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Communication in Mine Awareness Programmes

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Communication in Mine Awareness Programmes

**Geneva International Centre for
Humanitarian Demining
Centre International de
Démunage Humanitaire - Genève**



The **Geneva International Centre for Humanitarian Demining** (GICHD) supports the efforts of the international community in reducing the impact of mines and unexploded ordnance. The Centre is active in research, provides operational assistance and supports the implementation of the Mine Ban Treaty.

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This study has benefited from input from a wide range of sources. The evidential basis of the report is the set of three case studies — Cambodia, Kosovo, and Nicaragua. The case studies were conducted by Indochina Research in Phnom Penh, Prism Research in Pristina, and the Centre for Communication Research (CINCO) in Managua, respectively. In addition, Prism Research developed and field-tested the survey instruments and protocols.

A draft of the study was reviewed by a User Focus Group (UFG), held in Geneva on 5 November 2001. The participants in the UFG were Leonie Barnes, Laurence Desvignes, Jack Glattbach, Ray Harris, Ben Lark, Pamela Thomas, and Andy Wheatley.

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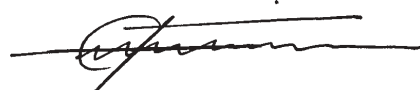
Foreword

Effective communication should be at the heart of every mine awareness initiative, but until recently, mine action professionals have not always accorded it the attention it deserves. The study of *Communication in Mine Awareness Programmes* has sought to fill this gap by looking objectively at the use, and relative effectiveness, of media and other communication channels in preventing deaths and injuries from landmines and unexploded ordnance.

The study looked at mine awareness communication strategy and implementation in three disparate contexts – Cambodia, Kosovo, and Nicaragua – and as part of its methodology, it generated a number of specific research tools, including survey instruments and protocols. It found that in many cases, more careful selection of communication channels and better targeting of mine awareness would have led to more successful programmes.

As a consequence, the study identifies lessons that will help to strengthen future mine awareness programmes. In particular, it sets out guidelines for good communication practice and includes sample survey instruments that can be adapted to other contexts. The study has also resulted in the production of a handbook for mine awareness practitioners entitled *Improving Communication in Mine Awareness Programmes – An Operational Handbook*.

The study and the development and production of the handbook were made possible thanks to funding from the United States Department of State – their contribution is gratefully acknowledged. Copies of both documents are available from the GICHD Socio-Economic Section.



Ambassador Martin Dahinden
Director
Geneva International Centre for
Humanitarian Demining

Summary of findings

This section presents the main study findings, supporting analysis, and accompanying recommendations. The recommendations are addressed to the mine awareness community as a whole, as well as to donors funding mine awareness programmes.

Main study findings

1. There is little or no evidence of the use of professional communication expertise in mine awareness programmes. Programmes have tended to commit extensive funding to the production of media items ignoring the broader spectrum of communication channels.
2. Increased knowledge and awareness about the danger of mines and unexploded ordnance and safe behaviour do not necessarily translate into positive behavioural change.
3. Needs assessments for mine awareness programmes, when conducted, typically fail to collect the information required for the elaboration of a comprehensive and targeted communication strategy.
4. There is no universally effective communication channel or communication strategy for mine awareness. The case studies show clearly that this varies by country, region, gender and ethnic group. The case studies also suggest that local radio is a valuable but underused resource for mine awareness but that small media, such as posters and pamphlets, have been used out of proportion to their effectiveness.
5. With few exceptions, messages, communication channels and communication products are neither pre-tested nor field-tested prior to their use and distribution, seriously diminishing their relevance and effectiveness.
6. Monitoring and evaluation of the impact and effectiveness of mine awareness programmes are seldom undertaken, seriously weakening long-term impact and project effectiveness.
7. National co-ordination of activities and messages has often been poor in mine awareness programmes, resulting in duplication of effort in some locations while others are ignored. Conflicting messages have caused difficulties and misunderstanding.

Study finding 1

Although the primary objective of mine awareness is to effect behaviour change through the communication of messages about safe behaviour concerning mines and UXO, there is little or no evidence of the use of professional communication expertise in mine awareness programmes. Indeed, programmes have tended to commit extensive funding to the production of media items ignoring the broader spectrum of communication channels.

Discussion

Communication is a set of techniques for the sharing of information and meaning and is widely recognised as an important component of development programmes. However, as the case studies illustrate, it is unfortunately not always given the respect, priority and funding that it deserves.

There is little or no evidence that mine awareness programmes have engaged professional communication expertise at any stage of the programme cycle. Indeed, mine awareness has tended to concentrate its efforts and funding on planned communication, through the production of media products, ignoring a broad spectrum of advocacy, information and communication initiatives that exploit opportunities in the mass media and interpersonal communication.

Based on its experiences in health communication, UNICEF recommends a series of 12 steps towards effective communication that have obvious relevance to mine awareness (Williams, 1989:iii and following¹):

- 1. Define clearly what behaviour you are trying to promote.**
- 2. Decide exactly who in the population you are trying to influence.**
- 3. Ask whether the new behaviour requires new skills.**
- 4. Learn about the present knowledge, beliefs and behaviour of the target audience.**
- 5. Enquire whether the behaviour you are trying to promote has already been introduced to the community.**
- 6. Investigate the target audience's present sources of information about health.**
- 7. Select the communication channels and media which are most capable of reaching and influencing the target audience.**
These will include a mix of:
 - *interpersonal channels*: health professionals, community health workers, religious and community leaders, traditional health

1. The section has been slightly adapted from the original for the purposes of the present study.

practitioners, women's and youth organisations, school teachers, trade union leaders, development workers, government officials, parents, child-to-child;

- *mass media*: radio, television, newspapers, magazines, comic books;
- *small media*: posters, cassettes, leaflets, brochures, slide sets, video, flip charts, flash cards, T-shirts, badges, loudspeakers, etc.;
- *traditional media*: e.g. theatre, dance.

Do not rely on a single means of communication. Always use a mix of various channels and media so that the target audience receives the message from all sides and in many variations.

8. Design messages which are:

- *easily understandable* ó using local languages or dialects and colloquial expressions,
- *culturally and socially appropriate*,
- *practical*,
- *brief*,
- *relevant*,
- *technically correct*,
- *positive*.

9. Develop and test your educational materials.

Present your materials to a sample of your target audience and ask them for their opinion. Do they understand the health messages you are trying to communicate? Do they like the materials and format you have used? Are the symbols/language/stories/music socially and culturally acceptable? Revise your materials accordingly before mass production and distribution.

10. Synchronise your educational programme with other health and development services.

11. Evaluate whether the intended behaviour is being carried out.

12. Repeat and adjust the messages over several years.

Experience in many countries has shown that it is only through frequent, varied repetition of carefully designed health messages, through many channels and a number of years, that new health knowledge is fully accepted and acted upon by the majority. People can easily revert to their previous behaviour if the new health actions are not reinforced over a period of several years. The messages may also need to be adjusted as people's health knowledge and behaviour ó and the surrounding context ó change over time.

Study recommendation 1

Mine awareness programme managers should ensure that the programme benefits from specialist communication expertise. But it is the programme manager who has direct responsibility for ensuring that all aspects of internal and external communication are reflected in the overall programme strategy. The programme manager should also take an active role in implementing the strategy, for example, by talking directly to the media.

Study finding 2

Increased knowledge and awareness about the danger of mines and UXO and safe behaviour do not necessarily translate into positive behavioural change.

Discussion

Knowledge is important but it is seldom enough to change behaviour. The environment within which people live needs to be conducive to the change; the social and economic situation of the people must be such that they *can* change behaviour, and there needs to be overall support from government, local organisations, and peer groups. The communication strategy may need to have several target audiences and include government leaders, policy-makers or religious leaders. Providing knowledge should be a strategy and approach for a carefully researched segment of any population ó perhaps 6 to 10 per cent.

A large body of research shows that people react differently to adopting new behaviours. This research is important because it helps to determine strategic communication approaches to large population groups.

There is great debate about how many stages of behaviour development there are. In practice, the number of stages is not important. What is important is to know that people do not suddenly begin to do something they have never done before. They learn. They weigh the benefits of doing it or not doing it. They look around to see if anyone else is doing it ó and if their community accepts them. They learn the skills to do it. They apply it to their own lives. They evaluate whether it is worthwhile to continue practising it. They may reject it, or they may encourage others to follow their example.

The focus of communication inputs should be (1) to give the assurance and information that beneficiaries require, (2) to model the behaviours they need to see, and (3) to teach the skills they need to acquire. It is necessary to explore the channels beneficiaries most prefer, the messages they most want to hear, the people they most trust.

Study recommendation 2

Communication strategies should be based on a general understanding of how to bring about behavioural change together with a detailed understanding of the local context. Such an understanding can only be achieved by gathering information and conducting research, preferably using participatory techniques.

Study finding 3

Needs assessments for mine awareness programmes, when conducted, typically fail to collect the information required for the elaboration of a comprehensive and targeted communication strategy. Adequate baseline data on knowledge about, and attitudes to, mines and UXO were largely absent from the three contexts studied for the present report, although a basic mine awareness needs assessment was conducted in Kosovo.²

2. See Kosovo case study, Appendix 2.

Discussion

The basis of any good emergency or development initiative is a thorough needs assessment based on a variety of research methods. Without research into the overall situation, the lifestyles and situation of people in mine- and UXO-affected areas, their knowledge, attitudes, practices and beliefs about mines and UXO, their access to communication channels and the communication methods that they find most legitimate, it is not possible to design an effective mine awareness programme. Lack of this baseline information also makes it impossible to measure the effectiveness of the intervention.

The needs assessment and baseline information are the most commonly neglected activities in all development programmes.

Study recommendation 3

A needs assessment should always be conducted prior to the design and implementation of a mine awareness programme. It should seek information on the overall situation, including government policies and actions, people's knowledge, attitudes and practices with regard to mines and UXO, their economic situation and livelihoods, their education levels and literacy skills, major information networks and other important forms of communication. In mine awareness, as in other development activities, it is of considerable importance to undertake research that considers the situation and opinions of both women and men and that the analysis data is disaggregated by gender, as women and men often have different sources of information, different literacy skills and are at differing levels of risk from mines and UXO.

Study finding 4

There is no universally effective communication channel or communication strategy for mine awareness. The case studies show clearly that the appropriate communication channel varies by country, region, gender and ethnic group. The case studies also suggest that local radio is a valuable but underused resource for mine awareness but that small media, such as posters and pamphlets, have been used out of proportion to their effectiveness.

Discussion

An effective communication strategy should be based on careful research and developed specifically for each region, ethnic or social group. It should combine a mix of different communication channels and repeat messages over time. Different communication channels will reach different age and gender target groups depending on the context.

It is essential to use a mix of media and communication settings (mass, group and one-on-one). This is because different communication settings have different strengths and weaknesses, and use of a combination of media and communication settings produces superior results. The media mix will depend on the needs and situation of the target audience.

Information transmitted through the electronic (and printed) mass media has a limited effect. But there is value in using mass media (and traditional media) to model recommended behaviours ó to show people how to act, and to stimulate discussion among families, friends and communities (see for example Bandura, 1994:61-90).

Other people have the most direct influence on others' behaviours, either directly or when the mass media demonstrate ordinary people practising recommended behaviour. This may seem obvious, and it is. The question is: why don't we use the obvious in development interventions? People are influenced by friends, neighbours, those they admire, the groups they join. Therefore, these are valuable and ó more important ó available resources that should be used to encourage people to develop recommended behaviours.

This is why the most successful efforts to develop sustained recommended behaviours have been those that have enlisted satisfied acceptors, local networks, local influential people, community training programmes and, the most important factor of all, those that have encouraged communities to participate in planning, implementing, monitoring and improving their own interventions.

Despite their preponderance in mine awareness programmes, there is little evidence of the effectiveness of posters and pamphlets in communicating mine awareness messages. The case studies illustrate, more or less strongly, that these small media have often been ignored or misunderstood, or have a short effective lifespan. Where the media are text dependent they will have an extremely limited impact if the target audience is poorly literate.

The case studies indicate a strong preference for greater use of local radio and television in mine awareness communication initiatives. These have several advantages ó their use is likely to be free as they are often in search of good quality material, they can ensure translation free of charge into the relevant local languages or dialects, and they can be more effectively targeted to at-risk minority populations than national or foreign mass media.

Study recommendation 4

Mine awareness communication strategies should include a mix of communication channels based on the needs of specific audiences. The strategies should be age- and gender-specific. More attention needs to be paid to interpersonal communication, local television and radio, with fewer resources devoted to producing small media, such as posters and leaflets.

Study finding 5

With few exceptions, messages, communication channels and communication products are neither pre-tested nor field-tested prior to their use and distribution, seriously diminishing their relevance and effectiveness. Of the case studies, only in Kosovo, and on the basis of a general requirement emanating from the MACC, did field-testing of mine awareness media products take place.

Discussion

One of the most common mistakes in developing messages and communication materials is to omit to pre-test and field-test them or to undertake these tests in the office corridor and not among the people for whom they are being developed. This can result in messages that are meaningless or in some cases culturally offensive, or in producing materials to which many of the target group do not have access. For example, written brochures are of little value to the illiterate and television spots have little effect if the major target audience has no source of electricity.

There are two types of testing – pre-testing and field-testing. *Pre-testing* refers to checking the overall tone or emotional appeal of the message and occurs before the material (radio message, drama, comic, TV spot or poster) is fully developed. When the draft radio spot, drama, comic or TV programme is completed it must then be field-tested. *Field-testing* is testing the draft materials. Both pre-testing and field-testing must be undertaken among the major target audiences. This can be done on a one-to-one basis and also through focus group discussions. It is important that the responses of children, young people and women are analysed separately from those of men.

There are participatory field-testing methods available.

Study recommendation 5

Mine awareness messages and materials need to be pre-tested and field-tested as a critical stage in the communication process. Pre-testing and field-testing should be undertaken among the major target audiences and among children, young people, men and women.

Study finding 6

Monitoring and evaluation of the impact and effectiveness of mine awareness programmes is seldom undertaken, seriously weakening long-term impact and project effectiveness. Of the case studies, a small-scale evaluation of mine awareness has been conducted in Cambodia but the results have not been made publicly available.

Discussion

In the case of an evaluation of a mine and UXO awareness media campaign, there is considerable difficulty in identifying the major indicators of effectiveness. For although the discipline is called mine awareness, it is generally agreed that mere awareness of a danger is not sufficient in and of itself to achieve behavioural change, since human beings do not always act rationally or in their own best interests. It is also difficult to undertake adequate monitoring and evaluation without baseline data.

Furthermore, it is not enough to equate a drop in the number of accidents and victims to the conduct of a programme, since there are many other factors besides the level of knowledge that can contribute to a change in statistics:

- With time, even without a media campaign there will be a natural rise in the percentage of the population that is familiar with basic information about the dangers posed by mines and UXO;
- The process of mine clearing will in itself, regardless of any other activities, lead to a lowering of the level of the accident risk from mine and UXO;
- Migration or movement of the population into or out of high-risk areas may lead to a rise or fall in the number of mine and UXO accidents;
- Seasonal work in the fields will give rise to increased risk and likelihood of mine and UXO accidents.

However, it is important to be able to monitor the effectiveness of the programme in reaching people and in changes in knowledge and attitudes, if not in behaviour. Programme managers need to know if information is not reaching the intended people, or if it is not well understood. They also need to know if there are constraints to people using the information and how these might be overcome. The results of monitoring need to be used to change the programme.

Study recommendation 6

Monitoring and evaluation should form an integral component of mine awareness communication strategies. In developing the objectives for a mine awareness strategy, verifiable indicators need to be identified as the basis for monitoring and evaluation. These should be based on the practical realities of what can be expected from the communication interventions. For example, in short-term projects, it may be unrealistic to set behaviour change as an objective.

Study finding 7

National co-ordination of activities and messages has often been poor in mine awareness programmes resulting in duplication of effort in some locations while others are ignored. Conflicting messages have caused difficulties and misunderstanding. In Nicaragua, a workshop was held in the spring of 2001 to co-ordinate approaches to messages and media. In Kosovo, the MACC has been effective in reducing duplication of efforts and ensuring that the same basic messages were delivered by the plethora of mine awareness actors.

Discussion

Lack of co-ordination among organisations with similar mine awareness interventions can seriously impede effectiveness if media messages are not standardised. Co-ordination mechanisms need to be put in place at both national and local levels to ensure an equitable spread of interventions and to create synergies between communication strategies.

This should generally be the responsibility of the respective mine action (co-ordination) centre. Kosovo is an example of where this has worked well, but in Nicaragua a workshop of key actors had to be organised in the spring of

2001 to try to co-ordinate messages and approaches, which had previously been ad hoc and sometimes conflicting.

Study recommendation 7

In general, the national mine action (co-ordination) centre (MAC) should ensure co-ordination of messages and communication approaches. This demands specific expertise, however, which is not currently available in every MAC. It is therefore the responsibility of each mine awareness programme manager to ensure effective co-ordination with all relevant actors in a given context.

Introduction

Study objectives

The United States Department of State (DoS) commissioned this study from the Geneva International Centre for Humanitarian Demining (GICHD) in October 2000.

The primary objective of the study was to examine the different communication channels and media commonly employed as part of mine awareness activities and highlight their efficiency and appropriateness for different audiences, in different socio-cultural contexts and different phases of an evolving mine action programme: namely, emergency, transitional and developmental periods.

In addition, drawing on lessons learned in other public health education spheres, the study has sought to:

- Build on lessons learned and promote good practices in mine awareness programmes;
- Develop guidelines for evaluative studies on mine awareness media;
- Develop guidelines for the pre-testing, field-testing and use of communication channels, media and messages in mine awareness programmes; and
- Promote the development of effective mine awareness media.

The study aims to provide guidance and focus primarily to programme planners and managers but also to donors, giving them analytical tools to assess more effectively the relative validity and benefits of various media items. The ultimate beneficiaries of the study should of course be the affected communities, who will themselves benefit from the improved communication of mine awareness messages.

Summary of methodology

The evidential core of the study is a set of three case studies commissioned by the GICHD between November 2000 and November 2001 (see Appendixes 1-3). The

three contexts selected – Cambodia, Kosovo and Nicaragua – reflect distinct mine action scenarios and humanitarian/developmental settings. The three case studies were conducted by locally-based organisations: Indochina Research in Phnom Penh; Prism Research in Pristina; and the *Centro de Investigaciones de la Comunicaci3n* (CINCO) in Managua.

As a core element of its methodology, the study generated a number of specific research tools, including survey instruments and protocols, in order to ensure the intellectual underpinning and comparative validity of its field research (see Appendix 4). The tools, which were initially developed by Prism Research, were field-tested in Kosovo and then used, with small adaptations for the local context, in the two other case studies. They have subsequently been refined, for more general use, and are included in the section *Guidelines for good communication practice in mine awareness programmes*.

A draft of the full study was discussed at a meeting of mine awareness and communication experts, held at the GICHD on 5 November 2001. Following the meeting, the study was revised and finalised.

Background to the case studies

The three disparate contexts selected for study have all been the focus for considerable mine awareness initiatives, although the organisations and methodologies involved have varied widely. They do, however, provide a representative cross-section of mine awareness programmes worldwide, and the role of communication within those programmes.

Cambodia, a country heavily affected by mines and unexploded ordnance (UXO), is in transition from decades of armed conflict towards stable development. The economy is largely based on rural agriculture and annual GNP per capita is a mere US\$260. In the Human Development Index of 2001 Cambodia was ranked 121st out of 162 countries, which places it in the medium human development category (UNDP, 2001). In recognition of this, poverty alleviation remains a primary challenge for the country.

According to the Cambodian Mine Action Centre (CMAC), some 650 square kilometres of land are mined with a further 1,400 square kilometres suspected to be mined. About 150 square kilometres have been cleared so far. Since the early 1990s, mine awareness programmes have been implemented in the country, both by non-governmental organisations (NGOs) and the national mine action body, CMAC. Overall, incident rates have fallen significantly over the last few years to an estimated monthly figure of some 85 mine and UXO victims – a third of the level recorded in 1996.

Kosovo, a province of the Federal Republic of Yugoslavia (FRY), was in an emergency situation while the field research was being conducted for the case study in early 2000. The province has been under the administration of the United Nations (UN) since the end of the conflict between the authorities in Belgrade and the North Atlantic Treaty Organization (NATO). It was already the poorest part of the FRY before the conflict and is likely to remain dependent on international aid for the foreseeable future.

The conflict resulted in a residual landmine and UXO threat that inflicted some 500 casualties between June 1999 and the end of 2000. A plethora of mine action assets

were engaged in the province, including more than 20 organisations conducting mine awareness programmes, under the auspices of the UN Mine Action Co-ordination Centre (MACC) in Pristina. The MACC closed at the end of 2001 and handed over its work to local administrative and co-ordinating structures.

Nicaragua is a Central American country seeking to develop after years of conflict and natural disasters. Annual income per capita is roughly US\$450, with coffee the major export crop. In the Human Development Index of 2001, Nicaragua ranks 106th out of 162 countries, which places it in the medium human development category (UNDP, 2001).

Nicaragua is believed to be affected by some 130,000 mines in a variety of departments across the country. Some 800 people are estimated to have been victims of landmine accidents throughout the country, though, as of early July 2001, the number of recorded victims totalled 377. Most accidents are reported in the departments of Nueva Segovia, Jinotega and Matagalpa, as well as the Northern and Southern Atlantic Autonomous Regions.

Guidelines for good communication practice in mine awareness programmes

This section provides guidance for the design, planning, implementation, monitoring and evaluation of a communication strategy within a mine awareness programme ó based on lessons learned and good practice from other health communication programmes. As per study finding 1, it is the *direct* responsibility of the mine awareness programme manager to ensure that all aspects of internal and external communication are reflected in the overall programme strategy. *This requires priority attention and budget from the programme manager.* Bear in mind also that research, although important, is no substitute for the programme manager talking to the media directly. Landmines are news, and mine awareness can ó and should! ó be effectively conducted through unplanned communications, especially exploitation of media opportunities.

How to conduct a needs assessment

1. Establish or reactivate an inter-sectoral working group or team.

Using a team in all steps of the methodology acknowledges the complexity of issues involved in achieving behaviour change through communication, and begins to build the partnerships necessary for a successful programme. It will likely be necessary to have teams at various geographic levels of implementation, depending on the country programming environment.

Possible team members include representatives from relevant government ministries such as rural development, agriculture, defence, youth and women's affairs, health, education, environment, social services; from leading NGOs and religious groups; from professions such as agriculturists, school teachers, health workers, broadcasters and journalists; representatives from marketing and advertising companies; researchers from private groups and universities; representatives from other donors and UN agencies.

Inter-sectoral collaboration starts at the very outset of organisational planning. It must continue throughout the duration of the intervention.

2. Review status of ongoing mine awareness communication activities.

You are probably not starting these activities from scratch. There may have been other mine awareness activities conducted in the country or region. What has been learned from that experience?

What you need to do is to systematically analyse the experience by reviewing all available materials:

- a) Make an inventory of all communication materials that have been produced and that have been used or are currently being used. This includes everything from posters and pamphlets to radio and television programmes. Look at all training guidelines and learning materials.
- b) Make sure the groups for which these are intended are well-defined. The following variables must be clearly defined: location, language group, sex, age cohort(s), socio-economic status. If not, you may have to make some educated judgements as to whom they were intended for.
- c) List objectives of each of these materials. If objectives are not available, you must make a decision: what do I think the objectives of each input are?
- d) Read reports on the use of these materials. There may be pre-testing reports available; but don't be surprised if there are not. There may be some evaluation studies or training assessments available.
- e) If these are not available, engage an institute or a research company to test these materials to see if they do what they were designed to do. In other words, you should consider outsourcing. It is here that the inter-sectoral team should be able to help. If the team is broad-based enough, they will have sources who can test these materials.

3. Review all existing behavioural data, focus group data, KAPB (knowledge, attitudes, practices and beliefs) studies, relevant field monitoring and evaluation reports.

Identify all available research materials about previous programmes as well as research that describes the participant groups with whom you will be working. These should include:

- a) All evaluation reports;
- b) Research reports on current practices and habits among the public regarding mines, UXO, demining activities and the level, location; and age and gender of mine accident victims.
- c) Research on cultural values of participant groups, not limited to mines or UXO but on the range of factors that they value. For example, what religious practices do they follow? How do these affect their daily lives? What are the formalities and practices of interaction between people? What roles do women play? How do young men relate to their mothers? Who do young men respect? How are children perceived? How are the elderly perceived?
- d) Research on traditional behaviours and practices that are consonant with the suggested interventions or that may mitigate acceptance of the intervention.

4. Identify missing information.

What don't you know about participant (target) groups?

Here you will have to schedule a rather wide range of research activities that will continue through many of the steps listed below. Not only is this research, it is the beginning of your monitoring and evaluation process. Here you are gathering information to be used as baseline data – not all of it, of course, but especially the data that describe people's current practices with regard to their daily lives and to behaviour associated with mines and UXO.

- a) What are the behaviours and practices of participating communities vis-à-vis safe behaviour around mines?
- b) How do people feel about alternatives in their daily life?
- c) Apart from these issues: who are the leaders in each community? From what type of leader would people accept advice with respect to safe behaviour? When you have successfully described people's current practices you can decide:
 - What current practices are related to the problem?
 - Are any approximations (i.e. similarities) to the ideal behaviours being performed?
 - What consequences are generated by current practices?
 - What current practices/behaviours should be encouraged and expanded?
 - Do programme participants perform any competing behaviours?
 - Which practices/behaviours need to be modified?
 - Which practices/behaviours need to be changed altogether?
 - Do programme participants have the skills and resources necessary to perform target behaviours?

Some behaviours that you would like to recommend may just not be possible for people to practice. Therefore, you need to categorise behaviours into 'ideal' behaviours and 'feasible' ones. If it is possible for people to do it, that behaviour should become a programme objective. We also suggest that you prioritise behaviours.

Methodologies for collecting information

Critical role of research in a communication programme

Communication can benefit from research during all stages, from planning to evaluation, but it is more critical in the following areas:

- Before commencement of the planning process (formative research);
- In pre-testing of educational materials;
- In monitoring programme performance;
- During evaluation.

Classification of research methods

Communication uses the same research methods as those used in other areas of social development. The methods may be divided into two broad categories: quantitative and qualitative. Both categories of research are needed in communication. Quantitative research is descriptive and statistical and is concerned with numbers, measurements and percentages. Qualitative research is interpretative, and probes motives, attitudes and feelings. Additional differences between quantitative and qualitative research are given below.

