Emergency Risk Education

A Training Manual in support of IMAS MRE Best Practice Guidebook 9

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 mine and explosive remnants of war risk education (MRE) interventions in an emergency**.[1] Although some basic "do's and don'ts" on how to train are given below, the manual is **mainly intended for use by those with previous experience in 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 both the IMAS MRE Best Practice Guidebook on Emergency Mine Risk Education *(see below for further details)* and the **UNICEF Emergency Mine Risk Education Toolkit**. No previous experience of risk education among the intended beneficiaries of the training is assumed or is necessary.

One of the typical features of any emergency is the **uprooting and displacement of people** — these are high-risk factors when a country or region is contaminated with landmines and/or explosive remnants of war.[2] The situation in Lebanon in 2006 was a good example of such an emergency and despite considerable efforts to conduct risk education prior to return, there were many casualties among returnees, especially from submunitions. As of writing, an emergency risk education response was being prepared as a result of the armed conflict in the Gaza Strip in December 2008 and January 2009.

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.

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.[3] 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 EMERGENCY MRE

The MRE IMAS Best Practice Guidebook 9 addresses emergency risk education. Emergencies may be created by natural or technological disasters, epidemics or conflicts. A common feature of most definitions is that of a severe disruption of family life and community services that overwhelms the normal coping capacities of the affected people and society. Guidebook 9 focuses on conflict-related emergencies, sometimes called "complex emergencies".[4] There may also be "**micro-emergencies**" in which a localised use of mines or other munitions demands an urgent MRE response, but not at a regional or national level.

The training manual, which focuses on **MRE project management in an emergency**, covers the following five issues:

- Introduction to mine action (one-half day training);
- Assessment and planning (one-half day training);
- Public information dissemination (one day training);
- Community liaison (one-half day training);
- Reporting and mine action coordination (one-half day training); and
- Training community facilitators (one day training).

The training manual explains **how to conduct a four-day workshop on managing an emergency MRE project**. A proposed agenda for the training is included below.

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

- Flipcharts and markers for facilitator and each group of five workshop participants
- Internet access

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.

PROPOSED TRAINING AGENDA

Workshop Day 1 | Assessment and planning of emergency MRE

09:00 – 10:30

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

Coffee break

11:00 – 12:30

> An overview of mine action

Lunch break

14:00 – 15:30

> Assessing the needs for mine risk education in an emergency

Coffee break

16:00 – 17:00

> Planning emergency risk education
> Feedback

End of Day One

Workshop Day 2 | Public Information Dissemination

09:00 – 10:30

> The basic principles of effective communication
> Key messages

Coffee break

11:00 – 12:30

> Using the mass media to deliver risk education messages

Lunch break

14:00 – 15:30

> Delivery of risk education at community level

Coffee break

16:00 – 17:00

> Practice in delivering risk education
> Feedback

End of Day Two

Workshop Day 3 | Community liaison and data

09:00 – 10:30

> Risk education support for other mine action

11:00 – 12:30

> Community mapping

Lunch break

14:00 – 15:30

> Casualty data

> Hazardous area data

Coffee break

16:00 – 17:00

> Data sharing and coordination in an emergency

> Feedback

End of Day Three

Workshop Day 4 | Training risk education facilitators

09:00 – 10:30

> The basic principles of effective training

> Training facilitators in working at community level

> Delivery of key MRE messages

Coffee break

11:00 – 12:30

> Practice in training facilitators

> Feedback on the workshop

End of Workshop

DAY 1

PART 1 | OVERVIEW OF EMERGENCY MINE ACTION

Issues covered in this session

- Common mines and explosive remnants of war
- The impact of mines and ERW
- An overview of mine action

COMMON MINES AND EXPLOSIVE REMNANTS OF WAR AND THEIR IMPACT: BACKGROUND INFORMATION FOR THE TRAINER

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Mines

In their simplest form, landmines (or simply 'mines') are explosive traps that are victim-activated, whether the intended target is a person or a vehicle. A mine comprises a quantity of explosive material contained within some form of casing (typically in metal, plastic or wood), and a fuzing mechanism to detonate the explosives. Mines are generally classified into two categories: anti-vehicle (also called anti-tank) and anti-personnel. Technical experts commonly divide anti-personnel mines into four categories: blast, fragmentation, bounding and directional fragmentation, based on their primary method of causing injury or death.

Examples of different mines are given here. **They are not to scale**.

Type 72 PFM-1 VS 50 PMD-6 BPD-SB 33 PMN

B-40 POMZ-2 OZM-72 MON 50 MON 100

TM-57 metallic mine TM-62 P2 plastic mine

No one knows how many landmines remain uncleared from conflicts old and new. Previous estimates of up to 100 million or more landmines have been widely challenged and any estimates can be little more than speculation. Similarly, the total number of victims is difficult to assess with certainty, although a downwards trend has been seen in number of reported casualties since the adoption of the Anti-Personnel Mine Ban Convention. Nonetheless, many thousands of civilians continue to be killed each year.

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But the landmine threat goes far beyond the killing, maiming and injury of thousands of individuals, mostly civilians with a large number of children under 18, each year. The social, economic and environmental impact of these weapons is prolonged and often severe. The loss of fertile agricultural land and access to water points are among the most serious effects for rural developing communities. Mines also exhaust precious health resources (blood loss for blast mine victims is typically far higher than for other war wounds) and impede the return of refugees and the internally displaced.

ERW

Explosive remnants of war (ERW) refer to unexploded ordnance and abandoned explosive ordnance. This legal definition explicitly excludes mines, booby-traps or other devices. Unexploded ordnance or UXO refers to munitions (bombs, shells, mortars, grenades and the like) that have been used but which have failed to detonate as intended, usually on impact with the ground or other hard surface. Failure rates may be as low as 2 per cent, or as high as 40 per cent, depending on a range of factors, such as the age of the weapon, its storage conditions, the method of use and environmental conditions.

The total number of ERW around the world, whatever that may be, far exceeds the total number of landmines. ERW continue to be uncovered in significant quantities from the battlefields of Europe more than 50 years, and in some cases more than 80 years, after the munitions were originally fired. The same is true in South-East Asia four decades after the Vietnam War ended.

In some subsistence economies, civilians collect items of ordnance for their value as scrap metal or the explosives they contain, and children may be killed or injured while playing with ERW they encounter in their daily lives. This can include bombs or other munitions found at unsecured ammunition storage areas (i.e. abandoned explosive ordnance). The consequences of not disposing safely of ERW have all too often been fatal. Particular dangers arise from cluster munitions, as powerful and sensitive submunition duds have killed significant numbers of civilians, particularly children, in Afghanistan, Iraq, Lebanon, the Russian Federation, and Serbia.

Figure 1 | Cluster munitions in Serbia ©Serbian Civil Protection Unit

ACTIVITY 1.1 | THE IMPACT OF MINES AND ERW

Learning objectives

> Understanding the nature of the threat from mines and ERW and how they affect people's lives and wellbeing.

Materials needed

> Flipchart for the training facilitator and one for each group of five trainees

Time needed

> Approximately 45 minutes

Conduct of activity

Divide the trainees into groups of five and ask each group to write on the flipchart the many different impacts from mines and ERW. If you feel they are capable, ask them to distinguish between impacts from mines and impacts from ERW. They may include positive impacts as well as negative impacts. Tell them they have 20 minutes to come up with as many impacts as they can.

A

Suggested Answer to Activity 1.1

There are different ways of structuring the impacts from mines and ERW. We suggest the following (there is inevitably some overlap):

> Humanitarian;
> Socio-economic;
> Developmental;
> Psychosocial;
> Environmental

Inform the trainees that, for the sake of emergency risk education, we are particularly concerned with humanitarian impacts.

