Coordinating Risk Education

A Training Manual in support of IMAS MRE Best Practice Guidebook 10

B

Before each suggested training segment the manual includes **background information** (marked with a "B") for the trainer on the critical elements that (s)he should know in preparation for the training. It is assumed that the trainer will have read the relevant Best Practice Guidebook. Guidance is then given on the appropriate activity or activities to transfer the information and required skills to the workshop participants.

T

Instructions to the trainer on how to carry out the training activities are marked with a "T".

A

Suggested answers for each activity follow the materials and are marked with an "A".

Contents

Introduction

USING THIS TRAINING MANUAL

This training manual has been developed **to support the assessment of needs and capacities for mine and explosive remnants of war risk education (MRE) interventions**. Although some basic "do's and don'ts" on how to train are given below, the manual is **intended primarily for use by those with previous experience in providing training**.

The training manual is generic in nature, which means that **the curriculum and activities suggested** in the manual **must be adapted to the specific context** in which training is taking place. It uses a fictitious case – Autobia – that draws on real-life examples, but avoids participants at a training workshop being drawn into political discussions or arguments about facts.

As part of preparing for the training workshop, the trainer(s) should have read the IMAS MRE Best Practice Guidebook on Data Collection and Needs Assessment.

BACKGROUND TO THE IMAS MRE TRAINING MANUALS

In October 2003, UNICEF completed a set of seven MRE standards, which were formally adopted as International Mine Action Standards (IMAS) in June 2004. The seven standards are as follows:

> IMAS 07.11 | Guide for the management of mine risk education;
> IMAS 07.31 | Accreditation of mine risk education organisations and operations;
> IMAS 07.41 | Monitoring of mine risk education programmes and projects;
> IMAS 08.50 | Data collection and needs assessment for mine risk education;
> IMAS 12.10 | Planning for mine risk education programmes and projects;
> IMAS 12.20 | Implementation of mine risk education programmes and projects; and
> IMAS 14.20 | Evaluation of mine risk education programmes and projects.[1]

In 2005, the UN Children's Fund (UNICEF) in partnership with the Geneva International Centre for Humanitarian Demining (GICHD) published a series of Best Practice Guidebooks on behalf of the United Nations to support the MRE IMAS.[2] This training manual, one in a series of seven, has been produced by the GICHD and UNICEF to facilitate the implementation of the IMAS on MRE through the provision of training in support of the relevant Best Practice Guidebook. The seven training manuals are the following:

> Needs Assessment for Risk Education
> Planning Risk Education
> Communication in Risk Education
> Community Liaison in Mine Action
> Monitoring Risk Education
> Coordinating Risk Education
> Emergency Risk Education

CONTENT OF THE TRAINING MANUAL ON COORDINATING RISK EDUCATION

This training manual links directly to Best Practice Guidebook 10. The manual provides useful tools and techniques for a trainer or MRE programme manager to guide his/her team in coordination of risk education through a two-day training workshop. The training focuses on essential components of MRE coordination. A proposed agenda for the training is included overleaf. **It is assumed that all participants in the training have previous experience of MRE**.

The training manual covers the following four issues:

> Needs assessment for an MRE program (half a day's training)
> Coordinating and planning (half a day's training)
> Setting up an MRE program monitoring system (half a day's training); and
> National MRE standards (half a day's training).

Before each suggested training segment the manual includes **background information** for the trainer (marked with a 'B') on the critical elements that (s)he should know in preparation for the training. It is assumed that the trainer will have read the relevant Best Practice Guidebook. Guidance is then given on the appropriate activity or activities to transfer the information and required skills to the workshop participants.

At the beginning of each activity, one or more **learning objectives** are set. Guidance is then given on how to carry out the appropriate activity or activities to meet these learning objectives.

Instructions to the trainer on how to carry out the training activities are marked with a 'T'.

Materials needed for these activities follow.

Suggested answers for each activity follow the materials and are marked with an 'A'.

MATERIALS AND RESOURCES NEEDED FOR THE WORKSHOP

> Tables and chairs that can be easily moved
> Flipcharts and markers for each group of five workshop participants
> White T-shirts (one for every five participants) and a variety of coloured markers
> Coloured paper and scissors
> Internet access

At the end of the course, hand out the relevant Best Practice Guidebook (No. 10) as well as the GICHD publication, *Mine Risk Education: A Project Management Guide*.

PROPOSED TRAINING AGENDA

Workshop Day 1 | MRE Assessment and Planning

09:00 – 10:30

> Introductions and review of the provisional agenda
> MRE jargon (icebreaker)
> Post-conflict needs assessment (exercise)

Coffee break

11:00 – 12:30

> Needs assessment framework (brainstorming and exercise)
> Analysing a needs assessment (exercise)

Lunch break

14:00 – 15:30

> Coordination (energiser)
> Coordination and planning (role play)

Coffee break

16:00 – 17:00

> Planning challenges (group discussion)
> Feedback on the day's training

End of Day One

Workshop Day 2 | Ensuring quality MRE

09:00 – 10:30

> Monitoring MRE (brainstorming and exercise)

Coffee break

11:00 – 12:30

> Establishing an MRE monitoring system (exercise)

Lunch break

14:00 – 16:00

> National MRE standards (exercise and general discussion)

Coffee break

17:00 – 17:30

> Wrap-up
> Feedback on the workshop

End of Day Two and Workshop

DO'S AND DON'TS FOR TRAINERS

Good training is based on five basic principles.

> Adults learn best in an atmosphere of active involvement and participation.

> Adults have knowledge and experience and can help each other to learn.

> Adults learn best when it is clear that the context of the training is close to their own tasks or jobs. This means that training should be as realistic as possible.

> Adults are voluntary learners. They have a right to know why a topic or session is important to them.

> Adults have usually come with an intention to learn. If this motivation is not supported, they will switch off or stop coming.

Although the basic objective of training should be to create a learning environment, regrettably, often workshops contain a series of lectures. Adults have a particular problem with learning because as we grow older, our short-term memory becomes weaker. We find it harder to translate what we see or hear to long-term memory. Any method that relies too much on short-term memory, such as lectures, is therefore doomed to failure. For learning to stick, it has to be internalised.

Remember the words of Confucius:

"I hear and I forget; I see and I remember; I do and I understand."