Sample surveys:

Sample survey research methods are useful in validating a hypothesis (e.g. mothers with secondary school education are more likely to take their children for immunisation than illiterate mothers) and in determining relative prevalence of knowledge, beliefs or practices. The sample survey uses statistical methods and works with large, statistically significant sample populations representing the study population. The method is strong in examining relationships (e.g. between a belief, practice or knowledge level) with background characteristics, such as age, level of education, socio-economic status, locality or exposure to communication messages. Sample surveys use questionnaires with close-ended questions that can be coded for computer-based analysis. This research technique is most valuable when programme planners have a specific notion of what they need to know and have generated good research questions.

KAPB surveys:

KAPB surveys are a commonly used type of sample survey. It is a research technique used to obtain information when that information needs to be used to describe a large population group. The technique uses quantitative methods and a relatively large, statistically significant sample. The main data collection instrument is a questionnaire with close-ended questions. The instrument allows the researcher to interview many people in a relatively short time. But like other survey designs, it is limited in its ability to probe into the knowledge, attitudes, practices and beliefs it seeks to define. While KAPB surveys can describe the prevalence of knowledge, attitudes, practices and beliefs, they often need to be used in combination with other study techniques, such as focus group discussions and in-depth interviews, which probe opinions, motives and feelings and provide data needed to develop programmes designed to bring about behaviour change.

Focus group discussions (FGDs):

A focus group is a group of six to 12 individuals, representative of the target group under study, who do not know each other, but come together to participate in a discussion. FGD members not only have similar characteristics with the study population, but they have similar characteristics among themselves in regard to age, education, socio-economic status, etc. Because they are a homogeneous group, FGD members can engage in discussion more freely.

FGDs are qualitative study methods that use a discussion guide rather than a questionnaire. The guide is flexible, and the discussion moderator is free to depart from it to follow emerging themes and thought lines. This flexibility allows deeper probing of opinions, motives, attitudes and feelings.

In-depth interviews:

In-depth interviews are similar to FGDs, the difference being that only one interviewee is interviewed at a time. In-depth interview respondents are normally the key informants within a community, and because they are interviewed individually, they can give more information on sensitive issues than if they were in a FGD. Like FGDs, an in-depth interview is conducted using a question guide.

Intercept interviews:

An intercept interview is an interview carried out with a member of the target group to gain immediate insight into the interviewee's decision about or feelings towards a particular service, product, programme or event. To carry out the interviews, the

interviewer positions him/herself in a location frequented by members of the target group and intercepts subjects to interview them. Only a few focused, close-ended questions are asked. This method often combines the interview with observation. As the questions are being asked, certain aspects related to the subject of the interview are observed.

Observation:

Observation techniques are commonly-used study techniques. They normally use a checklist of the items to be observed. An observer may be a participant observer (participating in the situation he/she is observing) or a hidden observer (concealed where the people being observed are unaware of his/her presence). Some activities, such as dismantling mines, may not be easy to observe. In other instances, observation alone may not be able to explain some occurrences. Observation is, therefore, commonly used in combination with other research methods.

Documents and records review:

Review analysis and decision-taking on the basis of project documents are a form of research that takes place on projects all the time. The documents reviewed may include communication plans, memoranda, minutes of meetings, monitoring reports, supervision reports, letters, numbers of mine accidents, etc. Documents and records research is particularly useful when developing new project activities.

Participatory rapid appraisal (PRA):

PRA is also referred to as participatory learning method (PLM) or rapid rural appraisal (RRA). It is an intensive, systematic, semi-structured research design carried out in a community by a multidisciplinary team that includes community members. The other members of the team may be health workers and researchers. The rationale for the composition of the team is that the different categories of stakeholders tend to see issues differently and should, therefore, come together to debate the issues and appreciate the complexities involved. The study method has a strong emphasis on community participation: the different categories of participants learn from one another; the method facilitates data collection, analysis and decision-taking at the same time; it is flexible; it takes a short time to come up with results; it is a low- to medium-cost method and often uses visuals such as diagrams, ranking, mapping, direct observation and time trends, thereby allowing even illiterate subjects to participate.

The current trend is to integrate beneficiaries as part of the research process. In this environment, the mine awareness or mine clearing personnel, health workers, the researcher and the beneficiaries learn from one another and the decisions they arrive at are more relevant. In the process, the beneficiary gains a better understanding of his/her situation and claims increasing ownership of the intervention. PRA research methods are becoming increasingly favoured over other kinds of methods.

Case studies:

Preparation of case studies is a form of research that draws information from a variety of sources. During preparation of case studies, the factors that have contributed to the situation are closely analysed and best practices identified as a guide to similar activities in the future.

Triangulation:

Triangulation is the name given to using different research methods to countercheck

findings. Use of three different study methods is advised when qualitative study methods are used, hence the use of the word triangulation, in reference to three.

Choosing a research method

The choice of a research method is determined mainly on the basis of the information required and the kind of questions that need to be asked. Research questions may include:

- What is happening?
- Who is doing it?
- Why?
- How?
- How many?
- How much?
- What are people's perceptions about a given practice?

Minimum research package

What minimum package of research is needed in a communication programme?

A programme implementing research-driven communication needs to carry out the following minimum package of research activities:

- A quantitative KAPB survey to establish a baseline in areas of interest, against which to measure future programme achievements;
- Formative qualitative research carried out before or early in the planning process to probe knowledge levels, attitudes, practices, motives and other relevant areas. The data should help in strategy and message design;
- Pre-testing of educational materials with target audience to ensure that the materials are understood, relevant and can communicate intended messages effectively;
- Small-scale qualitative studies (such as limited FGDs and intercept or exit interviews) to monitor aspects of an ongoing communication programme;
- Constant monitoring to establish how planned activities are being implemented and to identify issues and problems that may need to be addressed and corrected;
- Periodic evaluation studies to determine whether the changes in knowledge, attitudes, practices and beliefs have occurred. Evaluation should also look at the performance of strategies and processes used;
- A post-test impact and/or outcome evaluation to compare results of the intervention with the baseline and determine if programme goals and objectives have been met.

Who should conduct research?

It is not necessary for mine awareness programmes to have in-house capacity to carry out all the needed research. This would be too costly and even counterproductive. There are many options to conduct research, such as through NGOs, international agencies, research institutions, etc. Some institutions, however, may not be accustomed to developmental research and may need orientation to produce focused, relevant research data that programme officers can use with ease.

Involve district teams and community members in the research process. This should help build research capacity and increase appreciation of the role of research. It may also help give health workers, volunteers and members of the community an opportunity to interact first-hand with pertinent issues on the ground, increase understanding of the issues and claim ownership of both research findings and the programme as a whole.

Disseminating research findings

Summarise research findings and their implications for mine awareness planning and share results with the community and partners nationally and at lower levels. A half-day research dissemination meeting with national partners would be ideal. During the meeting, distribute a summary of the findings and discuss the relevance of the findings to programme development.

Programme design

Design strategy

You have completed the research on participant groups and now know something about:

- Their practices and behaviours in regard to the intervention you are working with (all the current behaviours, alternative behaviours, antecedents and consequent behaviours, etc.);
- Their socio-economic characteristics;
- Their geographic location or locality;
- (hopefully) Which mass media they have access to and that they prefer;
- Which traditional media is available to them and which they prefer;
- Which small media they prefer;
- Who the change agents are in their communities (which extension workers, including health workers and safe water supply and environmental sanitation workers);
- Who the local and regional opinion, religious, political leaders are;
- Which national figures are particularly admired locally;
- What the various social networks are in the communities and who belongs to which ones;
- What the various interest groups are: women's groups, youth organisations, religious groups, cultural groups, sports groups, political groups, etc.,
... and probably many other things that we have not listed here.

Not only do you now know these people well, but after the participatory approaches that have been employed they know you well, and the interventions you have been discussing. We have now almost come to the core of the creative and scientific process of developing communication inputs. But there are some things you still need to know before you can begin to fully implement your plan.

We need to start experimenting with trying out approaches, strategies and individual media through the process of formative research. These media will be based on your

behavioural objectives (in which we include learning objectives as well as attitudinal objectives). To a certain extent your choices of approaches, strategies, channels and media will be based on informed creative choices, even 'gut' feelings, which you will test as you develop messages. Nowhere do all these factors become more important than in the development of messages as part of our proposed communication strategies.

Ask yourself the question: 'If I want to achieve _____ (a certain behaviour), what would be the best way to do it?' Then, go to groups of participants and ask them the same question: 'If we want to encourage behaviour _____, what is the best way to do so?'

Choosing the communication approach

During planning for message development, communication planners determine the basic communication approach they wish to take. Depending on the communication problem and research findings, planners may wish to take any or a combination of the following approaches:

- Informing,
- Entertaining,
- Persuading,
- Educating,
- Empowering.

Choosing the message appeal and tone

Communication planners also determine the appeal that the messages should have. Depending on research findings, and the behaviours that need to be promoted, planners may select any or a combination of the following possible message tones:

- Positive or negative,
- Rational or emotional,
- Mass or individual,
- Humorous or serious,
- One- or two-sided,
- Direct or indirect,
- Definite or open-ended,
- From a peer or from an authoritative source.

The problem has now been defined; priority behaviours identified for programme participants, supporting participants and partners; and the barriers that need to be overcome as well as benefits that need to be promoted to perform these behaviours are known. The last step of the analysis is to identify appropriate communication channels to reach participants with selected messages, and involve participants in appropriate communication activities (meetings, training programmes, counselling sessions, etc.).

Following are some initial questions the team should answer in a channel analysis.

For the programme participants:

1. For those most at risk of mine or UXO accidents what are the programme participants' most credible information sources?
2. What communication channels are best suited to reach participants?
3. What are participants' media usage habits? Which media do they use and how frequently do they use them? Which media do people trust? Have faith in?
4. What is their level of literacy and in what language?
5. What traditional media are available and what is their popularity with programme participants?
6. What are the interpersonal communication practices in the programme participants' community?
7. What are the various local formal and informal networks available?

For the local communication capacity:

1. What communication channel(s) are best suited to the messages selected to achieve communication objectives? (They may be person to person networks, through groups such as women's or religious groups or schools and parent teacher associations.)
2. Do the mass media reach your audience? If so, which media?
3. Are there traditional media which have popular appeal?
4. What are the major mass media in this district, province or country, their coverage (reach), cost and control? Which media are the most credible and for which topics?
5. How frequently do (a) the printed media publish?, (b) the electronic media broadcast?
6. What media organisations or institutions are there and how effective are they?
7. What institutions or organisations have research and training capacity in mass media or interpersonal communication?
8. What skills exist locally in audio-visual production, graphic art, design or print?
9. What messages, materials and channels have been used in the past and what was their effectiveness in bringing about behaviour change?

In addition to these questions, you should review the effectiveness and the strengths and limitations of various communication channels. This information will then have to be adapted to the social setting you are working in, partially in response to the questions asked above, partially on the basis of data from local research organisations (institutes, advertising and marketing companies, departments of sociology and anthropology, the government's information ministry).

Effectiveness is defined as a channel's ability to get people to: remember information received, change behaviour(s), and be motivated to tell other people about new things they have learned. A channel is also considered effective if it provides timely information, creates a climate for change, is credible, efficiently reaches small or large groups of people and is cost-effective.

Developing messages

Planning for message development involves decision-making in three main areas:

- Determining message concepts that will bring about the desired behaviour change;
- Selecting the communication approach;
- Choosing the message appeal or tone.

Determining basic message concepts

Messages to be communicated depend on target audiences, behaviours to promote and factors likely to influence target audiences to adopt the desired behaviour. The behaviour promotion grid below will help communication planners determine the needed message areas and concepts. Actual complete messages cannot be put on the grid, as these can only be determined on the basis of audience research.

Target audience	Behaviours to promote	Factors influencing adoption	Message areas/ concepts	Communication approach	Appeal/tone

Good messages should do the following:

- Reinforce positive factors identified on the grid above;
- Address misunderstandings and areas of deficient knowledge;
- Address attitudes;
- Give the benefits of behaviours being promoted;
- Urge specific action;
- State where to find the services being promoted;
- State where to find help, if needed;
- Address barriers to action.

Communication channels and media analysis³

Communication channels and media analysis should answer the following questions:

- What channels of communication are available for reaching the identified target audiences?
- What are the strengths and weaknesses of each channel?
- How effective are the channels in reaching the target audiences we wish to reach with the message(s) we plan to deliver?
- Where do people seek information on health or immunisation? Why do they go to this particular place or individual? How can the place or individual be integrated in promotion of immunisation messages?

3. This section is adapted from the *Communication Handbook for Polio Eradication and Routine EPI* developed by UNICEF and the World Health Organization (WHO).

Overview of strengths and limitations of each channel of communication

Interpersonal

(Examples: individual counselling, 'satisfied acceptors', community-level animation/motivation sessions, small group discussions, peer education, home visits, etc.)

- **Strengths:**
 - Provides credibility to messages;
 - Provides detailed information;
 - Creates supportive environment;
 - Provides opportunity to discuss sensitive, personal topics;
 - Creates support at community level for recommended behaviours, ideas, services;
 - Allows immediate feedback on ideas, messages, practices, etc.
- **Limitations:**
 - Time-consuming with a high cost per person/contact;
 - Reaches small number of individuals;
 - Requires practical skills-training and support of field workers.

Graphics and audiovisual (as support material primarily)

(Posters [as aids], flip charts, slides, overhead projections, tape recordings, specifically tailored video presentations.)

- **Strengths:**
 - Provides timely reminders and attracts the attention of the participant group at the place of exposure;
 - Provides basic information on the product or service and its benefits;
 - Is handy and reusable;
 - Provides accurate, standardised information;
 - Gives confidence and credibility to person communicating messages;
 - May be distributed to areas not penetrated by mass media.
- **Limitations:**
 - May not be cost-effective;
 - Training necessary for effective design, development and production;
 - Communicators often seduced by 'ease' of production.

Mass media

(Electronic media: radio, television, cinema, video [for mass consumption]; newspapers, magazines, journals, posters [in public places]; recordings of popular music.)

- **Strengths:**
 - Reaches many people;
 - Provides for frequency of messages;
 - Can create a demand for services or products on the part of innovators, early acceptors and some of the early majority;
 - Reinforces important messages delivered through interpersonal communication channels;
 - Stimulates discussion of topics among family, friends and neighbours;
 - Reaches those of limited literacy;
 - Can provide protective impersonality in dealing with sensitive issues.

- **Limitations:**
 - May have limited rural distribution;
 - Difficult to tailor programmes to special groups;
 - Difficult to obtain group feedback;
 - Requires access to radio, TV, cinema, print media, etc.

Traditional media

(Street theatre, indigenous dramatic forms, puppets, opera, dance, storytelling, town criers, songs, etc.)

- **Strengths:**
 - Can use local jargon and slang;
 - Puts messages and situations in familiar context;
 - More personally relevant than other media;
 - Uses local talent and gets community involved;
 - Potential to be self-sustaining at low/no cost;
 - Stimulates discussion of topics among families, friends, neighbours, within the community.
- **Limitations:**
 - Reaches relatively small group;
 - May not be available when needed;
 - Requires investment in training and support;
 - May have difficulty broaching issues which may be highly sensitive locally;
 - Difficult to guarantee and monitor consistent accuracy of messages.

Basic rules for selecting channels

1. Select channels that reflect the patterns of use of the specific participant group, not the tastes of the communication officer, team or other decision-makers. Almost all communicators have their 'favourite media', whether radio, video or puppets. In order to have an impact, however, the channels selected must be those that reach their group with the greatest degree of frequency, effectiveness and credibility.

2. Recognise that the different channels play different roles.

3. Use several channels simultaneously. The integrated use of multiple channels increases the coverage, frequency and impact of communication messages.

4. Select media that are within the programme's human and financial resources.

5. Select channels that are accessible and appropriate to programme participants, e.g.

- a) Radio messages should be scheduled for those radio stations that programme participants actually listen to and at broadcast times when they actually listen;
- b) Print materials, even without text, should be used only for literate or semi-literate participants who are accustomed to learning through written and visual materials;
- c) Interpersonal communication should be provided reliably by credible sources.

Results of channel analysis will tell the team/working group which channels are best suited to the messages and participants, and whether local capacity needs to be strengthened in order to carry out the communication programme.

Qualities of effective communication materials

1. Communication is a human activity so establish a personality for it.

Effective communication messages give the materials a vivid, appealing personality that helps them stand out from the crowd. Like a friendly face, they signal genuine values in likeable ways. Building a personality takes consistency and time. Messages, packaging, promotion (print materials and others), and product design must all speak with the same voice. But once created, this personality can be a most valuable and enduring asset.

2. Position the material.

Effective communication must make clear how the material fits into the participant group's life. Positioning picks the area in which the communication material is most likely to succeed.

3. Feature the most compelling benefit.

Effective communication materials address real needs. They speak as competitively as the facts and good taste allow. They may use imagery, but technique should never compete with the main message and the benefit.

4. Break the pattern.

Effective communication materials excite the ear and the eye with a look and sound of their own. They separate themselves from surrounding communication, just as they separate your product from competing products.

5. Generate trust.

People will not try out a behaviour they hear about from someone they do not trust. Credibility should never be replaced by creativity. Trust is not necessarily a product of innovation. Trust is generated by tone, presentation, serious images, credibility, and a solid foundation.

6. Appeal to both the heart and the head.

No decision to try something new is made entirely in the mind. Effective communication materials and messages must, therefore, do more than present practical reasons to try a behaviour. They must invest the message with real emotional value consistent with the product or service's personality.

7. Materials should respond to communication strategy.

Often materials lose the very reason why they were created: to be translators of the communication strategy. Be sure to check that whatever is produced is in fact an accurate response to the purpose of the communication. Does it maintain focus? Is it directed to your participant group? Does it deal with the defined health problem? Is it addressing the feasible behaviours? Are materials and messages adapted to changing circumstances?

How the public perceives messages

Thinking about how the public perceives messages before message development can help assure that the public will hear and heed the information you want to convey. Factors affecting public acceptance of messages include the following:

- **Risk is an intangible concept.** Many people do not understand the concept of relative risk, and so personal decisions may be based on faulty reasoning.
- **The public responds to easy solutions.** The ability to act to reduce or eliminate an identified risk not only can lessen actual risk but can abate the fear, denial, or mistrust that may result from new information.
- **People want absolute answers.** Some people do not understand probabilities. They want concrete information on which they can base decisions. Therefore, you must carefully and clearly present your information to both the public and the media.
- **The public may react unfavourably to fear.** Frightening information, which sometimes cannot be avoided, may result in personal denial, disproportionate levels of hysteria, anxiety, and feelings of helplessness.
- **The public relies on the verity of science.** The public believes in scientists for reliable information. Thus, it may tend to believe a scientist's endorsement of products or behaviours.
- **The public has other priorities.** New health information may not be integrated as one of an individual's priorities. For many people, intangible health information cannot compete with more tangible daily problems.
- **Individuals do not feel personally susceptible.** The public has a strong tendency to underestimate personal risk. This is particularly true for young people.
- **The public holds contradictory beliefs.** Even though an individual may believe that "it can't happen to me," they may also believe that some things are unavoidable and that "when your time comes it is time to go" and so there is no need to alter personal behaviour.
- **The public lacks a future orientation.** The public, especially lower socio-economic groups, has trouble relating to a future concept, and many messages foretell of outcomes in their future.
- **The public needs to personalise new information.** New risk information is frequently described according to its effect on society. The individual needs to translate that information into personal risk to understand it.
- **The public does not usually understand science dynamics or technical terms.** Technical terms are poorly understood by the public. Therefore, individuals lack the basic tools required to understand and interpret information that depends on data to be fully comprehensible.

Nineteen principles for designing print materials

Note: The principles marked with an asterisk () are particularly important when producing print material for pre-literate rural groups. But before you consider print as a channel you need to be aware that it is the least effective medium of communication for development, most particularly among the poor and those who have limited literacy skills.*

Design/Layout

- 1.* Present only one message per illustration;
2. Limit the number of concepts and pages on materials;
- 3.* Make the materials interactive whenever possible;
4. Leave plenty of white space;
- 5.* Arrange messages in the sequence that is most logical to the group;
6. Use illustrations to help explain the text.

Illustrations

- 7.* Use appropriate styles: (1) photographs without unnecessary detail, (2) complete drawings of figures when possible, and (3) line drawings;
8. Use simple illustrations;
9. Use familiar images that represent objects and situations to which the participant group can relate;
10. Use realistic illustrations;
11. Illustrate objects in scale and in context whenever possible;
12. If symbols are used, pre-test them with members of your participant group;
13. Use appropriate colours.

Text

14. Use a positive approach. Negative approaches are very limited in impact, tend to turn people off, and will not sustain an impact over time;
15. Use the same language and vocabulary as your participant group. Limit the number of languages in the same material;
16. Repeat the basic message at least twice in each page of messages;
17. Select a type style and size that are easy to read. Italic and sans serif typefaces are more difficult to read. Use a 14-point font for text, 18-point for subtitles, and 24-point for titles;
18. Use upper and lower case letters.

Supervision

19. Without careful supervision, it is very easy to receive materials with wrong colours, incorrect alignment, or careless print jobs. It is best to have an experienced member of your team supervising print production.

Review and pre-testing of communication materials

Materials should be developed on the basis of formative research results. The materials should be reviewed by experts and pre-tested to ensure that they are technically correct, understood and acceptable to key target audiences and the agents expected to use them to educate others.

Formative research includes, but is not limited to, pre-testing. Formative research may be seen as a broader process in which you test concepts, psychosocial factors, approaches, etc., in general. Please keep in mind at all times that each input ó whether it is part of the advocacy, social mobilisation or programme communication strategy ó must be tested.

Without pre-testing, most communication materials are poorly understood or have little relevance to programme participants. They will reflect instead the notions of communication officers, ministry officials or creative specialists who assume that they know the group sufficiently enough to decide what material is best for them.

What process is used in pre-testing?

It is advisable to develop educational materials with the help of a committee or reference group comprising communication professionals, technical experts and other stakeholders. The committee should review and provide continuing guidance throughout the material development process.

The raw draft of material (text or script) should be thoroughly reviewed by the reference group (and content experts) to ensure that the content is technically correct. Several reviews and revisions may be necessary. When written scripts have been reviewed and finalised, material developers work on concepts, imagery, illustrations (print materials), story line (audio) and story board (video). Print material concepts may be in the form of several alternative illustrations (e.g. a series of images summarising the concept that immunisation provides protection against diseases). A radio producer may develop examples and a story line, while the video producer works on a story board (a series of illustrations that give some idea of the shots to be taken).

These products should be reviewed by the reference group. They should also be pre-tested first on a limited number of people representing a cross section of the target audience or during FGDs to establish whether they can be understood and are culturally appropriate. As a result of pre-testing, the products are revised and the concepts/ideas refined further.

Revised text, illustrations and audio and video tapes are then pre-tested with more representatives of the target audience using appropriate methods. They are then revised again before the next round of pre-testing and revision.

What methods are used to pre-test?

One or a combination of the qualitative research methods listed above may be used to pre-test educational materials. FGDs and one-on-one in-depth interviews are the methods most commonly used in pre-testing.

How many times should educational materials be pre-tested?

Educational materials should be pre-tested and revised as many times as will make them understood and accepted by most members of the key target audience. Where time and funding are limited, each piece of educational material should still be pre-tested and revised at least twice.

What questions are asked during pre-testing?

Text, illustrations and a combination of text and illustrations each have a special role to play in educational materials. The different components should be pre-tested as (1) text only, (2) illustrations only, and (3) text and illustrations combined. During each round, different key questions will need to be asked. Extensive notes should be taken during pre-testing to ensure that materials are appropriately revised.

Questions to ask when pre-testing text only

Ask respondents to read the text aloud and note any word they may find difficult to read. Ask respondents:

- Can you state in your own words what you have just read?
- What is the text telling you?
- Is there any word that you do not understand?
- If yes, please explain. What substitute word(s) do you recommend?

Questions to ask when pre-testing illustrations only

Ask respondents:

- What do you see here?
- What message is the illustration trying to give?
- What do you think about the message?
- Do you think this message is appropriate?
- Do you think this message can be implemented/adopted?
- Is there anything you like or dislike about the message?
- What do you think about the illustration(s)?
- The illustration is trying to *tell the client the intended message*. What improvement can be made to make the illustration communicate that message better?

Questions to ask when pre-testing illustrations and text or captions

Some of the questions above are repeated. In addition, ask respondents:

- Do the text and illustration complement each other well?
- What changes can be made to improve the message?

Monitoring and evaluation

Many mine awareness communication activities are not systematically monitored and are rarely evaluated. Communication programmes need to strengthen their research, monitoring and evaluation components in order to establish this programme component as a respectable professional area with a significant, quantifiable contribution to make. Strengthened research, monitoring and evaluation components should lead to improved communication programmes with built-in mechanisms for detecting and correcting programme flaws.

Monitoring

Communication activities should be monitored continuously throughout the life of a programme to track implementation of planned activities and assess how messages, educational materials and other inputs are being received.

Methods that may be used to monitor programme implementation include the following:

- Periodic review of programme documents (such as work plans, monthly/quarterly reports, etc.);
- Regular audits of materials at representative distribution points to find out quantities of materials issued, who gets the materials, the purpose to which the materials are put and the comments users make on the materials, if any;
- Spot checks at public places and places to see if members of the target audiences remember hearing or seeing messages in the media, on notice boards, etc.;
- Intercept interviews at a central location to ask about target audiences' perceptions of campaign slogans or tag lines;
- Regular field trips to demonstration sites to check on availability of products or supplies;
- Observations at service points and in counselling or training sessions.

Monitoring implementation schedules

This activity is undertaken to answer the following questions:

- Are planned programme activities being implemented according to set schedules?
- If not, why not?
- Are materials distributed and used as planned?

Methods that can be used to monitor this programme area include:

- Regular progress reports from the field;
- Regular audits of materials at representative points;
- Observation (especially supervision visits) to find out how materials are used.

Monitoring electronic media broadcasts and materials in print media

This answers the following questions:

- Are planned media broadcasts and print material schedules being met?

- What other related materials have been broadcast or published?

Monitoring mass media broadcasts and print material schedules is a challenging activity. Options for collecting the necessary information include the following:

- Relying on the joint effort of mine awareness staff who may hear the materials (this is unscientific and unreliable, but a commonly used method in many programmes);
- Assigning a person (or persons) to listen to all important radio/TV stations and make press cuttings (a little more reliable, but unlikely to catch all materials);
- Recruiting volunteers to monitor key media channels;
- Hiring a media monitoring company to monitor, collect and analyse materials.

Using the services of a media monitoring company is by far the most reliable monitoring method but may be too expensive.