Humanitarian

> Deaths and injuries (mines generally injure one person; ERW typically kill several people in one incident)
> Blockage to emergency relief supplies (anti-vehicle mines)
> Impediment to return of refugees and internally displaced persons
> Blockage of access to health clinics (anti-personnel mines)

Socio-economic

> Loss of fertile agricultural or grazing land
> Blockage to water points (anti-personnel mines)
> Impact on health system of treating mine injured (major use of blood, antibiotics, etc.)
> Increased costs of goods and labour

Developmental

> Additional costs for demining
> Additional costs for road construction
> Additional costs for infrastructure development
> Loss of tourist income

Environmental

> Damage to flora and fauna (though not typically long-term or significant)

Psychosocial

> Individuals and entire communities may feel a sense of hopelessness, fear, or depression. Social stigmatisation may also result

AN OVERVIEW OF MINE ACTION: BACKGROUND INFORMATION FOR THE TRAINER

B

The UN defines mine action as comprising five core components:

> mine risk education,
> demining, i.e. mine and ERW survey, mapping, marking and clearance,
> victim assistance, including rehabilitation and reintegration,
> stockpile destruction, and
> advocacy against the use of anti-personnel mines.

The definition further notes that a number of other enabling activities are required to support these five components of mine action, including: assessment and planning, the mobilisation and prioritisation of resources, information management, human skills development and management training, quality management and the application of effective, appropriate and safe equipment. The current definition was included in the glossary (04.10) of the second edition of the IMAS.

Mine risk education

Mine risk education aims to prevent deaths and injuries from mines and explosive remnants of war (ERW) through information and education, as well as through support to other mine action and development efforts. At the heart of mine risk education, formerly known as mine awareness, are two elements: a communication strategy to promote safer behaviour, and community liaison activities. In 2008, a new treaty was adopted that prohibits the production, stockpiling, transfer and use of cluster munitions that cause unacceptable harm to civilians. MRE has, however, traditionally included cluster munitions under the "ERW" category.

Demining

Demining covers the range of activities which lead to the removal of the threat from landmines and explosive remnants of war. These include survey, risk assessment, mapping, marking, clearance, post-clearance documentation, and the handover of cleared or otherwise released land. So demining and clearance are not synonyms.

Physical clearance is only one part of the demining process, but it is the most costly part. Mine action has developed a toolkit approach to mine and ERW clearance, using and combining, as appropriate, manual deminers, mine detection animals and mechanical demining equipment, such as vegetation cutters, tillers and flails and other appropriate assets. On average, a manual deminer can clear between 20 and 50 square metres of land each day. Machines and mine detection dogs can do much more than this but cannot work effectively in all situations and are very costly to purchase and maintain. Battle area clearance relies primarily on specialist personnel to make land safe and to destroy explosive remnants of war.

Victim assistance

Individual landmine survivors – not to mention communities affected by landmines and explosive remnants of war – require a range of assistance. This includes emergency and continuing medical care; physical rehabilitation, including prostheses and assistive devices; psychological and social support; economic reintegration; and laws and policies designed to eliminate discrimination and equalise opportunities.

Mine injuries demand specific medical attention: first aid (stopping bleeding, intravenous transfusion, antibiotics); pre-operative care (registering information, washings, blood tests); anaesthesia; surgery (skin grafts, plaster or amputation); nursing care; physiotherapy; specially trained personnel; hospital equipment and medical supplies; blood for transfusion; and training materials.

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Although the physical wounds caused by landmines or ERW can be horrific, the psychological and social impact is also extremely significant. Individual difficulty in relationships and daily functioning is considerable and the mine victim faces social stigmatisation, rejection and unemployment. Surviving a landmine explosion is about more than overcoming a physical loss. Society often adds to the trauma in myriad ways – blaming the victim, being afraid of the bad luck of survivors, being shocked at the un-wholeness of the amputee's body, and seeing the person as not just traumatised but as somehow lesser in all ways. Therefore, in addition to requiring assistance coping with a permanent disability, landmine survivors need support as they struggle to re-establish a place in society – societies that often discriminate against them.

Stockpile destruction

Stockpile destruction may relate to any explosive ordnance contained in stockpiles. However, the IMAS focus on the destruction of anti-personnel mine stockpiles. Each State Party to the Anti-Personnel Mine Ban Convention is required to destroy all its stockpiled anti-personnel mines within four years of becoming a party to it, and those States Parties in a position to do so must assist others to fulfil this obligation.

Physical destruction techniques available range from the relatively simple open burning and open detonation techniques, to highly sophisticated industrial processes. The decision to opt for any particular technique is likely to be based on cost, safety and environmental considerations. In the last ten years, the International Campaign to Ban Landmines believes that more than 80 million anti-personnel mines have been destroyed.

Advocacy to ban anti-personnel mines and cluster munitions

Advocacy against anti-personnel mines focuses on support for the 1997 Anti-Personnel Mine Ban Convention. This Convention, which has more than 155 States Parties, prohibits the use, transfer, production and stockpiling of anti-personnel mines. It requires States with contamination on their territory to clear all anti-personnel mines within 10 years or seek an extension from the other States Parties.

A more recent treaty (2003 Protocol V to the Convention on Certain Conventional Weapons, CCW) governs the clean-up of all ERW, requiring recording and exchange of information by the users of munitions and clearance as soon as possible by those in control of territory.

In early December 2008, 94 states signed a new international treaty prohibiting cluster munitions that cause unacceptable harm to civilians (the Convention on Cluster Munitions).

ACTIVITY 1.2 | AN OVERVIEW OF MINE ACTION

T

Learning objectives

> Understanding the core components of mine action.

Materials needed

> Flipchart for the training facilitator and one for each group of five trainees

Time needed

> Approximately 60 minutes

Conduct of activity

Brainstorm from the trainees what activities they think are necessary for a State to deal with the threat of mine and explosive remnants of war contamination. Then ask them which they think are the core components of mine action and which are necessary to support these core mine action components.

Once they have identified the core components, assign each group a different component and ask them to come up with the main activities and process involved. Correct as necessary the groups when they report back. Then ask which components are likely to be performed in an emergency situation (survey, emergency MRE, small-scale mine or ERW clearance, first aid, and surgery are the most likely). Conclude the session by noting that MRE should seek to support other mine action even in an emergency and that the course will look at how this can happen on Day Three.

ACTIVITY 1.3 | THE CONTENT OF A GENERIC MRE SESSION

T

Learning objectives

> Understanding the need to focus on promoting safe behaviour in risk education programmes, rather than being able to identify specific types of explosive device.

Materials needed

> Flipchart for the training facilitator and one for each group of five trainees

> Cards with different subjects written on (text overleaf)

Time needed

> Approximately 30 minutes

Conduct of activity

Print (or write out and photocopy four times) the text overleaf on nine separate cards so that there are four sets of nine cards. Tell the groups they will have 15 minutes to present an emergency MRE session with a highly-impacted community. They have 15 minutes to prepare and can only pass on three messages/subjects to cover out of the nine you will give them on cards – which will they pick and why?

There is no absolutely right or wrong answer. The key for the trainer is to steer groups away from (purely) teaching how to identify different devices and towards promoting safe behaviour. There is a tendency in some risk education programmes to spend too much time on the type of mines (especially since many mines are buried and can't normally be seen!).

A

Text to be printed for Activity 1.3

What shape are mines/UXO?

What colour are mines/UXO?

What are the main types of mines
or ERW you will find?

On which areas can mines be found?

What effects do mines/UXO typically have?

What activities put people at more or less risk?

What are safe and risky behaviours?

What should individuals do or not do
when in an area contaminated by mines/UXO?

What is your responsibility to promote
safe behaviour among others?

