

Needs Assessment for Risk Education

A Training Manual in support of IMAS MRE Best Practice Guidebook 2

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".

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Introduction

USING THIS TRAINING MANUAL

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

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

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

BACKGROUND TO THE IMAS MRE TRAINING MANUALS

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

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

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

- > Needs Assessment for Risk Education
- > Planning Risk Education
- > Communication in Risk Education

- > Community Liaison in Mine Action
- > Monitoring Risk Education
- > Coordinating Risk Education
- > Emergency Risk Education

CONTENT OF THE TRAINING MANUAL ON NEEDS ASSESSMENT FOR RISK EDUCATION

The MRE IMAS Best Practice Guidebook 2 addresses data collection and needs assessment for risk education. This manual provides guidance on how to organise a four-day workshop on the assessment of needs and capacities for a risk education project. A proposed agenda for the training is included below. **It is assumed that participants in the training have previous experience of risk education.**

The training manual covers the following three main issues:

- > The content of a risk education needs and capacities assessment (two days' training)
- > Data collection tools and techniques (a day's training)
- > Training data gatherers (a day's training)

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

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

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

Materials needed for these activities follow.

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

MATERIALS AND RESOURCES NEEDED FOR THE WORKSHOP

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

PROPOSED TRAINING AGENDA

Workshop Day 1 | Overview of a risk education needs assessment

09:00 – 10:30

- > Introductions and review of the provisional agenda
- > Key terminology in project cycle management (icebreaker)
- > Thinking outside the box (icebreaker)
- > Buying a new car (icebreaker)

Coffee break

11:00 – 12:30

- > A post-conflict risk education needs assessment (exercise)

Lunch break

14:00 – 15:30

- > The content of a risk education needs and capacities assessment (brainstorming and exercise)

Coffee break

16:00 – 17:00

- > Frameworks for a risk education needs and capacities assessment (discussion)
- > Presentation of the needs assessment findings and conclusions (presentation by facilitator)
- > Feedback on the day's training

End of Day One

Workshop Day 2 | Case studies of risk education needs assessments

09:00 – 10:30

- > Practice in risk education needs and capacities assessment (exercise)

Coffee break

11:00 – 12:30

- > Practice in risk education needs and capacities assessment (exercise contd.)

Lunch break

14:00 – 15:30

- > Risk education needs and capacities assessment case studies (presentations by workshop participants)

Coffee break

16:00 – 17:00

- > Difficulties in gathering data (discussion)
- > Feedback on the day's training

End of Day Two

Workshop Day 3 | Data collection tools and techniques

09:00 – 10:30

- > Types of data and data sources (brainstorming and discussion)
- > Appropriate data collection tools (group work)

11:00 – 12:30

- > The use of Knowledge, Attitudes and Practice (KAP) surveys in risk education (group work and discussion)

Lunch break

14:00 – 15:30

- > Community mapping (presentation and exercise)

Coffee break

16:00 – 17:00

- > Casualty data forms (brainstorming)
- > Principles of data collection (brainstorming)
- > Feedback on the day's training

End of Day Three

Workshop Day 4 | Training data gatherers

09:00 – 10:30

- > The basic principles of effective training
- > Preparing a training of data gatherers

Coffee break

11:00 – 12:30

- > Preparing a training of data gatherers (contd.)

Lunch break

14:00 – 15:30

- > Practice in training data gatherers

Coffee break

16:00 – 17:00

- > Wrap-up
- > Feedback on the training workshop

End of Workshop

DO'S AND DON'TS FOR TRAINERS

Good training is based on five basic principles.

- > Adults learn best in an atmosphere of active involvement and participation.
- > Adults have knowledge and experience and can help each other to learn.
- > Adults learn best when it is clear that the context of the training is close to their own tasks or jobs. This means that training should be as realistic as possible.
- > Adults are voluntary learners. They have a right to know why a topic or session is important to them.
- > Adults have usually come with an intention to learn. If this motivation is not supported, they will switch off or stop coming.

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

Remember the words of Confucius:

“I hear and I forget; I see and I remember; I do and I understand.”

WHAT MAKES A GOOD FACILITATOR?

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

- > A warm personality, with an ability to show approval and acceptance of workshop participants
- > Social skill, with an ability to bring the group together and control it without damaging it
- > A manner of teaching which generates and uses the ideas and skills of workshop participants
- > Organising ability, so that resources are booked and logistical arrangements smoothly handled
- > Skill in noticing and resolving workshop participants’ problems
- > Enthusiasm for the subject and capacity to put it across in an interesting way
- > Flexibility in responding to workshop participants’ changing needs, and
- > Knowledge of the subject matter

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

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

THE IMPORTANCE OF FEEDBACK

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

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

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

DAY 1

AN OVERVIEW OF A RISK EDUCATION NEEDS AND CAPACITIES ASSESSMENT

Issues covered in this training day

- > Introduction and review of the provisional agenda
- > Why do a needs and capacities assessment
- > What should be in a needs and capacities assessment
- > How the findings should be presented

INTRODUCTION AND REVIEW OF THE PROVISIONAL AGENDA

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

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

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

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

THE ROLE OF A NEEDS ASSESSMENT: BACKGROUND INFORMATION FOR THE TRAINER

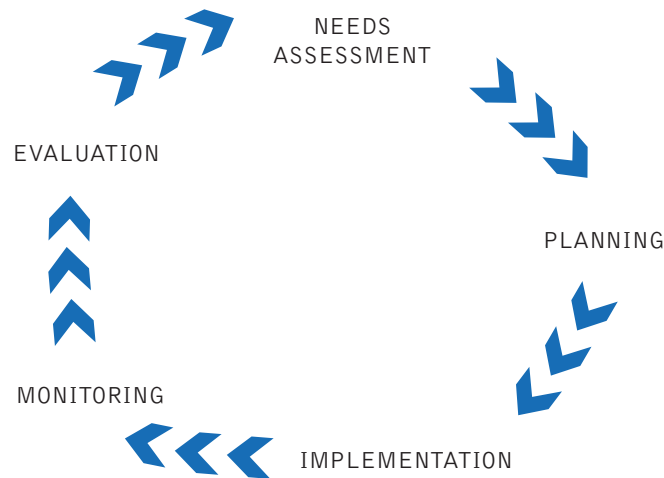
The purpose of a needs and capacities assessment for risk education is to identify, analyse, and prioritise the local mine and explosive remnants of war (ERW) risks, to assess the capacities and vulnerabilities of the communities, and to evaluate the options for conducting risk education. A needs assessment will provide the information necessary to make informed decisions on the objectives, scope, and form of the resulting project. It should provide a basis for decisions on priority needs and the best response as well as a baseline reference for future monitoring and evaluation activities.

The needs assessment should take account of both primary and secondary information. Primary information involves data collected directly at the community level. Secondary information involves data derived from other sources, for example from the mine action database or other institutional and governmental sources. In order to avoid duplication, implementing organisations should recognise the potential of other actors as partners in exchanging information. This is particularly crucial in crisis and unstable contexts when time is limited and resources may be greatly stretched.

A needs assessment is a time-bound event, which should ideally take place at the start of a project or programme cycle, when objectives and the identification of those in need of risk education are being identified. A localised needs assessment should take about a month to conduct, depending on the context and country concerned; a nationwide assessment is likely to take longer. It will be necessary to continuously amend and update the assessment based on additional data that is collected during the course of the programme and changing circumstances.

A needs assessment is the first step in the project management cycle (see Figure 1 overleaf). It informs the planning process, to ensure that the future project or programme is rational and meaningful. Implementation should be accompanied by monitoring – ongoing data gathering that tracks progress and helps to guide the orientation of the project – and a periodic evaluation that assesses the impact of the initiative. The results of the evaluation should be used to improve future performance. If the situation has changed significantly, then a new needs assessment may be needed. Otherwise, it will feed into the next planning cycle (unless the need for an intervention has passed).

Figure 1 | The Project Management Cycle



ACTIVITY 1.1 | PROJECT CYCLE MANAGEMENT JARGON

Learning objectives

- > To clarify misunderstandings and misconceptions about key terminology used in simple project cycle management.
- > To enable the facilitator to understand the level of knowledge of the workshop participants.

Materials needed

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

Time needed

- > Approximately 30 minutes

Conduct of activity

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

- > Needs assessment
- > Planning
- > Implementation
- > Monitoring
- > Evaluation

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

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

ACTIVITY 1.2 | “THINKING OUTSIDE THE BOX”

Learning objectives

- > To help workshop participants to understand the importance of going beyond standard risk education approaches by being more creative.