Monitoring the quality of interpersonal communication

Monitoring interpersonal communication activities seeks to answer the following questions:

- Are interpersonal communication activities being carried out at the different points (such as service delivery points) as planned?
- How is the quality of interpersonal communication between clients and workers (such as information disseminators, immunisers)? Are clients satisfied and interacting well?
- Are clients receiving the key information that they should receive during interpersonal interactions?
- How is the quality of interpersonal communication between communication trainers and trainees?

Methods that can be used to obtain the needed information include:

- Observation at points of interpersonal interaction (immunisation points, during home visits, etc.);
- Exit interviews at immunisation centres;
- Group discussion with appropriate audience categories.

Monitoring traditional and local media

It is important to find out the following about traditional or local media:

- How many local groups are involved in disseminating mine awareness information?
- Are there other groups that could be involved in disseminating information?
- What types of groups are they?
- What areas do they serve?
- How are they managed?
- How are they viewed and received in the community?
- What is the impact of the messages they disseminate?

Methods to obtain the needed information include:

- Discussion with other mine awareness programme facilitators at national and regional levels;
- Visits to observe performances/groupsí meetings;
- Small group discussions with sections of the audience after performances/meetings;
- Intercept interviews with the people leaving performances/meetings.

Monitoring interim effects of programme interventions

As communication activities continue, programme managers will be anxious to have answers to questions such as the following:

- What do people think about the messages they are getting from the programme?
- Do they understand the messages?
- Do they accept or reject the messages?
- Do they find it possible or impossible to implement the action being proposed in the messages?
- Do they find it easy or difficult to implement the messages? If difficult, what help/support can help them to act positively on the messages?
- Are any changes taking place in knowledge, attitudes or behaviour among the target audiences?
- If yes, what kind of changes are taking place? Are they negative or positive?
- Are our interventions making any gains?

Methods that may be used to elicit the needed information include:

- Central location intercept interviews seeking peopleís perception of programme slogans;
- FGDs to investigate the impact of messages and detect possible confusion or negative reactions;
- Observation at service delivery points and other suitable points.

Evaluation

Evaluation helps communication managers to account for the investment made, refine strategies and identify and correct flaws in programme implementation. This section discusses three commonly-used types of evaluation: process, impact and outcome.

Process evaluation focuses on short-term achievements of a programme, programme activities and the performance of programme processes and administrative and logistical arrangements. These indicators deal with the following questions: Were activities implemented as planned? How efficiently? How well did administrative and logistical arrangements work? Process evaluation usually uses qualitative research methods.

Impact evaluation assesses medium-term effects of the programme. Impact evaluation usually uses quantitative research methods and provides information on the extent to which programme objectives have been achieved. The evaluation answers questions

such as: Did any change take place? Was the change brought about by the intervention or by other causes?

Outcome evaluation provides information on the long-term effects of programme interventions. In mine awareness programmes, outcome indicators are concerned with a reduction in mine accidents and an increase in safe behaviour, including reporting of mine and UXO discoveries. Outcome evaluation uses quantitative research methods.

Steps in carrying out an evaluation

1. Establish evaluation indicators

Evaluation indicators are derived from communication objectives. Ideally, evaluation indicators should be established during initial programme planning. The following could form evaluation indicators on a mine awareness programme:

- **Knowledge**
 - Percentage of target audiences reached by messages;
 - Proportion of target audiences who know the basic safety messages;
 - Percentage of target audiences who can give two ways mines can be detonated;
 - Percentage of target audiences who can correctly identify mine warning signs;
 - Percentage of target audiences who can correctly identify mine warning clues;
 - Percentage of target audiences who can correctly describe what to do in the event of a minefield accident to a family or community member.;
 - Percentage of target audiences who believe that a mined area is:
 - Always marked,
 - Sometimes marked,
 - Never marked.
- **Attitude**
 - Percentage of target audiences who believe that everyone is at risk from mines;
 - Percentage of target audiences who believe that it is safe to handle unexploded bombs or grenades.
- **Behaviour**
 - Percentage of people reporting mines and UXO they find;
 - Number of mines reported.
- **Sustainability**
 - Number of community volunteers actively involved in mine awareness;
 - Level of funding by government and other sources;
 - Structures established to support communication at the different levels: national, district and community;
 - Level of institutionalization of research-based communication processes;
 - Quality of long-range communication programmes developed;
 - Level of community involvement in planning, funding, implementation, monitoring and evaluation of communication activities;
 - Level of decentralisation of resource allocation and programme management.

2. Establish evaluation objectives

Based on evaluation indicators, and other concerns for the project, develop evaluation objectives.

The following questions should help in the development of evaluation objectives:

- How do we want to use the findings of the evaluation?
- What decisions do we want the information from the evaluation to help us make?
- What must we measure to get the information we need?
- How much funding do we have for the evaluation? (Tailor your evaluation size and complexity to the funding available.)

3. Determine design and methods

Choose a combination of research methods and sample size in line with the information sought in the objectives.

4. Collect data

The data collection format used will depend on the research design.

5. Analyse data

Analyse data to indicate changes in knowledge, attitude and practices.

6. Use research data

Generally, research and evaluation data to guide focused planning is lacking in mine awareness communication programmes. It is also true that sometimes research data is available, but is not used. A common reason for this failure is that programme planners feel overwhelmed and would rather wait for another day when there is time to read and systemise research data.

To facilitate use of data collected during research and evaluation:

- Develop a summarised version of key findings and their implications for planning;
- Disseminate the findings to mine awareness team members and collaborating agencies;
- Use the findings to develop improved strategies;
- Guided by research, monitoring and evaluation findings, move on to the next phase of programme development.

Research instruments

The following research instruments are adapted for general use from those employed in the three case studies. Each instrument will, of course, have to be further adapted to the local context whenever and wherever used.

Focus Group Discussion Guide for Teachers

Allow at least two hours for the focus group discussion.

Standard introduction

General media habits

At the start we will talk about how you get information about various issues in [*insert relevant context*].

Sources of information and news about issues and events in [*insert relevant context*]

1. What are the most important sources of information and news about issues in [*insert relevant context*]?

Moderator: When radio, television and newspapers are mentioned, it is essential to ask the questions:

- 1a. Which radio stations?
- 1b. Which TV stations?
- 1c. Which newspapers/magazines?

Moderator: If not mentioned by participants, ask:

2. Which channel of information do you think is the most effective for informing the adult population of [*insert relevant context*]? Why?
3. Which is the least effective? Why?
4. And what is the most effective channel for informing children? Primary school age? Those in secondary school?

Messages

Now we will talk about what you may think you have had the opportunity to see and hear in the media (that is the channels of information that you mentioned).

5. Can you recall any radio or TV spots, programmes, commercials or advertisements in newspapers about any issues that particularly captured your attention?
6. Other than radio, TV, newspapers, can you recall any specific items: posters, leaflets, brochures, comics, etcÖ?

Mines and unexploded ordnance

Now we will talk in more detail about an issue that was mentioned only briefly already ó the dangers of mines and unexploded ordnance.

Messages about mines and unexploded ordnance

7. Have you heard or seen anything about mines and unexploded ordnance?

8. What have you heard or seen?
9. Where have you heard or seen Ö?

Moderator: If participants do not mention, ask:

10. Do you recall seeing or hearing anything on radio, TV, in the newspapers, posters, leaflets about the dangers of mines and unexploded ordnance?

General mine awareness

And now we will talk about the activities of various organisations and people in relation to the dangers posed by mines and unexploded ordnance.

11. Are you aware of any programmes, visitors or activities related to mine and unexploded ordnance in your town or village?
12. Have you personally attended or participated? Have you heard about them from someone who has?

And finally I would like to ask for your professional pedagogical opinion about the educational value and effects of the mine awareness education and public information campaigns on the population of [*insert relevant context*] ó children and adults.

13. What do you think would be the best way to teach mine awareness to children/youth in [*insert relevant context*]?
14. How do you think that a mine/unexploded ordnance awareness programme in schools in [*insert relevant context*] should be set up/improved?
15. What kind of training/re-training do teachers need in [*insert relevant context*] in order to teach mine awareness?
16. How can parents be involved in a mine awareness programme?

Focus Group Discussion Guide for Children

No more than one hour!

Standard introduction

General media habits

At the start we will talk about how you get information about various issues in [*insert relevant context*].

Sources of information and news about issues and events in [*insert relevant context*]

1. Which problems and issues facing the children of [*insert relevant context*] are most talked about on the radio, television, newspapers, at home, at school? (*unprompted*)
(*prompted*) Learning? Health and hygiene? Playing? Mines and unexploded bombs? Other things?
2. In what ways do you learn about what is happening in [*insert relevant context*]?

Moderator: If not mentioned by participants, ask:

- 2a. How much do you learn/hear about in school?
- 2b. What about at home?
- 2c. What about from your friends and other children (peers)?
- 2d. And posters/billboards?
- 2e. Brochures, leaflets/flyers, comic strips, badges etc?
3. Of all of the things that you have mentioned, can you state which is the MOST important or MAIN source of information for you personally about issues and events in [*insert relevant context*]?

Mines and unexploded bombs

Now we will talk in more detail about an issue that was mentioned only briefly already ó the dangers of mines and unexploded bombs.

Messages about mines and unexploded bombs

4. What do you know about the dangers posed by mines and unexploded bombs?
5. What have you heard or seen?
6. Where have you heard or seen Ö?

Moderator: If participants do not mention, ask:

- 6a. Do you recall seeing or hearing anything on radio, TV, in the newspapers, posters, leaflets about the dangers of mines and unexploded bombs?
- 6b. Can you describe for me what you have seen or heardÖ.?

General mine awareness

Now I would like us to talk about what you have seen or heard about mines and unexploded bombs.

7. Are there any mines or unexploded bombs in your area?
8. Has anyone been hurt?

Now we will talk about where and how you learned about the dangers of mines and unexploded bombs.

9. What did you learn about mines in school? How?
10. Where have you learnt most about mines and unexploded bombs? In school, from your parents, friends/peers, television, brochures, comic strips, somewhere else?

Focus Group Discussion Guide for Parents

Allow at least two hours for the focus group discussion.

Standard introduction

General media habits

At the start we will talk about how you get information about various issues in [*insert relevant context*].

Sources of information and news about issues and events in [*insert relevant context*]

1. What are the most important sources of information and news about issues in [*insert relevant context*]?

Moderator: When radio, television and newspapers are mentioned, it is essential to ask the questions:

- 1a. Which radio stations?
- 1b. Which TV stations?
- 1c. Which newspapers/magazines?

Moderator: If not mentioned by participants, ask:

2. Which channel of information do you think is the most effective for informing the adult population of [*insert relevant context*]? Why?
3. Which is the least effective? Why?
4. And what is the most effective channel for informing children? Primary school age? Those in secondary school?

Messages

Now we will talk about what you may think you have had the opportunity to see and hear in the media (that is the channels of information you mentioned).

5. Can you recall any radio or TV spots, programmes, commercials or advertisements in newspapers about any issues that particularly captured your attention?
6. Other than radio, TV, newspapers, can you recall any specific items: posters, leaflets, brochures, comics, etc?

Mines and unexploded ordnance

Now we will talk in more detail about an issue that was mentioned only briefly already ó the dangers of mines and unexploded ordnance.

Messages about mines and unexploded ordnance

7. Have you heard or seen anything about mines and unexploded ordnance?

8. What have you heard or seen?

9. Where have you heard or seen Ö?

Moderator: If participants do not mention, ask:

10. Do you recall seeing or hearing anything on radio, TV, in the newspapers, posters, leaflets about the dangers of mines and unexploded ordnance?

General mine awareness

And now we will talk about the activities of various organisations and people in relation to the dangers posed by mines and unexploded ordnance.

11. Are you aware of any programmes, visitors or activities related to mine and unexploded ordnance in your town or village?

12. Have you personally attended or participated? Have you heard about them from someone who has?

And finally, I would like us to talk about children ó your children.

13. Are your children well enough informed about the dangers posed by mines and unexploded ordnance?

14. How much have your children learned in school, and how much from you parents, and how much from various materials and media seen?

15. How often, if at all, do you talk to your children about the dangers posed by mines and unexploded ordnance? Why do you not talk to them about mines more often? What would you need to do so?

16. Do your children ever ask you anything about mines and unexploded ordnance? Do you hear them commenting? Have they brought home any materials ó posters, brochures, exercise books, pens, etc. ó

Appendix 1

Cambodia case study

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Introduction

Methodology

This case study is based on a common methodology developed for the study as a whole combining interviews with key personnel, desk research, questionnaires and focus group discussions with respondents of all age groups living in mine-affected areas in the country. Full details of the study methodology, and its study tools, are contained in Appendix 4.

Background

Population and the media

Since the implementation of the Paris Peace Accords and the relative peace that has followed, the media has become an integral part of Cambodian society. Not only has the media provided the public with information and entertainment, it has also become a conduit for delivering a variety of prevention and education campaigns that are badly needed.

In Cambodia, access to certain media, including television, radio and print, has increased. Print liberalisation efforts have opened the way for the growth of both national television and radio stations, magazines and newspapers. In addition, the relaxing of censorship laws has allowed relative freedom in the press and access to all types of information.

However, effectiveness of the media is limited by a number of factors including:

- 99 per cent of the population is rural-based and has limited or no access to media sources, which are mainly centred in the capital Phnom Penh and a few rural locations;
- Low literacy rates, especially in rural areas; and
- Lack of available media time owing to work constraints.

A recent survey by Indochina Research Ltd. demonstrates some typical media habits (Indochina Research Ltd., 2001; rural locations only):

- Radio ownership: 34 per cent;
- Black and white television ownership: 7 per cent;
- Colour television ownership: 59 per cent;
- Newspaper readership: 34 per cent;
- Magazine readership: 52 per cent;
- Radio listenership: 74 per cent;
- Television viewership: 92 per cent.

The data above shows that television viewership is higher than access to other media types though effectiveness in rural locations is limited.

History of mines and UXO in Cambodia

After 30 years of conflict, Cambodia is among the most mine- and UXO-affected countries in the world. A total of 644 square kilometres of land is believed to be mined, and another 1,400 square kilometres are suspected to be mined. About 155 square kilometres of land have been cleared to date.

The great majority of mined areas are located in the provinces along the Thai-Cambodia border where most of the fighting occurred since 1979. The eastern provinces are mostly affected by UXO as a result of the Vietnam War, though there are also some mined areas. No one knows how many mines affect the country.

The Cambodian Mine Action Centre (CMAC) does not have an exact figure of the number of families affected by landmines. However, mines in various ways affect most of the rural communities living along the Thai-Cambodian border. Statistics from the Cambodian Red Cross/Handicap International Database reveal that most mine incidents in 1999 occurred in Battambang (31 per cent of total incidents), Banteay Meanchey (20 per cent of total incidents), Oddar Meanchey, Siem Reap, Preah Vihear, Pailin and Pursat. Census enumeration could not be held due to conflict in whole districts of Anlong Veng in Oddar Meanchey, Samlot in Battambang, Veal Veng in Pursat and OíBei Choan village of O Chrov district in Banteay Meanchey. The estimated population of these excluded areas is 45,000. These are very heavily mine-infested areas and the population estimate is probably very conservative.

The main target beneficiaries of humanitarian mine clearance have traditionally been returning refugees and internally displaced persons (IDPs). These newly-settled villagers on marginal land close to old military positions struggle to develop their communities because of the threat of landmines (HALO Trust Report, 1999).

Originally the main direct beneficiaries of the mine clearance around Angkor Wat were the visitors to archaeological sites in Siem Reap. This operation was intended to generate income for the people in Siem Reap who depend on tourism. In 1999, CMAC in Siem Reap focused on mine clearance along National Road 67 (Siem Reap - Anlong Veng) and the National Road 689 (Kralanh - Samrong). The main beneficiaries of this operation are villagers who live along this road.¹ A recent study on reconciliation and

1. Landmine Monitor interview with Demining Unit CMAC in Siem Reap.

reintegration of former Khmer Rouge areas stressed roads as a major factor in reducing isolation.

Mine action programmes

The co-ordination of mine action in Cambodia changed with the creation of the Cambodian Mine Action and Victim Assistance Authority (CMAA) by Royal Decree in September 2000. Chaired by the Prime Minister, it has taken over many of the functions previously given by statute to CMAC.

Ongoing discussions to clarify the function of CMAA have resulted in the co-operative formulation of a sub-decree on organisation and functioning of the Authority. CMAA has been charged by the Royal Government of Cambodia to oversee all mine action activities in the Kingdom. CMAA is responsible for setting up technical standards, procedures, guidelines, budget and regulations related to mine action planning and technical information management in addition to co-ordinating all mine action activities.

An important mandate of the CMAA is to determine the extent and location of mines and UXO threats in Cambodia owing to lack of information regarding where mines or UXO are located. At present, a Landmine Impact Survey is being conducted by a Canadian-funded government programme to determine mined areas nationwide and the concentration of mines and UXO in each location. This is being done through the development of a centralised national database using Geographic Information System (GIS) information technology.

Mine clearance

Mine clearance has been carried out in Cambodia by the national demining organisation CMAA, CMAC, two humanitarian demining NGOs based in the United Kingdom (Mines Advisory Group ó MAG ó and HALO Trust), the military, villagers, and some commercial firms. About 155 square kilometres of land have been cleared thus far. In 1999, 11.86 square kilometres of land were cleared, and 8,006 anti-personnel mines, 70 anti-tank mines, and 91,131 UXO were found and destroyed.

Table 1: Area cleared of mines, 1993-1999

Entity	Square metres cleared
Villagers	69,780,000
CMAC	53,875,460
Cofras	11,510,000
HALO Trust	8,416,927
Cambodian Army	3,940,000
MAG	3,735,374
UNTAC	2,110,000
CMM	190,000
Unknown	1,180,000
TOTAL	154,737,761

Source: Information obtained from CMAC, MAG and HALO Trust.

CMAC is operating in Banteay Meanchey, Siem Reap, Battambang, Kampong Speu, Kampong Thom, Kampong Cham, and Preah Vihear. From 1993-1999, it cleared 53.88 square kilometres of land, including 9.51 square kilometres in 1999.

HALO Trust is operating in Siem Reap, Oddar Meanchey, and Banteay Meanchey. From 1993-1999, it cleared 8.42 square kilometres of land, including 1.99 square kilometres in 1999. HALO Trust reports that an expansion of personnel and machines, especially mechanical bush cutters (12 were operational at the end of 1999), has resulted in a 100 per cent increase in clearance rates during the first half of 1999 over the same period in 1998 (HALO Trust, 1999).

MAG is operating 22 mine action teams in Battambang, Preah Vihear, Pursat, Kampong Thom, and Kampong Speu. These multi-skilled teams conduct data gathering, community liaison, survey, marking mine clearance, explosive ordnance disposal (EOD) and emergency tasks in response to identified community needs. From 1993-1999, it cleared 3.74 square kilometres of land, including 0.35 square kilometres in 1999.

MAG works in several former Khmer Rouge-controlled areas, around Pailin, Kampong Speu and Preah Vihear. Following the defections and recent improvements in security, refugees and internally displaced persons have been returning to their homes in these areas.

CMAC reported in 1998 that in addition to clearance by CMAC, HALO and MAG, a total of 69.78 square kilometres of land has been cleared by village people, 11.5 square kilometres by COFRAS, 3.94 by the Army, 2.11 square kilometres by the United Nations Transitional Authority in Cambodia (UNTAC), 19 square kilometres by CMAC CMM, and 1.18 square kilometres by unknown (likely commercial firms).

ì *Adopt a Minefield* is a programme initiated by the non-governmental United Nations Association-USA. It has already funded clearance of two 0.035 square kilometre minefields in Battambang (at a cost of \$37,100 each), and another six are planned and CMAC has examined potential additional sites in Battambang.

ì *Destroy a Minefield* is a programme sponsored by the Australian government aid agency (AusAID), with funds being sought from the Australian public. Initial plans call for one mined area in Ta Peng village in Siem Reap to be demined by HALO Trust. Since 1 December 1999, MAG has cleared one area in Boeung Sankae, Battambang under the *Destroy a Minefield* programme.

Prevention, education and awareness

In the past, mine action awareness programmes in Cambodia tended to focus on teaching mine-affected communities how to recognise actual devices. More recent efforts have aimed to educate the population on known contaminated areas, being able to recognise potential risk areas and providing affected communities with strategies to live near risk areas. Delivery mechanisms are varied and presently include mobile teams, visiting affecting communities, creating local trainers/advisors within communities, public mass media campaigns and provision of awareness through schools.

The number of civilian casualties presently ranges from 50 to 90 per month. Those presently most at risk of mines and UXO injuries are male adults (63 per cent) followed by children (31 per cent) and women (6 per cent). Mines presently cause some 55 per cent of injuries and UXO some 45 per cent, many of these as a result of tampering with the device (ICBL, 2001).

Making the community the focal point of mine awareness programmes is the new approach to mine awareness being used in Cambodia. Participation of the villages in supplying information in community mine marking, EOD, mine clearance and community development are all key attributes to this approach.

In the year 2000 CMAC had 12 mine awareness teams giving 1,303 courses in 903 villages:

- 627,244 people were trained;
- Field visits were made to 18,808 men, 25,263 women and 37,287 children;
- Villagers reported to the mine awareness teams information that led to the destruction of 4,716 items of UXO and 2,340 mines and the location of 371 minefields;
- CMAC used mass media campaigns on television 607 times, and radio 543 times.

The community liaison component of the MAG/mine awareness teams promoted mine awareness behaviour in the community where the Mine Action Team (MAT) is working. Presentations are conducted as soon as the MAT deploys in a village and run for approximately 30 to 45 minutes. After this initial presentation, mine awareness presentations are conducted as required (ICBL, 2001).

A number of different materials have been used in the course of mine awareness activities in Cambodia and have included the following:

TV/Radio spots:

Produced by CMAC. These have included a number of different spots but mainly centred on the story of a local family or individual and the effect of being involved in a landmine accident.

Posters:

ì *Do not touch*î: graphic image showing a person stepping on or touching a landmine; CMAC poster: graphic image showing a person stepping on a landmine with the message *do not touch mines; stay on the safe path; ask the local people for the safe path; do not take the landmine signs from the minefield; mark a mined location with cross sticks; report all mine locations to authorities*; and *Fate, Karma & Magic Poster*: it attempted to encourage safe practices around traditional beliefs.

Games:

ì *How to avoid mines*î and *Help Grandfather* .

Comic books:

Most set in rural context showing what to do if seeing a landmine or UXO.

Leaflets:

Most were produced by CMAC and showed graphics of different types of mines and

UXO; others used cartoons to explain the purpose of the skull and crossbones sign, how to place cross sticks, how to avoid mine activities or landmine risk activities, and not to tamper with UXO, etc.

Mock landmine displays:

This includes the display of plastic or wood replica mines in glass cases (to reinforce the message 'don't touch'), which are used to describe types of mines and where they are typically found.

Photographic galleries of mine victims:

Photographs bring home the horror of the impact of landmines, but are supposed to take care not to demean mine victims.

The quantitative survey

Opinions of surveyed adults

Effective sources of information

In respect to effective sources of information for news, those interviewed considered most sources of information to be important except for foreign media and the Internet

Table 2: Importance of information sources

Information sources	Important (%)	Not important (%)	Don't know/ no answer (%)
Internet	2	3	92
Books	78	11	2
Local television	89	5	1
Local radio	87	3	1
TV spots, ads, announcement	71	11	2
Radio spots, ads, announcements	69	8	2
Daily newspapers	38	39	4
Magazines/journals	33	41	7
Religious societies (monks)	69	12	1
Family/brothers/sisters	82	4	0
Friends/peers	58	9	0
School/lessons in school	85	7	0
Teachers/village elders	88	2	0
Parents	93	1	0
Stories of neighbours/others	40	32	0
Local government	74	12	0
Foreign television	8	68	17
Foreign radio	6	69	16
Flyers	54	21	6
Brochures/written and illustrated	66	16	2
Posters	61	17	1
Comic strips	64	17	3
Cartoons	43	30	2

owing to lack of access to these media types. Of the different information sources, direct sources ranked high (parents 93 per cent, teachers/village elders 88 per cent) as did local television (89 per cent) and local radio (87 per cent). Other significant sources of information were brothers and sisters and religious links (Buddhist monks). Flyers, posters, newspapers and brochures, all mainstays of typical mine awareness programmes, registered relatively lower. This can partially be attributed to low literacy rates or lack of access to print media.

From an adult's point of view, the general population and also children use the following sources of information:

Table 3: Use of information sources by population/children

Information sources	Global percentage of effectiveness	
	Population	Children
Internet	0	0
Books	57	65
Local television	92	84
Local radio	78	40
TV spots, ads, announcements	38	28
Radio spots, ads, announcements	27	14
Daily newspapers	22	3
Magazines/journals	15	3
Religious societies (monks)	36	18
Family/brothers/sisters	50	56
Friends/peers	32	36
School / lessons in school	50	70
Teachers/village elders	60	73
Parents	72	87
Stories of neighbours/others	15	7
Local government	39	18
Foreign television	1	0
Foreign radio	1	1
Flyers	29	13
Brochures/written & illustrated	51	19
Posters	22	29
Comic strips	23	43
Cartoons	36	77

As can be seen in Table 3 above, local television is by far the most used source of information followed by local radio and parents. As would be expected, parents were most used sources of information for children though television rated highly as did local radio and lessons learned in school. It is believed that the role of teachers in landmine/UXO awareness is increasing in importance owing to government and demining agency plans to include teachers more into the training process. Flyers and posters were used relatively little whilst cartoons were used frequently by children.

Perceptions of local problems

Landmines and UXO are one problem among many in Cambodia. The quantitative survey looked at these and other problems to determine how mines and UXO figured according to perceptions and priority. Those surveyed considered the most significant problem to be poverty followed by unemployment, housing problems, unreliable

electricity, poor healthcare facilities and poor school conditions. However, the problem of mines/UXO was ranked third to last as can be seen in Table 4.

The extent of the problem differed by location, although Kampong Thom and Battambang had the highest scores: Kampong Thom respondents registered the highest levels of poverty, unstable poor school conditions and poor healthcare facilities while Battambang had the highest levels of lawlessness, unreliable electricity supply, housing problems and little irrigation for farms.

Table 4: Perception of local problems

Information sources	Global percentage of presence/absence	
	Presence	Absence
Poverty	84	3
Unstable political situation	14	51
Unemployment	73	13
Lawlessness	18	54
Crime & violence	16	52
Poor school conditions	50	24
No schools/teachers available	36	34
Poor healthcare facilities	51	24
Mines/UXO	13	80
Armed people	4	83
Unreliable/no electricity	60	26
Housing problems	61	21
Polluted environment	15	58
No/little irrigation	56	19
Poor/limited road access	45	28
Limited/no access to media	33	29
HIV/AIDS	7	65
Children working/no schooling	38	35

Note: percentages do not include those with neutral answers or 'don't know'.