DAY 1

PART 2 | ASSESSMENT AND PLANNING

Issues covered in this session

> The value of a needs assessment

> Assessment framework

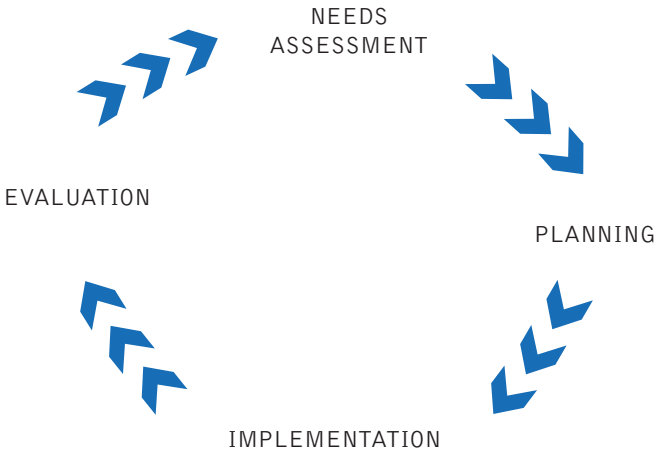
> Emergency planning

B

THE NEEDS ASSESSMENT: BACKGROUND INFORMATION FOR THE TRAINER

Projects are conducted in cycles *(see Figure below)*, of which the needs assessment is the first step. Completion of one project typically leads into another project plan or, if circumstances have changed markedly, a further assessment of needs and capacities.

Figure 2 | Project Cycle



Understanding the needs for risk education is a very important part of developing an effective project or programme. This means both assessing the impacts from explosive devices, and the existing capacities to respond to those needs. This is still the case even in an emergency, though the depth of coverage of the issues may be less.

The key sections to include in a needs assessment are the following:

> National and local context for the MRE project;

> Explosive threat to the civilian population;

> At-risk groups who should benefit from MRE; and

> Existing capacities and resources.

National and local context for the MRE project

No project is ever implemented in a vacuum. Project managers should continuously ask themselves, "What issues can affect the project?" Essential categories will naturally emerge, such as the following:

> The geography of country or region X (climate and geography will affect the form and type of MRE delivery)

> Demographics (population breakdown by age and sex)

> Political context (who makes decisions where and why?)

> Background to the conflict (who was fighting who, where and why?)

> Current security (e.g. no-go areas)

> Religions and ethnic groups (and inter-relationships)

> Traditions and culture (that may affect MRE delivery)

> Languages used (affecting staff profiles and skills as well as languages to be used for message delivery)

> Literacy rates (low literacy means avoid the printed word as far as possible)

> Communication channels used for disseminating information

> Social situation (who does what in the household?)

> Economic situation (who is most vulnerable, where and why – these people are more likely to engage in risk-taking and therefore be a priority)

> Infrastructure and transport (affecting access and MRE delivery)

> Medical services and health system (relevant to risk education messages about treating the injured and for linkages to victim assistance); and

> Laws and administrative regulations (which may affect potential for organisation to work and get adequate project funding)

Given the urgency of the situation, detail will probably have to be sacrificed, but a couple of hours spent researching these issues will pay dividends in terms of both the efficiency and effectiveness of project delivery.

Explosive threat to the civilian population

Defining the explosive threat means looking at the type of explosive threats present and their humanitarian, social, economic and developmental impact.

In terms of the type of explosive threat, of particular concern are presence and location of anti-personnel mines, unexploded submunitions (because of their sensitivity), and other unexploded or abandoned ordnance, such as hand-grenades.

With regard to impact, it is important to know (to the extent feasible given the prevailing emergency), how the presence of mines and/or UXO impacts people and their communities. As far as humanitarian impact is concerned, remember that adult males tend to make up the majority of anti-personnel landmine victims. When unexploded or abandoned ordnance make up the bulk of the threat, however, children and youth are typically at greater risk.

With respect to social and economic impact, you should try to learn how mines and ERW prevent or endanger people from carrying out their daily livelihood tasks or recreational activities in their communities.

B

At-risk groups who should benefit from MRE

Not everyone is at equal risk from mines and ERW. Risk is the result of interaction with explosive devices, for example through livelihood or recreational activities, not just a consequence of the presence of mines and other munitions. To identify at-risk groups, you can study casualty data (if available and reliable), and/or collect information on those who have been injured. You want to try and determine who is most at risk (or going to be at risk in the case of refugees, IDPs moving or returning to an affected area) and why (i.e. age, sex, location, activity at time of incident and reason for risk-taking).

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

To help projects to target those most at risk, risk-takers are put into four broad categories:

> The Unaware,

> The Uninformed,

> The Reckless, and

> The Forced.

The Unaware is a person who knows nothing about the dangers that mines/ERW represent. Typical examples are refugees or young children.

The Uninformed is a person who knows that mines/ERW exist and that they are potentially dangerous, but doesn't know how to behave safely when in an affected area. Typical examples are the internally displaced or older children.

The Reckless is a person who knows about safe behaviour but deliberately ignores it. Typical examples are adolescent boys playing with mines/ERW.

The Forced is a person who has little or no option but to intentionally adopt unsafe behaviour. Typical examples are adults in highly-impacted communities who need to forage for food or water in contaminated areas.

In an emergency, efforts focus on targeting the unaware and the uninformed, providing basic awareness and safety information. Be aware that the intentional risk-takers (reckless or forced) become more at risk as the emergency subsides.

Existing capacities and resources

It is also critical to identify existing capacities to respond to the various needs. This means looking, where and if this is feasible, at the affected communities and how they are managing the risk, then at external actors – within and outside mine action – that could assist those at risk. There are likely to be other MRE operators already, so a project manager has to make sure he/she is adding value by filling gaps in coverage or competence, not competing with them.

ACTIVITY 2.1 | PROJECT CYCLE AND THE ROLE OF NEEDS ASSESSMENT (BRAINSTORMING)

Learning objectives

> Knowing and understanding the project cycle for emergency mine risk education

Materials needed

> Flipchart for the training facilitator

Time needed

> Approximately 10 minutes

Conduct of activity

Explain that you are going to describe the project cycle for mine risk education in an emergency. Elicit from the trainees the first step, i.e. the needs assessment. Ask why a needs assessment is needed (to determine who needs MRE, where, why and how). Explain that the needs assessment will be the major focus on the afternoon.

Then elicit the other steps in turn, explaining that this is a simplified cycle if trainees ask about monitoring. Stress that although the cycle may be shorter in an emergency, all the steps are still needed: cutting out a needs assessment entirely may save a bit of time but it can cost lives not save them.

ACTIVITY 2.2 | THE CONTENT OF THE NEEDS ASSESSMENT (GROUP WORK)

Learning objectives

> To know which information is needed in order to plan a project

Materials needed

> Flipchart for the training facilitator and three others for the three groups of trainees.

Time needed

> Approximately 80 minutes

Conduct of activity

Elicit from the trainees the four main categories of the needs assessment, i.e. the context; the explosive threat; at-risk groups; and existing capacities. Divide the trainees into three groups and ask group one to list the information it would need to collect on the context for an emergency needs assessment; ask group two to list the information it would need to collect on the explosive threat and at-risk groups; and ask group three to list the information it would need to collect on existing capacities.

Give each group at least 30 minutes to come up with a list of relevant information on a flipchart. Then go through the results of the group work in turn. Ask for peer input into issues that each group may have missed. You should end up with a discussion of how this information can realistically be collected in an emergency.

A

Suggested Answer to Activity 2.2

Contextual information: easy sources are country pages for the World Bank website (www.worldbank.org), UNDP and UNICEF websites (www.undp.org) and (www.unicef.org) and relevant annual reports. Information should be checked with local project staff or by calling or visiting a university or research institute.

Explosive threat: some information can be gleaned from press reports. Local military commanders may also be willing to give some information (and this can also build bridges for the future project), though be careful about the danger of propaganda. UN agencies and NGOs are another source of information.

At-risk groups: this is the hardest area to get reliable information on. Again, press reports may give a basic indication of who is getting injured, where and why. As an emergency survey of knowledge, attitudes, practices and beliefs may be difficult to organise, talk to hospital and rehabilitation centre staff; the International Committee of the Red Cross may also have some data they are able to share.

B

EMERGENCY PLANNING: BACKGROUND INFORMATION FOR THE TRAINER

Good planning requires using the data you have gathered during the assessment to help those who need it most – not just those you can reach easiest. For example, in many countries it is assumed that children and women are the most at risk from mines. Yet the contrary is actually true: usually it is adult males who make up the vast majority of landmine victims and most ERW victims. Therefore, if a large amount of resources is dedicated to targeting children, a large proportion of the at-risk group is being missed.