Materials needed

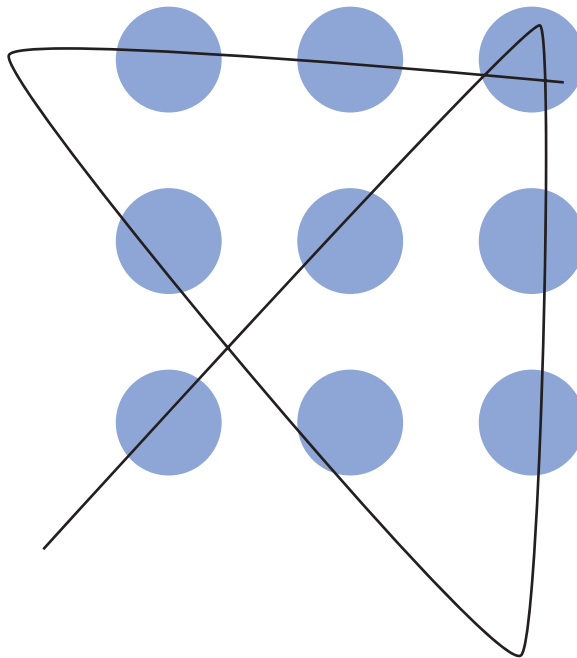
- > Whiteboard and markers
- > Overhead projector

Time needed

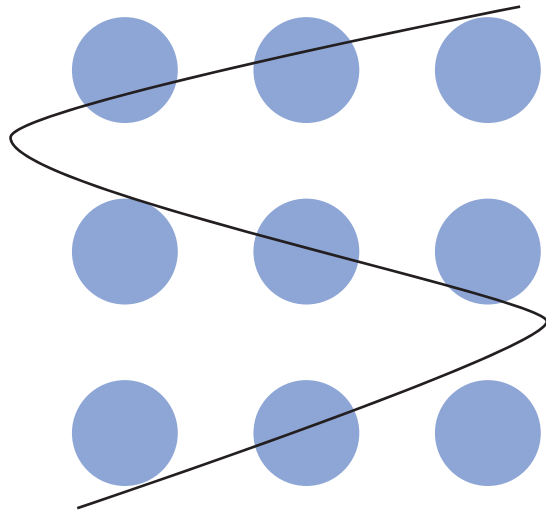
- > Approximately 10 minutes

Conduct of activity

Ask the participants to draw nine dots in a square on a piece of paper. They must then connect all nine dots using four straight lines without taking their pen off the paper. Give them a few minutes to have a go. If someone finds the answer (or already knows it) ask them to demonstrate to the others. Ask him or her to explain how it was done. Try to elicit the response – you need to go outside the square/box. This is the key to the exercise. See overleaf for the answer.



Then tell them that since that was easy, now they should connect the dots using only three lines. This requires further innovation. See overleaf for the answer.



Finally, ask the participants how the dots could be joined with just one line. There are a number of possible answers: using a thick paintbrush perhaps, or by folding the paper three times so all the dots are touching.

In wrap-up, tell them that they will need their creativity for the next exercise.

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ACTIVITY 1.3 | BUYING A NEW CAR: A FORM OF NEEDS ASSESSMENT

Learning objectives

- > Introducing workshop participants to the concept of needs assessment

Materials needed

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

Time needed

- > Approximately 30 minutes

Conduct of activity

Divide the participants into groups of five and tell each group they are going to buy a car together. Ask them to write up on the flipchart what criteria they will use to decide which car to choose but give them no more information. Tell them they have 15 minutes to come up with a list.

Suggested Answer to Activity 1.3

There is no right and wrong answer to this activity; it is a matter of judgment. But the kind of criteria you are looking for is:

- > Who will use it?
- > What will they use it for?
- > When will they use it?
- > What type of car do they need? (4x4, two-wheel drive, truck, van, etc.)
- > How much will it cost?
- > What options would be useful?
- > Who will keep it?
- > Who will maintain it?
- > **Do they actually need a car?**

This last question is important. We often assume we need a project, but do we really? Do we need a car or could we walk, catch a bus, get a bike instead? These are the “thinking outside the box questions” that you should hope to elicit.

A POST-CONFLICT NEEDS ASSESSMENT: BACKGROUND INFORMATION FOR THE TRAINER

A post-conflict needs assessment will form the basis for emergency planning even though it will be amended and updated based on new information as it becomes available. Of course, time is short in an emergency. But this should not be used as an excuse to avoid conducting a basic assessment. Key questions to ask – and answer – are the following:

Who is especially at risk?

Why are they especially at risk?

Where are people at risk and when should risk education be delivered?

What explosive hazards pose the greatest risk?

Why are people coming into contact with explosive hazards?

How can those at greatest risk be reached most efficiently by risk education messages?

Who is already addressing risk at the local level and if so, how?

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ACTIVITY 1.4 | POST-CONFLICT NEEDS ASSESSMENT FOR RISK EDUCATION

Learning objectives

- > To enable participants to understand the key issues to cover in a post-conflict needs and capacities assessment

Materials needed

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

Time needed

- > Approximately 90 minutes

Conduct of activity

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

Once they have obtained the bulk of the information, hand out the Autobia fact sheet and map to everyone and finish the session with a short discussion on what a risk education programme would/should typically look like in the immediate post-conflict context.

AUTOBIA FACT SHEET

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

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

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

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

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

There are no foreign organisations working actively in demining although three international NGOs have been carrying out "integrated demining" projects in Deceptica along the border with Autobia where the refugees were temporarily resettled.

Reports from Human Rights Watch based on interviews in the refugee camps suggest that there are many victims of both mines and other unexploded munitions, including cluster bombs, especially in the east. All the bridges have been destroyed and the few asphalt roads in the country have deteriorated and many in the east are believed to be mined. Press reports suggest that roads and some communities are "littered" with unexploded ordnance.

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

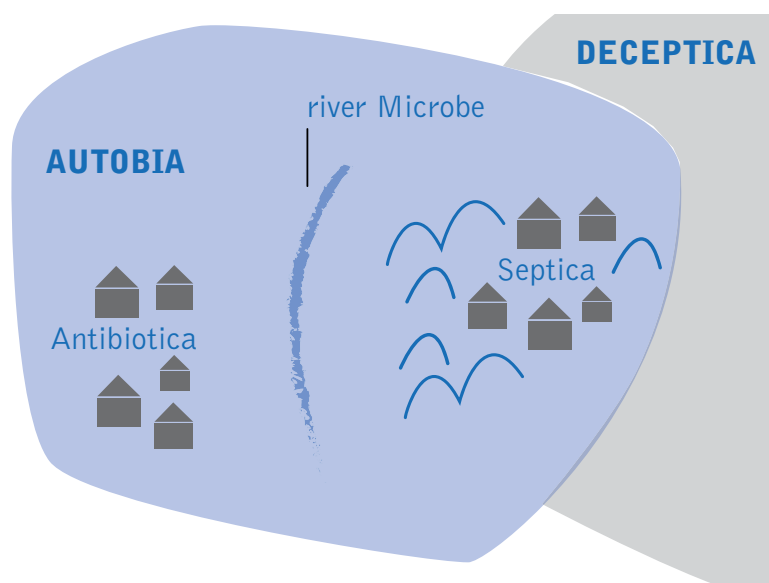
The peace accord foresees the creation of a new national army recruited from the ranks of both warring parties.

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

Key facts

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

Map of Autobia



ACTIVITY 1.5 | THE CONTENT OF A RISK EDUCATION NEEDS ASSESSMENT

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Learning objectives

- > To understand in depth the issues to be included in a risk education needs and capacities assessment.

Materials needed

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

Time needed

- > Approximately 90 minutes

Conduct of activity

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

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

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

Suggested Answer to Activity 1.5

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

Geography

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

Demographics

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

Geopolitical landscape

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

Background to the conflict

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

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Current security

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

Religions and ethnic groups

- > What religious groups exist in the country?
- > How well do they co-exist?

Traditions and culture

- > Are there cultural traditions that will affect the conduct of a risk education programme?
- > Can any be used as helping factors?

Languages

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

Literacy

- > To what extent do people read and write?
- > How does this differ among ethnic group and across social class and between rural and urban populations?

Communication channels

- > What are the main communication channels in the country?
- > Who uses which channels? At what time of the day?
- > Are there particular radio or TV programmes that are popular that could be exploited for risk education purposes?

Social situation

- > How are household/community tasks divided between men, women, boys and girls?
- > Who takes decisions in the household?
- > Who looks after boys? Who looks after girls?

Economic situation

- > How do people earn their living (broken down by social class and ethnic group and rural/urban population)?
- > Do people need to clear landmines or collect UXO (to sell as scrap metal or for any other reason)?

Infrastructure and transport

- > What infrastructure is usable (broken down by region)?
- > What transport facilities exist? How much do they cost? How reliable are they?

Medical services and health system

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

Laws and administrative regulations

- > Has the country joined the Anti-Personnel Mine Ban Convention?
- > Has the country joined the Convention on Certain Conventional Weapons and Protocol V on explosive remnants of war?
- > Has the country joined the Convention on Cluster Munitions?
- > Do any laws prohibit civilians touching landmines and UXO/AXO?
- > What are they supposed to do if they find mines or UXO/AXO?

Development actors

- > Which development organisations are operating in the country/affected areas?
- > What sectoral areas are their priorities?
- > Where, geographically, are they operating?

2. The explosive threat to the civilian population**Type of threat**

- > Is it anti-personnel mines, anti-vehicle mines, unexploded ordnance (UXO) or improvised explosive devices (IEDs)?
- > Are there abandoned stockpiles of explosive ordnance (AXO) that could be a threat?
- > Where is the threat known or suspected?
- > Which areas are not affected? Do they contain displaced people who will likely return to affected areas?
- > Does the threat vary from region to region or is it broadly the same throughout the country?
- > What is the level of access (security and logistics and infrastructure) to the affected areas? (This should be broken down by sub-region.)

Impact of the threat

- > How, in summary, does this affect the civilian population (human, social, economic, environmental impact)?
- > Who, in summary, is most affected? (This issue is addressed further in section 3.)
- > What are the risks to the civilian population or reporting landmines or ERW they find?