Table 5: Media coverage of local problems

Information sources	Global percentage of coverage	
	Presence	Absence
Poverty	30	41
Unstable political situation	14	51
Unemployment	21	56
Lawlessness	19	53
Crime & violence	45	28
Poor school conditions	22	53
No schools/teachers available	19	52
Poor healthcare facilities	37	46
Mines/UXO	58	23
Armed people	28	49
Unreliable/no electricity	20	64
Housing problems	23	57
Polluted environment	29	37
No/little irrigation	26	51
Poor/limited road access	29	44
Limited/no access to media	15	39
HIV/AIDS	64	15
Children working/no schooling	24	51

Note: percentages do not include those with neutral answers or 'don't know'.

The perceived presence of landmines and UXO was, surprisingly, highest in Kampong Thom and Kampong Chhnang, areas that have experienced relatively long continuous periods of stability, although they were heavily bombed in the Vietnam War.

Respondents were then asked to identify which of these problems were given the most adequate coverage by the media. In this part of the survey, HIV/AIDS and mines/UXO showed highest levels of adequacy, though possibly in disproportion to their perceived importance. This is particularly the case in Battambang and Banteay Meanchey where mine awareness organisations are much more active.

Perceptions of landmines and UXO information acquired through the media

When respondents were asked the importance of different information sources with respect to landmines and UXO, direct sources (people) along with local television and radio scored highly, illustrating the importance given to these media sources in educating and developing awareness of landmines/UXO. Furthermore, the large number of respondents who had no opinion on newspapers and journals illustrates the perceived unimportance of these media in landmines and UXO awareness campaigns.

Table 6: Importance of different information sources with respect to mines/UXO

Information sources	Global percentage of importance	
	Important	Not important
Internet	1	2
Books	82	6
Local television	93	7
Local radio	89	5
TV spots, ads, announcements	79	5
Radio spots, ads, announcements	71	9
Daily newspapers	25	36
Magazines/journals	30	37
Religious societies (monks)	66	11
Family/brothers/sisters	87	3
Friends/peers	66	9
School/lessons in school	77	4
Teachers/village elders	91	2
Parents	94	2
Stories of neighbours/others	51	22
Local government	72	11
Foreign television	7	66
Foreign radio	7	68
Flyers	31	21
Brochures/written & illustrated	65	14
Posters	72	12
Comic strips	72	8
Cartoons	64	10

Note: percentages do not include those with neutral answers or 'don't know'.

Local television is again mentioned as the most effective media type for providing information about mines and UXO with direct sources perceived as less effective though still important as an information source. Other information sources were identified, but to a lesser degree as shown in Table 7 on the following page.

When respondents were asked about what comes to mind when hearing the word 'landmine', most respondents said they were afraid and that landmines can kill and maim people. A similar reaction was seen to the word 'UXO'. Provincial variation also existed in regards to levels of awareness, with Battambang respondents stating they were 'inconsistently aware of the problem' while figures in other provinces varied between one quarter and one third of respondents stating a similar level of awareness.

Significantly lower levels of awareness about the danger of UXO were found in the study, which is of concern given the high number of UXO casualties now being recorded in Cambodia. In Pursat, for instance, although 36 per cent of respondents stated that UXO were dangerous, only 1 per cent recognised that UXO kill people while 37 per cent had no specific reaction.

Table 7: Effectiveness of information sources with respect to prevention

Information sources	Global percentage of effectiveness	
	Effective	Not effective
Internet	0	100
Books	55	45
Local television	94	6
Local radio	83	17
TV spots, ads, announcements	44	56
Radio spots, ads, announcements	30	70
Daily newspapers	19	81
Magazines/journals	12	88
Religious societies (monks)	33	67
Family/brothers/sisters	53	47
Friends/peers	33	67
School/lessons in school	50	50
Teachers/village elders	59	41
Parents	72	28
Stories of neighbours/others	16	84
Local government	38	62
Foreign television	1	99
Foreign radio	1	99
Flyers	30	70
Brochures/written & illustrated	28	72
Posters	55	45
Comic strips	38	62
Cartoons	31	69

Given that 'Don't touch!' has been the primary message of most mine awareness campaigns, it is not surprising to see that the most significant messages learned from the media about mines and UXO were: 'don't touch mines', 'be careful, they will explode', 'look for sign with skull and crossbones' and 'don't go into marked minefields'.

Another question asked how adequate the knowledge about mines and UXO is in Cambodia. Almost half (47 per cent) said the level of knowledge is adequate whilst 53 per cent said inadequate and 1 per cent did not know. As might be expected, respondents in Pursat (63 per cent), Kampong Thom (69 per cent) and Kampong Chhnang (63 per cent) expressed highest levels of inadequacy owing to lower levels of mine awareness activities.

Table 8: Most significant message learned about mines/UXO

Message learned	Percentage
Don't touch mines	37
Be careful, they will explode	18
Look for sign with skull and crossbones	12
Don't go into marked minefields	9
Don't tamper with mines/UXO	6
Look for knotted tufts of grass	6

Table 9: Adequacy of informing population about mines/UXO

Adequacy	Percentage
Inadequate	24
Generally inadequate	29
Generally adequate	33
Adequate	14
Don't know	1

Knowledge about landmines and UXO

This section investigated the respondents' knowledge about UXO and behaviour when UXO is found. Almost half (48 per cent) of respondents did not know where landmines or UXO existed in their area. Highest rates of lack of certainty were in Battambang (55 per cent) and Banteay Meanchey (57 per cent), which is understandable owing to the high concentration of mined areas in these two provinces. However, worryingly, the vast majority of respondents (90 per cent) believed that mined areas are always marked.

In the case of a family member lying injured in a minefield, the majority of respondents expressed a preference to get other adults to help. Other actions in this scenario would be to call demining specialists or to run away.

When asked if it was OK to collect landmines or UXO, 24 per cent said that it was, though the reason for collecting can only be assumed. There were also strong provincial variations: only 4 per cent of those from Banteay Meanchey thought it

Table 10: Marking of mined areas

Are mined areas marked?	Percentage
Yes	90
No	8
Don't know/not sure	2

Table 11: How areas with landmines or UXO are marked

How marked	Percentage
Sign with skull and crossbones	87
Crossed pieces of wood	73
Bottles or sticks	8
Tree branches placed on mines / UXO	6
Red and white tape	5

Table 12: What to do if you think you are in a minefield

What to do	Percentage
Retrace steps carefully	67
Stop, stand still and shout for help	32
Try to demine	3
Signal someone	3

OK to collect mines as opposed to an alarming 46 per cent of respondents from Kampong Thom. In interviews with demining organisations, demining experts mentioned that a sizeable number of landmines or UXO related incidents can be attributed to individuals collecting mines or UXO and then trying to defuse them so to sell for scrap metal.

The overwhelming majority (90 per cent) of respondents claimed that, to the best of their knowledge, they had never consciously found themselves in a minefield. Those who had been in a minefield were overwhelmingly male with the highest rates in Pursat and Banteay Meanchey. In addition the largest number were in older age groups with many having formerly served with the military. Of those that had entered a minefield, 50 per cent knew there were or could be mines.

The main reasons for exposing oneself to danger were primarily military or economically related: because of military duty, was hungry, to follow my cattle and to find firewood. In 69 per cent of cases, no explosion occurred.

Half of those caught in minefields were helped out by family and/or friends while 30 per cent were able to get out on their own usually by retracing their steps. Further in-depth interviews with those who had been involved in a landmine- or UXO-related incident revealed the same: that the majority were helped out by family or friends while the remainder were able to extract themselves, usually by retracing their original steps.

Another question asked if respondents personally knew anyone who had entered a minefield: 20 per cent said yes and 17 per cent said they knew someone who had entered a minefield but had not been injured. When asked if they knew how the person extracted themselves, the majority said they had retraced their steps, while others ran away or continued to move further but carefully looking for other mines.

Landmines/UXO awareness training

The overwhelming majority (69 per cent) of respondents had not participated in seminars or classes about landmines/UXO. Very few respondents did not know or were not sure. In addition, the rate of those attending landmines/UXO training was

Table 13: Is it OK to collect mines/UXO?

Message learned	Percentage
Yes	24
No	74
Don't know	2

Table 14: Of those who had been in minefields

	Percentage
Knew there could be mines	44
Did not know there were mines	36
Stepped on mine	6
Field was marked	6
Knew there were mines but never accidents	6

Table 15: Reasons for facing danger

	Percentage
Because of military duty	34
Was hungry	15
To follow cattle	13
Escape from thieves	10
To find firewood	5

Table 16: Evacuation of people who stepped on landmines

	Percentage
Helped by people/family nearby	50
Got out on own	30
Taken out by police/demining agency	5

Table 17: How people left minefields without suffering injury

	Percentage
Retraced steps	66
Ran away	9
Carefully moved forward	7
Taken out by police / demining agency	7
Called for help until help arrived	6

disproportionate by gender, with 75 per cent of females never having attended awareness training in contrast to only 64 per cent of males. There were even greater significant differences across provinces, with half of the respondents from Battambang having received mines/UXO awareness training but 19 per cent of those from Pursat (a heavily mine-contaminated province) making the same claim. The lowest level of training was in Kampong Chhnang, with 84 per cent of respondents claiming they had not received formal mine/UXO awareness training.

Also included in the study was a set of questions investigating teachers' and parents' experiences in mine/UXO awareness campaigns. A total of 34 teachers were interviewed along with a sample of parents from the main study.

Of the teachers, 84 per cent claimed they had taught a mine/UXO awareness course and 74 per cent had participated in a course themselves. The highest levels of training and participation existed in Battambang and Banteay Meanchey. They were also asked if their schools had been visited by a mine/UXO awareness organisation, either domestic or international, to conduct awareness training. Of those interviewed, 59 per cent said their schools had been visited. Almost 60 per cent of teachers said students will sometimes or often ask about landmines and UXO and the dangers they pose with 70 per cent claiming students are either fairly well or highly informed.

Table 18: Participated in seminars or classes about mines/UXO

	Percentage
Yes	31
No	69

Parents were also asked if they discussed the topic of landmines/UXO with their children. Almost half (46 per cent) never or rarely discussed the topic with their children but 55 per cent brought the topic up, especially when hearing about an accident.

Table 19: Frequency of discussions about the topic with children

	Percentage
Never	33
Rarely	13
Sometimes, when hearing about accident	41
Frequently, every day	14
No answer	1

Opinions of surveyed children

Sources of information

As with adults, children were also asked a series of questions to determine the awareness of landmine- and UXO-related issues. The first question was the same as for adults and provides the order of importance for different information sources to children.

Table 20: Importance of information sources

Information sources	Important (%)	Not important (%)	Don't know/ no answer (%)
Internet	0	0	100
Books	90	7	3
Local television	93	4	3
Local radio	79	16	5
TV spots, ads, announcements	78	17	5
Radio spots, ads, announcements	63	27	10
Daily newspapers	29	56	15
Magazines/journals	28	55	17
Religious societies (monks)	68	27	5
Family/brothers/sisters	91	8	1
Friends/peers	83	16	1
School/lessons in school	97	3	0
Teachers/village elders	97	2	1
Parents	98	1	1
Stories of neighbours/others	61	33	6
Local government	64	24	12
Foreign television	8	58	34
Foreign radio	6	60	34
Flyers	48	29	23
Brochures/written & illustrated	65	27	8
Posters	74	23	3
Comic strips	84	14	2
Cartoons	88	10	2

As with adults, children also considered direct sources to be slightly more important, particularly parents and teachers.

Another important visual source of information is local television. Sources of low importance were written media (magazines 28 per cent, daily newspapers 29 per cent). However, though not important sources of information for adults, comic strips (84 per cent) and cartoons (88 per cent) are important sources of information for children.

The children were also asked which sources they could learn most from about different topics (table 21 next page). The results indicate that children in Cambodia like a mix of: direct sources (teachers, parents), local television, cartoons and comic strips.

Table 21: Sources from which children would learn most about different topics

Information sources	More (%)	Less (%)	Don't know/ no answer (%)
Internet	0	2	98
Books	65	6	29
Local television	84	8	8
Local radio	40	25	35
TV spots, ads, announcements	28	16	56
Radio spots, ads, announcements	14	21	63
Daily newspapers	3	58	39
Magazines/journals	2	52	46
Religious societies (monks)	18	24	58
Family/brothers/sisters	56	9	25
Friends/peers	36	21	43
School/lessons in school	69	2	29
Teachers/village elders	73	2	25
Parents	87	1	12
Stories of neighbours/others	7	40	53
Local government	18	23	59
Foreign television	0	30	70
Foreign radio	1	29	70
Flyers	13	26	61
Brochures/written & illustrated	19	13	68
Posters	29	18	53
Comic strips	44	10	46
Cartoons	77	2	21

What children know about landmines and UXO

As with adults, the children were asked to assess their knowledge levels with respect to landmines and UXO. The first question asking 'What is the first thing that comes to mind when you hear the words "landmines" and "UXO"?' was used to determine what children felt. Most of the children used the same descriptives for both landmines and UXO: 'terror/fear', 'will kill people', 'is dangerous' and 'the explosion is frightening'. For landmines they also said landmines 'can disable people' while 32 per cent of children could not provide an answer for UXO.

The children were also asked if their level of knowledge about landmines and UXO was adequate or inadequate. Only 14 per cent said it was adequate with 81 per cent saying inadequate and 4 per cent not sure. This contradicts the stated high level of adequacy that teachers believe their students have regarding landmines and UXO.

Table 22: What comes to mind when the word "mine" or "UXO" is heard

Mine	Percentage	UXO	Percentage
Terror/fear	45	Explosion is frightening	16
Will kill people	33	Terror/fear	14
Is dangerous	26	Will kill people	14
Can disable people	19	Is dangerous	11
Explosion is frightening	12	Don't know	32
Don't know	5		

In addition, children were also asked the importance of different sources of education on landmines and UXO. Most important, again, were direct sources (parents/teachers) followed by local television.

Table 23: Importance of information sources with respect to landmines/UXO

Information sources	Percentage	
	Important	Not important
Internet	0	1
Books	83	8
Local television	89	7
Local radio	69	14
TV spots, ads, announcements	61	17
Radio spots, ads, announcements	42	29
Daily newspapers	14	57
Magazines/journals	15	74
Religious societies (monks)	48	21
Family/brothers / sisters	85	4
Friends/peers	55	9
School/lessons in school	88	5
Teachers/village elders	94	3
Parents	98	0
Stories of neighbours/others	37	31
Local government	48	24
Foreign television	5	64
Foreign radio	5	63
Flyers	29	29
Brochures/written & illustrated	54	20
Posters	54	23
Comic strips	77	8
Cartoons	80	7

Table 24: Sources where messages about mines/UXO have been seen, read or heard

Information sources	Percentage
Internet	0
Books	58
Local television	88
Local radio	49
TV spots, ads, announcements	34
Radio spots, ads, announcements	11
Daily newspapers	4
Magazines/journals	1
Religious societies (monks)	21
Family/brothers/sisters	60
Friends/peers	34
School/lessons in school	73
Teachers/village elders	75
Parents	91
Stories of neighbours/others	10
Local government	21
Foreign television	0
Foreign radio	0
Flyers	13
Brochures / written and illustrated	20
Posters	32
Comic strips	49
Cartoons	72

However, when asked where messages about landmines or UXO can be seen, read or heard, the order of responses varied. Parents were the most often source followed by local television. Teachers dropped in the ranking as a source of importance though still remain important to the learning process.

The most significant message learned about landmines/UXO was not to touch. Other messages gleaned from media messages and other sources were: be careful, they will explode, sign with skull and crossbones and don't play with UXO while 25 per cent of children could not recall any specific message.

In addition, only 31 per cent of children said that enough had been done to inform them about mines and UXO while 63 per cent said it was not adequate. The highest number of those who gave favourable responses was in the 11-12 age group in Banteay Meanchey, with the lowest number in Kampong Thom.

Children were then asked specific questions about the device itself and to determine true understanding. Among all children, 12 per cent did not know what a landmine or UXO was, while 45 per cent said it was an explosive and others used descriptives such as can kill, is dangerous and can disable.

A large number of children (62 per cent) did not know if there were landmines or UXO in their community. Highest awareness levels were in Battambang (48 per cent), followed by Pursat (44 per cent), Kampong Thom (39 per cent), Kampong Chhnang (36 per cent) and Banteay Meanchey. Those claiming to know most were those aged between 11 and 12, with not much difference between gender.

Only 16 per cent of children said the landmines and UXO can always be seen, with 58 per cent stating the contrary and 21 per cent saying sometimes but not always. Only 5 per cent were not sure.

Table 25: Messages learned about mines/UXO

	Percentage
Don't touch mines	22
Be careful, they will explode	15
Sign with skull and crossbones	11
Don't play with UXO	10
Don't know	25

Table 26: What are mines and UXO?

	Percentage
Explosive	45
Can kill	33
Is dangerous	21
Can disable	10
Don't know	12

Table 27: What to do if you think you are in a mined area

	Percentage
Stop, stand still and shout for help	49
Retrace my steps carefully	33
Run away	6
Don't know	12

Table 28: How areas with landmines or UXO are marked

	Percentage
Sign with skull and crossbones	87
Crossed pieces of wood	58
Knotted tuft of grass	30
Don't know	8

When asked what they would do if they found a landmine or UXO, 31 per cent said they either would inform the village chief or tell friends/neighbours, while 17 per cent said they would walk far away. Only 14 per cent said they would mark the location of the landmine or UXO in some fashion.

In addition, if in a minefield 49 per cent of children would stop and shout for help, which provides a contrast to adults, most of whom said would retrace their steps carefully. Children also mentioned *retrace steps* or *run away* while 12 per cent did not know.

Of the children, 17 per cent said it was OK to pick up landmines and UXO while 13 per cent were unsure. Highest levels of those saying it was OK to pick up landmines were in Kampong Thom (27 per cent), followed by Kampong Chhnang (26 per cent) and Battambang (26 per cent).

With respect to the marking of minefields in their provinces, 8 per cent were unsure if mined areas were marked; 2 per cent mentioned sometimes; 5 per cent said no and 85 per cent said they were marked. The majority believed that minefields are marked with a sign with skull and crossbones, followed by crossed pieces of wood or a knotted tuft of grass. Only 8 per cent were unsure how minefields were marked.

Half of respondents (50 per cent) would get an adult to help if a friend was injured in a minefield while 14 per cent said they would run away. Other forms of assistance would be *run to assist*, *call others for help* or *call to relatives*. About 8 per cent were unsure what they would do. Children in Battambang and Banteay Meanchey had the most responses as to methods of offering assistance. Those aged 11-12 were also most likely to *get an adult* to assist.

How children have learned about landmines and UXO

The final set of questions was used to identify where children had received information regarding landmines and UXO. Just over half of the children had received information about landmines/UXO from teachers ó with the highest levels in Battambang and lowest levels in Kampong Thom. Surprisingly, a larger number of females had received instruction from a teacher while those aged 11-12 scored at higher levels.

A majority of the children (62 per cent) said their parents sometimes or often talk with them about landmines/UXO with only 34 per cent saying the frequency of discussion with parents is rare to none. A large number of the cases in which parents have not discussed landmines and UXO with their children were in Banteay Meanchey.

Table 29: Have your teachers talked with you about landmine and UXO dangers?

	Percentage
Yes	58
No	38
Don't know	4

Table 30: How often do your parents talk with you about landmine and UXO dangers?

	Percentage
Never	19
Rarely	15
Sometimes	52
Often	10
Don't know	3

The children were also asked where they had seen or heard information about landmines/UXO. The largest number had seen information on television (82 per cent), posters (68 per cent), radio (53 per cent) and comic books (45 per cent). Lowest incidence of exposure to landmines and UXO material was in Banteay Meanchey which is not surprising, owing to its isolation and lack of access to mass media.

Table 31: Materials seen or heard about landmines and UXO

	Percentage
Posters	68
Television	82
Radio	53
Comic books	45

In addition, 86 per cent of the children said they liked comic books. When asked which animals were most admired, the majority liked rabbits while the most unpopular animal was a snake or a tiger.

The qualitative survey

Communication media in Cambodia

Television and radio were noted to be the most important sources of information with print media being one of the least important. Billboards, posters and leaflets were not mentioned to a great extent as important sources of information in Cambodia.² The participants preferences of television station was split between Battambang Television, a local station, and Siem Reap Television, another local station whose broadcasts can be received in Battambang. A few respondents also mentioned they sometimes watch Thai transmissions. Battambang Radio was the first radio station of choice though it should be mentioned that the array of television and radio stations available in the Phnom Penh area cannot be received in Battambang.

The preferred programming types on television are Thai and Chinese soap operas, followed by local and national news. In contrast, preferred radio programming is most often national news or music programmes.

In Phnom Penh, there are seven national television stations and two local cable channels with TV3 and TV5 being the main channels of choice. In addition there are 21 AM and FM radio stations broadcasting to most of south-central Cambodia. In addition, there are more than 40 newspapers and some 20 magazines with distribution to most major provincial centres in Cambodia.

The low levels of reliance on print media are attributable to numerous factors ranging from illiteracy to the publications' limited distribution. Cambodia has a low level of literacy, especially in rural areas, which creates a limited consumer base for magazines, newspapers and books. In addition, distribution channels to rural areas are limited for the majority of products, especially for luxury items such as printed material. These combined factors make print media a less important source of information, as noted by respondents. However, for those reading print publications, *Reaksmey Kampuchea* is the newspaper of choice and *Popular Magazine* the magazine of choice.

2. It should be noted that focus groups were conducted in a rural setting where media sources are not as readily available as in urban areas.

Although television and radio were both listed as important sources of information, radio is used more in many locations of Cambodia. Radio is listened to on a daily basis by most of the respondents as it is affordable and requires limited power supply to operate. Focus groups were conducted in Battambang, therefore, radio FM 91 Battambang received greater attention than other stations though it should be noted that FM 91 Battambang is the only Khmer radio station that can be received in this location. Television is an important source of information according to respondents, although it is not used as regularly as radio. This is due to the lack of a power supply in rural areas that limits television use and limited transmission times. Those using television use wet batteries to run their televisions, which limits viewing to only a few hours.

Important personal sources of information

The groups were directed to comment on sources of information that are important to them personally. The sources listed by respondents were similar to those for Cambodia as a whole. Radio and television were noted to be the most important as was the case in the quantitative survey. But radio was singled out as the most important source due to factors ranging from ease of access, minimal operating costs and longer daily transmission times than television. However, in more rural locations, the effectiveness of radio would be limited owing to lack of radio penetration and limited transmission areas.

Print media such as magazines and newspapers were noted to be less than important sources of information. Reasons varied, but overall were similar to those given for Cambodia as a whole. Billboards and posters, although available in these areas were not given much recognition as important sources of information.

NGOs were also noted to be important sources of personal information by a few of the respondents. It was noted that NGOs conduct educational and informational campaigns that offer insight on various areas.

Important sources of information for children

Overall, respondents noted that teachers are an important source of information for children in general. This is due in a large part to the fact that children can be targeted at schools in large numbers, which makes it more efficient and effective in centralising informational and educational campaigns. NGOs and other organisations were noted to be effective in co-operating with the teachers and schools in informing children. However, it was noted that most of the information being presented was on mine awareness only and not other issues.

To varying degrees, television and radio were also noted to be important sources of information for children. But, as with adults, children are limited to media sources such as radio that are inexpensive, require limited electric power and are very accessible. Print media was not noted to be an important source of information for children for the same reasons as adults. In rural areas, print media is for the most part unavailable but when it is available, it is too expensive for most families. However,

when provided by NGOs and other humanitarian organisations at no cost, print material is seen as an important source of information.

Effects of unstable power supply on informing the public

Overall, electricity supply in rural areas of Cambodia is sporadic at best and when available may be too expensive for most rural families. This does not, however, stop families from watching television or listening to radio, but it does limit usage.

Most respondents who own or have access to a television use a wet battery to power their sets. The task of changing wet batteries is time-consuming, and may be fairly expensive depending on the distance they must drive to change the batteries. In addition, many rural families lack transport, so they have difficulty replacing their wet batteries. Thus, radio is used more as a source of information because of lower running costs and ease of purchasing dry batteries.

As a note, over the past few years the electrical supply in urban areas has improved greatly with fewer blackouts and 'greyouts'. Electricity supply is slowly moving into rural areas, but will not be widely available for years to come.

Newspapers and overall literacy in the community

Although newspapers and magazines are not regarded as important sources of information in the current sense, many respondents noted that if made more available, they could be very useful in informing their communities. Group members said that many people in their communities are able to read, and they appreciate print media, but that it is too inaccessible.

Literacy rates in Cambodia are rather low overall, and slightly lower in rural areas. The following chart outlines literacy levels in Cambodia (Cambodia National Institute of Statistics, 1999):

	Male	Female	Both genders
Cambodia	82.91	61.14	71.20
Phnom Penh	94.28	81.01	87.29
Other urban	83.34	62.34	72.04
Rural	81.46	58.66	69.18

Of the print media that are most important to the respondents, Cambodian newspapers rated the highest. This is because, overall, respondents want to read local news, and the vernacular press is the most accessible due to language. Posters and brochures were also mentioned, especially for informational purposes on important matters such as HIV/AIDS awareness and the dangers of mines and UXO.

Issues covered in the media since UNTAC

The United Nations Transitional Authority in Cambodia (UNTAC), which operated in Cambodia from 1992 to 1993, brought increased stability to the country and allowed numerous NGOs and humanitarian organisations to operate in the country. In this regard, UNTAC was a major starting point for humanitarian demining and awareness campaigns on mines and UXO.

According to the groups, issues discussed in the media since the end of UNTAC until now have mainly dealt with HIV/AIDS awareness and prevention, and mine and UXO awareness. Even after prompting by the moderator on other topics, respondents only recalled HIV/AIDS and mines and UXO as issues discussed in the media since the end of UNTAC. A few respondents could recall information in the media on farm and agricultural matters.

Information about landmines and UXO

As seen in the survey results and observations, the issue of landmines and UXO has been frequently covered in the different media, both at national and local levels. However, when respondents were asked to recall anything they had seen or heard about mines and UXO, many respondents spoke from personal experience. This spotlights the severity of the mines and UXO situation in these areas as group members spoke about first-hand experiences with these devices, avoiding media aspects.

The recall of all media sources became more detailed upon re-direction of the conversation. Respondents noted that the main sources of information on mines and UXO awareness were television, radio and awareness campaigns managed by NGOs and humanitarian organisations.