WHAT MAKES A GOOD FACILITATOR?

A facilitator is a generic term for a person who teaches or trains through workshops, training courses, or classes. To be a good trainer/facilitator requires time and experience, and 'learning by doing' is the best way. Remember that you can never fully satisfy every participant. If you have managed to encourage learning among the majority, then you have done your job well. The most effective trainers and facilitators have a range of key characteristics:

> A warm personality, with an ability to show approval and acceptance of workshop participants

> Social skill, with an ability to bring the group together and control it without damaging it

> A manner of teaching which generates and uses the ideas and skills of workshop participants

> Organising ability, so that resources are booked and logistical arrangements smoothly handled

> Skill in noticing and resolving workshop participants' problems

> Enthusiasm for the subject and capacity to put it across in an interesting way

> Flexibility in responding to workshop participants' changing needs, and

> Knowledge of the subject matter

Following on from this, there are a number of basic facilitation skills that must be used by a successful facilitator:

- I listen intensely. I am a model for listening, often paraphrasing and "mirroring" what was said.
- I always use people's first names.
- I am a facilitator, not a performer. My work is being interested, not interesting.
- I encourage everyone to express themselves, and I accept varying points of view offered. I keep track of who talks and who does not, encouraging balanced participation.

THE IMPORTANCE OF FEEDBACK

"Teaching adults is complicated enormously by the difficulty of criticising an equal. Not giving the right quantity or quality of feedback is one of the main reasons why adult learning fails… There are two dangers: giving it in the wrong way and not giving enough." Rogers, 1989

If you do not let workshop participants know when they are doing things well, then they will not be able to reinforce the good things they are doing. As a trainer, you will have to guide self-reflection and give feedback immediately in order to address some of the mistakes from the past. There are five simple rules for giving feedback:

- Give feedback as soon as possible. Do not wait until the error or success is repeated.
- Limit comments to only two or three aspects of good or bad performance. There is a limit to how much we can absorb at any one time.
- Don't immediately correct every mistake yourself. The most difficult thing for a trainer is to keep quiet and let participants learn by doing it themselves. It might take longer, but the learning impact will be greater.
- Give praise before offering negative comments. However poor the performance, there must be something you can praise. Build up participants' self-esteem.
- Criticise the performance not the person. Whenever you offer feedback, make sure it encourages the participant to act upon it.

DAY 1

MRE ASSESSMENT AND PLANNING

Issues covered in this training day

> Introduction and review of the provisional agenda

> Jargon used in MRE programmes

> MRE needs assessment

> Planning an MRE programme

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INTRODUCTION AND REVIEW OF THE PROVISIONAL AGENDA

There are many ways to do introductions. One way is to divide the group into pairs and inform them that they will have to introduce their partners in five minutes time. This forces people to ask their partner basic questions about who they are, where they come from.

If you have more time, you can ask each person to say three things about themselves, two of which are true and the other is false. The rest of the group has to guess which is false.

For a review of the agenda, you can either use PowerPoint/overhead projector or simply present briefly the key topics that will be covered and ask whether anything is missing.

Try not to spend more than 30 minutes maximum on the introductions and review of the agenda.

B

THE NEED FOR MRE COORDINATION: BACKGROUND INFORMATION FOR THE TRAINER

Coordination is generally defined as the "harmonious functioning of different inter-related parts". Coordination is one of the guiding principles of the IMAS on MRE. MRE coordination requires ensuring the coherent and effective involvement of all relevant actors in every component of the MRE programme cycle: planning, implementation, monitoring and evaluation of strategies and activities. This is ideally done through a national mine action coordination body. The national mine action authority is normally responsible for coordination of strategy and policy, whereas the national mine action centre is responsible for operational, day-to-day coordination of activities.

Coordination is essential to the implementation of an effective MRE programme for the following reasons:

1. To provide a common understanding of the needs and context of MRE, and the sharing of information and expertise.

2. To ensure that resources are directed in the most efficient and effective way, through coordinated planning. Duplication of activities not only wastes resources, it also imposes unnecessary burdens on the beneficiaries and may reduce their willingness to cooperate with MRE implementation.

3. To increase MRE's contribution to reducing the impact of mines and explosive remnants of war (ERW).

4. To involve stakeholders at all levels so they can feel some ownership of the programme, helping to ensure its success.

5. To ensure that risk reduction messages delivered to affected communities are consistent and do not contradict each other (this may be done by developing a national core curriculum and national standards).

T

ACTIVITY 1.1 | MRE PROGRAMME JARGON

Learning objectives

> This first icebreaker activity is intended to clarify misunderstandings and misconceptions about key terminology used in an MRE programme. It will also give the training facilitator the chance to gauge the level of knowledge of MRE among the trainees.

Materials needed

- Enough T-shirts for each group of five trainees
- Different coloured marker pens for each group

Time needed

- Approximately 30 minutes

Conduct of activity

Write up on pieces of paper the following words and then fold the paper so the writing is hidden:

- Planning
- Needs Assessment
- Community-based
- Coordination
- Monitoring

Divide the trainees into groups of five or less and go round each group asking one member to take a slip of paper. Tell them they have 15 minutes to draw the word or concept or on the T-shirt **but without using any words**. They will then show the T-shirt to the other groups who have to guess what the word or phrase depicted is.

The idea is to encourage a discussion in a group of key terminology that is often used in MRE circles, but without a full understanding of what exactly is meant. Once the groups have all had a go, ask them to put on the T-shirts (if possible put them up on the wall or have people wear them and then stand in a circle and take a photograph!) so they will serve as a constant reminder during the workshop.

ACTIVITY 1.2 | POST-CONFLICT MRE NEEDS ASSESSMENT

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Learning objectives

> To enable trainees to start to understand the key issues to cover in a post-conflict needs and capacities assessment for an MRE programme.

Materials needed

- One flipchart for each group of five trainees with markers; and
- Copy for each of the participants of the Autobia Fact Sheet and map of Autobia (contained overleaf).

Time needed

- Approximately 45 minutes

Conduct of activity

The trainer should read several times before the workshop the Autobia fact sheet so s/he becomes very familiar with the contents. Tell the trainees that they are members of a UN inter-agency assessment mission to Autobia and are tasked to obtain as much relevant information as possible in preparation for an MRE programme. They are in luck as the trainer(s) has/have a good knowledge of the country with the information. In groups of five, they should prepare a list of the questions to be asked. Then go round each group in turn allowing them to ask one question each. If the information is not there, just say “I don’t know” or “I’m sorry, I don’t have any information on that.”