3. The at-risk groups who should benefit from mine risk education**General target audience**

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

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

Specific target audiences

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



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

4. Existing capacities to provide mine risk education

Existing mine action structure and capacity

- > What is the mine action structure for the country?
- > Who is implementing mine action in the country?

Existing risk education actors

- > Who is providing risk education to those at risk from mines, IEDs, or ERW?
- > Who else could do so? (e.g. organisations involved in HIV/AIDS awareness)

Existing public health actors

- > Who is providing assistance to mine or ERW victims?
- > Who else could do so?
- > What are the main gaps?

Existing development actors

- > Who is providing development assistance to mine/ERW-affected communities?
- > Could their efforts be better harnessed to deal with the impact of mine or ERW contamination? Who else could do so?

Local resources

- > What media, education or public health expertise is there in-country?
- > Could some of the key organisations or bodies be involved in risk education?
- > What capacities to provide risk education already exist in affected communities?

Funding

- > What annual level of funding is available to mine action?
- > Which donors could be approached to provide more? Could some give in-kind assistance (i.e. through technical assistance)?

ACTIVITY 1.6 | FRAMEWORKS FOR A RISK EDUCATION NEEDS AND CAPACITIES ASSESSMENT



Learning objectives

- > To understand the different types of risk education needs and capacities assessment.

Materials needed

- > One flipchart for the facilitator and markers.

Time needed

- > Approximately 30 minutes

Conduct of activity

Ask participants what different types of assessment there are. You're looking for at least three:

- > Emergency needs assessment
- > Project needs assessment (e.g. for an individual organisation), and
- > Programme needs assessment.

Discuss the differences. Key issues include the following:

Emergency needs assessment

- > Limited time so limited information and data gathering sources
- > Understand that when there is more time, a better assessment will need to be done (or at least the emergency assessment needs to be updated and revised).

Project needs assessment

- > Is the risk education project needed?
- > If yes, what resources are required for implementation of the project, e.g. human, material, time?
- > Does the organisation have the right skills and experience to do risk education?
- > What capacities does it need to strengthen?
- > Will it be working through partners, if so, what are their capacities?
- > What strategies and approaches are best for the project to be effective?

Programme needs assessment

A key issue will be coordination, management and tasking of the different actors. This should be addressed in more detail than would be necessary for a project needs assessment. (It is also one of the subjects of another training module – on coordination of risk education.)

T

ACTIVITY 1.7 | PRESENTATION OF THE NEEDS ASSESSMENT FINDINGS AND CONCLUSIONS

Learning objectives

- > To be able to develop a framework for presenting a risk education needs and capacities assessment in a logical and easy-to-read manner.

Materials needed

- > One flipchart for each group of five participants with markers
- > Copy for each of the participants of the Needs and Capacities Assessment report outline (contained overleaf).

Time needed

- > Approximately 30 minutes

Conduct of activity

Divide the participants into groups of seven (so you change people around) and then ask them to write on a flipchart the table of contents for a needs and capacities assessment paper that they would present to a donor. Give them 25 minutes to come up with the table of contents. Get one group to present (the best group from your observation as you've been going round). Ask the others to give suggestions for improvements. Hand out a suggested outline (contained overleaf).

A

Suggested list of contents for a risk education needs and capacities assessment report

This is given as an example of a report format including information requirements. However, the precise format and information will clearly vary depending on the particular circumstances.

Front cover and title page

- > Title, name and location
- > Names of those who carried out the assessment
- > Names of partners involved in the work

Introduction

- > Brief purpose (terms of reference) of the assessment
- > Dates of assessment
- > Date report was completed
- > Acknowledgements
- > Communities, advisers, team members, funders

1. Executive summary

A brief one- or two-page overview of the report's objectives, main findings, conclusions and recommendations. This should be written last, emphasising the most important points.

2. Background information

Include how and why the assessment began, how it developed, its main objectives, and main activities.

3. Main findings

A report will usually include some, but not all, of these sections.

3.1 Analysis of mine problem

- > Types of mines/ERW
- > Knowledge of conditions in which mines/ERW were deployed (i.e. type of warfare, battle lines, defensive or offensive, organised or random)
- > Population affected (geography, socio-economic, demographic)
- > Types of areas mined (e.g. schools, roads)
- > Location of abandoned ERW stockpiles estimated quantity of land mined and denied to the population
- > Accident/incident reports (victim profile, type of mine, where, when), and
- > Livestock accidents (where, when, how).

3.2 Country analysis

- > Infrastructure
- > Population statistics
- > Political context
- > National mine action plan (if one exists)
- > The situation of the country/regions (emergency; conflict zones; post-conflict; rehabilitation; development)
- > Existing resources available locally and through other agencies (people, training, logistics, funding)
- > International interventions (past, present and potential), and
- > Government, local authority and agency awareness of the problem.

3.3 Analysis of affected population

- > Size
- > Demographic make-up
- > Sub-groups
- > Socio-economic roles of men, women, and children
- > Cultural attitudes,
- > Religious beliefs
- > Power structures, and
- > Levels of education.

3.4 Analysis of communication patterns

- > Traditional ways of communicating
- > Languages and dialect
- > Traditional systems of education
- > Materials and methodologies familiar to the local population
- > Government mechanism of passing on information, and
- > Social communication networks.



3.5 Analysis of local mine problem

- > Information on mine accidents:
 - Age
 - Sex
 - Status (military or civilian)
 - Activities at time of accident
 - Location of accident
 - Date (seasonal variation, relationship to the end of the conflict)
 - Known mines in area and where they were laid, and
 - Information on accidents with livestock

3.6 Analysis of current mine-related behaviour

- > Activities per group, including seasonal variations
- > Activities influenced by the presence of mines – e.g. access routes blocked
- > Children’s games in relation to mines/ERW, and
- > Current local coping mechanisms.

3.7 Analysis of risk education knowledge at a community and institutional level

- > Lessons learned from existing risk education initiatives
- > Lessons learned from other development initiatives in country, for example, primary health campaigns
- > Knowledge of existence of mines and their effects
- > Knowledge of safe behaviour to minimise impact, and
- > Knowledge of how mines affect their lives (socio-economic effects).

3.8 Analysis of factors influencing current behaviour

Information on factors that affect behavioural change, such as attitudes towards the behaviour, social context and pressures, self confidence, economic necessity, relevant skills.

Analysis of predisposing, enabling and reinforcing factors.

4. Main conclusions and recommendations

This may be the only section some people read. It should sum up of the issues raised and the areas discussed in Section 3, highlighting issues of particular importance. It is best to present each issue separately and in brief. This section is usually much shorter than the finding section, and offers an opportunity to tie different sections of the findings together.

Recommendations should be brief (no more than a paragraph), clear and given in order of priority. Recommendations should show:

- > What course of action should be taken
- > How these should be implemented, by whom, and when
- > An outline of what main resources or inputs are required
- > The constraints or problems that are probably going to be faced and how these can be resolved or overcome.

Annexes

This section should include detailed information referred to in other sections, for example, details of methods used, questionnaires timetables and schedules.

ACTIVITY 1.8 | FEEDBACK

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

End of day one of the workshop

DAY 2

CASE STUDIES OF RISK EDUCATION NEEDS AND CAPACITIES ASSESSMENTS

Issues covered in this training day

- > Practice in assessing risk education needs and capacities
- > Presentation of risk education needs and capacities assessment
- > Difficulties in gathering data

PRACTICE IN ASSESSING RISK EDUCATION NEEDS AND CAPACITIES: BACKGROUND INFORMATION FOR THE TRAINER

B

The second day of the training workshop should enable the participants to practice the material they have learnt the previous day about the content of a risk education needs and capacities assessment and its presentation. This practice should focus on real-world situations – and the challenges that are typically faced.

ACTIVITY 2.1 | PRACTICE IN ASSESSING RISK EDUCATION NEEDS AND CAPACITIES

T

Learning objectives

- > To gain experience in assessing risk education needs and capacities using real-world examples

Materials needed

- > One flipchart for each group of five participants with markers
- > Access to internet

Time needed

- > Approximately 3 hours, including coffee break

Conduct of activity

You can select any countries affected by mines and/or explosive remnants of war, but a variety of operational scenarios is recommended. One possible list could be the following:

- > Bosnia and Herzegovina
- > Colombia
- > Iraq
- > Lao PDR
- > Sudan

This gives a mixture of emergency, transition, and development, with the risk education programmes at differing stages of development. None of these countries had (as of mid-2009) a comprehensive needs assessment that could simply be copied by the participants.

Divide the participants into four groups (different to the previous day). Write down four countries on a piece of paper then fold it and go round each of the four groups asking them to pick one piece of paper. Then ask them to research and write on a flipchart a risk education needs and capacities assessment for the country that they pick. Tell them they can use the internet as much as they like but they must follow the outline handed out the previous day. They will have 20 minutes to present their assessment in the afternoon session.



During the morning, circulate regularly to give advice and assistance. Good sources for information are the following:

- > World Bank (www.worldbank.org)
- > UNDP (www.undp.org)
- > UNICEF (www.unicef.org)
- > Landmine Monitor (www.icbl.org/lm)
- > UNMAS website and 2007 Portfolio (E-MINE – www.mineaction.org)
- > ICBL national campaign information (including websites)
- > Relevant National Mine Action Authority/Mine Action Centre website
- > Ottawa Treaty Article 7 reports (disarmament.un.org/MineBan.nsf)
- > Survey Action Center (www.sac-na.org)
- > Vietnam Veterans of America Foundation (www.vvaf.org)
- > GICHD reports and studies (www.gichd.org)
- > Government statements and presentations at Ottawa Treaty intersessionals and meetings of the States Parties (www.apminebanconvention.org)

Other useful websites may be the following:

- > Relief Web (reliefweb.int)
- > Mine Action Support Group Newsletter (E-MINE – www.mineaction.org)
- > UN Security Council documents (www.un.org)
- > NGO websites (HALO Trust, Norwegian People's Aid, Mines Advisory Group, Danish Church Aid, Danish Demining Group, Handicap International, Swiss Foundation for Mine Action, Saint Barbara Foundation)
- > Press reports

Get one group to present their work (the best group from your observation as you've been going round). Ask the others to give suggestions for improvements.

