional sources of information.

d) **Conducting and Supervising the Evaluation**

Monitor ongoing data collection for evaluation:

- Employee performance.
- Logistics and material.
- Collect and collate all data at a central point.

e) **Analysing Results**

The analysis must allow a distinction between:

- Findings: factual statements which include description and measurement.
- Conclusions: corresponding to the synthesis and analysis of findings.
- Recommendations: prescription of what should be done in a specific situation and in the future.
- Lessons learned: corresponding to conclusions which can be generalised beyond the specific case, including lessons that are of relevance more broadly within the country situation or globally, to UNICEF or the broader international community. Lessons can include generalised conclusions about causal relations (what happens) and generalised normative conclusions (how an intervention should be carried out).

f) **Dissemination**

- Determine the reporting process for evaluation findings and the best way to use them to improve the programme cycle.
- Provide additional feedback about the evaluation exercise to the stakeholders.
- Share findings with the national Mine Action programme and allow for inclusion of results in the national Mine Action database.

Glossary

This glossary provides simple explanations for technical terms included in the Guidelines. The aim is to assist the reader and not to replace or amend in any way existing legal or technical definitions, such as those found in the 1980 Convention on Conventional Weapons and its annexed Protocols, or the 1997 Convention on the Prohibition on the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction.

Anti-handling Device

A device fitted to an anti-tank or anti-personnel mine that causes the mine to explode when it is handled or disturbed. Anti-handling devices are intended to prevent the clearing of mines by opposing forces.

Anti-personnel Mine

A landmine designed to injure or kill one or more persons. Anti-personnel mines are usually detonated when they are stepped on or when a tripwire is disturbed, but they can also be set off by the passage of time or by controlled means.

Anti-tank Mine

A landmine designed to disable or destroy vehicles, including tanks. Like anti-personnel mines, anti-tank mines can be detonated by pressure (though normally much greater weight is needed) or remote control, as well as by magnetic influence or through the disturbance of a tilt rod (a sort of vertical tripwire).

Booby trap

A device or material which is designed to injure or kill and which functions unexpectedly when a person or vehicle approaches or disturbs an apparently harmless object or performs an apparently safe act.

Bounding Mine

An anti-personnel mine which is set off by a tripwire or pressure and then explodes in the air at a predetermined height and scatters fragments in all directions.

Fuse

A mechanism which sets off a mine or munition.

Mine Action

Activities intended to address a mine threat in a given area or in a given situation. Examples are mine/UXO awareness initiatives, mine advocacy, mine victim assistance, and mine clearance.

Mine Action Centre

A centre which coordinates mine action initiatives within a country. A government or the United Nations usually runs such centres.

Mine Marking

The organised marking of minefields. Standard, easily recognisable mine warning signs are placed around the perimeter of the minefield to alert people to the presence of mines.

Safe Path

A road or path which is known to be free of mines.

Tilt Rod

A post or pole attached to a fuse mechanism on the upper surface of a mine. Pressure exerted on the tilt rod sets off the mine.

Tripwire

A thin, non-reflective metal or coloured wire which can be used as a mechanism to trigger an anti-personnel mine or a booby trap. A tripwire is usually stretched low above the ground so that any passer-by will 'trip' over it, thus setting off the explosive.

Unexploded Ordnance (UXO)

Explosive munitions which have not yet been set off. UXO may already have been fired, dropped, or launched, but it has failed to detonate as intended.

Resources

Selected international agencies and organisations operationally involved in mine/UXO awareness education

Handicap International

E.R.A.C

14, Avenue Berthelot

F-69361 Lyon, Cedex 07

France

Tel: (33 4) 78 69 79 79

Fax: (33 4) 78 69 79 94

<http://www.handicap-international.org>

International Committee of the Red Cross (ICRC)

19, Avenue de la Paix

CH-1202 Geneva

Switzerland

Tel: (41 22) 734 6001

Fax: (41 22) 733 2057

<http://www.icrc.org>

Mines Advisory Group

45/47 Newton Street

Manchester M1 1FT

United Kingdom

Tel: (44 161) 236 4311

Fax: (44 161) 236 6244

E-mail: maguk@cybase.co.uk

Norwegian People's Aid

PO Box 8844

Youngstorget

N-0181 Oslo 1

Norway

Tel: (47 22) 03 77 00

Fax: (47 22) 20 08 70

<http://www.npa.org>

United Nations Children's Fund (UNICEF)

Office of Emergency Programmes

3 United Nations Plaza

New York, NY 10017

USA

Tel: (212) 326-7068

Fax: (212) 326-7037

<http://www.unicef.org>

United Nations Mine Action Service (UNMAS)

304 East 45 Street, 3rd Floor

New York, NY 10017

USA

Tel: (212) 963-1875

Fax: (212) 963-2498

<http://www.un.org/Depts/Landmine>

National Mine Action Centres

Afghanistan

Mine Action Center for Afghanistan (MACA)

House 292, Street 55, F-10/4 (PO Box 1809)

Islamabad

Pakistan

Tel: (92 51) 211 451

Fax: (92 51) 211 450

E-mail: bullpitt@undpafg.org.pk

Angola

Unidade de Coordenação para a Assistência Humanitária (UCAH)

Avenida Comandante Valódia 206, 5 Andar

Luanda

Angola

Tel: (244 2) 348 205

Fax: (244 2) 342 710

Istituição Nacional Angolana de Remoção dos Obstáculos Explosivos (INAROE)
Avenida Comandante Valódia 206, 5 Andar
Luanda
Angola
Tel: (244 2) 334 321
Fax: (244 2) 342 710