Once they have obtained the bulk of the information, hand out the Autobia fact sheet and map to everyone and clarify any issues. Tell the participants to keep the two documents as they will need them later in the day.

AUTOBIA FACT SHEET

A bitter internal armed conflict has just ended in Autobia, with a peace deal brokered by the United Nations between the government and ethnic Decepticon rebels, based in the mountainous east of the country. A government of national unity has been appointed under the terms of the peace accord; one of their main tasks is to draft a new constitution paving the way for elections to be held within 18 months. It is expected that the constitution will give considerable autonomy to the eastern regions.

Deployment has now begun of a UN peace-keeping mission – UNOMICRO – which will be 20,000 strong. Ethnic Decepticon refugees that fled the country to neighbouring Deceptica are planning to return and those displaced internally by the fighting have already begun returning to their homes. The ethnic Decepticons are mainly subsistence farmers and herders but they have very little seed, agricultural implements or livestock left. It's too late in the season to plant crops so they will be reliant on international food aid until the following spring. The government of Deceptica has announced that it will open border routes to facilitate the delivery of aid coming in through its eastern seaport (Autobia is land-locked).

The World Bank is planning to convene a major donors' conference to support the rebuilding of Autobia, whose economy has been devastated by two decades of conflict. A joint World Bank/European Union/Japanese government assessment mission is about to visit the country and will prepare a report in advance of this conference. Nordic countries are expected to play a significant role at the conference as the Ministry of Foreign Affairs in Denmark had initiated the latest peace efforts.

Autobia is not well known to the outside world but there are reports of substantial natural gas reserves, mostly in the former rebel-held areas; if true, a pipeline could easily be built to enable gas to reach European markets.

Meanwhile, the number of civilian mine victims is said to be increasing. Information on victims is being collected by the International Committee of the Red Cross, as part of its national mine risk education and victim assistance programme. The health system is not functioning and is dependent on outside assistance from the ICRC and Médecins sans Frontières to provide even basic primary health care.

There are no foreign organisations working actively in demining although three international NGOs have been carrying out "integrated demining" projects in Deceptica along the border with Autobia where the refugees were temporarily resettled.
Reports from Human Rights Watch based on interviews in the refugee camps suggest that there are many victims of both mines and other unexploded munitions, including cluster bombs, especially in the east. All the bridges have been destroyed and the few asphalt roads in the country have deteriorated and many in the east are believed to be mined. Press reports suggest that roads and some communities are "littered" with unexploded ordnance.

Claims that the national armed forces continue to lay mines have been strenuously denied, although it was acknowledged that they held "significant" stockpiles around the country. The previous government blamed the rebels for mine-laying and had indicated that it was planning to join the Anti-Personnel Mine Ban Convention. The newly-appointed government of national unity has not yet made its position known.

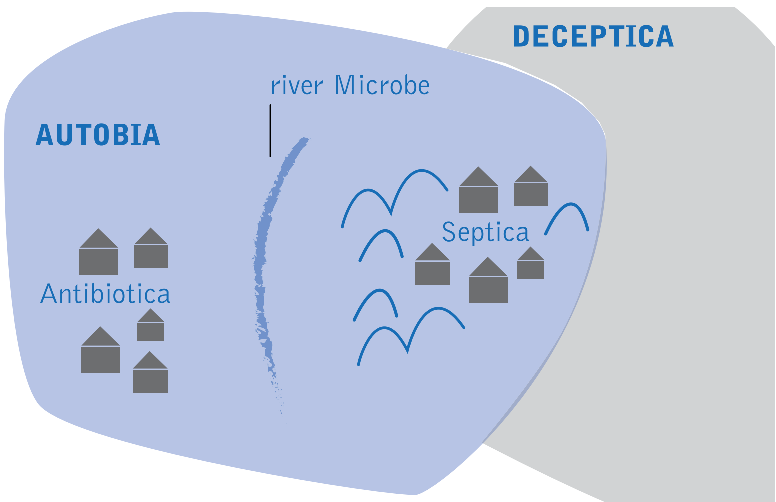
The peace accord foresees the creation of a new national army recruited from the ranks of both warring parties.

There are no functioning newspapers or TV/radio stations inside Autobia that service the ethnic Decepticons in the east but rebel organisations have set up a propaganda arm, including newspapers and radio programming produced in western Deceptica.

Key facts

Official name	Republic of Autobia
Member of	United Nations, Council of Europe, Commonwealth
Area	110,912 km^2 (roughly the size of Bulgaria)
Population	9,000,000 (1994 estimate)
Capital	Antibiotica (1 million inhabitants in 1994)
Major cities	Septica (200,000 inhabitants in 1984)
Official language	Autobian (Decepticon is widely spoken in the east of the country)
Religion	Christian Orthodox (93%)
Government	According to the existing Constitution, the President of Autobia is elected by universal suffrage every five years. He was last elected in 1995 with 97% of the vote just before the declaration of a State of Emergency. The President appoints a Prime Minister and a Cabinet. There is a bicameral assembly – Parliament House and the Oversight Chamber. Members of Parliament House are elected by popular vote and the Oversight Chamber representatives are appointed by the Prime Minister.
Geography	The Microhill Mountains run from north to south in the east of the country – Lumpi is one of the highest peaks in Europe. Autobia is landlocked, with its neighbour to the east, Deceptica, holding a valuable warm water port.
Economy	With fertile soils in the west and centre of the country, Autobia has a strong agricultural base. Production is centred on large-scale mechanised cooperatives, although these have been badly affected by the conflict. Natural gas reserves have been found in the east of the country but there has been little exploitation to date because of the conflict. A planned pipeline will go through the mountains from south to north through the west of Deceptica and into Central Europe.

Map of Autobia



T

ACTIVITY 1.3 | THE CONTENT OF AN MRE NEEDS ASSESSMENT

Learning objectives

- To enable trainees to understand in depth the issues to be included in an MRE needs and capacities assessment.