ACTIVITY 2.2 | PRESENTATION OF RISK EDUCATION NEEDS AND CAPACITIES ASSESSMENT



Learning objectives

- > To gain experience in presenting a risk education needs and capacities assessment

Materials needed

- > PowerPoint or overhead projector

Time needed

- > 90 minutes

Conduct of activity

Each group presents their assessment in turn, starting in chronological order. Be strict on timing. After each presentation, allow other groups to give feedback before you do.

Stress good practice in PowerPoint – not too much text on a page, large font size, and go for headlines that you expand with your oral presentation. No more than 2 minutes per slide. And don't just read out what's on the slides!

T

ACTIVITY 2.3 | DIFFICULTIES IN DATA GATHERING

Learning objectives

- > To experience challenges in data gathering based both on their research for the case study assessments and their own real-life experiences

Materials needed

- > None

Time needed

- > 45 minutes

Conduct of activity

Ask participants what challenges they encountered in researching for the needs assessment. Examples will probably be the following:

- > Lack of availability
- > Obsolete
- > Unreliable
- > Unclear
- > Not meaningful

Discuss how these could be overcome. Examples could be:

- > Setting up a national mine/ERW victim data gathering network
- > Conducting KAP surveys
- > Conducting training workshops in data gathering, analysis and use for facilitators

If you have time... move on to discussing how data gathering can be sustained over the life of the risk education programme. Examples could be:

- > Make monitoring compulsory for every implementing organisation
- > Organise joint workshops to analyse monitoring and data collection
- > Standardise data gathering forms (for casualties, dangerous areas, risk education activity reports, village profiles, etc.)

T

ACTIVITY 2.4 | FEEDBACK

Complete the day with a short feedback session from the participants. For instance, you can ask them to write down one thing they particularly liked and one thing that could be improved on in the workshop.

End of day two of the workshop

DAY 3

NEEDS

ASSESSMENTS TOOLS AND TECHNIQUES

Issues covered in this training day

- > Overview of data collection tools and techniques and data sources
- > The use of KAP surveys in risk education³
- > Community mapping
- > Casualty and dangerous area data forms
- > Principles of data collection

B

OVERVIEW OF DATA COLLECTION TOOLS AND TECHNIQUES: BACKGROUND INFORMATION FOR THE TRAINER

The third day of the training is intended to enable workshop participants to identify data collection tools and techniques. The tools and techniques focus on the explosive threat to the civilian population, risk-taking, and at-risk groups. The day begins with an overview of these tools and techniques.

The tools you use to gather data depend in part on whether you are seeking to collect *quantitative* or *qualitative* data.

Quantitative research methods are used to collect data which can be analysed in a numerical way. Indicators are either counted or measured, or questions are asked according to a questionnaire designed so that answers can be coded and analysed numerically. For example, a quantitative survey in support of a risk education programme might try to find out how many adolescents received risk education messages, how many did not, and whether this is statistically related to their socio-economic status, education, age, sex, distance from the village, or ethnicity.

Qualitative research methods are designed to help to understand, from a relatively small sample of people, how communities function, what the key relationships are, and how different aspects of life are linked together. They also reveal how people view and understand their own situations and problems, and what their priorities are.

Research is flexible, questions are asked in an open-ended way and the findings are analysed as data is collected. This means that the design of a study can be adjusted to follow up on significant or surprising findings as they are identified. The research focuses on the questions *how and why*. For example, a qualitative study in support of a risk education project or programme might find why adolescents do not attend risk education sessions, look at their experience of receiving risk education and try to understand how this affects their behaviour.

T

ACTIVITY 3.1 | OVERVIEW OF DATA COLLECTION TOOLS AND TECHNIQUES

Learning objectives

- > To understand the different types of data (quantitative and qualitative) and the available tools and techniques for gathering that data

Materials needed

- > A flipchart and markers for each of four groups of participants, and an additional flipchart for the facilitator (and markers)

Time needed

- > Approximately 90 minutes

Conduct of activity

Start by writing up the headings ‘quantitative data’ and ‘qualitative data’. Elicit an explanation of the differences between them and then ask for examples of each in a risk education needs assessment. Put them under the relevant heading. Focus on data from Sections 2 and 3 of the needs and capacities assessment (explosive threat and at-risk groups). Then break up the participants into four groups. Give two of the groups the task of listing appropriate tools and techniques to collect quantitative data and the remaining two groups, qualitative data. Tell them they will have to present each technique briefly to the group as a whole. Give them 40 minutes maximum to prepare their work.

In feedback, alternate presentations between each of the two groups to keep everyone on their toes. Ask for feedback especially from the groups doing the other type of data to ensure they stay involved in the discussions.

Suggested Answer to Activity 3.1

Participatory techniques, such as community mapping and focus group discussions, are useful for gathering qualitative data.⁴ Surveys, such as the KAP, or casualty data forms are useful for gathering quantitative data.

Community mapping

Normally maps are one of the most popular and successful activities. A large map on the ground can be made by a team of people, using whatever natural materials are at hand. The map should show the following:

- > Community infrastructure, resources and houses
- > Location of suspect hazardous areas
- > Location of victims; and
- > Blocked access/routes as a result of contamination.

A legend may be needed for the different images or signs used.

It is interesting to get maps drawn by different groups of people: men, women, or children; different groups represent different things, depending on what is most important to them. Differences in maps can reflect community conflicts in the management of natural resources.

Focus group discussions

This is a small group of people (6 to 12) who are invited to discuss the topic in more detail and can be an ideal follow-on to a representational activity, such as a map, diagram or matrix. Key informant interviews can often develop into focus group interviews.

Focus groups can be useful for hearing from people who do not speak up at large meetings (such as women or children) or those who are on the margins of that community (for example, the poor or nomadic herders). The facilitator must keep the discussion (as the name implies) “focused” and should stop individuals dominating. For a focus group discussion to be successful you need:

- > A comfortable location
- > No interruptions
- > An informal atmosphere
- > Trust between participants and facilitator
- > Understanding and agreement within the group about the reason for the discussion, and
- > An effective means of recording the discussion.



KAP survey

In essence, such a survey will look at:

> Knowledge

Specifically, what is the current knowledge about mine/ERW safety within a community? Are people aware of the means by which they can minimise their exposure to mines and ERW?

> Attitudes

What leads to risk taking? What are the underlying beliefs and assumptions, or the economic necessities, which result in either deliberate or unintended exposure to mines and ERW?

> Practices

This includes questions such as:

- > What are the current practices regarding landmine/ERW safety?
- > Are landmines and/or ERW reported?
- > How is information communicated?
- > What is likely to induce behavioural change and what strategies can be used to influence behaviour in order to reduce the risk of exposure to mines/ERW?
- > How do communities alter their behaviour in the face of mine accidents, or the risk of accidents, and how appropriate is this behaviour?
- > Who are most at risk and therefore should be targeted?
- > What has been the impact of previous risk education activities (if any) directed at these communities?

It is likely that, in addition, a KAP study will investigate risk education requirements, asking questions such as:

- > What is the existing level of risk education knowledge in at-risk communities?
- > Which geographical areas require further risk education support?
- > Which aspects of risk education should future programming focus on?
- > What appears to be the most appropriate channels for promoting risk education?

Most KAP surveys are cross-sectional and are conducted within a randomly selected population. Many use a structured questionnaire designed for relatively straightforward data collection, entry and analysis. Reliance on structured questionnaires at times results in criticism — being seen as too narrow a methodology.

Casualty data forms

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

Data recording can be on a simple form and data entry and analysis done using Microsoft Excel or another simple spreadsheet programme.

ACTIVITY 3.2 | KAP SURVEY

T

Learning objectives

- > To practice writing a questionnaire for a KAP survey

Materials needed

- > Three flipcharts and markers
- > Copy of example KAP survey (included overleaf)

Time needed

- > 90 minutes

Conduct of activity

Break the participants into three groups. Tell each group they have 45 minutes to prepare a questionnaire on their flipchart for a KAP survey into, respectively, the knowledge, attitudes and practices regarding mines and ERW in Autobia. Make sure they have understood the difference between the three categories. Get Group 1 to present its work on knowledge, Group 2 will present on attitudes and Group 3 on practices. Ask the other groups for feedback on each section before giving your own.

Suggested Answer to Activity 3.2

The KAP survey instrument included below was developed by UNICEF in Eritrea.