To the extent possible in an emergency, it is important to understand who should be targeted, why they are at risk (including the type of risk-taking behaviour that needs to be changed), what obstacles exist to these at-risk groups adopting safe behaviour, how key messages can best be communicated and whether community liaison activities can be implemented in the prevailing situation.

There are usually only two goals for a mine risk education project in an emergency:

> Save lives and limbs (the humanitarian imperative); and

> Support other mine action (especially survey of hazardous areas and survivor assistance).

ACTIVITY 2.3 | PLANNING MINE RISK EDUCATION IN THE IMMEDIATE POST-CONFLICT EMERGENCY (GROUP WORK)

Learning objectives

> To know how to use a needs assessment to plan an emergency mine risk education project.

Materials needed

> Flipchart for the training facilitator and three others for the three groups of trainees

> Autobia case study for all of the trainees (included overleaf)

Time needed

> Approximately 60 minutes

Conduct of activity

The three groups of trainees are all senior planning staff in an NGO tasked to prepare an action plan for an emergency mine risk education project in Autobia. Hand out the basic needs assessment and ask the three groups to come up with their proposal for a mine risk education capacity in the immediate post-conflict context. They have no more than 30 minutes to prepare their action plan.

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.

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 weak and is dependent on assistance from the UN, ICRC and NGOs to provide 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.

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.

Suggested Answer to Activity 2.3

The dedicated risk education project should probably focus on the east of the country, especially returnees, given existing international capacity along the border. Links with these demining NGOs will be important to ensure consistency of message and approach while avoiding the risks of propaganda. Using the mass media does not seem to be particularly worthwhile at this stage.

A community liaison capacity may be feasible and in addition to providing basic education for those at risk, dedicated teams should also try to better identify the extent of the threat and types of risk-taking prevalent. Staffing will probably have to be largely ethnic Decepticons because of language and trust issues, but joint ethnic teams would assist the reconciliation process. If immunisation campaigns are planned, risk education messages can be passed out or broadcast from the vehicles (including motorcycles).

To support future demining, data on suspected hazardous areas should be collected by the mine risk education teams. Agreement from local military commanders will be necessary if this information is to be shared with others, particularly with the army.

To support victim assistance, links with MSF and the ICRC should be made at an early stage and data gathered on the location and status of victims.

Complete the day with a formal feedback session from the trainees.

End of day one

DAY 2

PUBLIC INFORMATION DISSEMINATION

Issues covered in this session

- Behavioural change and targeting
- Key messages
- Using the mass media
- Interpersonal communication
- Developing a communication strategy

BEHAVIOURAL CHANGE AND TARGETING: BACKGROUND INFORMATION FOR THE TRAINER

MRE seeks to reduce casualties from mines and ERW through instilling safe behaviour in target populations. It is therefore important to understand why and how people change what they do. Much behavioural research shows that we react differently to accepting and adopting new behaviours. And, almost invariably, knowledge is not sufficient on its own to effect behavioural change. Campaigns against smoking, for example, clearly illustrate this. Almost everyone knows smoking is extremely bad for your health, yet those who smoke generally continue to do so despite the messages that urge them to give up the bad habit.

As a rule, we do not suddenly begin to do something we have never done before. We learn and weigh the benefits of doing it or not doing it; we look around to see if anyone else is doing it – and if our friends and community accept the new behaviour. If it seems socially acceptable, valuable and practical, we learn the skills to undertake the new behaviour and we may apply it to our own lives. We then evaluate whether it is worthwhile to continue. From our experience we may reject the new behaviour, or we may encourage others to follow our example.

The primary focus of an MRE project should be to enable people to become more knowledgeable about the danger of mines/UXO, adopt safe behaviour, develop necessary skills and be encouraged to pass the information and new skills to others. Last but not least, the project should promote a social environment that encourages safe behaviour.

This means addressing not only the individuals or groups whose behaviour you want to change, but also those who can effectively influence their behaviour. Religious leaders, teachers, parents, children and youth, politicians and respected celebrities can all help create an enabling environment for safer behaviour.

T

ACTIVITY 3.1 | THE CHALLENGE OF BEHAVIOURAL CHANGE IN MRE (GROUP WORK)

Learning objectives

> To understand challenges in promoting safe behaviour in target populations, and especially the need for multiple target audiences if risk education is to lead to successful behavioural change.

Materials needed

> Flipchart for the training facilitator

Time needed

> Approximately 45 minutes

Conduct of activity

Ask the group to clasp their hands. Each person will have a specific position for their fingers. Then ask them to clasp their hands again, but this time moving their fingers one position along. Ask them how they felt.

Discuss how easy it is to change one's behaviour, including when we know it is dangerous (e.g. smoking) or even neutral. Give the example of buying a consumer product. Seek to elicit the need to communicate effectively and have an enabling environment.

Now elicit the four risk-taking categories and an example at-risk group for each, e.g.:

> The **Unaware** – refugee children.

> The **Uninformed** – the internally displaced returning home.

> The **Reckless** – adolescent boys playing with mines/ERW.

> The **Forced** – adult males in highly-impacted communities who need to forage for food or water in contaminated areas.

Divide the trainees into four groups and ask each group to come up with a list of people who can influence the behaviour of these at-risk groups.

A

Suggested Answer to Activity 3.1

Refugee children – parents, religious leaders, traditional leaders, celebrities, staff from refugee organisations.

Internally displaced – religious leaders, traditional leaders, and staff from refugee organisations.

Adolescent boys – peers, adolescent mine/ERW victims, religious leaders, traditional leaders, teachers, football or music celebrities.

Adult males in highly-impacted communities – community leaders, religious leaders, adult male victims. Clearly this group is the hardest to influence without being able to offer realistic alternatives to risky behaviour.

KEY MESSAGES: BACKGROUND INFORMATION FOR THE TRAINER

The golden rule for every effort to instil safe behaviour is that there must be a positive message – people need to feel that they are able to take action and that by taking action they can improve their own and their families' lives. And no one likes to be told they can't do something.

Good messages should therefore do the following:

> Reinforce positive factors
> Address misunderstandings and areas of deficient knowledge
> Address attitudes
> Give the benefits of behaviours being promoted
> Urge specific action
> State where to find the services being promoted
> State where to find help, if needed
> Address barriers to action

There is no single universally effective message (and therefore no universally effective communication strategy). Different communication processes and channels will reach different age and gender groups – depending on the social, economic, political and geographical context – and will have a different impact on achieving mine-safe behaviour. Keep in mind that what works in one place may not work in another.

Key messages in an emergency typically include the following:

> There are unexploded mines and ERW near where you live. These can kill or severely injure you and your family. It is your responsibility to protect yourselves and others.
> Bombs and grenades that have fallen on the ground but not exploded are not safe. They are unstable and can explode at the slightest touch.
> Tell your children or friends not to touch objects they don't know. If anything looks suspicious they should keep away and inform authorities.
> Stay away from places unless you are sure they are safe.
> Ask locals which paths and areas are safe to travel along.
> If you see a mine or UXO, stand still and tell others around you to do the same. Try to avoid panicking. Consider your options carefully before you move.

The message "Don't touch mines!" is not a very useful one, as people rarely see mines before they trigger them. "Don't touch (or, Stay away from) unexploded bombs or if you see anything suspicious" is an appropriate message, as UXO or booby-traps are very often on the surface and visible.

T

ACTIVITY 3.2 | DESIGNING MESSAGES FOR AN EMERGENCY (GROUP WORK)

Learning objectives

> Having experience in developing appropriate messages for an MRE emergency campaign.

Materials needed

> Flipchart for each of the four groups of trainees

Time needed

> Approximately 45 minutes

Conduct of activity

Ask the groups to come up with the key messages for each of the four risk-taking categories.

A

Suggested Answer to Activity 3.2

Unaware – Messages should focus on raising awareness about the presence and dangers of mines and ERW and giving basic guidance on safe behaviour.

Uninformed – Messages should focus on giving basic guidance on safe behaviour.

Reckless – Messages should focus on the unpredictability of unexploded mines and especially ERW and encouraging those who have engaged in reckless behaviour to protect others. Emphasise they are playing with their lives.