Materials needed

- One flipchart for each group of five trainees with markers; and
- Copy for each of the participants of the Needs and Capacities Assessment outline

Time needed

- Approximately 45 minutes

Conduct of activity

Begin with a brainstorming (i.e. asking for and recording ideas from the group without criticism) of what issues should be covered in a needs and capacities assessment. Once you have a few issues up on the flipchart ask for main categories of information. You're aiming for four main categories:

1. The context for mine risk education
2. The explosive threat to the civilian population
3. The at-risk groups who should benefit from mine risk education
4. Existing capacities to provide mine risk education

Then assign one category to each group and give them 30 minutes at least to come up with a list of information they would like to collect if they were preparing a needs assessment in an affected country. Go through each group in turn eliciting peer feedback and other suggestions wherever possible.

A

Suggested Answer to Activity 1.3

1. The context for mine risk education in (Autobia)

Geography
This section should describe the geography of the country, e.g. size, mountainous areas, climate.

Demographics
The total population and disaggregated population data by age, sex, and ethnic group.

Geopolitical landscape
This section should describe the regional actors and their influence on the country. Are there any providing weapons, including mines, to the country?

Background to the conflict
This section should include a short explanation of the current situation in the country, including a description of the main actors.

Current security

- How does this affect humanitarian actors?
- How is the national government (or organisation working on its behalf) received?
- Which areas are "no-go"?

A

Religions and ethnic groups

> What religious groups exist in the country?

> How well do they co-exist?

Traditions and culture

> Are there cultural traditions that will affect the conduct of a risk education programme?

> Can any be used as helping factors?

Languages

> How many languages are used in the country?

> For those groups whose native language is not the national language, how well do they understand it and how much do they use it in their day-to-day life?

Literacy

> To what extent do people read and write?

> How does this differ among ethnic group and across social class and between rural and urban populations?

Communication channels

> What are the main communication channels in the country?

> Who uses which channels? At what time of the day?

> Are there particular radio or TV programmes that are popular that could be exploited for risk education purposes?

Social situation

> How are household/community tasks divided between men, women, boys and girls?

> Who takes decisions in the household?

> Who looks after boys? Who looks after girls?

Economic situation

> How do people earn their living (broken down by social class and ethnic group and rural/urban population)?

> Do people need to clear landmines or collect UXO (to sell as scrap metal or for any other reason)?

Infrastructure and transport

> What infrastructure is usable (broken down by region)?

> What transport facilities exist? How much do they cost? How reliable are they?

Medical services and health system

> What is the state of the health system? How well are health centres able to cope with mine and ERW injuries (broken down sub-regionally)?

A

Suggested Answer to Activity 1.3 (contd)

Laws and administrative regulations

> Has the country joined the Anti-Personnel Mine Ban Convention?

> Has the country joined the Convention on Certain Conventional Weapons and Protocol V on explosive remnants of war?

> Has the country joined the Convention on Cluster Munitions?

> Do any laws prohibit civilians touching landmines and UXO/AXO?

> What are they supposed to do if they find mines or UXO/AXO?

Development actors

> Which development organisations are operating in the country/affected areas?

> What sectoral areas are their priorities?

> Where, geographically, are they operating?

2. The explosive threat to the civilian population

Type of threat

> Is it anti-personnel mines, anti-vehicle mines, unexploded ordnance (UXO) or improvised explosive devices (IEDs)?

> Are there abandoned stockpiles of explosive ordnance (AXO) that could be a threat?

> Where is the threat known or suspected?

> Which areas are not affected? Do they contain displaced people who will likely return to affected areas?

> Does the threat vary from region to region or is it broadly the same throughout the country?

> What is the level of access (security and logistics and infrastructure) to the affected areas? (This should be broken down by sub-region.)

Impact of the threat

> How, in summary, does this affect the civilian population (human, social, economic, environmental impact)?

> Who, in summary, is most affected? (This issue is addressed further in section 3.)

> What are the risks to the civilian population or reporting landmines or ERW they find?

3. The at-risk groups who should benefit from mine risk education

General target audience

This section should first summarise who is at risk from mines and ERW (based on victim profiles and local assessments), what their risk-taking behaviour is and why. Do explosions lead to multiple or individual casualties?

It should include the place and type of casualties, what happened to them, did they receive adequate treatment, how long did it take, what are they doing now, etc.

Specific target audiences

The section should then be broken down by affected group (specific target audiences). In each case, it should detail the typical risk-taking behaviour.

It should include the place and type of casualties, what happened to them, did they receive adequate treatment, how long did it take, what are they doing know, etc. Did explosions lead to multiple or individual casualties?

4. Existing capacities to provide mine risk education

Existing mine action structure and capacity

> What is the mine action structure for the country?

> Who is implementing mine action in the country?

Existing risk education actors

> Who is providing risk education to those at risk from mines, IEDs, or ERW?

> Who else could do so? (e.g. organisations involved in HIV/AIDS awareness)

Existing public health actors

> Who is providing assistance to mine or ERW victims?

> Who else could do so?

> What are the main gaps?

Existing development actors

> Who is providing development assistance to mine/ERW-affected communities?

> Could their efforts be better harnessed to deal with the impact of mine or ERW contamination? Who else could do so?

Local resources

> What media, education or public health expertise is there in-country?

> Could some of the key organisations or bodies be involved in risk education?

> What capacities to provide risk education already exist in affected communities?

Funding

> What annual level of funding is available to mine action?

> Which donors could be approached to provide more? Could some give in-kind assistance (i.e. through technical assistance)?

T

ACTIVITY 1.4 | ANALYSING AN MRE NEEDS AND CAPACITIES ASSESSMENT

Learning objectives

> To enable trainees to practice analysis of a fictional MRE needs and capacities assessment

Materials needed

> One flipchart for each group of five trainees with markers; and

> Copy for each of the participants of the Autobia Fact Sheet and map of Autobia (already handed out)

Time needed

> Approximately 45 minutes

Conduct of activity

The trainer should divide the participants into groups of five (different to the earlier exercises). Refer to the Autobia fact sheet and map and tell the groups they have 20 minutes to prepare a brief outline of a risk education programme appropriate to the first 12 months of the post-conflict context.

Before asking two or three of the groups to present their ideas, review first as a whole the key facts (and challenges) from the needs assessment.