A

Knowledge, Attitude, Practice Survey Respondent Questionnaire

This questionnaire does **not** need the name and identity of the respondent

Interview date

Interviewer name / code

Area / Village

Woreda

Region

Street / House identification (do not ask, just fill)

Demographic Information

1. Respondent Age (do not ask, guess)

- a. 16 - 20
- b. 21 - 40
- c. Over 40

2. Respondent Sex (do not ask)

- a. male
- b. female

3. People in Household (ask)

- a. Adult (over 16)
- b. Children (0 - 15)

4. Main activity of the respondent (tick only one response)

- | | | | | | |
|----------------------|--------------------------|---------------|--------------------------|--------------------------|--------------------------|
| a. Agriculture | <input type="checkbox"/> | e. Industry | <input type="checkbox"/> | h. Other | <input type="checkbox"/> |
| b. Animal husbandry | <input type="checkbox"/> | f. Unemployed | <input type="checkbox"/> | i. Not willing to answer | <input type="checkbox"/> |
| c. Government worker | <input type="checkbox"/> | g. Student | <input type="checkbox"/> | j. Don't know | <input type="checkbox"/> |
| d. Store owner | <input type="checkbox"/> | | | | |

SECTION 1 | Question about most important problem people face

1.1 You live in an area affected by war.

During the war did you stay in your home area or did you have to move?

- | | | | | | | | | |
|---|------------|--------------------------|---|-----------------------|--------------------------|---|-------------|--------------------------|
| a | Stayed | <input type="checkbox"/> | c | Don't know | <input type="checkbox"/> | e | Not willing | <input type="checkbox"/> |
| b | Moved away | <input type="checkbox"/> | d | Question does not fit | <input type="checkbox"/> | | to answer | |

1.2 It is more difficult in this area / your village since before the war?

- | | | | | | | | | |
|---|----------------|--------------------------|---|-----------------------|--------------------------|---|-------------|--------------------------|
| a | More difficult | <input type="checkbox"/> | c | Don't know | <input type="checkbox"/> | e | Not willing | <input type="checkbox"/> |
| b | Easier | <input type="checkbox"/> | d | Question does not fit | <input type="checkbox"/> | | to answer | |

1.3 What are the 3 main problems you face in this area?

Very high (1) high (2) medium (3) low (4) very low (5) (Do not read list out)

- | | | | | | | | | |
|---|---------------------------|--------------------------|---|--------------------------|--------------------------|---|------------------|--------------------------|
| a | Poverty | <input type="checkbox"/> | f | Poor quality schools | <input type="checkbox"/> | i | Mine and UXO | <input type="checkbox"/> |
| b | Fear or war | <input type="checkbox"/> | g | Poor quality health care | <input type="checkbox"/> | j | Housing problems | <input type="checkbox"/> |
| c | Unemployment | <input type="checkbox"/> | h | Lack of water | <input type="checkbox"/> | k | Other (describe) | <input type="checkbox"/> |
| d | Lawlessness | <input type="checkbox"/> | | | | l | Don't know | <input type="checkbox"/> |
| e | Not enough land / animals | <input type="checkbox"/> | | | | | | |

SECTION 2 | We would like to understand how children and adults get information, so the next few questions will be about how people communicate

2.1 Language literary (Fill other languages in the empty space)

| | | Ability (✓, x) |
|---|---------|-----------------------|
| a | Amharic | Speak Read / write |
| b | Tigre | Speak Read / write |
| c | Afar | Speak Read / write |
| d | Somali | Speak Read / write |
| e | _____ | Speak Read / write |
| f | _____ | Speak Read / write |

SECTION 2 | We would like to understand how children and adults get information, so the next few questions will be about how people communicate (contd)

2.2 What is the main way that ADULTS currently get new information about health, agriculture or other issues that are important to adults in this community – please choose two from the following list

(Read list – only tick two boxes)

| | | | | | | | | |
|---|---|--------------------------|---|---|--------------------------|---|--------------------------|--------------------------|
| a | Radio messages | <input type="checkbox"/> | f | Experts going from house to house | <input type="checkbox"/> | k | Notice boards or posters | <input type="checkbox"/> |
| b | Television | <input type="checkbox"/> | g | Training in School | <input type="checkbox"/> | l | Loudspeakers | <input type="checkbox"/> |
| c | Information given at the Church / Mosque | <input type="checkbox"/> | h | News paper | <input type="checkbox"/> | m | Parents talking | <input type="checkbox"/> |
| d | Information given by community leaders | <input type="checkbox"/> | i | Friends or family members talking informally | <input type="checkbox"/> | n | Other (describe) | <input type="checkbox"/> |
| e | Experts or Government officials giving talks in public places | <input type="checkbox"/> | j | Health personnel giving talks when you visit them | <input type="checkbox"/> | o | Don't know | <input type="checkbox"/> |

2.3 What do you think is the best way of proving information to children

(Read list – only tick three boxes)

| | | | | | | | | |
|---|---|--------------------------|---|---|--------------------------|---|--------------------------|--------------------------|
| a | Radio messages | <input type="checkbox"/> | f | Experts going from house to house | <input type="checkbox"/> | k | Notice boards or posters | <input type="checkbox"/> |
| b | Television | <input type="checkbox"/> | g | Training in School | <input type="checkbox"/> | l | Loudspeakers | <input type="checkbox"/> |
| c | Information given at the Church / Mosque | <input type="checkbox"/> | h | News paper | <input type="checkbox"/> | m | Parents talking to them | <input type="checkbox"/> |
| d | Information given by community leaders | <input type="checkbox"/> | i | Friends or family members talking informally | <input type="checkbox"/> | n | Other (describe) | <input type="checkbox"/> |
| e | Experts or Government officials giving talks in public places | <input type="checkbox"/> | j | Health personnel giving talks when you visit them | <input type="checkbox"/> | o | Don't know | <input type="checkbox"/> |

Now I would like to ask you some questions about the radio

2.4 How often do you listen to the radio? (read choices) choose one

| | | | | | |
|---|--|--------------------------|---|---|--------------------------|
| a | Always / everyday (go to question 2.5) | <input type="checkbox"/> | c | Sometimes / around 3-5 times a month (go to question 2.5) | <input type="checkbox"/> |
| b | Often / around 3-5 times a week (go to question 2.5) | <input type="checkbox"/> | d | Never (go to question 3.1) | <input type="checkbox"/> |
| | | | e | Don't know (go to question 3.1) | <input type="checkbox"/> |

Knowledge, Attitude, Practice Survey Respondent Questionnaire (contd)

SECTION 2 | We would like to understand how children and adults get information, so the next few questions will be about how people communicate (contd)

2.5 At what time do you most often listen to the radio? (read choices) – choose one

- | | | | | | | | | |
|---|------------|--------------------------|---|-----------|--------------------------|---|------------|--------------------------|
| a | Morning | <input type="checkbox"/> | c | Afternoon | <input type="checkbox"/> | e | All day | <input type="checkbox"/> |
| b | Lunch time | <input type="checkbox"/> | d | Evening | <input type="checkbox"/> | f | Varies | <input type="checkbox"/> |
| | | | | | | g | Don't know | <input type="checkbox"/> |

2.6 What type of radio program do you listen to most? Choose one

- | | | | | | | | | |
|---|----------------|--------------------------|---|----------------------------------|--------------------------|---|------------------|--------------------------|
| a | News | <input type="checkbox"/> | d | Stories / fiction | <input type="checkbox"/> | f | Other (describe) | <input type="checkbox"/> |
| b | Social affairs | <input type="checkbox"/> | e | Stories / documentaries – actual | <input type="checkbox"/> | g | Don't know | <input type="checkbox"/> |
| c | Music | <input type="checkbox"/> | | | | | | |

2.7 Which radio station do you listen to most? Please choose no more than 2

- | | | | | | | | | |
|---|------------------------|--------------------------|---|--------------------------|--------------------------|---|---------------------------|--------------------------|
| a | Ethiopia Radio Amharic | <input type="checkbox"/> | e | Ethiopia Radio Tigerigna | <input type="checkbox"/> | h | Radio Woyani | <input type="checkbox"/> |
| b | Ethiopia Radio Afar | <input type="checkbox"/> | f | Ethiopia Radio Harari | <input type="checkbox"/> | i | Somali Radio from Somalia | <input type="checkbox"/> |
| c | Ethiopia Radio Oromifa | <input type="checkbox"/> | g | Radio Fana | <input type="checkbox"/> | j | Other (describe) | <input type="checkbox"/> |
| d | Ethiopia Radio Somali | <input type="checkbox"/> | | | | k | Don't know | <input type="checkbox"/> |

SECTION 3 | We would now like to ask you some questions about people's knowledge of mines and UXO

3.1 Do you think you know what mines are?

- | | | | | | |
|---|-----|--------------------------|---|----|--------------------------|
| a | Yes | <input type="checkbox"/> | b | No | <input type="checkbox"/> |
|---|-----|--------------------------|---|----|--------------------------|

3.2 Do you think you know what UXO are?

- | | | | | | |
|---|-----|--------------------------|---|----|--------------------------|
| a | Yes | <input type="checkbox"/> | b | No | <input type="checkbox"/> |
|---|-----|--------------------------|---|----|--------------------------|

3.3 Do you think there are mines or UXO near where you live?

- | | | | | | |
|---|-----|--------------------------|---|----|--------------------------|
| a | Yes | <input type="checkbox"/> | b | No | <input type="checkbox"/> |
|---|-----|--------------------------|---|----|--------------------------|

3.4 Have you ever seen any mines / UXO in your area?

- | | | | | | |
|---|-----|--------------------------|---|----|--------------------------|
| a | Yes | <input type="checkbox"/> | b | No | <input type="checkbox"/> |
|---|-----|--------------------------|---|----|--------------------------|

Knowledge, Attitude, Practice Survey Respondent Questionnaire (contd)

SECTION 3 | We would now like to ask you some questions
about people's knowledge of mines and UXO (contd)

3.5 Do mines stop you going anywhere important or doing normal day to day things?

- a Yes b No (go to question 3.7) c Question does not fit (go to question 3.7)

3.6 What do they stop you doing? Do not read list out.

- | | | | | | |
|--------------------|--------------------------|-----------------------------|--------------------------|-------------------|--------------------------|
| a Collecting water | <input type="checkbox"/> | d Working in fields | <input type="checkbox"/> | g Going to school | <input type="checkbox"/> |
| b Collecting wood | <input type="checkbox"/> | e Travelling to other areas | <input type="checkbox"/> | h Going to market | <input type="checkbox"/> |
| c Herding animals | <input type="checkbox"/> | f Going to health centre | <input type="checkbox"/> | i Other (-what) | <input type="checkbox"/> |

3.7 If you were walking down a path alone, and there was no one to ask, what signs or signals would tell you an area had landmines?