Television spot campaigns to raise awareness of landmines and UXO have mainly been sponsored by CMAC.³ Most respondents mentioned they have seen these spots in the past, although their screening has been sporadic in Battambang. Focus group members said they had not seen any of these spots in the last few months, nor heard radio spots.⁴

With respect to other media or information sources, most respondents claimed to have seen, read or heard messages through posters or flyers. It was mentioned that these materials, posted in various provincial locations, have focused in the past on recognition of types of landmines and UXO.

Though traditional media have played an important part in landmine and UXO awareness, participants claimed they had learned most from informational seminars conducted by demining organisations. These usually consist of informational meetings in affected communities where visual materials, including video presentations and demonstrations, are used to illustrate the dangers of mines. Most of these meetings have been conducted by groups such as CMAC, MAG and Concern, using trained local instructors.

3. CMAC sponsored 607 television spots in 2000.

4. CMAC sponsored 543 radio spots in 2000.

A new emphasis in landmine and UXO awareness has been on marking mined areas and teaching local residents about the nature of the danger to improve their risk-avoiding behaviour. Most respondents noted that they knew why it was important not to enter a marked or suspected mined area and the dangers that could result as such.

In addition, participants noted that prior to these media and informational campaigns, Cambodians had a very limited awareness level of the dangers of mines and UXO even though they were living in high-risk areas. But it appears from the discussions that participants now maintain a good knowledge of mines and UXO and the dangers that they pose. However, it was clear that participants from the focus groups had different knowledge levels. Participants who had personally seen or been involved in a landmine or UXO incident were better informed.

General warning and the effectiveness of information sources

The majority of respondents could distinguish between landmines and UXO. Respondents were able to provide detailed information about a landmine even down to specific types, with types such as B-40, 60 mm Frag, DK 80 mm and home-made booby-traps mentioned as examples. Most mentioned this experience had been gained from having seen landmines and UXO personally, whether by accident or in some other setting.

In their home communes, most participants were aware of areas that were mined while mentioning that some areas are not clearly marked. This is a result of living through years of conflict with people who had been affected. Village members and especially neighbours routinely inform one another of new or suspected mined areas that have been detected. Unfortunately, many of these areas have been discovered because someone has been involved in a landmine-related incident.

Two groups of male and female respondents had personally been involved with landmines, having suffered injuries in a landmine- or UXO-related incident. Among the male group, six of the eight respondents had been injured while serving in the military. Among the female group, five of the eight had been injured while engaged in farming activities and the other three women had been injured walking along footpaths.

However, because of personal experience and the effectiveness of some media and informational efforts, focus group participants had gained knowledge of landmines and UXO including these examples:

- Participants knew that landmines might be hidden;
- They knew that landmines can shift with flooding during the rainy season;
- They mentioned that grassy areas in which vegetation grows well ó such as the banks of ponds and streams ó and forest footpaths are the most probable locations for landmines;
- They knew of the danger of tampering with landmines and UXO to sell as scrap metal;

- The majority of participants upon seeing a mine or UXO marked the location usually with crossed sticks and then often notified demining agencies in the area. Other persons notified included families, friends and the village chief.

Respondents had many suggestions regarding implementation of an effective landmine and UXO awareness campaign. Generally, any programme should include an integrated approach using the mass media, and develop proper training procedures with international demining organisations, village and other local authorities, and teachers.

Television was mentioned as a means to provide mass dissemination of information to people not only in rural but urban locations. However, many of the respondents did not have access to television programming and mentioned that some in most-at-risk rural areas would not receive the message. Showing landmine and UXO awareness videos in a village meeting would be more effective.

Posters were mentioned as the print media of choice. The message should be kept in a rural setting with little text as some respondents were illiterate. A few respondents mentioned that they had seen posters using graphic photographic or cartoon images using 'scare tactics', which were eye-catching but informative. However, posters are often taken home to use as wall hangings decreasing their mass effectiveness. They should be kept in a central and secure location.

In general, all focus group participants agreed that village meetings or workshops were most effective for awareness education on landmines and UXO. Such meetings allow for discussion about personal experience or about previously unmarked mined areas that might exist. Village chiefs and teachers were believed to be best suited to work as instructors, as they had often been trained by local or international organisations.

Mention was also made that children should be included in any landmine and UXO awareness programmes. Some participants mentioned their children had been given landmine and UXO training at school, although they felt that training should be given more regularly. Participants did not believe comic books and cartoons would be useful to adults, but such media items might be read by children, especially if kept in the local context and using animal or Khmer mythical images already familiar to Cambodian children.

In conclusion, group respondents were relatively satisfied with the landmines and UXO training conducted to date, but more should be done to ensure such efforts continue. They also believed any landmines and UXO awareness campaign must be complemented by an increase in demining activities to provide agricultural land and access routes to areas that are currently unavailable for farming.

Overall, there is a general belief that the number of mines and UXO has decreased owing to the efforts of demining agencies, primarily CMAC and MAG.

Conclusions

Results from this study have brought to light a number of issues about landmines and UXO in Cambodia. In general, the affected population seems to have benefited from mass media campaigns and informational workshops. Survey respondents and group participants show an understanding of landmines and UXO and many have changed their behaviour to avoid the danger they present. However, some still put themselves at risk for economic or other reasons.

One pressing problem is the lack of agricultural land or living space in rural areas with landmine and UXO problems. An increase in population compounded by the arrival of recently-returned refugees has forced many to venture into areas that have yet to be demined. Although the government and other organisations should be commended for progress that has been made, the danger exists that humanitarian demining efforts might become less a priority in the general scheme of government planning and budget concerns.

Recent trends in humanitarian landmine awareness activities have shown some lack of uniformity and been sporadic. In addition, as budgets have increased so too has the pressure to spend funds in a particular fashion, with an emphasis on high-profile activities such as clearance teams instead of landmine and UXO awareness. Some donors prefer to fund NGOs associated with the donor country while others push for contracts for particular commercial entities.

As demonstrated in the focus groups, participants had an understanding of different types of landmines and UXO. However, landmine and UXO awareness programmes in the past have emphasised device recognition rather than risk-situation avoidance. Information provided to the population has emphasised that landmines and UXO should not be touched although certain limitations of awareness programmes mean that some people continue to put themselves at risk.

Certain provinces of Cambodia were identified as locations in which the proper message about landmines and UXO has not been properly communicated. One example is in Kampong Thom where a sizeable percentage of respondents believed it

was OK to collect mines and UXO and believed that mines can be seen, even though a mined area might not be marked.

In addition, children, especially those aged 9-10, exhibited a lack of knowledge about safe behaviour. Although they were aware of the dangers of landmines and UXO, most were unaware of what to do when finding a landmine or UXO, or proper extraction procedures in case of an accident.

The following are recommendations based on survey results and other information gathered during the course of the study:

- 1. Efforts must be made to continue co-ordination of humanitarian demining activities** through CMAA supervision. In addition, issues of budget misuse with CMAC and the CMAA need to continue to be addressed. The absence of common objectives and appropriate levels of donor support for any humanitarian action plan is likely to hinder activities and result in a number of individually-funded projects that work against coherence and cohesiveness. This, in turn, is likely to undermine the ability of the CMAA to take a concerted approach and to sustain their commitment to tackling the problem from a humanitarian perspective.
- 2. Mines and UXO awareness activities must be given the same priority as demining activities**, thus providing an integrated approach to the problem of landmines and UXO in Cambodia and reducing risks for the most affected rural population.
- 3. Implementation of any landmine and UXO awareness programmes should include all mine-affected areas** but re-defining priority locations is needed to ensure all at risk are reached.
- 4. Any landmine and UXO awareness programme should include the use of television, radio, posters and other alternative materials.** However, materials currently available may need to be re-evaluated to determine their effectiveness. Study results have shown that materials showing rural images, in local context, and using as little text as possible will likely be most effective.
5. With the government commitment to a landmine ban on usage and production, it is likely that incidence of military personnel being injured by landmines will decrease. However, **children continue to be at risk and ongoing training programmes should be part of any educational curriculum.** Teachers can be a valuable part of any training programme and materials produced must keep the needs and understanding abilities of children in mind.
- 6. Landmine and UXO community workshops have been most effective and are the best method for communication of accurate information.** However, international organisations should train local authorities or teachers to act as facilitators for training programmes so to develop a working indigenous education ability.
- 7. Prevention campaigns must involve all, including parents, children, teachers, communities and mine awareness organisations** so to minimise or eliminate the danger of landmines and UXO in Cambodia.

Appendix 2

Kosovo case study

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Overview of research

This report presents the results of research conducted in Kosovo between December 2000 and April 2001. The main aim of this research was *to examine the different media commonly employed as a part of mine awareness educational activities in Kosovo and highlight their efficiency and appropriateness for different audiences*. This case study is based on a common methodology developed for this project, combining interviews with key personnel, desk research, questionnaires and focus group discussions with respondents of all age groups living in mine-affected areas in the country. Full details of the study methodology, and its case study tools, are contained in Appendix 4.

Below are outlined the main findings of this case study. They are based primarily on the results of the survey as the central part of the study, although findings from the focus group discussions and desk study are drawn upon where they clarify or add insight into the interpretation of results.

Mine awareness in Kosovo

It is estimated that several million dollars were contributed to mine awareness programmes in Kosovo. At one stage, more than 20 different organisations were involved in mine awareness programmes in the province and the Mine Action Co-ordination Centre (MACC) in Pristina felt constrained to encourage donors to support mine clearance rather than mine awareness activities. The International Committee of the Red Cross (ICRC) was the biggest single mine awareness actor in Kosovo, although other organisations, such as Mines Advisory Group (MAG), also played an important role.

Initially, mine awareness tended to be stand-alone activities, but in 2000, the MACC required that implementing agencies conduct mine awareness also in direct support of the mine clearance and battle area clearance operations. In academic year 2000/2001, mine awareness was introduced into the curriculum in both primary and secondary schools. In addition to traditional use of the media and direct presentations,

other initiatives were also developed, including peer training amongst children, using the child-to-child technique; training of religious leaders and their wives to reach the community during prayer; accessing rural communities at the market place on market days; and use of summer day festivals, travelling roadshows and theatre.

A mine awareness needs assessment for Kosovo was conducted in August 1999, although the results were not published until several months afterwards. The assessment concluded among other things that: *“some people lack a comprehensive understanding of the mine/UXO threat, whereas some people understand the dangers because they are anxious to get back to their normal activities. In some cases, it seems that people take risks for the thrill of confronting danger”;* and *“Interviewees did not appear to have a clear understanding about the officially recommended evacuation procedures to follow in the event a person finds him or herself in a minefield or sees a victim trapped in a minefield. In Kosovo, the recommended procedure is to call KFOR [Kosovo Protection Force] for assistance and not to rescue people from a minefield. If someone suspects that he has accidentally entered a minefield, he should not retrace his steps but stand still and call for help. Where there is one mine, there may be others, so attempting to walk in any area where a mine has been sighted puts a person at risk of stepping on another mine that cannot be seen”*.

The assessment recommended, inter alia, that organisations *“continue developing public information campaigns that focus on risks created by seasonal activities. Public information messages should also emphasize that mines cannot be seen and that burning areas does not make them safe”;* and that *“education and dissemination of information should include information about why demining is a lengthy and costly process, the dangers of amateur demining, and the evacuation procedures when a person is in a suspected or known dangerous area”*.

It also recommended that the needs assessment be *“conducted again after six months time, and the new findings compared with the current report. The assessment should be designed by a qualified researcher and interviewers should be appropriately trained to record respondents’ answers verbatim”*. This second needs assessment was not carried out.

Mine awareness programmes in the province used a variety of media, especially posters, T-shirts, pamphlets/brochures, direct presentations, and child-to-child techniques in schools. According to the MACC, materials tended to be deployed without appropriate field-testing and monitoring and evaluation of programmes (UNMIK-MACC, 2000).

Main research findings

Importance of various sources of information

Data collected clearly suggests that different patterns of media usage exist for different groups of respondents, particularly with respect to children and teenagers on the one hand, and adults on the other. In the case of children and teenagers, the differences are evident between areas with high and low levels of mine awareness activities. For children, the patterns also vary according to age. Such differences are not as clear among adults.

It is clear that the various target groups for mine awareness activity have different media habits. Ideally, mine awareness activities for the various target groups should have been largely channelled through the most important sources of information for the respective target groups. However, the data collected in this survey and in the desk study and focus groups suggests that this has not necessarily been the case.

In terms of mine awareness activities targeted at children, the strategy of using school and teachers as the primary medium seems justified in relation to the data collected. However, it does seem that parents have not been adequately exploited as a channel of information for their children. From the focus group discussions, it seems that parents learn more from their children about the threat posed by mines and UXO than do children learn from their parents (and in some cases it seems that children are more correctly informed than parents).

In interpreting this data it is important to keep in view that the nature of the situation in Kosovo changed dramatically in a relatively brief period of time, and with this so did the scope of approaches available for mine awareness activities. The initial phase can best be described as the 'emergency intervention phase' where all resources were directed at reaching as much of the population as possible with basic mine and UXO awareness messages during and upon their return from places of refuge and internal displacement. At this stage, mine awareness efforts tended to concentrate on the distribution of printed information materials (brochures, leaflets, posters) at border crossing points and refugee camps. Electronic and print media and community

infrastructure (schools, places of worship, local councils) were largely in disarray at this stage and not a viable channel for the dissemination of information.

The situation changed fairly rapidly (in a matter of months) into what may better be described as a transitional phase with the establishment of domestic electronic and print media accessible to the majority of the population and the re-establishment of community infrastructures, such as schools and places of worship (though, of course, considerable infrastructure problems remained unresolved). At this point, the media habits and most effective sources of information for the various target groups of mine awareness activities should have been identified in order to most effectively channel mine awareness messages.

It may not always be realistic, of course, due to technical and budgetary constraints, to use what may be identified as the most effective channel of information for any given population (e.g. high costs of air time on broadcast media or newspaper space) or a given media may be too broadly based for more community-focused or specific mine and UXO awareness information. But it remains vital that the most used channels of information for target populations be identified by those involved in mine awareness activities.

The problem of mines and UXO compared to other issues in Kosovo

Given that the majority of the territory of the province has been demined, and that the most up-to-date mine victim statistics available as of writing (for the last months of 2000 and first months of 2001) indicate a significant decrease in the number of new mine victims, it would seem that the perception of teenagers and adults about the problem of mines and UXO correlates to the real situation in the field. Moreover, the mine awareness public information campaign in Kosovo was intensive and appears to have been noticed by the population more than campaigns relating to other issues.

Mine and UXO awareness activities

The data collected suggests that mine awareness activities in Kosovo may not have been optimally targeted or focused in terms of content. This appears to be particularly the case for teenagers. It is clear that the majority of interviewed teenage and adult respondents have emotional reactions of fear to the issue of mines and UXO. Rational reactions relating to protection and prevention through safe behaviours are, though, far less evident.

It is also clear that the direct mine awareness activities conducted seem not to have been adequately focused in terms of coverage, again particularly in the case of teenagers and adults more so than children. The campaigns seem not to have been adequately concentrated on areas where the problem of mines and UXO is more present or poses a greater threat. If, indeed, the mine awareness activities were focused on these areas, then it would seem that they did not achieve a better effect overall than in the areas where there was a low level of mine awareness activity. This may indicate that the mine awareness public information campaign (it was not possible to control for

exposure to the public information campaign in the sample) has had a similar effect on the populations of both areas.

Sources of information about mines and UXO

In the case of teenagers and adults there exists a high level of correlation between the most important and least important sources of information and news in general and the sources for information related specifically to mines and UXO. It is a similar situation in the case of children, with the significant difference that KFOR soldiers were identified as a very important source of information about mines and UXO.

Overall, it cannot be said that in Kosovo there exist specific channels for information relating only to the issue of mines and UXO. The channels of information that are generally important to the various sub-groups of the population are also significant in relation to information about mines and UXO, with the important exception of KFOR soldiers in the case of children, as already noted.

For children, teenagers and adults in the survey sample overall, it is evident that visits and presentations by representatives of foreign and domestic organisations are *not* considered an important source of information about the issue of mines and UXO. However, at the same time, in the focus groups adults and teenagers clearly considered the *ispoken word* to be the most effective way to inform the population of Kosovo about certain issues. We consider that the differences in the results of the research gained through two different methods can be interpreted as an artefact of the method rather than a fundamental difference in results. A cause of this difference may be that in the survey the *ispoken word* preferred by focus group participants was described as *imeetings and presentations by representatives of foreign and domestic NGOs*, which may well have sounded excessively formal to respondents.

Evaluation of media items and mine awareness activities

The study in Kosovo has found a high correlation between the main sources of information and news in general, and the sources of information from where teenagers and adults have heard, seen or read about mines and UXO. The majority of teenagers and adults consider that the population of Kosovo in general and specifically children are adequately informed about the problem of mines and UXO. However, responses to surveys and discussions in focus groups indicate that this perception is not necessarily borne out in reality among those who are at greater risk from mines and UXO.

Overall, it is encouraging that children, teenagers and adults are aware of having seen a number of media items used in mine awareness activities in Kosovo. There are, however, significant differences between the population segments on this point to support the theory that the various channels of information are not equally effective in reaching all the target groups. No channel of information is demonstrably more effective than the others in relaying mine awareness messages, rather, some seem to be more effective than others in reaching different target populations.

It is important to note a contradiction at this point – according to MACC data the many organisations engaged in mine awareness activities in Kosovo did so through informal contacts with community leaders or groups of people in various communities. And, as noted above, according to focus group participants, one of the most effective ways of relaying information to the population of Kosovo about the problem of mines and UXO is through direct presentations or the ‘spoken word’. However, results from the focus groups and the survey indicate that relatively few respondents had attended or participated in such presentations or meetings by representatives of domestic and foreign organisations. Even though this form of mine awareness activity was the most used by the organisations involved in mine awareness in Kosovo, only a small percentage of the population seems to be familiar with these activities. One reason for this may be that the organisations may describe things other than ‘meetings and presentations’ (description used in the survey questionnaire) as ‘informal contacts with community leaders’.

According to data collected in the focus groups, it seems that those who received mine awareness training rarely independently organised training sessions or presentations for other members of the community, even when this was the specific intention of the programme. Similarly, it is very likely that informal contacts of representatives of international organisations with community leaders ended with those leaders not relaying the information they received to other members of their community.

Children, compared to teenagers and adults, seem to have retained more messages related to prevention and safe behaviour regarding mines and UXO. The effects of mine awareness activities seem to be greater for pre-adolescent children than for teenagers and adults. This is likely a direct result of the concentration on children of a high proportion of mine awareness activities.

Overall, it can be concluded from the data about the effects of mine awareness activities in Kosovo that the most effect has been achieved for the target group of children, particularly the younger age group (grades 1 to 4). The effectiveness for this target group is significantly greater than for the other target groups – older children, teenagers and adults.

Level of mine and UXO informedness and knowledge

The survey tested respondents’ knowledge relating to a number of main mine and UXO awareness messages and prescribed safe behaviours. There was no striking indication that participants in areas with high levels of mine awareness activities are more knowledgeable of the ‘correct’ messages or prescribed behaviours.

The vast majority of respondents in all target groups were aware of the correct messages and prescribed behaviours. However, a significant percentage stated, for example, that they would extract themselves from a minefield by carefully retracing their steps or by trying to make it to safe ground (more than one in five), and a similar proportion stated that they would take direct action (i.e. ‘run to the assistance’) to help a person lying injured in a minefield. Further, more than one in five of all respondents live under the misconception that all areas contaminated with mines and UXO are marked.

Direct contact with mines and UXO and method of extraction

In the survey sample, a total of 67 respondents had been in direct danger from mines or UXO or were incident survivors. Close to half of these respondents had become a mine victim or were in danger of becoming an incident victim, even though they had known there were mines in the area where the incident occurred or could have occurred. A number had become incident victims or were in danger in areas that were marked. Some 40 per cent had become an incident victim or had unknowingly entered an affected area.

The question was raised about why all of these respondents, despite being aware of the dangers posed, ignored all warnings and exposed themselves and others to the danger. Some 10 per cent of them responded that they had to go that way because there was no alternative route. A similar proportion responded that in the place where the incident occurred they were trying to reach their land. Other reasons mentioned include: 'was on active duty as a soldier in the war'; 'came across it completely by chance; curiosity'; 'even with the greatest care taken the incident occurred'; 'did not notice the mine'; and 'was not aware of the mine danger'.

Of the 56 respondents who had the good fortune of not being injured by the mines or UXO with which they were confronted directly, one third extracted themselves by carefully continuing to walk, paying close attention to where they were stepping, one quarter extracted themselves by carefully retracing their steps. In only 10 per cent of cases was there intervention by the local police or KFOR.

Asked how other people they knew for certain had been injured or were in danger of being injured by mines or UXO had been helped, the majority of respondents stated that these people were extracted with help from people nearby. A little over 30 per cent stated that the local police or KFOR had intervened.

Study findings and conclusions

Importance of various sources of information

Teens and adults

The most important sources of information and news about issues in Kosovo for teenagers and adults (including teachers) in general are:

- the family,
- local television and radio stations in general,
- books, and
- friends/neighbours/acquaintances.

The least important sources of information and news in general are:

- cartoons,
- meetings/lectures by representatives of humanitarian organisations or NGOs,
- foreign radio and TV stations,
- comic strips.

Among teenagers, the school, teachers, and parents are a fairly significant source of information.

Two-way variance analysis indicates that local television and radio stations in general, TV spots/advertisements, daily newspapers, religious organisations, teachers, work colleagues, foreign radio and TV stations are more important sources of information for adults than for teenagers. For teenagers, friends/peers/neighbours are more important sources of information than for adults.

In terms of differences in responses between different areas, analysis indicates that friends/peers/neighbours, meetings and lectures of representatives of NGOs are a more significant source of information and news for respondents in areas with a low level of mine awareness activities. On the other hand, for respondents in areas with high levels of mine awareness activities television and radio spots/advertisements,

parents, comic strips and cartoons are more significant sources of information and news in comparison to respondents in areas with low levels of mine awareness activities.

However, when we asked teenagers and adults to state their most significant sources of news and information, the picture was somewhat different and more sharply defined. For both groups, the three most significant sources of news and information in general are television (local or international), daily newspapers, and family. The least significant sources of news and information overall are cartoons, comic strips, posters, brochures/leaflets, and foreign television stations.

There are significant variations between specific groups in terms of what are the most important sources of news and information. For teenagers, television, newspapers and family are generally a less important source of news and information than for adults, while school and parents are more important. Overall, there are no significant differences between areas with high and low concentrations of mine awareness activities, other than in terms of foreign television stations.

To establish with greater certainty what the most important sources of news and information are for the citizens of Kosovo, teenagers and adults were asked additional questions about what are the most effective sources of news and information for the general population of Kosovo, particularly for children.

Teenagers and adults consider that the most effective channels for news and information to reach the population of Kosovo are television, daily newspapers and local radio stations. Respondents consider that the least effective channels for reaching adults are Internet, religious organisations, posters, brochures, foreign radio and television stations. There are no significant differences between respondents from high and low mine awareness activity areas, nor between teenage and adult respondents.

In terms of channels of information most effective for reaching children, teenage and adult respondents consider that school, parents, teachers, family, cartoons, comic strips and books are the most effective. Family is considered a somewhat more effective source of information and news by respondents in low mine activity areas compared to those in high mine activity areas. Least effective channels of information for reaching children are considered to be foreign radio and television stations, Internet, and religious organisations.

Children

For children the most important sources of news and information in general are (in order of importance): family, local TV and radio stations, books, and school/lessons in school. The least important sources of information are: cartoons, meeting or lectures by representatives of humanitarian organisations, NGOs and local authorities, foreign radio and television stations. Books, contact with KFOR soldiers, meetings or lectures by representatives of the humanitarian or NGO sector, and posters are somewhat more significant for respondents in areas with high levels of mine awareness activity compared to those in low mine awareness activity areas.

Children were asked what the most important sources of information and news in general are for them. The responses were parents, school and school lessons, teachers,

television, and books. School is a more significant source of information and news for children in areas with high levels of mine awareness activities compared to the children in areas with low levels of mine awareness activity. In contrast, books, teachers, and siblings are a more important source of information and news for children in areas with low levels of mine awareness activities compared to children in areas with high levels of mine awareness activities. For younger children, cartoons, comic strips and teachers are somewhat more significant as sources of information than for older children.

The aforementioned data about the relative importance of individual sources of news and information is supported by the responses to the question: *from which sources of news and information do they learn the most about various events?*. The sources of information most mentioned are again: parents, school/lessons in school, teachers, books, and television. Overall, family/brothers/sisters, teachers and parents are more important for children in areas with low levels of mine awareness activities compared to children in areas with high levels of mine awareness activities. There are differences between age groups in both area types (low and high levels of mine awareness activities).

The least important sources of news and information are: the Internet, foreign radio and television stations, daily newspapers and magazines, meetings and lectures by representatives of humanitarian organisations, NGOs and local authorities.

Similar variations to those described earlier are evident in relation to the age group of the children and the level of mine awareness activity in the area.

Conclusion

Data collected clearly suggests that there exist various patterns of media usage for different groups of respondents, particularly with children and teenagers on the one hand, and adults on the other. In the case of children and teenagers these differences are evident between areas with high and low levels of mine awareness activities. For children the patterns also vary according to age. Such differences are not as clear among adults.

It is clear that the various target groups for mine awareness activity have different media habits. Ideally it would be expected that the mine awareness activities for the various target groups would be channelled through the most important sources of information for the respective target group. However, the data collected in this survey and in the desk study and focus groups conducted does not suggest this has necessarily been the case.

First, it was noted in the desk study that mine awareness activities were focused on various target groups disproportionate to the level of vulnerability or risk of mines and UXO. In other words, target groups that were exposed to the greatest risk from mines and UXO (data based on the demographic profile of mine and UXO victims in Kosovo) were not exposed to mine awareness activities proportional to the level of vulnerability or risk. Children (primary school age) were much more the targets of mine awareness activities than were teenagers and adults, however there are fewer children among the mine and UXO victims than there are teenagers and adults.

Second, mine awareness activities did not always use the main sources of information for the target group. In other words, certain channels of information (for example posters) were seemingly excessively used in relation to their relative importance as a source of information for the target group. Radio and television generally (particularly spots) and advertisements in daily newspapers seem to have been used too little in consideration of their reported level of importance as a source of information for teenagers and adults.

In terms of mine awareness activities targeted at children, the strategy of using school and teachers as the primary medium seems justified in relation to the data collected. However, it does seem that parents have not been used enough as a channel of information for their children. From the focus group discussions it seems that parents learn more from their children about the threat posed by mines and UXO than do children learn from their parents (and in some cases it seems that children are more correctly informed than parents).