A

Suggested Answer to Activity 1.4

A suggested answer might contain the following:

> Minimal existing MRE capacity and experience within the country (as far as we know), apart from the ICRC;

> Possible capacity from the organisations working across the border (but will they come into Autobia and will they be acceptable to all parties);

> Minimal information on those at risk, other than the obvious (returnees, people living in the east of the country);

> No formal data gathering mechanism for casualties or dangerous areas;

> Mines and ERW are a threat, including submunitions;

> No national or regional coordination and tasking mechanism; and

> No specific MRE needs assessment.

This suggests the following possible programme outline for the following 12 months:

> An MRE-specific needs assessment (quick and dirty, given the time constraints);

> Discussion with the ICRC on their plans for MRE (use of local Red Cross society planned or ongoing; plans to transition their MRE as the situation moves out of emergency?)

> Initiation of an MRE programme in the east that at least coordinates with the cross-border integrated demining programmes;

Suggested Answer to Activity 1.4 (contd)

> A decision on whether to invite international demining NGOs to do MRE and clearance in Autobia;

> A request for technical assistance in MRE and funding from the UN peacekeeping mission and/or UNICEF;

> Some form of coordination body for MRE in the east of the country;

> Start to develop national standards and standardised forms and materials.

ACTIVITY 1.5 | MRE COORDINATION ENERGISER

Learning objectives

> This energiser not only enables the training to survive the “graveyard session” after lunch (when people are often sleepy), it also introduces the participants to the topic of coordinating planning, the theme for the afternoon session.

Materials needed

> Three sets of instructions (overleaf) with enough copies of each so that every participant has an instruction card A, B, or C

> A room without tables but with a chair for each participant

Time needed

> Approximately 20 minutes

Conduct of activity

Explain to participants the relevance of this exercise by referring to its objectives. Then give each participant one set of instructions (either A, B, or C), distributing equal numbers of the three different instructions. The three pieces of paper are:

A. Put all the chairs in a circle. You have 15 minutes to do this.

B. Put all the chairs near the door. You have 15 minutes to do this.

C. Put all the chairs near the window. You have 15 minutes to do this.

The trainer tells everyone to start the exercise, following the instructions they were given.

The exercise demands that different groups with different interests cooperate. Several solutions are possible:

1. Putting all the chairs in a circle, between the door and the window.
2. Putting all the chairs, consecutively, in a circle, by the door and by the window.
3. Disobeying the instructions by separating the chairs into thirds.
4. Renaming the situation, by hanging two sheets in the middle Ask for peer review and discuss the following issues: choice of images, similarities, local/national/ international biases.

T

ACTIVITY 1.5 | MRE COORDINATION ENERGISER (CONTD)

Conduct of activity

Relevant questions for the discussion after the exercise include:

> What did you experience in playing this game?
> How did you relate to people who wanted something different to you?
> Did you feel the chairs were yours to do with as you wanted?
> Did you follow instructions to the letter?
> How would you handle this assignment a second time?
> Can you relate what happened to real life situations? (For example, mine risk education and the need to work with other actors both within and outside mine action…)

Instruction Cards

INSTRUCTION CARD A

Put all the chairs in a circle.
You have 15 minutes to do this.

INSTRUCTION CARD B

Put all the chairs near the door.
You have 15 minutes to do this.

INSTRUCTION CARD C

Put all the chairs near the window.
You have 15 minutes to do this.

T

ACTIVITY 1.6 | MRE COORDINATION IN PRACTICE

Learning objectives

> To enable participants to understand some of the challenges (and solutions) to coordinating an MRE programme

Materials needed

> List of participants

> Briefing cards for the relevant participants (both are contained overleaf)

Time needed

> Approximately 90 minutes

Conduct of activity

Tell participants that it is time for Autobia's first mine risk education working group meeting, which is being hosted by AUTOMAC.

Allocate roles and this time hand the participants the relevant briefing cards for their character.

MINE RISK EDUCATION WORKING GROUP MEETING

Provisional Agenda

1. Introductions
2. Adoption of agenda and participation
3. Operational priorities
4. Standardising MRE messages
5. The mandate for the mine risk education working group
6. Other Business

List of Participants

Mr Buro, Director, MICROMAC (Meeting Chair)

Sara, MICROMAC Mine Risk Education Coordinator

Dr Swiss, ICRC Autobia

Magnus, EuroBatt Mine Risk Education Commander, UNOMICRO

Dan, Solidarity for Decepticons (local NGO)

Andrea, Autobia Rights Watch (local NGO)

Background information

The meeting is taking place against the backdrop of increasing tension in Autobia, despite the deployment of a United Nations peace-keeping mission – UNOTOBIA. One peace-keeper has already been killed after intervening in a local ethnic dispute, and new returns of ethnic minority Decepticon refugees from neighbouring countries are planned.

Demining uses former military deminers trained by AUTOMAC. In one incident on an evening last month, three civilians were injured in a minefield that was supposed to be cleared. There have been accusations of new mines being laid by the Autobian army in ethnically sensitive areas – accusations it denies. International donors are getting restless. Meanwhile, the number of civilian mine victims is increasing. Information on victims is being collected by the International Committee of the Red Cross, as part of its national mine risk education and victim assistance programme.

There are two local NGOs working in mine risk education, but they are using different messages. One, Autobia Rights Watch, is teaching communities how to prod their way out of a minefield. The other, Solidarity for Decepticons, is teaching Decepticon returnee children to mark suspected mines and UXO. It has distributed a sticker "don't touch", which children are putting on unexploded submunitions. It is funded by an international NGO, Save the Children Deceptica.

UNOMICRO is putting together a mine risk education package for children (soldier to child programme) to teach them how to identify the different landmines they may come across and how their fuzing systems work.

Hidden Agenda Cards

HIDDEN AGENDA CARD FOR MR BURO

You are under considerable pressure from both your own government and foreign donors. There have even been suggestions that you will be replaced as the work you have been doing is not universally appreciated. You cannot afford to lose your job as you have just bought a new house. You are basically honest, but don't have a lot of knowledge about mines and especially mine risk education.

HIDDEN AGENDA CARD FOR SARA

You have just been appointed to coordinate mine risk education. You have previous experience in HIV/AIDS awareness programmes but are not a mines expert. Your task is to improve mine risk education and you are under pressure to deliver results quickly, despite your boss, who you do not get along with.