(tick ALL that apply) Do not read list out.

- | | | | | | |
|----------------------------|--------------------------|--------------------------------------|--------------------------|-------------------------|--------------------------|
| a Cloth | <input type="checkbox"/> | f Deserted area / high grass | <input type="checkbox"/> | j Military material | <input type="checkbox"/> |
| b Piles of stones | <input type="checkbox"/> | g Piles of sticks / sign from sticks | <input type="checkbox"/> | k Metal / plastic signs | <input type="checkbox"/> |
| c Painted stones | <input type="checkbox"/> | h Grass arranged in pattern | <input type="checkbox"/> | l Unpicked fruit | <input type="checkbox"/> |
| d Thorn fence | <input type="checkbox"/> | i Signs of fighting | <input type="checkbox"/> | m Other (describe) | <input type="checkbox"/> |
| e Animal skeletons / bones | <input type="checkbox"/> | | | n Don't know | <input type="checkbox"/> |

3.8 Have you ever seen something like this while walking near your community?

(Show picture of mine – Be clear we are talking about a real mine and not a poster)

- a Yes b No (go to question 3.10) c Question does not fit (go to question 3.10)

3.9 What was the first thing you did? (tick 1 box only). Do not read list out.

- | | | | | | |
|----------------------|--------------------------|------------------------------------|--------------------------|-------------------------|--------------------------|
| a Turned back | <input type="checkbox"/> | d Stood still and shouted for help | <input type="checkbox"/> | g Touched it / moved it | <input type="checkbox"/> |
| b Kept going | <input type="checkbox"/> | e Took it with you | <input type="checkbox"/> | h Tried to explode it | <input type="checkbox"/> |
| c Found another path | <input type="checkbox"/> | f Marked the area | <input type="checkbox"/> | i Other (describe) | <input type="checkbox"/> |

3.10 Have you ever seen something like this while walking near your community?

(Show picture of UXO – Be clear we are talking about a real mine and not a poster)

- a Yes (go to question 3.11) b No (go to question 3.12) c Question does not fit (go to question 3.12)

SECTION 3 | We would now like to ask you some questions about people's knowledge of mines and UXO (contd)

3.11 What was the first thing you did? (tick 1 box only) Do not read list out

- | | | | | | | | | |
|---|--------------------|--------------------------|---|----------------------------------|--------------------------|---|---------------------|--------------------------|
| a | Turned back | <input type="checkbox"/> | d | Stood still and shouted for help | <input type="checkbox"/> | f | Marked the area | <input type="checkbox"/> |
| b | Kept going | <input type="checkbox"/> | e | Took it with you | <input type="checkbox"/> | h | Tried to explode it | <input type="checkbox"/> |
| c | Found another path | <input type="checkbox"/> | | | | i | Other (describe) | <input type="checkbox"/> |

Now go to question 3.14

3.12 If you were walking down a path and you saw this, what is the first thing you would do? (Show picture of mine – Be clear we are talking about a real mine and not a poster). Do not read list out.

- | | | | | | | | | |
|---|-------------------|--------------------------|---|--------------------------------|--------------------------|---|--------------------|--------------------------|
| a | Turn back | <input type="checkbox"/> | d | Stand still and shout for help | <input type="checkbox"/> | h | Touch it / Move it | <input type="checkbox"/> |
| b | Keep going | <input type="checkbox"/> | e | Take it with you | <input type="checkbox"/> | i | Try to explode it | <input type="checkbox"/> |
| c | Find another path | <input type="checkbox"/> | f | Mark the area | <input type="checkbox"/> | j | Other (describe) | <input type="checkbox"/> |

3.13 If you were walking down a path and you saw this, what is the first thing you would do? (Show picture of UXO – Be clear we are talking about a real mine and not a poster). Do not read list out.

- | | | | | | | | | |
|---|-------------------|--------------------------|---|--------------------------------|--------------------------|---|--------------------|--------------------------|
| a | Turn back | <input type="checkbox"/> | d | Stand still and shout for help | <input type="checkbox"/> | h | Touch it / Move it | <input type="checkbox"/> |
| b | Keep going | <input type="checkbox"/> | e | Take it with you | <input type="checkbox"/> | i | Try to explode it | <input type="checkbox"/> |
| c | Find another path | <input type="checkbox"/> | f | Mark the area | <input type="checkbox"/> | j | Other (describe) | <input type="checkbox"/> |

Now go to question 3.14

3.14 What would you do if you were walking and saw a friend with one of these? (Show picture of a UXO). Do not read list out.

- | | | | | | | | | |
|---|---|--------------------------|---|---|--------------------------|---|---|--------------------------|
| a | Tell them it is dangerous and put it down immediately | <input type="checkbox"/> | d | Take it away from them | <input type="checkbox"/> | g | Take the object yourself and put it carefully in safe place | <input type="checkbox"/> |
| b | Tell them to throw it away as far as possible | <input type="checkbox"/> | e | Tell authorities | <input type="checkbox"/> | h | Don't know | <input type="checkbox"/> |
| c | Run away | <input type="checkbox"/> | f | Take the object yourself and throw it as far as possible away | <input type="checkbox"/> | i | Other (describe) | <input type="checkbox"/> |

3.15 In your community do people use landmines / UXO's for anything?

- | | | | | | | | | |
|---|---------------------------|--------------------------|---|--------------------------|--------------------------|---|----------------------------------|--------------------------|
| a | Yes (go to question 3.16) | <input type="checkbox"/> | b | No (go to question 3.17) | <input type="checkbox"/> | c | Don't know (go to question 3.17) | <input type="checkbox"/> |
|---|---------------------------|--------------------------|---|--------------------------|--------------------------|---|----------------------------------|--------------------------|

SECTION 3 | We would now like to ask you some questions
about people's knowledge of mines and UXO (contd)

3.16 If people use landmines what do they use them for?

- | | | | | | | | | |
|---|----------------------|--------------------------|---|---------------------------|--------------------------|---|------------------|--------------------------|
| a | To sell / make money | <input type="checkbox"/> | c | To split rocks | <input type="checkbox"/> | e | As pounding tool | <input type="checkbox"/> |
| b | To dig wells | <input type="checkbox"/> | d | To protect their property | <input type="checkbox"/> | f | Don't know | <input type="checkbox"/> |
| | | | | | | g | Other (describe) | <input type="checkbox"/> |

Now I am going to read some statements to you and I would like to know whether you agree or disagree with each of them

3.17 Mines are always visible

- | | | | | | | | | |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|
| a | Agree | <input type="checkbox"/> | b | Disagree | <input type="checkbox"/> | c | Don't know | <input type="checkbox"/> |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|

3.18 Mines are only laid on road

- | | | | | | | | | |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|
| a | Agree | <input type="checkbox"/> | b | Disagree | <input type="checkbox"/> | c | Don't know | <input type="checkbox"/> |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|

3.19 Herding animals in a suspected area is safe

- | | | | | | | | | |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|
| a | Agree | <input type="checkbox"/> | b | Disagree | <input type="checkbox"/> | c | Don't know | <input type="checkbox"/> |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|

3.20 If I found a landmine I would report it

- | | | | | | | | | |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|
| a | Agree | <input type="checkbox"/> | b | Disagree | <input type="checkbox"/> | c | Don't know | <input type="checkbox"/> |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|

3.21 Mines are always marked by warning signs

- | | | | | | | | | |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|
| a | Agree | <input type="checkbox"/> | b | Disagree | <input type="checkbox"/> | c | Don't know | <input type="checkbox"/> |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|

3.22 It is safe to pick up UXO and move them as long as you are careful

- | | | | | | | | | |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|
| a | Agree | <input type="checkbox"/> | b | Disagree | <input type="checkbox"/> | c | Don't know | <input type="checkbox"/> |
|---|-------|--------------------------|---|----------|--------------------------|---|------------|--------------------------|

3.23 Do you think you have enough information about mines and UXO – what they can do to you, where they can be found, what you can do to keep your family safe?

- | | | | | | | | | |
|---|-----|--------------------------|---|----|--------------------------|---|-----------------|--------------------------|
| a | Yes | <input type="checkbox"/> | b | No | <input type="checkbox"/> | c | I cannot answer | <input type="checkbox"/> |
|---|-----|--------------------------|---|----|--------------------------|---|-----------------|--------------------------|

3.24 Have you ever received any information from anyone about mines or UXO, or seen or heard any information about the dangers of mines and UXO?