Problem of mines and UXO compared to other issues in Kosovo

The success of any information campaign is measured by the level of awareness of the target population about the issue that is the subject of the campaign. The greater the level of awareness of the issue by the target population, the more likely that the campaign will achieve the desired positive result. For this reason teenage and adult respondents were asked about the relative importance of various issues and problems in Kosovo. Of particular interest was their perception of the relative importance of the problem of mines and UXO in relation to other current issues.

It can be surmised that teenagers and adults do not consider the threat posed by mines and UXO to be as pertinent as some other issues such as unemployment, unreliable electric supply, lawlessness, polluted environment, etc. The problem of mines and UXO, in fact, comes near the bottom of the list of problems facing the population of Kosovo currently. An evident trend is that adults attribute greater importance to the problem of mines and UXO than do the teenage respondents. As may be expected, the problem of mines and UXO is attributed as being of greater importance in areas with a high level of mine awareness activities than those with a low level of mine awareness activities, but it remains ranked low on the list of current problems.

The perception among teenagers and adults of how adequately the media in Kosovo inform the population about various issues was significant. Even though respondents ranked the problem of mines and UXO among the less pertinent issues of concern, nevertheless they do consider that this issue has been covered well by various media in Kosovo. In other words, there is a negative correlation between the evaluation of the importance of the problem (in relation to other issues of importance) and the level of coverage of the issue in the media. Respondents consider that the issue of mines and UXO has been covered in the media far better than other issues.

Conclusion

Given that the major part of the territory of Kosovo has been demined, and that the latest mine victim statistics (for the last months of 2000 and the first months of 2001)

indicate a significant decrease in the number of new mine victims, it would seem that the perception of teenagers and adults about the problem of mines and UXO correlates to the real situation in the field. It is important to stress that there are strong indications that the mine awareness information campaign in Kosovo was intensive and noticed by the population more than campaigns relating to other issues.

Mine and UXO awareness

Teens and adults

Following the section of questions about general media habits in the questionnaire, teenage and adult respondents were asked a series of questions directly related to mines and UXO. The first of these related to a simple first association to the words 'mines and UXO'. The purpose of this question was to check to what measure some of the general messages of mine awareness activities have been internalised by respondents.

The following associations predominated in the responses:

- Mines are dangerous;
- Exploding devices/war ammunition;
- Mines can do harm to people/they can kill you;
- I am afraid of mines/scattered/insecurity.

Dominant among the associations are generally the perception of danger, fear of mines and UXO and some of the major characteristics. Very few respondents mentioned associations related to messages about safe behaviours in relation to the threat posed by mines and UXO. Messages about the most pertinent mine and UXO safe behaviours were the central focus of the majority of mine awareness activities. The most frequent associations mentioned by respondents that did mention behaviours were:

- Stay away from mines/do not touch them;
- Inform KFOR/authorities.

It can be said that these two messages are the first unprompted recall about what should be done in the event of contact with mines and UXO. These two messages played a central role in many mine awareness campaigns. There is no indication in the results to suggest that respondents in areas with high levels of mine awareness activities are in greater measure aware of these messages than respondents in areas with low levels of mine awareness activities. Similarly, there is no indication of a significant difference between teenagers and adults in terms of the level of awareness of these messages.

Following the question about first associations to the words 'mines and UXO', teenagers and adults were asked to what degree they consider themselves to be adequately or inadequately informed about the issue of mines and UXO.

It may be reasonable to assume that in the event of targeted and effective mine awareness activities people living in areas that had a high level of mine awareness activities would consider themselves better informed about the problem of mines and UXO in comparison to those in areas with a low level of mine awareness activities. However, results do not indicate that this is the case – according to the data some 70

per cent of teenagers and adults who live in areas with a low level of mine awareness activities consider that they are adequately informed about the issues. In comparison, only 60 per cent of teenagers and adults in areas with a high level of mine awareness activities consider themselves adequately informed. This difference between areas with low and high levels of mine awareness activity is statistically significant.

In both areas with high and low levels of mine awareness activities teenagers consider themselves to be significantly less informed about the problem of mines and UXO than is the case for adults.

Children

The first associations of children to the words 'mines and UXO' are simpler than those of the adult and teenage respondents. The first associations are dominated by relatively simple concepts such as:

- Explosion;
- To call someone/KFOR;
- Horror;
- Victims;
- Weapon.

It is notable that among children, in comparison to teenage and adult respondents, certain safe behaviour messages are better internalised, particularly 'To call someone/KFOR'. Among children, compared to adults and teenagers, there is a greater association between the words 'mines and UXO' and preventive or safe behaviours.

In terms of the estimation of the level of knowledge and informedness, two-thirds of children interviewed consider that they are adequately informed about the problem of mines and UXO. In relation to this there are not significant differences between areas with high levels and low levels of mine awareness activities as in the case of teenagers and adults. Only younger children (grades 1 to 4) in areas with low levels of mine awareness activities consider themselves to be somewhat better informed than is the case for children in the high mine awareness activity areas.

Conclusion

The data collected suggests that mine awareness activities conducted may not have been optimally targeted or focused in terms of content. This is particularly the case for teenagers. It is clear that the majority of interviewed teenage and adult respondents have negative emotional reactions of fear to the issue of mines and UXO. Rational reactions relating to protection and prevention through safe behaviours are far less evident.

It is also clear that the mine awareness activities conducted seem not to have been adequately focused in terms of coverage, again particularly in the case of teenagers and adults more so than children. The campaigns seem not to have been adequately concentrated on areas where the problem of mines and UXO is more present or poses a greater threat. If the campaigns were focused on these areas, then it would seem that they did not achieve a better effect than in the areas where there was a low level of mine awareness activity.

Sources of information about mines and UXO

Teens and adults

Teenagers and adults were asked about the most important sources of information on mines and UXO. Essentially the questions from the section about sources of information and news in general were repeated, only this time with an emphasis on mines and UXO.

In areas with high levels of mine awareness activities the main sources of information about mine and UXO for teenagers and adults were: family, local radio and television stations, daily newspapers, and friends/peers/neighbours. Local radio and TV stations, daily newspapers, magazines/journals, family, friends/peers/neighbours, foreign radio and TV stations are more significant sources of information about mines and UXO in areas with high levels of mine awareness activities compared to areas with low levels of mine awareness activities. Results of two-way variance analysis indicate that there are significant variations between the different groups and areas. For example, foreign TV stations and magazines are a more important source of information about mines and UXO for teenagers in areas with high levels of mine awareness activities, and less important for adults in areas with low levels of mine awareness activities. Teachers and school are a more important source of information about mines and UXO in areas with low levels of mine awareness activities than in areas with high levels of mine awareness activities.

When teenagers were asked to identify the most important sources of information about mines and UXO the following responses (in descending order of percentage of responses) were given: local TV stations (fairly similar in high and low mine awareness activity areas), daily newspapers (significantly higher in areas with high levels of mine awareness activities), local radio stations (equal in both high and low mine awareness activity areas), contact with KFOR soldiers (somewhat higher in low level of mine activity areas), family (equal in high and low level mine activity areas).

For teenagers the most important sources of information about mines and UXO are: local TV stations, school, daily newspapers, and local radio stations. For adults, the most important sources of information about mines and UXO (in descending order of percentage of responses) are: local TV stations in general, daily newspapers, local radio stations, contact with KFOR soldiers, and family.

Teenagers and adults were asked what are, in their opinion, the most effective sources of information about mines and UXO for the population of Kosovo. Overall, according to their responses, the most effective sources of information about mines and UXO (in descending order of percentage of responses from most effective to less effective) are: television, radio, and daily newspapers. These sources of information seem to be more important for respondents in areas with high levels of mine awareness activity than for those in areas with low levels of mine awareness activities.

Teenagers and adults consider that the least effective sources of information about mines and UXO for the population of Kosovo are: Internet, religious societies/clergy, meetings or lectures by representatives of humanitarian organisations and NGOs.

Teenagers and adults consider that the most effective channels of information about

mines and UXO for children (in order of most effective to less effective) are: school, parents, family, cartoons, comic strips, brochures, and books.

Children

When the children were asked to evaluate the importance of various channels for information about mines and UXO they stated (in order of most important to less important): parents, school lessons, teachers, and family. Daily newspapers, magazines/journals, lessons by representatives of humanitarian organisations and NGOs, foreign radio and TV stations were mentioned more often by respondents in areas with high levels of mine awareness activities compared to those in areas with low levels of mine awareness activities. Local television stations were mentioned as a more significant source of information in areas with low levels of mine awareness activities. For the majority of the mentioned sources of information, children in the areas with high levels of mine awareness activities mentioned them more often than children in areas with low levels of mine awareness activities.

However, when the children were asked to list the most important sources of information about mines and UXO they (most often) mentioned parents, school teachers, KFOR soldiers, and television. Parents are mentioned more often as an important source of information in areas with high levels of mine awareness activity, while teachers are mentioned more often in areas with a low level of mine awareness activity. It is important to note that KFOR soldiers are mentioned as an important source of information about mines and UXO in an equal measure by children in both areas with high and low mine awareness activity.

Conclusion

In the case of teenagers and adults there exists a high level of correlation between the most important and least important sources of information and news in general and the sources for information related specifically to mines and UXO.

It is a similar situation in the case of children with the significant difference that KFOR soldiers were identified as a very important source of information about mines and UXO.

Overall it cannot be said that in Kosovo there exist some specific channels for information relating to the issue of mines and UXO. The channels of information that are generally important to the various subgroups of the population are significant in relation to information about mines and UXO also, with the important exception of KFOR soldiers as an important source of information for children about mines and UXO specifically.

In the case of children, teenagers and adults it is evident from the results of this survey that visits and presentations by representatives of foreign and domestic organisations are not considered an important source of information about the issue of mines and UXO. However, in the focus groups it was very clear the adults and teenagers consider the *ispoken word* to be the most effective way to inform the population of Kosovo about certain issues. The differences in the results of the research gained through two different methods can be interpreted as an artefact of the method rather than a fundamental difference in results. A cause of this difference may be that in the survey

the spoken word preferred by focus group participants was described as meetings and presentations by representatives of foreign and domestic NGOs, which may well have sounded as something excessively formal to respondents.

Evaluation of media items and mine awareness activities

Media items

One of the key questions in the evaluation of a mine awareness media campaign is to what degree the various target groups are familiar with various media items used in mine awareness activities.

Overall, teenagers and adults heard or learned most about mines and UXO through local radio and television stations – watching television spots or listening to radio spots and also viewing special programmes on television. Of the print media, other than daily newspapers and magazines, teenagers and adults had read most about mines and UXO in leaflets and on posters. As far as media incentive items go, far fewer respondents (compared to electronic and print media) had seen T-shirts, badges, caps and school bags featuring mine awareness messages. Fewer than 10 per cent of teenagers and adults interviewed had received any form of media incentive item.

Teenagers and adults in areas with high levels of mine awareness activity (compared to those in areas with low levels of mine awareness activities) had in a significantly greater measure watched local television, listened to local radio, watched television spots, listened to radio spots and jingles, read articles in newspapers and magazines, heard from friends, relatives, parents, etc., attended meetings and presentations by representatives of humanitarian organisations and NGOs. Respondents in areas with low levels of mine awareness activity had in significantly greater measure learned information about mines and UXO on the Internet, been given a book, or attended a meeting conducted by representatives of the local authorities.

For individual media items there exist significant differences between teenagers and adults. Compared to adults, teenagers are more likely to have read about mines and UXO in books, or have been given books on the subject, have heard from parents, heard from teachers, read or been given a comic strip, or watched an animated film/cartoon. Adults, compared to teenagers, are more likely to have heard something about mines and UXO from colleagues at work, watched or heard something on foreign broadcast stations.

Children

Children had heard most about mines and UXO from parents, teachers in school, television (special programmes or television spots and advertisements), or radio. More than two-thirds of respondents state that they have seen posters, comic strips, leaflets, or animated films/cartoons. A significant proportion of children claim that they have been given certain media incentive items featuring a mine awareness message, mainly badges and school bags, and to a somewhat lesser degree caps and T-shirts.

Children in areas with a high level of mine awareness activity (to a significantly higher degree than children in areas with low levels of mine awareness activity) had heard

information about mines and UXO on television or on the radio, from parents, or from foreign radio stations.

Children in areas with low levels of mine awareness activity (compared to children in areas with high levels of mine awareness activity) had to a significantly higher degree gained information about mines and UXO from books, listening to lectures from religious organisations or representatives of local authorities, read or been given leaflets, read posters, been given a comic strip, watched a film, have seen or been given T-shirts or badges featuring mine awareness messages.

For the remaining media items there were no statistically significant differences between respondents in areas with high and low levels of mine awareness activities. There are significant differences between children in the younger and older age groups within each area.

Mine awareness activities

Teens and adults

Overall, the majority of teenagers and adults consider that enough has been done to inform the population of Kosovo about the problem of mines and UXO. A somewhat higher percentage of teenagers and adults consider that more has been done to inform the adult population than children. However, according to the data, a significantly higher percentage of teenagers and adults in areas with low levels of mine awareness activities (compared to those in areas with high levels of mine awareness activities) consider that the population of Kosovo has been sufficiently informed about the threat posed by mines and UXO.

This result contradicts our major hypothesis that in the case of effectively conducted mine awareness activities, people in the areas where a higher number or greater concentration of activities have been conducted would consider that they are more adequately informed about the issue than persons in areas where a lower number or concentration of mine awareness activities have been conducted.

Children

The vast majority of children consider that they are adequately informed about the dangers posed by mines and UXO. In the case of younger children (grades 1 to 4) there is a significantly higher percentage of children who consider that they are adequately informed in areas with high levels of mine awareness activities compared to those in areas with low levels of mine awareness activities. However, the opposite is true for older children (grades 5 to 8). Compared to data collected for teenagers and adults, it would indicate that the mine awareness activities conducted on the local level have had the greatest effect among children in the younger age group (grades 1 to 4).

Main messages

Teens and adults

The main messages that teenagers and adults recall in relation to mines and UXO (in descending order of frequency/percentage of mention) are:

- Stay away from mines;
- Do not touch them

- Mines are dangerous;
- Inform KFOR/authorities;
- I feel afraid of mines/scattered/insecurity.

These messages are fairly equally recalled by teenagers and adults and those in both areas with high and low levels of mine awareness activities. It is positive that among the five most frequently mentioned messages two reflect awareness of preventive or mine-safe behaviours.

Children

The main messages about mine and UXO that the child respondents recall are:

- Do not touch them/do not step on them/do not play with them (significantly higher in areas with high levels of mine awareness activity compared to areas with low levels in both younger and older age groups);
- Report to KFOR/authorities (significantly higher in areas with high levels of mine awareness activity compared to areas with low levels in both younger and older age groups);
- They are dangerous.

It is again evident that children are better informed than teenagers and adults about mine awareness messages that relate to preventive and mine-safe behaviours.

It is evident that mine awareness activities have had a significantly greater effect on the population of children than on teenagers and adults. This supports the finding mentioned earlier that mine awareness activities in Kosovo were mainly concentrated on children (information collected in the desk study supports this also).

Conclusion

It is evident that there exists a high correlation between the main sources of information and news in general and the sources of information from where teenagers and adults have heard, seen or read about mines and UXO.

Overall, it is encouraging that children, teenagers and adults are aware of having seen a number of media items used in mine awareness activities in Kosovo. There are significant differences between the populations on this point, which would support the theory that the various channels of information are not equally effective in reaching all the target populations. There are no channels of information that are obviously more effective than others in relaying mine awareness messages, rather, there are some that seem to be more effective for reaching different target populations than others.

The majority of teenagers and adults consider that the population of Kosovo in general, and specifically children, are adequately informed about the problem of mines and UXO. However, this general perception did not apply also to at greatest risk from mines and UXO.

It is important to note a contradiction at this point: according to MACC data, many of the organisations engaged in mine awareness activities in Kosovo did so through informal contacts with community leaders or groups of people in various communities. According to focus group participants, one of the most effective ways of relaying information to the population of Kosovo about the problem of mines and UXO is

through direct presentations or the spoken word. However, results from the focus groups and results of the survey indicate that relatively few respondents had attended or participated in such presentations or meetings by representatives of domestic and foreign organisations. Even though this form of mine awareness activity was the most used by the organisations involved in mine awareness in Kosovo, a small percentage of the population seems to be familiar with these activities. One reason for this may be that the organisations may describe things other than meetings and presentations (description used in the survey questionnaire) as informal contacts with community leaders.

According to data collected in the focus groups, it seems that often persons who received training in relation to the problem of mines and UXO rarely independently organised training sessions or presentations for other members of the community. Similarly, it is very likely that informal contacts of representatives of international organisations with community leaders ended with those leaders not relaying the information they received to other members of their community.

Children, compared to teenagers and adults, seem to have retained more messages related to prevention and safe behaviour regarding mines and UXO. The effects of mine awareness activities seem to be greater for children than for teenagers and adults. This is likely a direct result of the concentration of a high proportion of mine awareness activities on children.

Overall, it can be concluded that the data about the effects of mine awareness activity in Kosovo suggests that the most effect has been achieved for the target group of children, particularly the younger age group (grades 1 to 4). The effectiveness for this target group is significantly greater than for the other target groups – older children, teenagers and adults.

Level of mine and UXO informedness and knowledge

In the evaluation of the effectiveness of a media campaign an aim is to establish whether the level of informedness and knowledge of the target population(s) about the issue is greater after the campaign than prior to the campaign. This study does not have data relating to the period prior to the campaign, but the research is designed to answer to a very similar question: is the level of informedness and knowledge in the areas where a high level of mine awareness activities was conducted significantly greater than in areas where a low level of mine awareness activities were conducted?

This section presents the major results that relate to this working hypothesis – testing on the examples of a number of major facts relating to the issue of mines and UXO.

➤ *Is it always known where there are mines and UXO?*

The majority of teenagers and adults stated that it is not always known where mines and UXO are located – some 85 per cent compared to some 10 per cent that considered that it is always known. There are no significant differences between respondents in areas with high and low levels of mine awareness activities.

The majority of children, some 80 per cent, stated that it is not always known or that it is known only sometimes where mines and UXO are located. Some 15 per cent of

children responded that it is always known where mines and UXO are located. There are no significant differences between respondents in areas with high and low levels of mine awareness activities.

➤ *What would you do if you see a mine or UXO?*

This is one of the critical questions that aims to test the knowledge of correct or prescribed behaviours. The vast majority of teenagers and adults ó some 85 per cent consider that in such a situation they would report to the police or KFOR. Unfortunately, there are some 2 per cent who stated that they should take the mine or UXO with them to the police station or to KFOR.

The results are similar for children ó some 90 per cent of children state they would report it to the police or KFOR or to an adult. About 1 per cent of children state they would take the mine or UXO with them to the police or KFOR.

There are no significant differences between respondents in areas with high and low levels of mine awareness activities. However, there is a trend indicated that respondents in areas with low levels of mine awareness activity respond correctly to this question in comparison to those in areas with high levels of mine awareness activity.

➤ *What would you do if you think that you are in an area surrounded by mines?*

Some 75 per cent of teenagers and adults would stop, stand still and call for help. Between 15 and 18 per cent would attempt to extract themselves from the minefield by carefully retracing their steps. A little under 5 per cent state that they would try to make it to safe ground. There are no significant differences between respondents in areas with high and low levels of mine awareness activities.

Three in every four children stated that they would stop, stand still and call for help. Some 10 per cent stated that they would try to extract themselves by carefully retracing their steps; while a little less than 10 per cent of children would try to get to safe ground. In this question (as with other questions) there is a clear trend that children in the younger age group (grades 1 to 4) in areas with high levels of mine awareness activity respond correctly in a greater measure than the children in areas with low levels of mine awareness activity.

➤ *Are all places where there are mines and UXO marked in special ways?*

Slightly more than 60 per cent of teenagers and adults consider that places where there are mines are not always marked or are marked only sometimes. Some 15 per cent of respondents consider that these areas are not marked at all, and 20 per cent consider that they are always marked.

Some 50 per cent of children consider that areas where there are mines are not always marked or are marked only sometimes. An alarming 25 per cent of children consider that areas where there are mines and UXO are always marked, which is more than in the case of teenagers and adults. This is worrying as it indicates that a very important fact in relation to the threat of mines and UXO has not been registered in an adequate way by adults, teenagers, and children.

- *If you see a friend or family member lying injured in a minefield, what would you do?*

The majority of teenagers and adults responded that they would seek the assistance of other people, but there were a significant number of respondents who would undertake direct action to assist. A significantly higher percentage of teenagers and adults in areas with high levels of mine awareness activities would act safely compared to those in areas with low levels of mine awareness activities.

- *Have you ever participated in any seminar, lesson or training where the dangers posed by mines and UXO were spoken about?*

Just over 20 per cent of teenagers and adults responded affirmatively to this question. Teenagers were twice as likely as adults to have participated in these types of seminars, lessons or training sessions. Participants in areas with high levels of mine awareness activities are more likely to have participated in such seminars, lessons or training sessions than those in areas with low levels of mine awareness activities.

The majority of children, some 80 per cent, stated that they had attended lessons at school related to the dangers posed by mines and UXO. Close to two-thirds of children had attended classes about the dangers of mines and UXO conducted by representatives of foreign organisations or KFOR. This was more the case in areas with high levels of mine awareness activity than those with low levels of mine awareness activity in the case of older children (grades 5 to 8).

Specific questions for children

Children were asked a special series of questions with the aim of learning how familiar they are with specific media items most used in Kosovo focused particularly on children.

Children were asked whether they had seen posters, brochures and leaflets about mines and UXO. Some 85 per cent responded affirmatively and with no significant differences between areas with high and low levels of mine awareness activities.

Children were then asked if they had seen spots or programmes on television specifically related to mines and UXO and the dangers they pose. Some 90 per cent of children responded affirmatively. A somewhat lower percentage had heard radio programmes related to mines and UXO and the dangers they pose.

Slightly more than 80 per cent of children had seen or read comic strips related to the dangers posed by mines and UXO, and this was significantly more in the areas with low levels of mine awareness activities than in those with high levels of mine awareness activities.

Just under 60 per cent of children had seen or heard of the Superman comic about the dangers posed by mines and UXO in Kosovo.

Specific questions for mine incident survivors or those who have been in direct contact or danger from mines and UXO

In the sample there were a total of 67 respondents who had been in direct danger from mines or UXO or were incident survivors.

Close to 40 per cent of these respondents had become a mine victim or were in danger of becoming an incident victim even though they had known there were mines in the area where the incident occurred or could have occurred. Some 40 per cent had become an incident victim or were in danger of becoming a victim in an area where they did not know there were mines. And 15 per cent had become incident victims or were in danger in areas that were marked!

The question was raised about why all of these respondents, despite being aware of the dangers posed, ignored all warnings and exposed themselves and others to the danger. Some 10 per cent of them responded that they had to go that way because there was no alternative route. Some 7.5 per cent said the place was on the way to their land. Other reasons include: being on active duty as a soldier in the war; being there by chance; curiosity; the incident happening despite taking great care; not noticing the mine; and not being aware they were in danger from mines.

Of the 56 respondents who had the good fortune that the mines or UXO they came into contact with did not explode, some 30 per cent extracted themselves by carefully continuing to walk, paying close attention to where they were stepping. Some 25 per cent extracted themselves by carefully retracing their steps. In 10 per cent of cases there was intervention by the local police or KFOR.

To the question about how they helped other people whom they knew had been injured or were in danger of being injured by mines or UXO, close to 40 per cent of respondents stated that the people were extracted with help from people nearby. A little over 30 per cent stated that the local police or KFOR had intervened.

Specific questions for teachers

An important sub-group of adult respondents are teachers ó a total of 70 were interviewed. The vast majority ó 59 (more than 80 per cent) ó responded that they or a colleague had independently conducted lessons for children about the dangers posed by mines and UXO.

Forty-six (55 per cent) of the teachers stated that they themselves or their colleagues had participated in seminars, training, or presentations related to the dangers posed by mines and UXO organized by other organisations or individuals. Some 60 per cent of the teachers stated that KFOR or some international organisations had arranged a presentation about the dangers posed by mines and UXO for the children.

About two-thirds of teachers said that their pupils sometimes or often ask questions related to the dangers posed by mines and UXO.

About 30 per cent of teachers consider that their pupils are not adequately informed or familiar with the dangers posed by mines and UXO. This is more the case in areas with high levels of mine awareness activities than in areas with low levels of mine awareness activities.

Specific questions for parents

Parents were asked a specific set of questions aimed at gaining insight into how parents evaluate the level of informedness and knowledge of their children about the dangers posed by mines and UXO.

Somewhat less than 50 per cent of parents stated that their children often ask questions

about the dangers of mines and UXO. This is somewhat lower in areas with high levels of mine awareness activity compared to those with low levels of mine awareness activity.

The majority of parents (over two-thirds) consider that their children are adequately informed about the dangers posed by mines and UXO. There are no significant differences between those in areas with high or low levels of mine awareness activity.

Appendix 3

Nicaragua case study

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Introduction

This case study is based on a common methodology developed for the study as a whole combining interviews with key personnel, desk research, questionnaires and focus group discussions with respondents of all age groups living in mine-affected areas in the country. Full details of the study methodology, and its case study tools, are contained in Appendix 4.

In today's globalised world, the mass media have become primary actors in the generation of public opinion and the creation of awareness about different aspects of human life. Use of the media is therefore inevitable in the implementation of prevention, education and awareness-raising campaigns, covering topics that range from education and health to individual safety, and including the problem of landmines and UXO.

However, the effectiveness of these campaigns is dependent on genuine access to the media that transmit the relevant messages. Whereas the citizens of highly developed countries have unlimited access to mass media, those in developing nations have very little. Nicaragua falls within the latter category, though there has been a recent trend towards increased access at least to certain mass media: radio, television and the written press. Several elements have influenced this trend (Chamorro, 2001):

- Democratisation processes that have led to increased freedom of expression;
- An increase in the autonomy and critical role of the media as mediators between the State and society;
- An increase in the media's capacity as a watchdog over power;
- Technological modernisation and an increase in competition between media outlets.

Among others, the factors that continue to limit the population's access to the media include:

- High illiteracy rates, especially in rural zones;
- The media's concentration on urban areas and especially the capital;

- The predominant focus on the capital in the information conveyed by the media.

A recent survey by the Communication Research Centre (*Centro de Investigaciones de la Comunicaci n*) (Chamorro and Montenegro, 2001) illustrates the types of media available to Nicaraguans:

- 90.4 per cent own transistor radios;
- 71.5 per cent own colour televisions;
- Only 50.2 per cent purchase newspapers;
- 37.9 per cent subscribe to cable television;
- 31.8 per cent own black-and-white televisions;
- Only 11.1 per cent have computers at home;
- Only 5.5 per cent have access to the Internet.

This statistical data, in addition to the research results presented below, clearly indicates that radio is the most accessible of the traditional media and, therefore, the most preferred by the population. After radio comes television, then newspapers.