HIDDEN AGENDA CARD FOR DR SWISS

You have begun a mine risk education programme in Autobia and are continuing to manage the national prosthetics centre. Your data collection efforts show that the number of victims is increasing quite sharply because of forced repatriation from neighbouring Deceptica. You are concerned about alleged violations of the Anti-Personnel Mine Ban Convention, but don't wish to risk being asked to leave the country.

HIDDEN AGENDA CARD FOR MAGNUS

A Swedish peacekeeper was recently killed when trying to stop a local ethnic dispute escalating out of control. You have a clearance battalion in country, which has been concentrating on clearing unexploded submunitions dropped by NATO forces against the Decepticon rebels. You are under a lot of pressure from your home country to do mine risk education in the soldier-to-child programme.

HIDDEN AGENDA CARD FOR DAN

You are being funded by Save the Children Deceptica but don't know much about mine risk education. Your main objective is to increase your own funding.

HIDDEN AGENDA CARD FOR ANDREA

You are concerned about the behaviour of the government and are deeply suspicious of the role of the mine action centre as being a cover for the intelligence services. You are very concerned to pursue the allegations of treaty violations – these come from a local staff member in your organisation working in the field.

Finish the day's training with a discussion of the lessons learnt during the role play and some of the challenges that people have been facing in their own programmes. Highlight the different approaches to coordination, which may range from positive ownership through joint work planning of MRE projects to less positive "coordination dictatorship" to "carrots and sticks".

T

ACTIVITY 1.7 | FEEDBACK

Complete the day with a short formal feedback session from the trainees. For instance, you can draw a smile, a frown and a normal face on three different flipcharts and ask people to stand in front of the one that reflects their feelings. Ask for suggestions on how things could have been better and then what people enjoyed, so you (hopefully!) end the day on a high note.

End of day one of the workshop

DAY 2

ENSURING A QUALITY MRE PROGRAMME

Issues covered in this training day

This second day of the training focuses on how to establish and maintain a high-quality MRE programme.

> What is monitoring and how does it differ from evaluation?

> Establishing an MRE programme monitoring system

> Developing national MRE standards

> Pre-testing of a communication strategy

B

MONITORING MRE: BACKGROUND INFORMATION FOR THE TRAINER

The early establishment of a monitoring system to collect and use information is crucial for the successful achievement of MRE programme goals and objectives. The existence of a monitoring plan in and of itself promotes evidence of performance-based decision-making. Without it, mine action centre staff would not be able to track progress, to know when projects are off schedule, nor would they know when they require a change of direction to successfully achieve the programme's intermediate objectives or final goal. Implementing a programme without a monitoring plan could be compared to steering a ship without a compass or radar.

When you design a monitoring system, you are establishing a system that will provide useful information on an ongoing basis so that you can improve what you do, and how you do it. Monitoring encourages project staff and management to reflect and learn from their findings, to decide whether to continue along the same path, or if it is necessary to change direction. It keeps the programme on track towards meeting its overall goal.

Monitoring is therefore a process of tracking or measuring what is happening within a programme. It also includes tracking change in the mine/ERW threat and the environment. In other words, it looks at changes to:

- initial assumptions regarding target groups
- demographic and cultural changes affecting those most at risk
- the mine/ERW threat, or
- the broader political and socio-economic context that might influence people's ability to manage the threat in a safe way.[3]

T

ACTIVITY 2.1 | WHAT IS THE DIFFERENCE BETWEEN MONITORING AND EVALUATION?

Learning objectives

- To enable trainees to understand the difference between monitoring and evaluation

Materials needed

- Set of statements (contained overleaf) cut out individually so that each group has the full set

Time needed

- Approximately 45 minutes

Conduct of activity

Cut out each of the statements and ask participants in groups of five or six to place them under one of the headings, 'monitoring' or 'evaluation' on flip chart paper. This can be done by using separate pieces of paper each containing one statement.

Statements about monitoring and evaluation

A systematic and continuous process that happens during project implementation	To feed into the project planning process
Makes judgments about the evidence	To determine if the programme outputs are leading to the desired outcomes
Compares actual project impacts against the agreed strategic plans	To examine if the outcomes are having any noticeable impact on the long-term development objectives
To ensure that activities are being implemented according to plan	To demonstrate the value of your work to your own organisation and to outsiders
To determine whether available resources are sufficient and well used	To contribute to lessons learnt
To improve the quality of routine work at local level	To influence policy direction and advocacy
To provide baseline information	A one-off event usually undertaken mid-way or at the end of a project

Suggested Answer to Activity 2.1

In presenting the correct answer, it might be worth beginning with two slides as follows:

Slide 1 The difference between monitoring and evaluation is sometimes described as the difference between a medical check-up and an autopsy.[4]

Slide 2 Monitoring attempts to answer the question "What are we doing?" Evaluation, on the other hand, asks "What have we done?"[5]

The first slide is a thought-provoking analogy while the second slide distinguishes their roles from a more practical perspective. This paves the way for **Slide 3**, the answer to the Activity 2 exercise, best shown in one slide, if possible:

A

Slide 3 | Comparison between monitoring and evaluation

Monitoring	Evaluation
> A systematic and continuous process that happens during project implementation	> An one-off event usually undertaken mid-way or at the end of a project
> To ensure that activities are being implemented according to plan	> Makes judgments about the evidence
> To determine whether available resources are sufficient and well used	> Compares actual project impacts against the agreed strategic plans
> To improve the quality of routine work at local level	> **To determine if the programme outputs are leading to the desired outcomes**
> To provide baseline information	> To examine if the outcomes are having any noticeable impact on the long-term development objectives
> **To determine if the programme outputs are leading to the desired outcomes**	> **To demonstrate the value of your work to your own organisation and to outsiders**
> **To demonstrate the value of your work to your own organisation and to outsiders**	> To contribute to lessons learnt
> **To feed into the project planning process**	> To influence policy direction and advocacy
	> **To feed into the project planning process**

A

Suggested Answer to Activity 2.1 (contd)

You will note that three statements have been highlighted in bold as they are likely to cause some debate about which box they rightfully belong in. Two are largely self evident as belonging to both boxes, however the third one, 'to determine if the programme outputs are leading to the desired outcomes' is a bit more tricky.