- | | | | | | | | | |
|---|-----------------------|--------------------------|---|----------------------|--------------------------|---|-----------------------------------|--------------------------|
| a | Yes (go to section 4) | <input type="checkbox"/> | b | No (go to section 5) | <input type="checkbox"/> | c | I cannot answer (go to section 5) | <input type="checkbox"/> |
|---|-----------------------|--------------------------|---|----------------------|--------------------------|---|-----------------------------------|--------------------------|

SECTION 4 | I would now like to ask you some questions about information you have received on mines (Only for those who answered "Yes" to question 3.24)

4.1 What sort of information have you seen or heard about mines or UXO?

(read out list and tick as many boxes as relevant) Do not read list out.

-
- | | | | | | | | | |
|---|-----------------------------------|--------------------------|---|---------------------------------|--------------------------|---|------------------|--------------------------|
| a | Posters | <input type="checkbox"/> | d | Radio | <input type="checkbox"/> | g | Leaflets | <input type="checkbox"/> |
| b | Public meetings | <input type="checkbox"/> | e | Television | <input type="checkbox"/> | h | Don't remember | <input type="checkbox"/> |
| c | Discussions with friends / family | <input type="checkbox"/> | f | Newsletter (mention name _____) | <input type="checkbox"/> | i | Other (describe) | <input type="checkbox"/> |

4.2 Did you think the information was (rank on scale)

-
- | | | | | | | | | |
|---|-------------|--------------------------|---|--------------|--------------------------|---|------------------|--------------------------|
| a | Very useful | <input type="checkbox"/> | b | Quite useful | <input type="checkbox"/> | c | Not very useful | <input type="checkbox"/> |
| | | | | | | d | Of no use at all | <input type="checkbox"/> |

4.3 Because of the information / training – in what ways have you changed your behavior, if any? (tick as many answers that apply)

-
- | | | | | | | | | |
|---|--|--------------------------|---|--|--------------------------|---|--------------------------------|--------------------------|
| a | I don't go near landmine area | <input type="checkbox"/> | d | I report mines / UXOs to the authorities | <input type="checkbox"/> | g | I have not changed my behavior | <input type="checkbox"/> |
| b | I inform others of dangers | <input type="checkbox"/> | e | I do not go to unknown areas | <input type="checkbox"/> | h | Don't know | <input type="checkbox"/> |
| c | I don't touch or pick up strange and unknown objects | <input type="checkbox"/> | f | I mark the location of mines | <input type="checkbox"/> | i | Other (describe) | <input type="checkbox"/> |

4.4 What is the most important information that should be given about landmines and UXOs? (read the list and choose just one option)

-
- | | | | | | | | | |
|---|---------------------------------------|--------------------------|---|-----------------------------------|--------------------------|---|------------------|--------------------------|
| a | How to recognise mines / UXO | <input type="checkbox"/> | d | Where mines / UXO can be found | <input type="checkbox"/> | f | Nothing | <input type="checkbox"/> |
| b | How to avoid mines / UXO | <input type="checkbox"/> | e | How to help people in a minefield | <input type="checkbox"/> | g | Don't know | <input type="checkbox"/> |
| c | What to do when you find a UXO / mine | <input type="checkbox"/> | | | | h | Other (describe) | <input type="checkbox"/> |

SECTION 5 | Finally I would like to ask you about mine victims

5.1 Do you know anyone who has been killed or injured by mines or UXO?

- a Yes (go to 5.2) b No (end of question) c I cannot remember (end of question)

5.2 What were they doing at the time? (tick all that apply)

- a Travelling d Looking for wood g In their house
b Playing with UXO e Collecting water h Don't know
c Herding f Working in fields i Other (describe)

5.3 Do you think they knew they were in a dangerous area?

- a Yes b No c Don't know

5.4 Who do you think are most at risk from mines or UXO?

(choose a maximum of two from the list)

- a Farmers e Children h People travelling on roads
b Herders f People collecting water i Don't know
c Men g People collecting wood j Other (describe)
d Women

Finally - Thank the respondents for their help and don't forget to ask them if they have any questions they would like to ask you

T

ACTIVITY 3.3 | COMMUNITY MAPPING

Learning objectives

- > To practice interviewing a community leader and drawing a map of contamination and impact

Materials needed

- > Three pieces of flipchart paper and different coloured markers
- > Copy of Happy Village sheet (included overleaf)

Time needed

- > 90 minutes

Conduct of activity

Break the participants into three groups. Tell each group they will have 15 minutes to interview a leader of an affected community and draw a community map of the problem. Unless there are three people who can play the community leader at the same time, the facilitator will have to draw lots to see which group goes first, giving the other groups more time to prepare their questions and methodology. Conduct the interview outside, if weather permits, or in another room. After all three groups have drawn their maps compare the three maps as a group and then discuss the reason for the differences. (The text is drafted to make sure appropriate follow-up questions are asked of the community leader.)

B

Happy village in Eastern Autobia

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.

ACTIVITY 3.4 | CASUALTY DATA FORM



Learning objectives

- > To review data fields that could be included in a casualty data form

Materials needed

- > One flipchart and markers
- > Enough copies of the generic casualty data form for each participant (included overleaf)

Time needed

- > 30 minutes

Conduct of activity

Keep the participants in single group. Tell them they are going to prepare an emergency casualty data form together. Elicit the fields to be covered in a logical order and discuss the options for each field. Hand out the suggested casualty data form at the end of the activity to each trainee.

[Full data set Version 4, October 26, 2006]

LANDMINE / ERW CASUALTY FORM

Complete one form for each casualty

Case ID Number _____ - _____ - _____

1 Person collecting the information
 Interviewer Name: _____
 Agency/Address: _____

2 Person giving the information
 Name: _____
 Address: _____

3 Place of Interview: Casualty home Other
 Health Facility

4 Date of Interview _____ / _____ / _____
day month year

Casualty Government Witness Other
 Family/relative Friend Medical staff

Casualty information

5 Family name _____

6 Given name _____

7 Other name _____

8 Sex Female Male

9 Date of birth _____ / _____ / _____
day month year

10 Current address (if applicable)
 Village/town _____
 Sub-district _____
 District _____
 Province _____

11 Address at time of accident (if different)
 Village/town _____
 Sub-district _____
 District _____
 Province _____

12 Status at time of accident → Refugee Settled Unknown
 Returnee IDP

13 Current Family status → Never married Widow/Widower
 Married Unknown
 Divorced/Seperated
 Number of children under 16 _____ Unknown

14 Occupation at time of accident (A) and current (C)

| | | |
|---|--|--|
| <input type="checkbox"/> A <input type="checkbox"/> C Deminer | <input type="checkbox"/> A <input type="checkbox"/> C Farmer | <input type="checkbox"/> A <input type="checkbox"/> C Police |
| <input type="checkbox"/> NGO | <input type="checkbox"/> Sheperd | <input type="checkbox"/> Military |
| <input type="checkbox"/> Government | <input type="checkbox"/> Fisher | <input type="checkbox"/> Religious leader |
| <input type="checkbox"/> Company | <input type="checkbox"/> Driver | <input type="checkbox"/> Unknown |
| <input type="checkbox"/> Homemaker | <input type="checkbox"/> Not working | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Labourer | <input type="checkbox"/> Student | <input type="checkbox"/> Not applicable |

15 Date of accident _____ / _____ / _____ **16 Time of accident** Morning Afternoon Evening Night

17 Name of town/village or closest village to accident site
 Village/town _____
 Sub-district _____
 District _____
 Province _____
 Locator Code: _____

18 Did the accident occur inside or outside the town/village
 Inside Outside Unknown

19 Direction of accident from town/village centre
 N S W E
 NW SE SW NE

GPS Information
 Longitude: _____
 Latitude: _____

20 Distance of accident site from centre of the town/village <500m 500m-2km 2-5km >5km

21 Area where the accident occurred → Building Non-agricultural land Unknown
 Road/path/street Bank of waterway Other _____
 Agricultural land Military position

22 Area type of accident
 Rural area
 Urban area
 Unknown

23 Did the casualty know there were mines/ERW in the area Yes No Unknown

24 If they knew the area was dangerous why did they go there → Economic necessity Curiosity Unknown
 No other access Other

25 How often did the casualty go to the area First time Less than once a month More than once a month Unknown

26 Was there any mine/ERW clearance in the area Yes No Unknown
 By whom MAC NGO Army Local people NSA Company Unknown

27 Was the accident site marked as dangerous Yes No Unknown
 What kind of marking Unofficial Official Unknown

28 Did casualty receive formal mine risk education before the accident Yes No Unknown

29 What type of device caused the accident

Anti-tank mine Cluster Munition Abandoned Ordnance Booby trap Unknown
 Anti-personnel mine Other UXO Improvised Explosive Device Fuse/detonator Other _____

30 What was the casualty doing when the accident occurred

Playing/recreation Farming Grazing animals Local Demining Unknown
 Hunting Military Activity Gathering food/wood Travelling on foot/bicycle Other _____
 Fishing Construction Scrap metal collection Travelling by vehicle
 Housework Collecting water Official demining

31 Who activated the mine/ERW The Casualty Someone else Vehicle Animal Other _____

32 What caused the device to explode

Intentionally touched mine/ERW **Accidentally touched mine/ERW**

To move it To use metal/explosives Stood/drove over it Unknown
 To make it explode To dismantle/destroy Moved it Other _____
 Play/curiosity