Generally, however, the study has found that the significance of this data is not fully considered when prevention or awareness-raising campaigns are designed to address different problems in Nicaragua. In most cases, such campaigns use only the mass media; alternative outlets are not considered, and the campaigns are predominantly urban and unsystematic. In addition, most campaigns are executed without prior assessments of the situations they hope to influence, and thus tend to be ineffective.

Mine action programmes

The problem of landmines and UXO is one of the deadliest legacies from Nicaragua's long war in the 1980s. According to publications by the Organisation of American States (OAS) Mission in Nicaragua and by Nicaragua's Ministry of Defence, there are approximately 272,256 anti-personnel landmines in the country. Of these, 136,613 are stockpiled¹ and the remaining 135,643 were placed or planted throughout the country.

Given the magnitude of the problem, Nicaragua did not hesitate to sign the Convention on the Prohibition of Anti-Personnel Mines,² under which the government and different organisations have implemented actions to confront the situation. The National Mine Clearance Commission was created by presidential decree³ and includes some 26 State institutions and NGOs. In turn, the Commission is made up of three Sub-commissions: a) Mine Clearance, b) Medical Services and Rehabilitation, and c) Education, Prevention, Mine Marking and Socio-economic Reintegration.

The Sub-commission on Education, Prevention, Mine Marking and Socio-economic Reintegration enjoys the participation of institutions such as: the Ministry of

1. Though all these stockpiled anti-personnel mines are in the process of being destroyed in accordance with the Convention on the Prohibition of Anti-Personnel Mines.

2. Nicaragua signed the Convention in 1997 and ratified it in 1998.

3. Presided over by the Ministry of Defence, the National Mine Clearance Commission was created by Presidential Decree 84-98 in December 1998.

Education, Culture and Sports; the Ministry of Defence; the Ministry of Governance; the Ministry of Farming, Ranching and Forestry; the Ministry of Foreign Affairs; the Ministry of the Family; the Nicaraguan Institute of Municipal Promotion; the National Technological Institute; the Nicaraguan Army; Handicap International; Marshall Legacy; the Strategic Study Centre of Nicaragua; the Centre for International Studies; the Joint Commission of the Disabled of Madriz; the OAS Mine Clearing Programme for Central America (PADCA); UNICEF; the World Health Organization (WHO); and the Nicaraguan Red Cross.

To date, a situation assessment has not been available to participating organisations, preventing them from clearly locating mined areas and from determining the concentration of mines and UXO in each territory. Priorities with respect to the target areas for landmine prevention and removal have been determined mainly according to data on the frequency of accidents. This situation worsened significantly in 1998, when Hurricane Mitch dislodged a number of landmines in different regions of the country, moving them to unmarked areas and increasing the risks to large groups of the population.

Mine clearance

Mine clearance by the Nicaraguan Army began in 1989. It was not until 1999, however, that the National Programme for Humanitarian Mine Clearance was initiated. Scheduled to end in 2004, this programme has the following main objectives:

- To eliminate landmines from the country's northern and southern border areas, including civilian areas and internal military objectives;
- To reduce the risk of landmine accidents among the population;
- To rehabilitate affected areas for economic and productive use;
- To demine service objectives, such as electric energy and roadway infrastructure.

The programme has two basic components: the elimination of planted landmines and the destruction of landmine stockpiles. For landmine removal, five operational fronts and a detachment for landmine marking and awareness-raising have been created. Some 600 people are involved in this effort, including military personnel and civilians.

The operational fronts cover the following areas:

- First front: Northern border;
- Second front: Southern border;
- Third front: Central zone;
- Fourth front: Northern border;
- Fifth front: Northern Atlantic Autonomous Region.

The second front has concluded its operations along the southern border and its remaining resources have been relocated to reinforce the activities of other fronts. Each front receives financing from different governments, including: Canada, Denmark, Norway, Sweden, the United Kingdom, the United States, and, more recently, Japan. The Programme's reach and achievements are summarised in Table 1 on the following page.

Table 1: Progress in mine clearance and stockpile destruction in Nicaragua

Action	Planned since 1989	Concluded up to May 2001	Pending	Completion rate (per cent)
Demining objectives	991	640	351	64.58
(Demined square kilometres)	409	185	224	45.23
a) Northern border	313	89	224	28.43
b) Southern border	96	96	0	100.00
Mines destroyed and certified	135,643	65,405	70,240	48.21
Stockpiled mines destroyed	136,813	70,000	66,813	40.20

Source: National Commission for Humanitarian Mine Clearance, 2001.

Another significant effort has been implemented by PADCA, which is responsible for supervising and certifying the removal and destruction of landmines in Nicaragua. In carrying out its mission, however, PADCA has incorporated additional functions for the benefit of the population, including assistance to mine victims and preventive actions in selected areas.

There are three components to the OAS programme:

1. Supervision and certification of landmine elimination and destruction activities, implemented in co-ordination with the Nicaraguan Army and supervised by a detachment of 20 international supervisors and military specialists;
2. Provision of services to mine victims, for which accidents and incidents are monitored at a national level; and
3. Preventive actions, implemented especially in areas stipulated as priorities and/or in those sites where the programme also carries out supervision and certification activities.

Some of the departments set down as priorities are: Nueva Segovia, Chinandega, Jinotega, Matagalpa and the RAAN region. The main criterion for priority status involves the number of accidents produced in an area (according to local records.)

In order to implement the three components, PADCA has created an automated database. Its main function is to monitor on a national level the mine clearance effort, as well as accidents and incidents that occur. So far, 377 cases have been reported to the programme. Each accident or incident is recorded in a file of approximately four pages, containing specific data about the victim or victims. For more efficient completion of this task, offices have been opened in three of the most heavily affected departments.

Victims of landmine and UXO accidents

According to PADCA estimates, some 800 people have been victims of landmine accidents throughout the country. However, as of early July 2001, the number of reported victims totalled 377. As clearly demonstrated in Table 2 on the following page, most incidents are reported in the departments of Nueva Segovia, Jinotega and Matagalpa, as well as the Northern and Southern Atlantic Autonomous Regions.

The most affected municipalities or areas are: Jalapa, Mozonte and San Fernando in

Nueva Segovia; Somotillo in Chinandega; Juigalpa in Chontales; Wiwilí and the departmental capital in Jinotega; Matigu-s and Río Blanco in Matagalpa; Waslala in the RAAN region; and Nueva Guinea, El Rama and La Cruz del Río Grande in the RAAS region.

Table 2: Recorded mine and UXO victims in Nicaragua

Department	Victims reported
Estelí	1
Madriz	10
Nueva Segovia	111
Chinandega	26
León	2
Managua	10
Rivas	1
Río San Juan	3
Chontales	19
Jinotega	80
Matagalpa	54
RAAN	32
RAAS	28

When broken down by sex and age group, the data shows an increase in the number of victims to 411.⁴ Of these victims, most are adult males. Female victims are also mostly adults, although fewer in number.

Table 3: Disaggregated victim data

Age	Male	Female
0 to 13 years	11	3
14 to 20 years	33	6
21 to 35 years	151	11
36 and older	113	12
No data	69	2
Total	377	34

Source: IMSMA database, PADCA, 2001.

According to PADCA Director Carlos Orozco, the organisation's criterion in establishing priorities responds to the fact that certain populations are at greater risk than others for different reasons, including lack of knowledge about landmine zones and/or lack of knowledge about precautionary measures. Orozco cites the positive example of Chontales Department, where mines were detected and eliminated from 17 main bridges along the Juigalpa - El Rama Highway, but where no mine accidents had occurred even though several communities are located immediately around the bridge sites.

⁴ This latest data was supplied by the OAS victim registration system in early August 2001.

Prevention, education and awareness-raising programmes

Parallel to mine clearance activities and the provision of services to accident victims, different preventive and awareness-raising actions have also been developed. However, all of these actions have been implemented separately by the different institutions involved, so far with no assessment of the landmine problem in Nicaragua and without any evaluation of the campaigns' effectiveness.

Certain aspects have been evaluated superficially in independent reports by the Centre for International Studies (CEI), which strongly criticised not only the prevention campaigns, but also the mine clearance programme in general. It is important to note, however, that to date no assessment has been carried out in the country on the landmine problem, much less on the prevention, education or awareness-raising campaigns. Therefore, all actions that have been implemented, as well as the role of the media in these campaigns, have responded to priorities established by organisations and institutions located in Managua, the capital.

Among others, the following institutions and organisations have been involved in prevention programmes: the Ministry of Education, Culture and Sports (MECD); the Ministry of Farming, Ranching and Forestry ; the National Forestry Institute ; UNICEF; the Nicaraguan Red Cross; PADCA; the Nicaraguan Centre for Strategic Studies (CEEN); and the Joint Commission of the Disabled of Madriz. To date, the main preventive activities implemented have included:

1. Distribution of a comic book featuring Superman and Wonder Woman. This material was distributed by the MECD, UNICEF and the Nicaraguan Red Cross, mainly to primary school students in numerous rural communities throughout the country. A total of 169,325 copies were distributed (CEI, 2000:39), but dissemination was discontinued because of strong criticism of the comic book.
2. Preparation of posters, comic books and flipcharts. This was part of a campaign implemented by CEEN a few years ago, mainly in municipalities within Madriz Department. The campaign involved a series of talks and workshops in affected communities, using flipcharts with information about landmines. It also included the distribution of comic books and posters among participants and

in affected communities.

3. Preparation and broadcast of radio and television spots. The OAS designed and disseminated several radio announcements as well as a television spot about the danger of landmines. The radio announcements were transmitted on a well-known radio show and on one of the stations with the greatest coverage in rural territories. They have also been repeated on local radio stations. The television spot has not been broadcast. According to the PADCA Director, national television stations charge exorbitant fees for advertising, and the institution lacks the necessary funds for such activities.
4. Alternative materials have also been designed and distributed by the OAS, including pencils, notebooks, rulers and backpacks. These items have not been broadly distributed, however, because they were produced in limited quantities.
5. Other activities: several NGOs have implemented different preventive actions, from workshops and informative talks in affected communities to the dissemination of messages via local media. Generally, these organisations' actions have focused on specific territories and groups that they consider to be at risk.

The main problems identified during these first years of preventive activity have involved: the duplication of efforts within the same territories; lack of uniformity in the messages and of the media used for prevention campaigns; and the messages' failure to respect international standards. As a consequence, UNICEF and PADCA decided to hold a workshop entitled 'One Unified Voice' in April 2001. All of the institutions involved in the prevention sub-commission participated. The workshop's main objectives were to standardise materials, combine efforts, establish objectives and determine the characteristics of the most appropriate prevention messages to be transmitted, in accordance with international norms.

The following are the main recommendations resulting from the workshop (UNICEF and OAS, 2001):

1. To specify the level, type and location of at-risk and affected communities, detailing any socio-economic and/or environmental effects;
2. To activate departmental or local humanitarian mine clearance commissions promoting territorial networks;
3. To incorporate community criteria in the definition of mine clearance policies and priorities;
4. To consider campaigns to supply information about the presence or possession of landmines in affected communities, and to alert the relevant authorities;
5. To encourage private enterprise, the media and national-level organisations to join prevention efforts;
6. To promote the preparation of a specific plan and a two-year awareness-raising project to ensure the availability of sufficient financial resources;
7. To ensure the participation of mine victims and their organisations in all aspects of mine clearance policy, and especially in awareness-raising processes.
8. To delegate the preparation of a social communication strategy to the National Mine Clearance Commission;
9. UNICEF and OAS will prepare a manual with general orientations and basic guidelines for messages about accident prevention, emphasising the fact that only special units of the Army are authorised to carry out demining activities;

10. To prepare messages from and for the community, using international guidelines as a reference;
11. To withdraw permanently any materials that do not comply with international guidelines with respect to prevention, especially the Superman and Wonder Woman comic books, notebooks and posters;
12. To establish mechanisms for the validation of materials, taking into account the National Mine Clearance Commission, the target group and the participation of those affected;
13. To disseminate a layman's version of the contents of the Ottawa Convention;
14. To establish a telephone hotline for the reporting of dangerous and emergency situations.

After these recommendations were made, UNICEF and OAS began the task of preparing a national prevention guide, the first draft of which includes the following:

- International guidelines adapted to Nicaragua;
- Message contents and quality;
- Elements of the prevention process;
- Functions of the National Mine Clearance Commission;
- Certification of prevention materials by the Commission.

UNICEF is currently designing alternative materials for the implementation of a national-level prevention and awareness-raising campaign. These efforts will especially target children ó one of the groups considered to be at greatest risk.

Messages transmitted

During the research process, different materials prepared for landmine and UXO prevention and awareness-raising campaigns were collected. The gathering of these resources was difficult; only a certain percentage of all materials were accessible (mainly printed materials). Curiously, the institutions and organisations that designed and distributed such materials often did not keep file copies (except for PADCA), so many of the gathered resources were acquired or observed only when visiting the municipalities where focus groups were established, since group participants kept their personal copies. The following materials were gathered:

1. Radio spot produced by PADCA;
2. Television spot produced by PADCA;
3. Pencils distributed by PADCA;
4. School rulers distributed by PADCA;
5. School notebooks distributed by PADCA;
6. Backpacks distributed by PADCA;
7. Landmine Accident Prevention Manual, prepared and distributed by CEEN with financing from the United States Agency for International Development (USAID);
8. Comic book entitled *Moving Forward Step by Step*, prepared and distributed by CEEN with USAID financing;
9. Posters (two different types) prepared and distributed by CEEN with USAID financing;

10. Flipchart for community talks, prepared and distributed by CEEN with USAID financing;
11. Superman and Wonder Woman comic book, distributed regionally by UNICEF through the MECD;
12. Independent reports on mine clearance in Nicaragua (two), prepared by CEI.

Radio spot:

It is a dramatisation acted out by Aniceto Prieto, one of the country's most renowned radio personalities. The language is simple and colloquial. The main messages are: mines are dangerous; they injure people; if one is found, it should not be touched; authorities should be notified.

Television programme:

Entitled *Landmines: A Hidden Enemy*, it begins with a soldier detecting a landmine, and the mine's explosion. Then, a girl who lost her legs in a mine accident tells her story. The commentator explains how a large number of landmines were planted throughout the country during the 1980s war. It is followed by footage of victims receiving physiotherapy and the commentator going over the effects of UXO. It continues with images of military personnel being deployed and marking mined zones. The group commander describes their work, accompanied by footage of soldiers demining. This is followed by an explanation of the OAS mine clearance mission in Nicaragua. Soldiers are shown receiving training from foreign military advisers, and a summary is provided of the advances made toward landmine removal and destruction in Nicaragua. The next segment shows the testimony of the mother of two children who suffered a landmine accident. The effects of natural disasters on mine location and displacement are then covered, and an interview about operations in Nicaragua is held with one of the international supervisors of the OAS. The report concludes with images of *campesinos* working their fields, with the commentator emphasising the importance of total landmine removal so that citizens can enjoy full stability and safety in Nicaragua.

Pencils:

Different, attractive colours, with drawings or photographs of different types of mines. The main message is: *Mines kill; Don't touch!*

School rulers:

Plastic with white background, containing photographs of different types of mines. The main message is: *Mines kill; Don't touch!*

School notebooks:

The front and back covers show photographs of different types of mines over a red background. The main message is printed in white lettering: *If you find an explosive artefact* 1) *Don't touch it;* 2) *Leave the area;* 3) *Notify the authorities.*

Backpacks:

Made of synthetic fibre in dark colours, the backpacks carry a clearly printed message in bright colours (yellow, white, green): *Mines kill; Don't touch!*

Accident prevention manual:

This is didactic material edited in a comic book format. It contains the following information: what are landmines?; most common types of landmine found in Nicaragua; minefields identified before Hurricane Mitch; consequences of the

hurricane; preventive measures; what one should *not* do if a landmine is found; what one should do if a landmine is found.

Comic books:

Moving Forward Step by Step is also didactic material edited in a comic book format, which narrates the story of an accident involving a *campesino* boy. Its messages include: community action; mines are very dangerous and should only be handled by specialists; mines cause damage; consequences of Hurricane Mitch; importance of preventive education; importance of safety measures; what to do if one finds a landmine or accidentally enters a minefield; importance of reporting incidents to authorities. *Superman and Wonder Woman comic book* narrates the experience of a group of children and how they learn about landmines. The main personalities and educators are Superman and Wonder Woman, accompanied by an OAS military officer. The contents include: what are landmines?; types of mines; the danger of mines; places where mines can be found; preventive measures and signalling; what should *not* be done if a mine is found; what can be done if one enters a minefield; the importance of reporting incidents to the authorities.

Posters:

Poster No. 1 (15" x 22", full colour) shows a dark background that is toned down from top to bottom. In the centre is a photograph of a landmine, and below it are smaller reproductions of four types of mines. Text in the upper section in white lettering reads: *¡We found one mine.!* Text placed in the central section in highlighted red lettering exclaims: *¡Beware of the rest.!* Poster No. 2 (15" x 22", full colour) is a photograph of a cultivated field that has a traditional plough and a landmine in it. Next to the plough is a piece of dark cloth as a signal. The text, in highlighted white lettering of varied sizes, reads: *¡If you see a mine, don't touch it. Leave a signal (repeated three times). Do not touch it. Follow your footsteps and go back the way you came. Leave a signal close to the site where you saw the mine. Inform the authorities. The CEEN liaison can help you.!*

Flip chart:

It contains didactic materials prepared to assist facilitators with community talks. It consists of a series of coloured sheets, illustrated with representative drawings. The contents include: what are landmines?; types of mines; the danger of mines; Hurricane Mitch and its consequences; preventive measures and signalling; what should *not* be done if a mine is found; what can be done if one enters a minefield; the importance of reporting incidents to the authorities.

Independent reports on mine clearance:

Prepared by an NGO, these independent reports cover advances made in the mine clearance process in Nicaragua. They are directed towards a certain sector of well-educated readers, although they may be comprehensible to people with lower levels of schooling. They mainly contain assessments from a critical perspective.

Coverage in national newspapers:

For this case study, journalistic coverage in 2000 and 2001 of the topic of landmines was reviewed in the two newspapers with broadest national circulation: *La Prensa* and *El Nuevo Diario*. In *La Prensa*, 13 articles were published in 2000 and 11 in 2001. Most of these were dedicated to landmine removal, and only a few (six) covered the attention provided to landmine accident victims. Only three articles referred to the topic of prevention. Most of the articles appeared on inside pages in Section A of the paper. Most ranged between one and four columns wide and were few column inches

in length. *El Nuevo Diario* published 14 articles in 2000 and three in 2001. As with *La Prensa*, most of *El Nuevo Diario's* articles focused on landmine removal and the testimonies of Army officers who carried out demining operations. During these two years, only four articles were dedicated to the topic of landmine victims, and none covered prevention. Most of the articles were placed inside of Section C or on the final pages of Section A. *El Nuevo Diario's* articles had more column inches than those of *La Prensa*, and they were between two and six columns in width.

Table 4: Local press reporting of landmines

Topic	<i>La Prensa</i>		<i>El Nuevo Diario</i>	
	2000	2001	2000	2001
Removal	9	6	6	1
Testimonies	0	0	5	0
Victims	4	2	2	2
Prevention	0	3	0	0
Others	0	0	1	0
Total	13	11	14	3

Source: Based on newspaper analysis for this report.

The opinions of surveyed adults

Sources of information

The first part of the questionnaire sought to identify adult opinions and appraisals of different sources of information, as well as the sources' effectiveness in covering different topics of common interest.

Table 5: Importance of information sources

Information source	Global percentage		
	Important	Not important	Don't know/ No answer
Internet	30.2	25.0	44.8
Books	96.1	2.5	1.5
Local television	95.1	4.3	0.7
Local radio	98.2	1.1	0.7
TV spots, ads, announcements	90.1	7.9	2.0
Radio spots, ads, announcements	91.1	6.6	2.3
Daily newspapers	94.3	4.3	1.5
Magazines, weekly newspapers	85.6	9.3	5.1
Religious groups	94.3	4.1	1.6
Family, brothers, sisters	96.7	2.1	1.1
Friends	96.7	2.6	0.7
School	97.7	1.5	0.8
Teachers	97.0	2.0	1.0
Parents	96.2	2.3	1.5
Soldiers or police officers	90.8	6.9	2.3
Stories from neighbours / others	86.4	11.5	2.1
Local govt. representatives	87.4	8.9	3.8
Foreign television	83.8	13.6	2.6
Foreign radio	80.8	16.2	3.0
Flyers	84.8	9.5	5.7
Brochures	80.7	8.0	11.3
Posters	85.4	8.9	5.7
Comic strips	85.4	10.3	4.3
Cartoons on TV	86.4	10.8	2.8

With respect to the importance of different information sources, those interviewed considered all sources to be important except for the Internet. A very high percentage (69.8 per cent) claimed to know nothing about this medium (44.8 per cent) or to consider it unimportant (25.0 per cent). All other information sources obtained importance levels of over 80 per cent.

Of the information sources mentioned above, those surveyed considered local television (36.6 per cent; first mention), local radio stations (37.9 per cent second mention) and daily newspapers (35.1 per cent; third mention) to be most important (in descending order.)

From the adults' point of view, the population in general and children in particular use the information sources according to the percentages shown in Table 6.

Information source	Global percentage of effectiveness	
	Population	Children
Internet	12.6	11.8
Books	68.2	64.8
Local television	85.1	78.2
Local radio	90.8	74.3
TV spots, ads	67.5	60.3
Radio spots, ads	70.2	62.3
Daily newspapers	75.9	61.1
Magazines, weekly n' papers	58.2	53.3
Religious groups	62.1	59.2
Family, siblings	73.0	69.8
Friends	69.3	66.2
School lessons	76.6	83.8
Teachers	77.0	81.5
Parents	74.6	78.2
Soldiers or police	66.2	59.5
Stories from neighbours	62.6	57.7
Lessons from NGOs	70.3	66.1
Local authorities	65.4	58.9
Foreign television	57.5	54.1
Foreign radio	57.0	53.4
Flyers	63.6	56.7
Brochures	57.7	53.1
Posters	67.0	64.3
Comic strips	61.0	72.8
Cartoons	61.0	78.0

As the table shows, the most effective information sources for the general population are local radio, local television, and, to a lesser extent, schools and teachers. On the other hand, the most effective information sources for children primarily include lessons learned in school and information transmitted by teachers, and secondarily cartoons and local television.

Perception of local problems

The second part of the questionnaire referred to perceptions about the principal local problems, and the ways in which the media cover such problems. In the first case,

those surveyed considered that the most significant problems in their areas are: poverty, unemployment, environmental deterioration, lack of housing and political instability.

The presence of crime and violence was deemed more of a problem by women (64.5 per cent) and in the departments of the RAAN (83.7 per cent), Matagalpa (79.4 per cent) and Jinotega (75.2 per cent); the same is true of schools in poor condition. The presence of armed people was especially perceived as a threat in the RAAN, Matagalpa and Jinotega. Lack of potable water and housing were seen as chronic problems in the RAAN, reaching percentages of up to 99.0 per cent.

Table 7: Perception of local problems

Problem	Global percentage or presence / absence	
	Presence	Absence
Poverty	98.7	1.1
Unstable political situation	82.0	12.1
Unemployment	96.6	2.6
Injustice	78.0	19.3
Crime and violence	62.3	36.9
Schools in poor conditions	63.0	36.2
Little access to health	76.9	22.0
Mines and UXO	36.4	62.0
Armed people	36.6	61.5
Electric energy	73.0	25.9
Lack of potable water	79.8	20.0
Lack of housing	86.1	13.3
Environmental deterioration	89.7	9.7

The perception of the presence of landmines and UXO as a problem was stronger in the RAAN (57.1 per cent), Matagalpa (49.5 per cent) and Jinotega (46.6 per cent). This perception reached no higher than 23.5 per cent in the other departments.

Most of those surveyed felt that all these problems are covered adequately in the different communications media, as illustrated in Table 8:

Table 8: Media coverage of local problems

Problem	Global percentage of coverage	
	Adequate	Not adequate
Poverty	77.9	21.1
Unstable political situation	78.7	18.9
Unemployment	76.7	22.5
Injustice	78.0	20.7
Crime and violence	78.3	20.7
Schools in poor conditions	76.2	23.1
Little access to health	77.0	22.5
Mines and UXO	73.1	25.6
Armed people	72.0	26.4
Electric energy	77.4	21.6
Lack of potable water	76.2	23.1
Lack of housing	76.2	23.1
Environmental deterioration	74.9	24.1

Perception of landmine and UXO information acquired through the media

When those surveyed were asked first comes to their mind after hearing the word *imine*, most responded: *danger* (33.1 per cent); *war/death* (26.6 per cent); and *explosive* (17.2 per cent). Other responses at less than 10 per cent included: *terror*, *destruction*, *things left by the war*, *non-renewable natural resources*,⁵ *precaution*, *something hidden*, *no answer*, and *I think of the Army*.

When asked the same question with respect to *UXO*, most of those interviewed responded: *danger* (31.6 per cent); *bombs in good condition* (22.6 per cent); *firearms* (12.5 per cent); and *don't know* (12.3 per cent). Other responses at less than 10 per cent included: *war*, *no answer*, *insecurity*, *non-renewable natural resources*, *unimportant things*, *deactivated*, *memory of the past*, *something hidden*, *toys*, and *poverty*. As their answers demonstrate, the perception of those surveyed with respect to these two types of explosives is accurate.

The following question asked how adequate the knowledge about mines and UXO is in Nicaragua. A little over half of those surveyed (59.0 per cent) claimed such knowledge is adequate, 30.3 per cent said inadequate, and 10.7 per cent did not know or did not respond. Geographically, 40 per cent and 46 per cent of those surveyed in the departments of Jinotega and RAAN respectively responded that such knowledge is inadequate. The remaining departments had percentages nearer to the global average.

Table 9: Importance of different information sources with respect to mines and UXO

Information source	Global percentage of importance	
	Important	Not important
Internet	27.4	27.4
Books	91.3	7.4
Local television	92.8	6.9
Local radio	95.1	4.3
TV spots, ads	85.1	13.8
Radio spots, ads	86.1	12.8
Daily newspapers	89.7	8.7
Magazines, weekly newspapers	75.9	21.6
Religious groups	84.9	13.4
Family, siblings	92.8	6.6
Friends	91.0	8.0
School lessons	95.7	3.4
Teachers	95.1	4.3
Parents	95.4	3.6
Soldiers or police	86.6	12.6
Stories from neighbours	80.7	17.5
Lessons from NGOs	85.1	12.5
Local authorities	72.3	24.6
Foreign television	71.1	25.6
Foreign radio	78.5	16.4
Flyers	74.8	16.2
Brochures	81.1	14.3
Posters	80.2	15.9
Comic strips	80.2	16.9

5. In this case, those surveyed were confusing landmines with mines from which natural resources are extracted.

Those surveyed were also asked to assess the importance of the different sources of information with respect to landmines and UXO.