Forced – As mentioned above, this group is the hardest to influence through messages without being able to offer realistic alternatives, but messages can remind people that if they get injured, they will not be in a position to support their families. They're not just risking their own lives, but also those of their families.

USING THE MASS MEDIA TO DELIVER MRE MESSAGES: BACKGROUND INFORMATION FOR THE TRAINER

B

The mass media provides indirect, one-way communication and includes community, national and international radio and television as well as newspapers, magazines, comic books, cinema or other situations where a large number of people can be reached with information without personal contact.

Radio (the forgotten medium)

Radio is often ignored in MRE projects. Yet it reaches a wider audience than any other medium. There are an estimated 94 radios per 1,000 people in the least developed countries – ten times the number of televisions or copies of daily newspapers available. Since mines and ERW tend to be found in rural communities, some of which are remote, the reach of state or community radio should be checked.

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

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

Broadcasting

If you are going to use radio or TV to communicate MRE messages, remember these general rules:

- Keep it short and concise – don't confuse your audience with too much information
- Use simple, straightforward language
- Offer specific, practical advice
- Organise the information clearly and logically
- Repeat the information

If resources are limited, remember that it is more likely that people will remember a few short spots rather than one 30- or 60-minute discussion on landmines or ERW. You may be able to get airtime for free. If not, consider providing equipment for a local radio or TV station to build their capacity.

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

Spots (30 seconds to two minutes): Use a dialogue or interview to carry one simple message, tightly packed with a music jingle. Have the announcer reinforce the message at the end.

Mini-dramas (one minute to three minutes): Have one main message and one secondary one in a scripted sketch for two or three characters. Be entertaining and don't include too much information.

Interviews (two to five minutes): Be clear about the messages you want to convey – there should be a maximum of two or three key messages and the interviewer should repeat them at the end.

T

ACTIVITY 3.3 | USING THE MASS MEDIA FOR MRE IN AN EMERGENCY (BRAINSTORMING AND GROUP WORK)

Learning objectives

> Understand the potential for the mass media to convey emergency risk education messages cheaply and effectively.

Materials needed

> Flipchart for the facilitator and each of the four groups of trainees

Time needed

> Approximately 30 minutes

Conduct of activity

Ask the group for communication channels that can be used in an emergency. Elicit the mass media as an important category that can reach many people quickly. Brainstorm with the trainees the advantages and disadvantages of mass media for risk education and encourage them to find ways to overcome the disadvantages they cite. Then ask them to come up with different formats for radio and TV to pass on risk education messages.

A

Suggested Answer to Activity 3.3

Advantages of mass media:

> Wide coverage
> Reliable
> Cost effective (could be cheap when taking advantage of interviews in newspaper, radio, TV)
> Fast and quick dissemination
> Easy to update
> Easy to understand
> Interesting to watch or listen to
> Stimulates discussion among listeners

Disadvantages of mass media:

> Difficult to get feedback and check understanding
> Usually one-way communication
> Less accessibility
> Risk of propaganda
> Lack of understanding
> People's access to this type of media may be limited
> Can be expensive

ACTIVITY 3.4 | PRACTICE IN USING THE MASS MEDIA FOR MRE IN AN EMERGENCY (GROUP WORK)

Learning objectives

> Using the mass media to carry emergency risk education messages

Materials needed

> None

Time needed

> Approximately 60 minutes

Conduct of activity

Divide the trainees into four groups and ask two groups to prepare a maximum five minute mass media MRE presentation for unaware risk-takers. The other two groups should do the same for uninformed risk-takers. Give them all 30 minutes to prepare their presentations. When doing feedback ask for peer review before you give your own feedback. Feedback should focus on the following issues:

> Was the presentation engaging and interesting?

> Were the messages clear?

> Did they recommend appropriate and realistic behaviour?

> Were they, as far as possible, positive?

> Did they state where to find help, if needed?

B

INTERPERSONAL COMMUNICATION: BACKGROUND INFORMATION FOR THE TRAINER

This is direct, face-to-face contact and interaction between people. It allows for questions and answers and clarification of meaning. It helps to ensure mutual understanding and is one of the most effective means of promoting behavioural change. When done well, it can provide highly relevant information with strong credibility, afford an opportunity to discuss sensitive or personal topics, and allow immediate feedback on ideas, messages and practices. Interpersonal communication is the primary means of formal and non-formal education, for teaching, for encouraging the use of new skills and for helping individuals and affected communities to become involved in reducing mine/ERW risk.

Interpersonal communication can take many forms. Some of the most useful for MRE are:

> Community outreach, including meetings and workshops with community groups

> Mine victims/survivors providing MRE

> School teachers, health workers and local leaders providing MRE to school children and community members

> MRE providers building partnerships with development NGOs

> Project managers advocating among politicians and leaders for support for MRE

The limitations of interpersonal communication are that it is time-consuming, with a high cost per person per contact. It typically reaches only a small number of individuals and it demands practical skill-training and support for field workers. Nonetheless, dedicated community MRE teams are a very common way to educate target populations in affected areas.

Key principles for delivering emergency MRE at community level include the following:

> Introduce yourself and why you have come to the community clearly. Communities may justly be suspicious of outsiders asking questions.

> Don't assume ignorance. Find out what community members already know and build on it.

> Listen and discuss, don't preach.

> Collect basic information on victims and affected areas and pass it on to those who can assist.

> Don't make false promises. Do inform the community about the availability and cost of victim assistance services and the likelihood of demining teams coming to the community within a reasonable timeframe.

ACTIVITY 3.5 | PRACTICE IN DELIVERING EMERGENCY MRE AT COMMUNITY LEVEL (GROUP WORK)

T

Learning objectives

> Experience in delivering risk education messages in dedicated MRE teams at community level.

Materials needed

> Flipchart for the facilitator

Time needed

> Approximately 90 minutes

Conduct of activity

Begin by asking trainees to identify basic principles for working at community level. Many of these principles apply to any endeavour, not just MRE. Write the key principles up on the flipchart and leave them there throughout the exercise.

Divide the trainees into four groups. Two will prepare a community MRE intervention lasting no more than 20 minutes and the other two will prepare to act as members of affected communities. Give all the groups 30 minutes to prepare. Do not give feedback after the first simulation but go straight into the second. Then have a general feedback session, inviting peer review. Write up on the flipchart any additional lessons learnt.

DEVELOPING A RISK EDUCATION COMMUNICATION STRATEGY: BACKGROUND INFORMATION FOR THE TRAINER

B

To maximise the effectiveness of your public education initiatives, you will need to develop a communication strategy. This defines who should be targeted (at-risk group and other target audiences), why at-risk groups are taking risks (including the type of risk-taking behaviour that needs to be changed), what are the key messages and how these messages can best be communicated (communication channels, when, where, and with what type of materials).

ACTIVITY 3.6 | PRACTICE IN DEVELOPING AN EMERGENCY MRE COMMUNICATION STRATEGY

Learning objectives

> Understanding how to develop a coherent emergency risk education communication strategy.

Materials needed

> Flipchart for each of the four groups of trainees.

> Situation cards (to be plastified, if possible) – text is included overleaf

Time needed

> Approximately 60 minutes

Conduct of activity

Explain to the trainees that they are going to practise developing a communication strategy for risk education, which is composed of the following elements:

> The target audiences

> The behaviour to be modified

> The messages to be transmitted

> The communication channel(s) to be used

> The people to be involved in disseminating the message

Tell them that they will be given an at-risk group and risk-taking behaviour and that they should put together a communication strategy for an emergency MRE campaign. Remind them that they can (and should) use more than one communication channel and that they should try to develop positive messages (e.g. Keep to the safe path!) rather than negative messages (e.g. "Don't touch!"). This will make their work more effective.

Hand out one different (preferably plastified) situation card to each of the groups and give them 30 minutes to develop their communication strategy. They must then present their proposal to the group. Ask for peer review and suggestions to improve the proposed strategies. Discuss what will work well in their country.

Finally, take the opportunity to elicit detailed feedback from the trainees on the first two days of training if you have not already done so. Make any necessary changes to the methodology or timetable as a result.