33 Were others injured/killed in the accident Yes → How many Killed _____
 No Unknown Injured _____

34 From the mine/ERW accident, was the casualty Killed Injured

35 If the casualty died, how long after the accident did they die Immediately hours _____ days _____ weeks _____

36 If the casualty died, where did they die →

At place of accident On the way to health facility/hospital Unknown
 In health facility/hospital After leaving health facility/hospital Other _____

37 What injuries did the casualty suffer →

Complete this section for all casualties who were killed or injured

| | | | | | | | | |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Amputation | Arm | Fore Arm | Hand | Finger | Above Knee | Below Knee | Foot | Toe |
| | Right | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Left | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wounds | Face | Upper Limb | Upper Body | Lower Limb | Lower Body | Entire Body | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Burns | Face | Upper Limb | Upper Body | Lower Limb | Lower Body | Entire Body | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Permanent blind | One eye | Both eyes | Permanent deaf | | One ear | Both ears | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Paralysis | Face | Upper Limb | Upper Body | Lower Limb | Lower Body | Entire Body | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

38 What was the highest level of medical care the casualty received →

None Treated Self Hospital Clinic Community member
 Traditional doctor Unknown Ambulance/medic Other _____

39 How long before the casualty received FIRST medical care →

<30min <60min Unknown
 < 2 hrs > 2 hrs Not needed

40 Hospital/clinic name _____ Address _____

Complete this section for casualties who were permanently disabled in the accident

41 Does the casualty receive financial/in-kind support Yes No Not needed Unknown
 From whom NGO Govt Private/family

42 Does the casualty have a prosthesis Yes No Not needed Unknown

43 Does the casualty have a wheelchair Yes No Not needed Unknown

44 Does the casualty have other walking aids Yes No Not needed Unknown

45 If the casualty is between 5-15 years is s/he attending school Yes No Not applicable Unknown

OFFICE USE Receipt date: _____ Report checked by: _____ Computer entry by: _____ Entry checked by: _____

Case ID Number [] [] [] [] [] - [] [] [] [] [] - [] [] [] [] []

Additional Information about the circumstances of the accident or situation of the casualty:

List here the names and contact details of other casualties if known

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____

ACTIVITY 3.5 | PRINCIPLES FOR DATA COLLECTION

T

Learning objectives

- > To identify and understand basic principles for data collection

Materials needed

- > One flipchart and markers
- > Enough copies of the “Ten principles for data collection” for each participant (included overleaf)

Time needed

- > 15 minutes

Conduct of activity

Keep the participants in single group. Brainstorm in any order ten principles for good data collection and write them up on the flipchart at the front. Hand out the suggested ten principles at the end.

Of course, the golden rule is to collect the minimum data necessary. The temptation is to ask too much, which often means that teams gather poorer quality data and analyse even less. Collect only what you know you can use. This means thinking very clearly from the start what information you will need and use.

Ten principles for data gathering

1. Get permission from the local authorities and the communities themselves before you start collecting any data. Remember, there may be political sensitivities about recording information linked to explosive devices. You may also put the wellbeing of the community at risk.
2. Where possible, a data gathering team should consist of two data collectors – one man and one woman. In general, men should interview men and boys, and women should interview women and girls.
3. An interview to fill in the casualty data form should only be conducted with the full consent of the victim or the victim’s family. You must explain who you are, why you are collecting information, and what will be done with it.
4. Be sensitive and tactful in asking questions. Collecting data from mine/ERW casualties is sometimes difficult. It may be upsetting to the victim to talk about the accident. Discretion is essential – you are not there to increase the trauma suffered by the victim.
5. Confidentiality is often required for some information and it is crucial that this be respected if the trust of the community is to be maintained.
6. If the interviewee does not want to answer a question, do not try to pressure them to do so. You should write on the form that the interviewee does not want to answer. This will enable others to understand why the information is missing.
7. Be prepared to answer questions from the person you are interviewing, including why specific questions in the questionnaire are asked. It is not reasonable to expect someone to answer a question if they do not know why it is being asked.

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8. Don't raise expectations you cannot fulfil. Clearly, in the context of an emergency an immediate mine clearance response is unlikely. Be careful not to raise false hopes, while stressing that the data is being collected for a purpose – which is ultimately to help communities in need.
9. Make sure everyone's needs are considered. Gender, social and educational background may affect the way people respond. In particular, in some countries it is difficult to get accurate data on women casualties unless there are women in the teams.
10. Mine and ERW victims have rights. These must be respected at all times.

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ACTIVITY 3.6 | FEEDBACK

Complete the day with a short feedback session from the participants. For instance, you can divide the participants into four groups and ask them to agree on a set of three suggestions that could be used in a future workshop on needs assessment.

End of day three of the workshop

DAY 4

TRAINING DATA GATHERERS

Issues covered in this training day

- > The basic principles of effective training
- > Training data gatherers in working at community level: basic principles
- > Preparing a training of data gatherers
- > Practice in training data gatherers
- > Feedback on the training workshop

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BASIC PRINCIPLES OF EFFECTIVE TRAINING: BACKGROUND INFORMATION FOR THE TRAINER

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 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 therefore doomed to failure. For learning to stick, it has to be internalised.

WHAT MAKES A GOOD FACILITATOR?

A facilitator is a generic term for a trainer, teacher or lecturer who teaches, trains or co-learns, whether 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 will never be able to satisfy fully 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 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 participants
- > Organising ability, so that resources are booked and logistical arrangements smoothly handled
- > Skill in noticing and resolving participants’ problems
- > Enthusiasm for the subject and capacity to put it across in an interesting way
- > Flexibility in responding to participants’ changing needs, and
- > Knowledge of the subject matter.

Following on from this, there are a number of fundamental facilitation skills that must be faithfully practised if the facilitator is to enable groups to proceed:

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 validate varying points of view offered. I keep track of who talks and who does not, encouraging balanced participation.

ACTIVITY 4.1 | BASIC PRINCIPLES FOR GOOD TRAINING

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Learning objectives

- > To understand basic principles for good training

Materials needed

- > Flipcharts for each group of five participants and markers

Time needed

- > 30 minutes

Conduct of activity

Divide the participants into groups of five. Ask each group to come up with a list of basic principles for a good training. Give them 15 minutes to prepare their work. Go round each group asking for a principle and then getting general feedback on each.

Then lead a discussion on what additional factors need to be taken into account in training people to collect data at community level. This should pick up on and revise the ten principles of data gathering discussed the previous day but also highlight the following:

- > The need to present yourself and your organisation clearly
- > The critical importance of listening rather than talking
- > The importance of recording information (unless the community does not wish it) and
- > Not to try and force people to give information if they are reluctant to do so. It is better to come back than to damage potential relations with a community.

PRACTICE IN TRAINING RISK EDUCATION DATA GATHERERS: BACKGROUND INFORMATION FOR THE TRAINER

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The remainder of the final day of the training should enable the participants to put into practice what they have learnt about needs assessment by preparing and demonstrating a training session for a needs assessment topic. This not only confirms their level of knowledge of the specific issues, it also helps to prepare them for a future training, which they may be expected to deliver.

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ACTIVITY 4.2 | PREPARING A TRAINING OF RISK EDUCATION DATA GATHERERS

Learning objectives

- > To practice training risk education data gatherers

Materials needed

- > One flipchart for each group of five participants with markers
- > Cards with needs and capacities assessment topics

Time needed

- > Approximately 120 minutes, with coffee break

Conduct of activity

Write on cards the following topics:

- > Community mapping
- > Filling in a casualty data form
- > Interview technique at community level
- > Facilitating a focus group discussion

Divide the participants into four groups. Go round each of the four groups asking them to pick one piece of paper from the four you have prepared and folded. Then ask them to prepare a short training session on that topic for the rest of the participants. They will have 20 minutes to conduct their training in the afternoon session. Circulate regularly to give advice and assistance. The basic rule is: Keep it simple!

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ACTIVITY 4.3 | TRAINING RISK EDUCATION DATA GATHERERS

Learning objectives

- > To practice training risk education data gatherers

Materials needed

- > None, unless participants need them

Time needed

- > 90 minutes

Conduct of activity

Get each group to conduct its training in turn on the rest of the group. Try and be strict on timing. After each training session, ask the other groups to give feedback before you do. Try to accentuate the positive, so that participants will leave the training feeling confident about their abilities.

ACTIVITY 4.4 | FEEDBACK



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

ENDNOTES

- ¹ As of July 2009, the IMAS on MRE were in the process of being revised.
- ² The IMAS on MRE and the Best Practice Guidebooks can be downloaded free of charge from the Internet at www.mineactionstandards.org.
- ³ KAP stands for “Knowledge, Attitudes, Practices” and is sometimes referred to as KAPB — adding “Beliefs” at the end.
- ⁴ Participatory techniques are key to qualitative methods of data gathering, and focus on methodologies developed out of the participatory rural appraisal (PRA) and participatory learning and action (PLA) approaches. PLA and PRA techniques are forms of assessment based on the participation of a range of different people, not least those from the community affected by the planned or ongoing activity. The main difference is that with PLA the emphasis is on follow-up action to ensure that assessment leads to a change for the better in people’s lives. For more information on PRA and participatory data collection, see for instance L. Gosling and M. Edwards, *Toolkits: A Practical Guide to Monitoring, Evaluation and Impact Assessment*. For more information on PLA techniques, see for instance, J.N. Pretty et al., *Participatory Learning and Action: A Trainer’s Guide*.

TRAINING WORKSHOP ON NEEDS AND CAPACITIES ASSESSMENT FOR 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?