Azerbaijan

Agency for Rehabilitation and Reconstruction of Areas
69 Fizuli Street
Baku
Azerbaijan
Tel: (994 12) 958 840
Fax: (994 12) 957 897

Bosnia and Herzegovina

Commission for Demining
Hamdide, Kresevl, Akovica 3
Bosnia and Herzegovina
Tel: (387 71) 443 337
Fax: (387 71) 443 337

Commission for Demining
Zanatski Centar
Pale
Republika Srpska
Tel: (387 51) 786 575
Fax: (387 51) 786 575

Commission for Demining
Kralia Tomislava Me
Mostar BiH
Bosnia and Herzegovina
Tel: (387 88) 310 055
Fax: (387 88) 319 929

Bosnia and Herzegovina Mine Action Centre
Marshal Tito Barracks
Sarajevo

Bosnia and Herzegovina
Tel: (387 71) 667 310
Fax: (387 71) 667 311

Federal Mine Action Centre
Marshal Tito Barracks
Sarajevo
Bosnia and Herzegovina
Tel: (387 71) 667 310
Fax: (387 71) 667 311

Republika Srpska Mine Action Centre
Dunavska 1C
Banja Luka
Republika Srpska
Tel: (387 58) 444 70
Fax: (387 58) 444 70

Cambodia

Cambodian Mine Action Center
PO Box 116, Phnom Penh
Cambodia
Tel: (855 23) 981 083
Fax: (855 23) 363 340
email: dir_cmac@forum.org.kh

Chad

Mine Action Project
c/o UNDP, BP 906
N'Djamena
Chad
Tel: (235 51) 8944
Fax: (235 51) 4397

Croatia

Mine Action Center
Ilica 207, Blg A
Zagreb
Croatia
Tel: (385 1) 378 0005
Fax: (385 1) 378 0101

Croatian Mine Action Center Council

Trg. Sv. Marka 2
1000 Zagreb
Croatia
Tel: (385 1) 456 9252
Fax: (385 1) 456 9369

Mine Action Center
Ilica Ivana Mestrovica 30,
44000 Sisak
Croatia
Tel: (385 4) 454 7960
Fax: (385 4) 454 7950

Iraq

Mine Action Programme
c/o UN Office of the Humanitarian Coordinator in Iraq
Tel: (212) 963-4792
Fax: (212) 963-4793

Lao People's Democratic Republic

UXO LAO
PO Box 345
Vientiane
Lao PDR
Tel: (856 21) 414 896 or 415 767
Fax: (856 21) 415 766

Mozambique

National Demining Commission
1946 Rua da Resistencia, 7th Floor
Maputo
Mozambique
Tel: (258 1) 418 577
Fax: (258 1) 418 578

Accelerated Demining Programme
2770 Avenida de Angola
Maputo
Mozambique
Tel: (258 1) 466 011
Fax: (258 1) 418 577

Somalia

Mine Action Pilot Project
Tel: (254 2) 448 434
Fax: (254 2) 448 439
Email: scppl@AfricaOnline.co.ke

Sri Lanka

Mine Action Pilot Project
c/o UNDP, PO Box 1505
Colombo
Sri Lanka
Tel: (94 70) 212 254
Fax: (94 1) 589 691

Sudan

UN Coordination Unit
House No. 7, Block 5, RFE, Gama'a Avenue
Khartoum
Sudan
Tel: (249 11) 783 757
Fax: (249 11) 773 128

UNICEF, OLS Southern Sector
PO Box 44145
Nairobi
Kenya
Tel: (254 2) 622 764
Fax: (254 2) 215 296

Yemen

Sana'a Demining Programme
c/o UNDP, PO Box 551
Sana'a
Yemen
Tel: (967 1) 415 205
Fax: (967 1) 412 541

REFERENCE CENTRES

Child-to-Child Trust

Institute of Education
20 Bedford Way
London WC1H 0AL
United Kingdom
Tel: (44 171) 612 6648
Fax: (44 171) 612 6645
E-mail: c.scotchmer@ioe.ac.uk

Geneva International Centre for Humanitarian Demining (GICHD)

7 bis Avenue de la Paix
Post Box 1300
CH-1211 Geneve 1
Switzerland
Tel. (41 22) 730 8609
Fax. (41 22) 730 8925
<http://www.isn.ethz.ch/gichd>

GINIE Land Mine Awareness Education

University of Pittsburgh
landmine+@pitt.edu

International Campaign to Ban Landmines (ICBL) Resource Centre

PO Box 8844 Youngstorget
N-0028 Oslo
Norway
Tel: (47-22) 03 77 00
Fax: (47-22) 20 09 40

Liz Bernstein
ICBL Co-coordinator
PO Box 2189
Maputo
Mozambique
Tel: (258 1) 49 39 81/2
Fax: (258 1) 49 39 80
E-mail: banemnow@mail.tropical.co.mz

Susan Walker
ICBL Co-coordinator
4400 Upton Avenue South
Apt 401
Minneapolis, MN 55410
USA
Tel (612) 925-9418
Fax (612) 928-1945
E-mail: sbwhandicap@igc.apc.org

James Madison University Humanitarian Demining Information Centre

University Boulevard
Harrisonburg, VA 22807
USA
Tel: (540) 568-2718
Fax: (540) 568-8176
<http://www.hdic.jmu.edu/hdic/>

Survey Action Centre

2001 S Street NW, Suite 740
Washington, DC 20009
USA
Tel: (202) 483-9222
Fax: (202) 483-6610



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