End of day two

SITUATION CARD N° 1

Teenage children are playing with items of unexploded ordnance that they are finding around their village. They like to light fires and watch things explode.

SITUATION CARD N° 2

Internally displaced families in camps near the capital of Autobia want to return home to their villages, but they have heard that some of the areas are mine- and UXO-affected.

SITUATION CARD N° 3

Decepticon refugees are planning to spontaneously return to their country now that the war is coming to an end. Although they do not know it, there are mines and explosive remnants of war all over the territory.

SITUATION CARD N° 4

Autobian villagers are going into a forest that they know is affected by mines because they need firewood to cook their food and heat their homes.

DAY 3

PART 1
COMMUNITY LIAISON

Issues covered in this section

> MRE support for other mine action

> Community mapping in an emergency

MRE SUPPORT FOR OTHER MINE ACTION COMPONENTS: BACKGROUND INFORMATION FOR THE TRAINER

B

Community liaison seeks to support the community in its own efforts to manage its mine or ERW problem – and to help others inside and outside mine action to better meet the needs of affected communities.

It arose from the realisation by mine action actors – and specifically MRE providers – that:

1. There was a lack of communication channels between affected communities and mine action, as well as between these communities, mine action and development and relief interventions, and;

2. Public education (in the traditional format of mine awareness) was not enough to ensure that the majority of people at risk due to livelihood pressures were changing their behaviour to be more mine/ERW safe. Telling someone who knowingly enters a dangerous area to collect water or food to avoid starvation not to go there is ineffective and disrespectful. You need to help them find realistic options – through demining or broader development – if they are to change their behaviour.

Cutting a safe path through a mined area to ensure safe access to water – as opposed to clearance of a large area of land – may be a feasible option. If that is not feasible in an emergency, relief interventions may indirectly eliminate the threat posed by mines or ERW. Examples are the delivery of firewood during winter to prevent the hazardous task of firewood collection (forests are often mined or contain UXO as soldiers use them for cover) or digging a well closer to the village, or the delivery of safe drinking water. An MRE project can, and should, look for solutions to risk-taking outside as well as within mine action, even in an emergency.

T

ACTIVITY 4.1 | THE ROLE OF COMMUNITY LIAISON IN SUPPORTING OTHER MINE ACTION (GROUP WORK)

Learning objectives

> Understanding the role of risk education in broader mine action

Materials needed

> Flipchart for each of the four groups of trainees

Time needed

> Approximately 90 minutes

Conduct of activity

Elicit from the trainees of the core components of mine action. Divide the trainees into four groups and ask them to think about the roles that MRE, in particularly community liaison can play in supporting demining and victim assistance. Give them 30 minutes to write down everything they can think of. Circulate to the groups and provide suggestions if they have trouble starting, as is sometimes the case.

Then lead into a discussion of what skills will be needed by MRE teams if they are to fulfil these roles in practice and how likely it is that they will have the requisite expertise. Discuss how appropriate it is for MRE to be involved and relate it to the trainees' personal experiences.

A

Suggested Answer to Activity 4.1

Demining

MRE projects have an important support role to play before, during and after demining operations. Community liaison can support these operations in the following ways:

Before clearance operations: Information can be collected from communities on the location of contaminated areas, their relative impact on the community and community priorities for clearance. Community liaison teams should also explain and discuss the meaning of formal and informal marking signs and fencing. You should also inform communities when demining teams will come to survey, mark and map and, of course, clear contaminated land.

During clearance operations: Community liaison efforts can help to ensure the smooth running of a demining operation by briefing community members on what is about to take place. Your teams can build affected communities' confidence in the clearance work by facilitating clearance teams to show villagers what they are doing and educating them about the clearance process. They can also warn villagers of impending explosions when items are to be blown up. This will prevent villagers being scared – and, as occurred in the early 1990s in Somaliland, from running into mined areas when hearing explosions out of fear of being attacked. Community liaison personnel can also help to resolve disagreement between affected communities and clearance teams if it arises.

Suggested Answer to Activity 4.1 (contd)

A

After clearance operations: Teams can, together with the community, organise a public event for the handover of land. They can also facilitate deminers walking over the land or even playing a game of football on it to demonstrate that it is safe. This will help to ensure the villagers use the land. Later, teams can assist with collecting information for post-clearance survey to assess the results of clearance on the community, both immediately after clearance operations end and several months later. This allows comparison of real and intended results as per the "land use plan" and checking that results are being sustained over the long term. Of course, any MRE project should communicate findings to mine action operators, coordination and other relevant bodies.

Victim assistance

Community liaison can support victim assistance in the following ways:

- Identify mine/ ERW victims (survivors and family members of those killed)
- Provide first aid and transport to medical facility
- Bring mine/ERW victims and/or their families to hospital or rehabilitation clinics for treatment or rehabilitation
- Provide information to victims and their families about available rehabilitation, vocational, psychological and socio-economic reintegration services
- Inform service providers of victims' needs and locations
- Monitor the well-being of mine/ERW victims
- Use mine/ERW survivors as mine risk educators

COMMUNITY MAPPING IN AN EMERGENCY: BACKGROUND INFORMATION FOR THE TRAINER

B

Community liaison can use several participatory techniques. These techniques facilitate activities and exercises that aim to incorporate the knowledge and opinions of local people in finding local solutions to local problems. They also invite the sharing of local knowledge. This part of course describes one important technique used in mine action – community mapping.

When working with communities, we often tend to focus only on their problems, without paying much or any attention to their resources. Each affected community has problems, but each also has ideas about solutions and resources. The community mapping exercise helps communities to talk about the problem of mines and ERW, but it also invites them to talk about their ideas and resources. **It is a good exercise for introducing community liaison and broader risk education/mine action activities to a community but be careful: it can be too sensitive to use in certain contexts**.

Since villagers in affected communities may be illiterate and art materials are likely to be scarce, especially in an emergency, the map can easily be drawn on the ground with sticks, stones and whatever other materials are readily available.

The map should include areas suspected of contamination, location and type of mine/ERW risk activities, sites of incident sites and at-risk activities, as well as at-risk households and resources. At least three categories of resources can be drawn: physical resources, such as roads, water supply, markets, clinics, wells, ponds, latrines, houses; natural resources, such as forest, cultivable land and water availability; and animal resources, i.e. livestock and small animals such as chickens and ducks.

B

The procedure for village resource and risk mapping is as follows:

> You as the MRE worker start by showing how the drawing can be done in the dirt using a stick. You can make the first marks – and then HAND OVER THE STICK to a villager. From this point on the MRE worker does not take an active role – but only asks questions and, if needed, makes suggestions. The map is drawn on the ground (and later copied to paper).

> Then provide some local materials, such as leaves and stones, to fill in the map but let people decide for them what to use to build up the features. Start by suggesting that the prominent landmarks and roads be put in first.

> As the map grows, people will think of many things to represent. Usually people include roads, water sources, households, community facilities, community buildings, important landmarks, and so on.