Monitoring largely focuses at the **output level** (directly linked to activities) and the **outcome** result level. While evaluations may also focus on outcomes (especially if mid-term evaluation), there is much more of a focus on **impact** level results. So, for now, for the purpose of simplicity, it is best to state that the statement can appear in both and that monitoring contributes to evaluation. There is more on this issue later in the workshop.

ACTIVITY 2.2 | ESTABLISHING AN MRE MONITORING SYSTEM I: THE ROLE OF INDICATORS

T

Learning objectives

> To enable trainees to understand the role of indicators in a national MRE monitoring system

Materials needed

> Four flipcharts for four groups of trainees with markers

Time needed

> Approximately 60 minutes

Conduct of activity

Start with a mini-quiz to determine the level of knowledge of the participants on performance measurement. Depending on how much time is available, this can be done by posing questions in an open discussion or by dividing participants into groups and getting each group to feedback responses to a list of questions posted on a flip chart or slide. Suggested questions are as follows:

> What is an indicator?

> How does it differ from a result?

> What does an indicator measure?

> Why is it necessary?

> During the project cycle, when do you identify indicators?

> What is the difference between an indicator and a target?

Suggested Answer to Activity 2.2

A

Q. What is an indicator?

A. An indicator is a measureable or visible sign that something has been used or that some people have benefited (or not) from an intervention. It can be qualitative or quantitative.

For example in MRE, an indicator could be "an increase in the number of children under 16 who are aware of the dangers of mines/ERW". This indicator could be a plausible measurement for the output level result "improved knowledge of school children on mine/ERW risk".

Q. How does an indicator differ from a result?

A. Results tell us want we want to achieve. Indicators determine the level of achievement.

A

Suggested Answer to Activity 2.2 (contd)

Q. What does an indicator measure?

A. It measures what actually happened. It measures progress towards the achievement of outputs, outcomes and impact in terms of quantity, quality, relevance, timeliness and cost-effectiveness (among others)

Q. Why are indicators necessary?

A. They determine the level or degree of 'change' that resulted from activities, outputs and outcomes. Indicators tell us what we want to know about the result and the kinds of information required to determine the level of achievement.

Q. During the project cycle when do you identify indicators?

A. During the planning phase. If poorly developed, they can be updated and fine tuned after the initial needs assessment.

Q. What is the difference between an indicator and a target?

A. Indicators tell us what we are measuring, while targets specify appropriate quantities, quality and timeframe.

Types of Indicators

We have already noted that there are a number of different result levels. The same is true of indicators.

Show a slide of three types of indicators (**efficiency**—often known as 'output' indicators—**effectiveness**, and **impact**), outlining their differences.

Slide 1 **Efficiency indicator:** This establishes whether or not you are "doing the job right" as defined in your project plan. It measures the degree to which activity inputs are appropriate in terms of the output. Remember that inputs are money, time, staff, equipment, materials.

Slide 2 **Effectiveness indicator:** This establishes whether or not you are "doing the right job". It measures the degree or level of 'change' achieved in relation to outcomes.

Slide 3 **Impact Indicator:** This measures the extent to which the project is currently expected to achieve the development objective or projected overall project goal.

A

Suggested Answer to Activity 2.2 (contd)

Examples of efficiency indicators

> number of MRE radio programmes/spots designed and broadcast within a given timeframe to a given population;
> level of attendance and degree of active involvement of community members during mine action assessments or surveys;
> number of new NGO partnerships signed, action plans developed, funds disbursed and monitored within a given timeframe;
> number of suspicious objects removed within a given timeframe in response to reporting by the community; and
> unit cost of an activity compared to outcome. (Note: cost-effectiveness refers to an activity or project that is considered good value when comparing the services provided and the money spent, which despite its title measures project efficiency rather than effectiveness).

It focuses on the activity, input, and output level.

Examples of effectiveness indicators

> % improvement in children knowing what to do when they find a mine or ERW, compared to baseline;
> ratio of children interviewed recognising standard or informal marking compared to ratio in baseline;
> % of families having heard accurate information about mines and ERW from children who had MRE, compared to baseline.

This focuses more on change over time at the outcome level.

Examples of impact indicators

> % reduction in ERW/mine mortality and morbidity rates from January 2006 to January 2010, as per 2006 baseline data.
> % reduction in number of scrap metal collectors gathering unexploded ordnance compared to baseline.

T

ACTIVITY 2.2 | ESTABLISHING AN MRE MONITORING SYSTEM I: THE ROLE OF INDICATORS (CONTD)

If you have more time....

Suggest to the trainees that there are a number of planning steps that are worth following when deciding which indicator to choose.

There are a number of planning steps that are worth following when deciding which indicator to choose.

1. As a team, brainstorm on indicators for each result and list then under the relevant result.
2. Remember that collecting information for each indicator costs time, energy and money, so limit the number of indicators. Focus on those that adequately measure each result.
3. Prioritise and select indicators based on their perceived importance, ease of obtaining data and measurement cost.
4. Identify the data sources available and the type of data collection needed for each indicator (more on this in the next chapter).
5. Double-check that the indicators selected correspond to the result be it an output, outcome or impact.

Remember, if an organisation has adopted specific cross-cutting issues such as gender, HIV/AIDS or environment, they must be reflected in some practical way in the indicators. If gender is one of the cross-cutting issues, then the indicators and targets must be disaggregated by sex.

B

DATA COLLECTION METHODS: BACKGROUND INFORMATION FOR THE TRAINER

You have already determined what you need to know when you selected your indicators. The challenge now is to collect enough information for each indicator in a way that will not over-burden your field staff. At the same time, the information must prove to be useful for programme management. **Remember that the breadth and depth of the data collection plan will be influenced by available logistical, staffing, and financial resources as well as time.**

ACTIVITY 2.3 | ESTABLISHING AN MRE MONITORING SYSTEM II: DATA COLLECTION

T

Learning objectives

> To enable trainees to understand approaches to collecting monitoring data in a national MRE monitoring system

Materials needed

> Four flipcharts for four groups of trainees with markers

Time needed

> Approximately 45 minutes

Conduct of activity

During this session, it is best to divide participants into the same groups that identified the six indicators. Ask them to revisit those indicators and specify the data collection method. Advise them to select methods that match the purpose and available resources. Again, they have 30 minutes for this activity with one person from each group volunteering as Rapporteur.