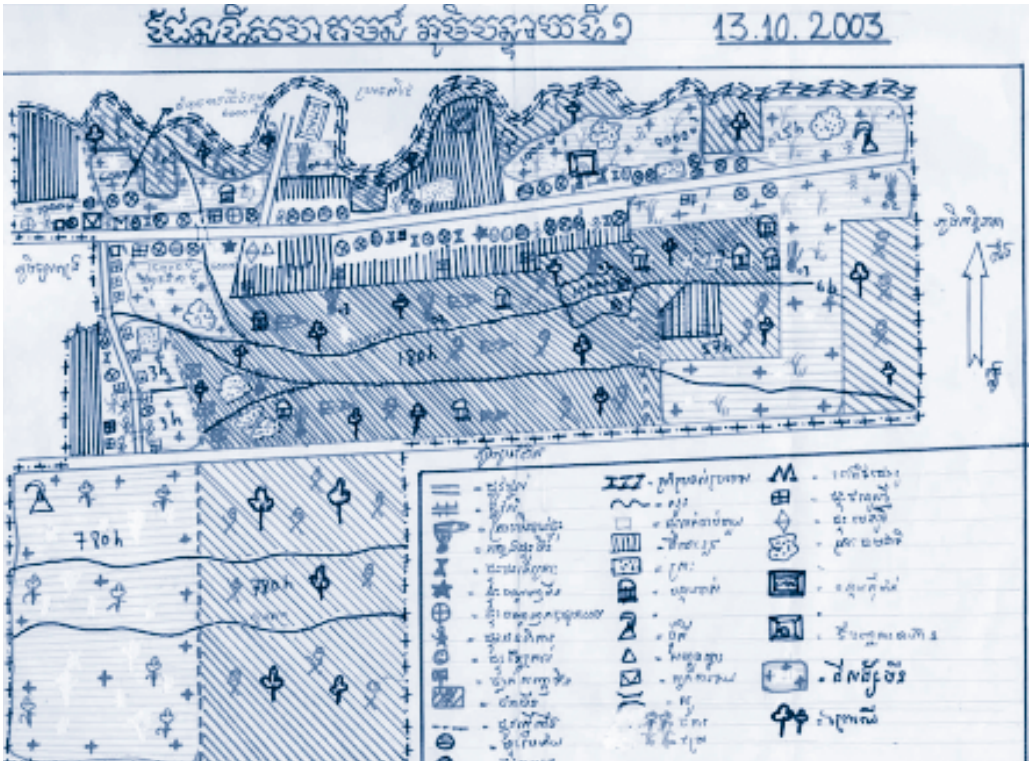
> You can ask questions to focus villager attention on features related to mine/ERW contaminated areas, such as suspected areas, hazardous areas where people go to make a living, sites of incidents, and at-risk households.

> If the village is not too large and there are not too many people, ask everyone to identify their houses on the map and give each house a number. You may be able to use this information later to mark which households are at risk.

> The MRE worker should ask probing questions to make sure the map is complete and agreed on by all the villagers involved in drawing it.

> When the map is finished, thank the villagers and ask a few people to stay and help to copy it to paper. This should be a public activity. The paper map should stay in the village so that it can be used to show others the areas that may be dangerous. The example below is of a detailed community map drawn by villagers in an affected community in north-west Cambodia.

A community mine action map from the Cambodian Mine Action Centre Community-based Mine Risk Reduction project



ACTIVITY 4.2 | PRACTICE IN COMMUNITY MAPPING (OUTSIDE ACTIVITY)

Learning objectives

> Understanding of how to conduct simple community mapping

Materials needed

> Happy Village briefing sheet (text overleaf)

Time needed

> Approximately 90 minutes

Conduct of activity

Explain that you are going to look at one participatory rural appraisal (PRA) technique used widely in mine action. Elicit different types of PRA techniques until someone mentions community mapping. Ask for three volunteers to play the community leader. Then divide the remaining trainees into three groups and give each a sheet of flip chart paper. Tell the three groups they will have each to interview a "community leader" and draw a map of community impact. Give the three volunteers the Happy Village briefing sheet so they can familiarise themselves with the contents. Conduct the activity outside the training room, if possible, to make it as realistic as possible.

Compare the three maps that result from the community mapping to see if they are identical. Wrap up the exercise with a discussion of the benefits of community mapping as well as some of the risks (for both the villagers and the facilitators) of conducting community liaison in the aftermath of an armed conflict.

Happy village in Eastern Autobia (an ethnic Decepticon area)

Happy village is a small one with only 40 ethnic Decepticon families and about 200 people. There were more people a few years ago but many of them were displaced by the war in 1997 and left. We were poor before the war, but now we are even poorer. I am the son of the village chief.

We have a small primary school in the centre of the village but no health centre. The nearest health centre is in Rich Village, which is five kilometres away near the main road. We have only a small path that goes from our village to the main road, which is to the north of the village. The path itself is safe but there are mines on either side, for at least part of the way.

We have a few explosive remnants of war 100 metres to the east of the village, mostly unused bullets and mortar shells left by the army, but we don't normally go there. Sometimes children go and play with bullets they find and try and make them explode. My friend's son was badly burnt last year.

We think there are mines in the forest which is located 500 metres to the north of the village because we saw soldiers there once, but we have to go and collect fruits and firewood. No one has been injured there yet.

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

There is also a minefield to the west of the village, as the army had a base there during the war. It is abandoned now and no one goes there. We think there are mines around the old base as the soldiers told us this before they left.

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

We are expecting some of the displaced people to return now that there is peace. We have taken their houses and land, though, so there may be some problems if they come back.

DAY 3

PART 2 | REPORTING AND COORDINATION

Issues covered in this session

> Casualty data collection

> Hazardous area data collection

> Reporting on MRE activities

> Coordination during an emergency

B

CASUALTY DATA COLLECTION: BACKGROUND INFORMATION FOR THE TRAINER

Data collection is not an end in itself, but rather a tool to improve the quality of people's lives and the effectiveness of a programme or project. It is important to know why you are collecting data, who it is for and what it will be used for, and to share this information with those collecting it.

Casualty data has a number of different uses:

As a means of identifying needs for rehabilitation and reintegration

First and foremost, data on victims should be collected to help identify those in need of assistance. Assistance can include the following:

- Improved evacuation/first aid
- medical treatment
- physical rehabilitation (physiotherapy and/or prosthetic or other assistive devices, such as crutches or wheelchairs),
- psychological rehabilitation (counselling and peer support)
- vocational retraining
- social reintegration (including access to schooling and the job market and freedom from discrimination)

In an emergency, the focus will normally be on ensuring survival and, where possible, physical and psychological rehabilitation.

As a priority-setting tool for mine action

Not everyone living in a mine- or UXO-affected community who wants his or her community to be demined can be helped. We therefore need to prioritise our work. Data on victims should be used to identify which communities and at-risk groups need to be assisted most urgently through the provision of mine risk education and mine and UXO clearance.

As a monitoring tool

Later on, victim data gathering should be used to determine whether victims have received the assistance they need to recover from their injuries and to reintegrate successfully back into society. It should also be used to see how successful mine risk education activities have been.

What data should be collected on a mine or ERW victim?

> Sex
> Age
> Location
> Livelihood
> Activity at time of explosion
> Type of device (if known)
> Did they know that what they were doing was dangerous?
> Who got them out of the dangerous area after the explosion?
> Who provided first aid?
> How did they get to hospital? How long did it take?
> Was the assistance enough to ensure their rehabilitation?

Of course, if the victim(s) of a particular explosion died, their family or friends will be the only source of information, but the data can still be valuable for other purposes than direct assistance.

HAZARDOUS AREA DATA COLLECTION: BACKGROUND INFORMATION FOR THE TRAINER

B

The inventory of areas contaminated with mines and/or ERW is invariably incomplete following the cessation of hostilities. MRE teams can usefully collect information whenever they visit a community they suspect may be affected. It will help to ensure the MRE provided is relevant and targeted, and will also be useful for other mine action, especially demining. This is still true even if the situation has not allowed clearance operations to start by helping to define priorities.

What data should be collected on suspected hazardous areas

(Remembering that MRE personnel are not experts in technical survey, so should never enter suspected areas!):

> The location of suspected contaminated areas
> The estimated size (bearing in mind that estimates may be hugely inaccurate)
> The reason for suspecting contamination
> The type of contamination believed to be in the suspected area
> (If more one than affected area), their relative impact on the community
> Community priorities for future clearance
> Existence and type of formal or informal marking signs

T

ACTIVITY 5.1 | DATA GATHERING IN AN EMERGENCY (GROUP WORK)

Learning objectives

> Understanding what data to collect as a minimum in an emergency

Materials needed

> Flipchart for each of the four groups of trainees

Time needed

> Approximately 90 minutes

Conduct of activity

Elicit from the trainees two of the key types of data needed for mine action in an emergency: casualty and suspected hazardous area data. Divide the trainees into four groups and ask two of the four groups to list all the pieces of data they need on casualties and the other two groups to list all the pieces of data they need on suspected hazardous areas. Ask them to write up the results on flipchart paper so the whole group can see. Give them at least 30 minutes to come up with their lists. Remind them of the golden rule –try to collect only the data you really need!

B

REPORTING ON MRE ACTIVITIES AND COORDINATION: BACKGROUND INFORMATION FOR THE TRAINER

To maximise effectiveness, MRE activities should be coordinated with other MRE projects and seek to support other mine action activities, such as survey, clearance and victim assistance. This means each project should report systematically on its activities and observations to the relevant national or international authority (e.g. national mine action centre or UN mine action coordination centre).[5]

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

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

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

During implementation, project managers must ensure that work follows the operational plan. They should also help to develop standards and curricula and follow those already adopted.

More valuable than a long list of activities carried out is a brief report on contamination, risk-taking and victims from each community visited. This can be valuable to identify affected areas and prioritise future clearance. It also establishes a baseline for monitoring and evaluating future mine action interventions.

During internal monitoring, project managers should share methodology, key findings and lessons learnt with other actors, and should be willing to cooperate with external evaluations.

ACTIVITY 5.2 | DATA SHARING IN AN EMERGENCY (ROLE PLAY AND GROUP DISCUSSION)

Learning objectives

> Understanding of the importance of data sharing in an emergency and knowledge of the most valuable data to provide.

Materials needed (overleaf)

> Copy of Risk Education Coordination in Autobia sheet (one for each trainee)

> Risk Education Working Group Meeting sheet (one for each trainee)

> Plastified "hidden agenda" cards for each of the volunteer participants in the role play

Time needed

> Approximately 90 minutes

Conduct of activity

Elicit from the trainees the importance of coordination in an emergency. Then elicit the roles and responsibilities of the mine action centre. Then tell the participants that they are to perform a role play in a fictitious country called Autobia. The Autobian Mine Action Centre (MICROMAC) is convening its first meeting of the mine risk education working group, bringing together all the key actors to discuss how to improve coordination in MRE in Autobia. Then hand out to each trainee a sheet on mine action coordination in Autobia and a copy of the meeting agenda included overleaf. Ask for volunteers to represent their organisation in the role play. Give each group a plastified "hidden agenda" card. Allow them a few minutes to prepare. Tell the remaining trainees their task is to guess the hidden agendas.

As trainer, you may wish to be the meeting chair to keep things on track. Spend about 30-45 minutes in the role play. At the end, elicit feedback from the trainees on what the hidden agenda was for each organisation and discuss the lessons they have learned from the exercise. Finish the exercise with a detailed discussion of what MRE activity data is most useful to report on in an emergency and how it could usefully be shared among the different actors.

Complete the day with a formal feedback session from the trainees.

End of day three

Mine action coordination in Autobia

It is time for Autobia's first mine risk education working group meeting, which is being hosted by MICROMAC. The meeting is taking place against the backdrop of increasing tension in Autobia, despite the deployment of a United Nations peace-keeping mission – UNOMICRO. One peacekeeper has already been killed after intervening in a local ethnic dispute, and new returns of ethnic minority Decepticon refugees from neighbouring countries are planned.

In terms of mine action, mine clearance and EOD is being conducted by Happy Profits Inc., a commercial demining company from Capitalismania, but progress has so far been slow. Demining, which uses national demining staff trained by MICROMAC, has focused on clearing power lines. In one incident 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 risk education and victim assistance programme.

There are two local NGOs working in 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 cluster bombs. It is funded by an international NGO, Help Kids 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.

MINE RISK EDUCATION WORKING GROUP MEETING

Provisional Agenda

1. Introductions
2. Adoption of agenda and participation
3. Progress to date
4. Accreditation of MRE organisations
5. Operational priorities
6. Standardising MRE messages
7. Developing an action plan for mine risk education
8. Other Business

List of Participants

David Dunn, Director, MICROMAC (Meeting Chair)
Sara Smiley, MICROMAC Mine Risk Education Coordinator
Dr Surjun, ICRC Autobia
Magnus Magnum, EuroBatt Mine Risk Education Commander, UNOMICRO
Dan Gerrus, Solidarity for Decepticons (local NGO)
Andrea Angri, Autobia Rights Watch (local NGO)

Hidden Agenda Cards

HIDDEN AGENDA CARD FOR DAVID DUNN

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 SMILEY

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 SURJUN

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 MAGNUM

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 GERRUS

You are being funded by Help Kids Deceptica!, but don't know much about mine risk education. Your main objective is to increase your own funding.

HIDDEN AGENDA CARD FOR ANDREA ANGRI

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.

DAY 4

TRAINING FACILITATORS

Issues covered in this section

> Training facilitators to deliver MRE messages at community level

> Training facilitators to gather data at community level

TRAINING FACILITATORS: BACKGROUND INFORMATION FOR THE TRAINER

B

Community facilitators are the backbone of MRE projects, including in emergencies. As they are mostly going to be adults, there are a number of basic principles to be applied to any training, irrespective of the topic:

> 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 adopt a "real-world" approach as far 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, it is, regrettably, often about lecturing. Adults have a particular problem with learning because as we grow older, our short-term memory faculty becomes less efficient and more easily disturbed. 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 doomed to failure.

In some cases, youth might be identified to be trained as facilitators – either a youth NGO or network or students.

So for learning to stick, it has to be internalised. This means you should put as much emphasis as possible on practical exercises when training community facilitators. Let them show you how much they already know, and build on that knowledge.

ACTIVITY 6.1 | TRAINING FACILITATORS IN WORKING AT COMMUNITY LEVEL (ROLE PLAY AND GROUP DISCUSSION)

Learning objectives

> Understanding the key issues that risk education facilitators must know in order to work effectively at community level

Materials needed

> None

Time needed

> Approximately 90 minutes

Conduct of activity

Divide the trainees into four groups and initiate a short group discussion on what makes a good trainer and what is evidence of bad training.

Then ask two groups to prepare a short training session for facilitators on how to deliver MRE messages at community level and the other two groups to prepare a short training session for facilitators on how to gather data at community level.

The groups have 30 minutes to prepare the training and no more than 10 minutes to deliver each one. Use another group each time to play the trainee community facilitators. This will allow trainees to see for themselves what it is like to be trained in subjects they should now know quite well. In feedback, elicit and discuss the basic principles for appropriate training of adults as well as any risk education-specific issues that arise.

ACTIVITY 6.2 | PRACTICE IN TRAINING COMMUNITY FACILITATORS (ROLE PLAY AND GROUP DISCUSSION)

Learning objectives

> Experience the preparation of a training curriculum for community MRE facilitators and carrying out a short training session.

Materials needed

> None

Time needed

> Approximately 90 minutes

Conduct of activity

Divide the trainees into three groups and ask each group to prepare a training curriculum for a two-day training of community facilitators. They must be prepared to present the curriculum and to role-play a ten-minute training session on one of the topics included in their curriculum. Volunteers from the other groups serve as community facilitators. Focus on peer review as trainees should now be capable of giving constructive feedback on MRE training.

Complete the workshop with a wrap-up and formal feedback session with the facilitator(s) outside the room.

End of day four

ENDNOTES

[1] The United Nations Children's Fund (UNICEF) defines an emergency as "any situation in which the lives and well-being of children are at such risk that extraordinary action, i.e. urgently required action beyond that routinely provided, must be mobilised to ensure their survival, protection and well-being."

[2] i.e. unexploded ordnance — UXO; and abandoned explosive ordnance — AXO.

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

[4] The term "complex emergency" entered UN usage toward the end of the 1980s. Countries in "complex emergencies" are defined as countries with armed conflicts affecting large civilian populations through direct violence, forced displacement and food scarcity, resulting in malnutrition, high morbidity and mortality.

[5] The mine action centre is responsible for day-to-day coordination of activities in a given country or region. It typically tasks organisations to perform mine action activities in specific locations and monitors the work carried out, and sometimes provides training. It is normally responsible for populating and maintaining the mine action information database.

TRAINING WORKSHOP
ON EMERGENCY RISK EDUCATION

Workshop Feedback Form
(Place, date)

_____

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?

_____

_____

_____

_____