It is likely that some of the methods presented will include: reports, minutes of meetings, research documents, interviews (key informant, group, household); surveys using questionnaires, as well as using the wide range of tools and techniques attributed to Participatory Rural Appraisal (PRA).

After the final presentation, comment on the methods and put forward the following points:

> If there is no baseline information available at the beginning of the project, this suggests the need for assessments or surveys, depending on the purpose of the project. Remember that this will also serve to better specify targets in the indicators.

> Determine whether the data required is primary or secondary. The value of primary data is that the quality and timeliness of the information may be more reliable if sound sampling techniques and analysis are adopted. On the other hand, secondary data is easier to gather, less time consuming, and obtained at less financial cost, but sources may not be reliable.

> Encourage the participants to always remember the need for data disaggregation, which is particularly relevant to mine action, in terms of perspectives and impact on men, women, children, youth, elderly, households, ethnic groups, host/internally displaced/refugee, specific locations, etc.

> The need to understand the various styles of sampling, which will determine who is chosen to be interviewed, met with, or surveyed.

> The added-value of community participation in monitoring (as well as their inclusion in planning, assessments, etc.) and the need to have in-depth knowledge of participatory rural appraisal techniques.

B

DATA SOURCES OR MEANS OF VERIFICATION: BACKGROUND INFORMATION FOR THE TRAINER

Reflecting on feedback from data collection methods, in an open discussion ask participants to identify sources of data for each piece of information required (this section could be merged with the previous section, but it is important to emphasise the need to be specific about the source).

The reason for such specificity is that the same source should be used each time to ensure that you are drawing from a similar pool of data. **Switching data sources when measuring the same indicator can lead to inconsistencies and misinterpretations over time**. This practice should be avoided.

T

ACTIVITY 2.4 | ESTABLISHING AN MRE MONITORING SYSTEM III: MONITORING TOOLS

Learning objectives

> To give participants the chance to practice developing monitoring tools for a national MRE monitoring system

Materials needed

> Four flipcharts for four groups of trainees with markers

> Copy of sample quarterly monitoring matrix for each group

Time needed

> Approximately 90 minutes

Conduct of activity

Ask participants to rejoin the groups they were in on day one when they made a suggestion for the post-conflict MRE programme. Then brainstorm as a group the types of tools/forms that currently exist for monitoring MRE programmes.

It not already discussed, it is worth noting that one area of documentation that is invaluable for monitoring progress is the quarterly progress report. Hand out copies of Table 1 overleaf and then tell participants they should fill in columns one and two based on their proposal for a post-conflict MRE programme.

The fourth column titled 'Variance/Difference' allows for justification of why the target was met. It also enables the team to document how it is going to address this issue. Perhaps the target couldn't be met because of an unmet assumption or the fact that a risk became a reality.

Finish with a discussion of what participants see as a viable monitoring system for their own programmes.

Table | Sample quarterly monitoring matrix

List project outcomes, outputs, assumptions as planned	List planned indicators	Actual	Variance/Difference
Outcomes	Indicators		Explain why the target wasn't met Outline what will be done
Outputs	Indicators		
Assumptions	Risks		

HOW TO DEVELOP NATIONAL STANDARDS: BACKGROUND INFORMATION FOR THE TRAINER

B

The responsibility for the development of national standards belongs to the National Mine Action Authority (NMAA) or mine action centre (MAC). The NMAA/MAC may be supported by external technical assistance or it may choose to contract an organisation to do this.

Ideally, the development process should be consultative, possibly through an MRE Working Group, if one exists. The WG should, as a starting point, make itself familiar with the international standards. All relevant organisations and departments should be consulted: the MAC's victim assistance, survey and clearance (operations) departments, and other organisations, such as the Ministry of Education.

A workshop may be useful to start the process of deciding the content and format of the standards, perhaps through brainstorming of the subjects to be addressed. Once a draft of the standards has been produced, all the relevant organisations should be given a genuine opportunity to review it carefully and provide feedback. This may be done informally, through emails, or, preferably, through a single workshop or series of workshops.

The content of national standards will depend on the needs of the country.

ACTIVITY 2.5 | DEVELOPING MRE STANDARDS

Learning objectives

> To enable trainees to identify key areas for MRE standards

Materials needed

> One flipchart for each of four groups of trainees with markers

Time needed

> 90 minutes

Conduct of activity

Brainstorm the categories of information that participants think should be included in national standards. The following is suggested:

1. Needs Assessment (national and local levels)
2. Planning
3. Materials
4. Messages
5. Coordination mechanisms
6. Roles and responsibilities
7. Reporting of activities
8. Monitoring (internal and external)

Attribute Section 1 and 2 to one group; 3 and 4 to another; 5 and 6 to another; and 7 and 8 to the final group. Give each group 30 minutes to prepare the key issues (i.e. not to draft text) to be covered in their section, based on their experience. Then go through each section in plenary. There is no right or wrong answer, and differences of opinion are encouraged as they will illuminate key issues.

ACTIVITY 2.6 | FEEDBACK

Complete the workshop with a formal feedback session from the trainees. Hand out a form and ask them to fill it in (a suggestion is contained overleaf). If possible ask someone in the group to facilitate an oral review behind closed doors (i.e. without you in the room). He/she can then give you a summary of how people think it went.

End of the workshop

ENDNOTES

1 As of July 2009, the IMAS on MRE were in the process of being revised.

2 The IMAS on MRE and the Best Practice Guidebooks can be downloaded free of charge from the Internet at www.mineactionstandards.org.

3 UNICEF/GICHD MRE Monitoring Guidebook 7.

4 CIVICUS Monitoring and Evaluation by Janet Shapiro, www.civicus.org.

5 UNICEF/GICHD MRE Monitoring Guidebook 7.

TRAINING WORKSHOP ON COORDINATING MRE

Workshop Feedback Form
(Place, date)

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1. Was the workshop useful to your work?

   Yes ____ No ____ Don't know ____

2. Was the workshop … long enough? ____ …too long? ____ …too short? ____

3. Was the workshop well organised?

   Yes ____ No ____ Don't know ____

4. Were the presentations useful?

   Yes ____ No ____ Don't know ____

5. Were the group work/exercises useful?

   Yes ____ No ____ Don't know ____

6. What would you change?

   ____

   ____

   ____

   ____

7. How would you change it?

   ____

   ____

   ____

   ____