In this case, there is a clear similarity to the general importance given to information sources: greater importance was assigned to direct sources, sources originating from the closest surroundings, and local audio-visual media. However, the order of importance of information sources varies with respect to general problems. In this case, first mention went to local radio (40.8 per cent); second mention went to local television (32.8 per cent); and third mention corresponded to daily newspapers (33.4 per cent).

The following table demonstrates the perception of those surveyed with respect to the effectiveness of the same sources in transmitting information about landmines and UXO to the general population and to children.

Table 10: Effectiveness of information sources with respect to prevention

Information source	Global percentage of effectiveness	
	Population	Children
Internet	10.5	11.8
Books	66.6	62.6
Local television	82.3	80.2
Local radio	91.0	78.0
TV spots, ads	70.0	64.9
Radio spots, ads	74.9	67.9
Daily newspapers	76.7	63.9
Magazines, weekly newspapers	59.8	55.9
Religious groups	63.4	61.8
Family, siblings	73.8	70.0
Friends	68.9	66.2
School lessons	76.7	83.4
Teachers	75.9	80.8
Parents	76.2	78.5
Colleagues at work (school)	62.5	58.2
Soldiers or police	73.9	65.1
Stories from neighbours	64.4	57.4
Lessons from NGOs	72.5	65.7
Foreign television	58.2	54.3
Foreign radio	58.0	54.8
Flyers	66.2	62.5
Brochures	58.2	57.5
Posters	69.8	69.5
Comic strips	62.6	79.7
Cartoons	61.5	82.1

In the opinion of surveyed adults, the most effective sources for transmitting information about mines and UXO to the general population are local radio and television, as well as direct sources such as parents and schools. As for the most effective sources for children, those interviewed identified schools, teachers, parents and drawings (comic strips or cartoons.)

Asked where they have heard, read or seen any type of message about the danger of landmines, those surveyed reiterated the use of direct sources such as: conversations with friends and parents, lessons at school or imparted by teachers, and especially via local radio. Other information sources were also identified, but to lesser degrees as illustrated in the following table.

Information source	Global percentage	
	Yes	No
Read on Internet	2.8	97.2
Read in books	51.1	48.9
Given a book	36.1	63.9
Seen on local TV programme	58.0	42.0
Heard on local radio show	70.7	29.3
Seen spots on TV	58.0	42.0
Heard radio spots	70.0	30.0
Read articles in newspaper	51.8	48.2
Read announcements, ads in newspaper	51.5	48.5
Read articles in magazine, weekly	36.1	63.9
Read announcements in magazine, weekly	35.6	64.4
Attended religious group	42.8	57.2
Heard from friend, acquaintance, neighbour	69.7	30.3
Heard special school lesson	63.3	36.7
Heard from parents	64.3	35.7
Heard from colleague at work	46.6	53.4
Attended talk by soldiers, police	43.6	56.4
Attended NGO talk by foreigner	31.3	68.7
Attended NGO talk by Nicaraguan	24.3	75.7
Attended talk by local person	22.0	78.0
Attended talk by local authority	26.9	73.1
Saw programme on foreign TV channel	22.6	77.4
Heard programme on foreign radio channel	20.8	79.2

Responses regarding the use of and access to the Internet follow the same tendency as in earlier questions. This is due mainly to the fact that Internet technology is not available in most rural areas in Nicaragua. Most of those who claimed to have read something in books were men and teachers and in the departments of Chinandega and Matagalpa. On the other hand, women were the least likely to have received a book with information about mines. Those most likely to have seen information via local television were men, teachers and inhabitants of the departments of Chinandega and Matagalpa.

Radio spots and programmes about mines and UXO were heard mostly by women, teachers and inhabitants of Madriz and Chinandega. Television spots were seen mostly by men, teachers and residents of Chinandega, Matagalpa and Madriz. Newspaper articles, announcements and advertisements were read mostly by men, teachers and inhabitants of the RAAN and Matagalpa. The percentage of those who had access to information through magazines or weekly newspapers, either in articles or ads, was

significantly lower than the percentages for the other sources mentioned above. However, those who most received information through this medium were childless adults and residents of the RAAN and Matagalpa.

With respect to direct sources, those who most received information from neighbours, acquaintances or friends were: men, childless adults, teachers and inhabitants of Madriz and Chinandega. The groups who most received information through special school lessons or through teachers were men, teachers and inhabitants of the departments of Chinandega and Madriz. As illustrated above, the remaining direct sources of information, although highly valued, were very seldom used.

Other means of disseminating information about landmines and UXO were also seldom used by those surveyed, except for posters and comic strips. In both cases, the groups who most used these two information sources were teachers and inhabitants of Chinandega.

Table 12: Other means of dissemination

Information source	Global percentage	
	Yes	No
Read in flyer	42.6	57.4
Given a flyer	43.1	56.9
Read in poster	52.3	47.7
Read in comic strip	62.8	37.2
Given comic strip (Superman / other)	61.5	38.5
Seen in cartoons	48.4	51.6
Seen in movies	35.7	64.3
Seen on T-shirt (message)	24.4	75.6
Given T-shirt (message)	9.3	90.7
Seen on headband or button	16.4	83.6
Given headband or button	8.5	91.5
Seen on cap	15.9	84.1
Given cap	7.4	92.6
Seen on backpack	12.6	87.4
Given backpack	8.0	92.0
Heard children	43.9	56.1

The messages most often heard, seen or read through these different information sources were: 'danger/precaution' (49.8 per cent) and 'safety measures' (19.3 per cent). Other messages with response percentages under 10 per cent were: 'death', 'advise authorities', 'respect warnings', 'teach people about the topic', 'investigate of war', 'careful where you send the children' and 'deactivated'. The first message was most seen or heard by men, childless adults, and inhabitants of Jinotega and Matagalpa; and the second message by women, adult parents, and residents of the department of Madriz.

In general, those surveyed expressed that efforts to educate the population about the dangers of landmines and UXO have been adequate (77.4 per cent); only a minority responded that such efforts have not been adequate (20.5 per cent). A similar appraisal was made with respect to efforts to inform children and adolescents about this danger: 79.2 per cent responded that such efforts have been adequate, and 18.4 per cent that they have not been adequate.

Knowledge about landmines and UXO

This block of questions investigated the survey participants' knowledge about landmines and UXO and about what to do if a mine is found. The first question asked what mines and UXO are. Most of those surveyed responded 'death/danger' (63.1 per cent) and 'explosive/chemical' (26.6 per cent). Other responses included: 'do not know/not sure', 'precaution', 'no answer', and 'non-renewable natural resources', all with percentages below 5.0 per cent.

Almost half of those surveyed did not know if mines and/or UXO exist in their areas (47.5 per cent), whereas 33.6 per cent knew that mines and/or UXO do exist in their locales, 10.7 per cent did not know or were not sure, and 7.4 per cent responded 'sometimes' or 'not always'.

Of those surveyed, 54.8 per cent responded that these explosives can not be seen; only 23.0 per cent said that they can be seen; 17.7 per cent answered 'sometimes' or 'not always'; and 4.6 per cent did not know or did not respond. Those who responded that mines and UXO can be seen were mostly women, childless adults, and inhabitants of Jinotega.

With respect to what should be done after discovering a mine or UXO, most responded that soldiers or police should be informed (65.1 per cent), or friends or neighbours should be informed (21.0 per cent). Other responses (< 3 per cent) included: 'do not touch', 'mark the place somehow', 'leave the area', 'do not know/not sure', 'no answer', 'do not enter the area', 'leave a warning', 'take the mine or UXO to the soldiers', 'would not know what to do', 'deactivation', 'take the mine or UXO home', and 'go back the same way'.

When asked what they would do if they thought they were in a mined area, the responses were: 'stop and shout for help' (61.6 per cent), 'keep walking very carefully' (16.1 per cent), and at less than 10 per cent: 'go to a safe area', 'go back the same way', 'do not know/not sure', 'get out of the area', 'go back and tell the authorities', 'fear/terror', 'be careful', 'warn people', and 'mark the spot'.

Eighty-seven per cent (87.0 per cent) of those surveyed expressed that it is not good to pick up mines and UXO. However, 11.5 per cent responded that it is good, including mostly women, childless adults and inhabitants of Madriz and Chinandega.

Survey participants were also asked whether landmines in their area were marked in any special way, to which they responded 'yes, always', 'do not know/not sure', and 'not at all', according to the following percentages:

Yes, always	37.4
Do not know/not sure	26.4
Not at all	22.8
Not always, sometimes	11.8
No answer	1.6

Those who answered 'yes, always' were mostly from Matagalpa and the RAAN; those who did not know or were not sure were mostly from Madriz; and those who

responded inot at all were also mostly from the RAAN. Almost one-fourth of those surveyed did not know or were not sure how mined areas are marked; a lesser percentage responded that such areas are marked with barbed wire, with painted skulls, or with red and white or yellow tape.

Table 14: How areas with landmines or UXO are marked

Type of marking	Percentage
Do not know/not sure	25.7
Barbed wire	19.7
Painted skulls	18.9
Red and white tape	8.4
No answer	7.5
Yellow tape	7.4
Other types of marking	12.5

Other types of markings mentioned (at less than 3 per cent) included: signs that say 'Danger: Mines,' red flags, triangles or squares; red triangles; bottles up high; stacked rocks; crossed pieces of wood; cans or jars; and civilian warnings. Most of those who claimed not to know or not to be sure how mine areas are marked were from the department of Madriz. Most of those who mentioned barbed wire were from Jinotega; those who mentioned skulls were from Chinandega; and those who mentioned red and white tape were from Matagalpa.

Of those interviewed, 85.4 per cent thought that they should run and seek help if they see that a friend or relative has been hurt by a landmine. Other smaller groups thought they should: 'seek adults that can help,' 'provide help immediately,' 'take the person to the health centre,' 'run away from the area,' 'look at the ground before entering,' 'not enter the area,' and 'seek assistance.'

A majority (72.5 per cent) claimed that they had never participated in seminars, talks or training events about the dangers of landmines and UXO. Of these, most belonged to the 13- to 17-year age group and were from the departments of Jinotega and the RAAN. The remaining 27 per cent affirmed that they had participated in such events. These were mostly teachers, women and inhabitants of Chinandega.

Experiences with landmines and UXO

Of those surveyed, 95.6 per cent responded that they had never been in a minefield, either alone or with others. Only 4.4 per cent responded affirmatively, and these were from Chinandega and Matagalpa. This latter group was asked a series of follow-up questions to investigate the details of their experiences. In this way, 51.9 per cent responded that they were aware that there might have been landmines in the field; 25.9 per cent responded that they did not know about the existence of mines in the field; and 11.1 per cent claimed that someone had told them.

Those who knew that there might have been mines were mostly men, childless adults, and residents of Matagalpa. Those who claimed not to know were mostly women, adolescents, teachers and inhabitants of Chinandega.

Table 15: Of those who had been in minefields

	Percentage
Knew that there could be mines	51.9
Did not know there were mines	25.9
Someone had told them	11.1
Stepped on a mine	7.4
The field was marked	3.7

The reasons for which they put their lives in danger varied, but it is important to emphasise that the main reason was curiosity.

Table 16: Reasons for facing danger

	Percentage
Curiosity/To see a mine up close	14.8
Had a means of prevention	11.1
No answer	11.1
Work reasons	11.1
Lost	7.4
At war	7.4
In training	3.7
Worked with police	3.7
Was helping a friend	3.7

Most of those who answered 'curiosity' were women, childless adults, and residents of Matagalpa.

Of all cases, 37.0 per cent led to explosions and 51.9 per cent did not. Most of the latter involved men, adult parents and inhabitants of the department of Jinotega, and they were able to leave the minefields by retracing their own footsteps (40 per cent); moving carefully (20 per cent); running to get away from the place (10 per cent); because soldiers or police arrived (10 per cent); because other people helped them leave (10 per cent) or by leaving normally (10 per cent). Half of those who claimed that they received help leaving the field were assisted by police or soldiers.

Survey participants were also asked if they personally knew someone who had stepped on a landmine, and a significant percentage responded affirmatively (37.4 per cent). The remainder of the group answered negatively (62.6 per cent). Those who responded affirmatively were asked if they knew what type of assistance was provided, and almost one-fourth responded that people nearby helped the victim. A smaller percentage answered that the victim shouted for help, was taken out by police or soldiers, was assisted by neighbours or relatives, etc.

Another question attempted to discover if survey participants personally knew someone who had entered a minefield and had not stepped on a mine, to which 87.5 per cent responded negatively and only 11.6 per cent answered affirmatively. Those who answered affirmatively were also asked if they knew how the person left the minefield, for which the two most common answers were that 'they retraced their footsteps' and 'they continued to walk trying to see the mines.' Less common responses included: that 'police or soldiers got them out', 'they stopped and asked for help', 'they were mine specialists', 'they ran as far away as they could', 'other people got them out', 'they knew the area', and 'they died'.

Table 17: Assistance provided to people who stepped on landmines

	Percentage
Helped by people nearby	24.6
Shouted for help	18.9
Taken out by police or soldiers	14.0
Helped by neighbours or relatives	13.6
Stepped on mine and was killed	7.0
Do not know/not sure	7.0
Remained disabled	4.8
Others	9.9

Table 18: How known people left minefields without suffering injury

	Percentage
Retraced own footsteps	39.4
Continued walking trying to see	21.1
Taken out by police or soldiers	7.0
Stopped and asked for help	7.0
Were mine specialists	5.6
Do not know/not sure	5.6
Ran as far away as possible	4.2
Taken out by others	4.2
Others	7.0

The experiences of teachers and parents

Also included in the survey was a set of questions investigating teachers' and parents' experiences in campaigns to raise awareness about the dangers of landmines and UXO. A total of 66 teachers were interviewed, along with a sample of teachers and parents totalling 238.

Of the teachers, 74.2 per cent had given classes on the dangers of landmines and UXO, only 19.7 per cent had not. Most of those who had not taught such a class were in the RAAN and Jinotega. A lower percentage of teachers claimed to have participated in seminars or training events on this topic (68.2 per cent), whereas 27.3 per cent had not participated in such activities. Most of those who had not participated in training events were in Jinotega and Madriz.

They were also asked if their schools had received visits from local or international organisations or the Army to discuss the topic of landmines, to which 51.5 per cent responded affirmatively, 43.9 per cent negatively, and 4.5 per cent did not respond. The three departments in which most teachers responded negatively were the RAAN, Jinotega and Madriz.

Most teachers (56.1 per cent) expressed that children in their schools or classes are well informed about the dangers of landmines and UXO. However, 39.4 per cent responded that the children do not have sufficient information.

The group of parents and teachers was also asked about participation in seminars, talks or training events on the dangers of landmines, and 66.4 per cent responded

negatively ó a significant difference from the group of teachers. Only 31.9 per cent responded affirmatively. Most of those who had not received training were parents (77.8 per cent) and inhabitants of the RAAN and Jinotega (with a significant number also in Matagalpa).

When asked whether they had discussed the topic with their children, the answers were divided between: isometimes, when they heard about an accidentî, ìneverî, ìrarely, do not think much about itî, ìfrequentlyî, and ìevery dayî.

Table 19: Frequency of discussions about the topic with children

	Percentage
Sometimes, when hearing about an accident	30.3
Never	29.0
Rarely, do not think much about it	22.3
Frequently, every day	12.6
No answer	5.9

In general, the data indicates that parents rarely or never discuss the topic with their children, in spite of the fact that they responded in earlier questions that this is an effective way to transmit information about the dangers of landmines and UXO. Percentage breakdowns were similar throughout the different departments.

Finally, unlike the teachers, this group expressed that their children are not sufficiently informed about the dangers of landmines and UXO: 55.5 per cent responded that their children were little or not at all informed about the topic; and only 37.8 per cent answered that their children were well or very well informed. Most of those who claimed their children to be well-informed were in Matagalpa and Chinandega, whereas those who felt the opposite were in the RAAN and Chinandega.

The opinions of surveyed children

Sources of information

As with the adults, children were asked a series of questions to identify the sources of information to which they have access, as well as their appraisals of said sources. The first question attempted to determine the order of importance of the different information sources to the children.

As with the adults, surveyed children also considered direct sources to be more important, along with the closest sources (family, parents, teachers, school) and audio-visual sources such as television and radio. Two other sources with high importance percentages were books and soldiers or police officers. However, the three most important sources, by order of mention, were: local television (42.8 per cent), local radio (45.4 per cent) and daily newspapers (22.2 per cent).

The children were asked from which source of information they learned more about different topics, and the responses indicate that children most appreciate direct sources, especially teachers and parents. Other information sources they considered useful for learning were radio, television and cartoons.

Table 20: Importance of the information sources

Information source	Global percentage		
	Important	Not important	Don't know/ No answer
Internet	21.6	17.5	60.8
Books	96.4	3.1	0.5
Local television	91.8	7.7	0.5
Local radio	93.8	4.6	1.5
TV spots, ads, announcements	86.6	10.3	3.1
Radio spots, ads, announcements	89.2	7.7	3.1
Daily newspapers	88.7	6.7	4.6
Magazines, weekly newspapers	78.9	10.8	10.3
Religious groups	91.2	3.6	5.2
Family, brothers, sisters	96.4	1.0	2.6
Friends	96.4	1.5	2.1
School	96.4	1.5	2.1
Teachers	97.9	1.5	0.5
Parents	96.9	2.1	1.0
Soldiers or police officers	90.7	5.2	4.1
Stories from neighbours/others	86.1	7.2	6.7
Local government lessons	83.0	6.7	10.3
Foreign television	75.8	15.5	8.8
Foreign radio	75.3	14.9	9.8
Flyers	70.6	8.8	20.6
Brochures	66.0	6.7	27.3
Posters	75.3	6.7	18.0
Comic strips	87.1	3.1	9.8
Cartoons on TV	92.8	3.6	3.6

Table 21: Sources from which children would learn most about different topics

Information source	Global percentage		
	More	Less	Don't know/ No answer
Internet	16.0	44.3	39.7
Books	87.1	9.3	6.7
Local television	79.9	17.5	2.6
Local radio	87.1	10.3	2.6
TV spots, ads, announcements	70.1	26.3	3.6
Radio spots, ads, announcements	73.7	22.2	40.1
Daily newspapers	73.7	20.6	5.7
Magazines, weekly newspapers	58.2	33.0	8.8
Religious groups	68.0	21.1	10.8
Family, brothers, sisters	85.1	9.8	5.2
Friends	77.8	16.0	6.2
School	90.2	5.2	4.6
Teachers	88.7	7.7	3.6
Parents	88.7	7.7	3.6
Soldiers or police officers	73.2	21.6	5.2
Stories from neighbours/others	62.4	27.8	9.8
NGO lessons	62.4	27.3	10.3
Foreign television	56.7	36.6	6.7
Foreign radio	54.6	37.1	8.2
Flyers	50.5	35.1	14.4
Brochures	44.3	38.7	17.0
Posters	64.4	23.7	11.9
Comic strips	79.4	11.9	8.8
Cartoons on TV	85.1	11.3	3.6

What children know about landmines and UXO

As with the adults, the children were asked several questions meant to identify their knowledge levels with respect to landmines and UXO. The first such question was: What is the first thing that comes to mind when you hear the word 'mine'? Most of the survey participants responded: 'danger', 'war', 'explosive', or 'terror/fear'. Other responses (< 3 per cent) were: 'non-renewable natural resources', 'things left behind by the war', 'destruction', and 'something hidden'. In the case of the word 'UXO', the most frequent responses were: 'danger', 'no answer', 'bombs in good condition', 'do not know', 'war', and 'insecurity'.

Table 22: What comes to mind when the word "mine" or "UXO" is heard

	Percentage
MINE	
Danger	40.2
War	19.6
Explosive	17.5
Terror/fear	8.2
Do not know/no answer	8.8
Others	6.7
UXO	
Danger	27.3
No answer	17.5
Bombs in good condition	17.0
Firearms	11.3
Do not know	8.2
War	7.7
Insecurity	6.7
Others	5.1

The children were also asked if their knowledge about landmines and UXO in Nicaragua was adequate or inadequate, to which a majority responded that it was adequate (54.1 per cent). A lesser but significant percentage responded that it was inadequate. Of these, most were in the 7- to 8-year age group and inhabitants of the departments of Jinotega, the RAAN and Matagalpa.

Then, the children were asked about the importance of the different sources in informing about landmines and UXO. Their responses indicate that direct sources are most important: parents, friends, school, teachers, books, and local television and radio.

Children considered that the three most important sources for information about landmines and UXO were: local television (34.0 per cent, first mention), local radio (35.1 per cent, second mention) and daily newspapers (23.2 per cent, third mention). However, children also responded that the main sources from which they could learn about landmines and UXO were direct sources, such as school, teachers and parents, as well as indirect sources such as local radio and television and cartoons.

Table 23: Importance of information sources with respect to landmines and UXO

Information source	Global percentage of importance	
	Important	Not important
Internet*	20.1	13.9
Books	93.8	0.5
Local television	87.1	3.1
Local radio	89.7	1.5
TV spots, ads	76.3	3.6
Radio spots, ads	78.4	2.6
Daily newspapers	83.5	2.1
Magazines, weekly newspapers	69.6	4.1
Religious groups	69.6	3.1
Family, siblings	87.6	1.0
Friends	86.6	1.0
School lessons	94.8	1.0
Teachers	93.3	1.0
Parents	92.3	1.0
Police or soldiers	82.5	3.1
Stories from neighbours	67.5	6.7
NGO lessons	66.5	5.2
Foreign television	64.4	11.3
Foreign radio	62.9	10.8
Flyers	61.3	6.2
Brochures	55.2	6.7
Posters	69.1	7.2
Comic strips	79.4	4.6
Cartoons	85.1	3.1

* Most of those surveyed did not know or did not respond with respect to this item (60.8 per cent).

Table 24: Sources from which the most about mines and UXO can be learned

Information source	Global percentage	
	Better	Worse
Internet	14.4	52.1
Books	82.5	12.9
Local television	83.5	15.5
Local radio	87.6	9.3
TV spots, ads	70.6	24.7
Radio spots, ads	75.8	20.1
Daily newspapers	77.3	18.0
Magazines, weekly newspapers	62.9	28.4
Religious groups	67.0	22.7
Family, siblings	83.5	12.4
Friends	77.8	18.0
School lessons	91.8	4.1
Teachers	90.2	6.2
Parents	90.7	5.7
Police or soldiers	79.4	16.5
Stories from neighbours	62.9	27.8
NGO lessons	61.9	26.3
Foreign television	53.6	39.7
Foreign radio	53.1	40.7
Flyers	53.1	33.0
Brochures	49.5	33.5
Posters	70.1	18.6
Comic strips	77.3	11.9
Cartoons	83.5	10.8

The next question asked through which media the children had heard, read or seen any type of message about the dangers of landmines and UXO. The children responded that they had received information mostly from their teachers' lessons, from hearing their parents, by reading comic strips, by receiving comic strips, and by listening to local radio. Other sources of media were rarely or not used.

Table 25: Sources where messages about mines/UXO have been seen, read or heard

Information source	Global percentage	
	Yes	No
Read via Internet	0.5	99.5
Read in books	53.1	46.9
Given a book	37.1	62.9
Seen on local TV programme	53.1	46.9
Heard on local radio programme	69.1	30.9
Seen on TV spots	48.5	51.5
Heard on radio spots	59.3	40.7
Read in daily newspaper article	38.1	61.9
Read in daily paper announcement, ad	31.4	68.6
Read in magazine, weekly article	21.1	78.9
Read in magazine, weekly announcement	20.1	79.9
Attended religious group	28.4	71.6
Heard from friend, acquaintance, neighbour	70.1	29.9
Heard special school lesson	59.3	40.7
Heard teacher's lesson	77.3	22.7
Heard from parents	78.9	21.1
Attended talk by soldiers, police	29.4	70.6
Attended NGO talk by foreigner	8.8	91.2
Attended NGO talk by Nicaraguan	9.3	90.7
Attended talk by local person	9.3	90.7
Attended talk by local authority	9.3	90.7
Seen on foreign TV channel programme	14.4	85.6
Heard on foreign radio programme	13.4	86.6
Read in flyer	40.7	59.3
Given a flyer	35.1	64.9
Read on poster	52.1	47.9
Read in comic strip	72.2	27.8
Given comic strip (Superman or other)	69.1	30.9
Seen in cartoons	61.9	38.1
Seen in movie	36.1	63.9
Seen on T-shirt	18.0	82.0
Given T-shirt	6.7	93.3
Seen on headband or button	5.2	94.8
Seen on cap	9.3	90.7
Given cap	5.2	94.8
Seen on backpack	7.7	92.3
Given backpack	4.6	95.4
Heard from other children	56.2	43.8

When asked what had been the most significant message learned about landmines and UXO, 50.5 per cent of the children responded 'danger', 24.2 per cent answered 'safety measures', and 9.8 per cent responded 'death'. Some children did not respond or did not know, and others (15.4 per cent) responded, 'tell someone who knows more', 'respect warnings' and 'let people know'. Most of those children who had learned 'danger' were in the 9-12 year age group and lived in the departments of Matagalpa and Jinotega. Those who had learned about safety measures were in the same age group but lived in the department of Madriz.

The surveyed children's general assessment about what had been done to inform them about the dangers of landmines and UXO was favourable: 64.9 per cent responded that it was adequate and only 26.3 per cent said that it was not adequate. Children in the latter group were mostly in the youngest age group (7 to 8 years old) and residents of the RAAN. Most of those who gave favourable responses were in the 11- 12 year age group and lived in the department of Madriz.

Knowledge about landmines and UXO

In order to determine what the children really know about landmines and UXO, several questions were formulated about the artefacts themselves, their existence in the community, and security measures that must be taken. The first question was: What do you think mines and UXO are? A little over half of the children (52.6 per cent) responded 'death' and 'danger', a second group (23.7 per cent) answered 'explosives' and 'chemicals', and 18.6 per cent did not answer. Other responses included: 'precaution' and 'non-renewable natural resources'.

Table 26: What are mines and UXO?

	Percentage
Death, danger	52.6
Explosive, chemical	23.7
No answer	18.6
Do not know, not sure	3.6
Precaution	1.0
Non-renewable natural resources	0.5

The largest percentage of surveyed children (44.8 per cent) affirmed that they did not know whether there were landmines and UXO in their communities; whereas 33.0 per cent responded that they do know; 16.0 per cent said they did not know or were not sure; 5.2 per cent answered 'sometimes' or 'not always', and 1.0 per cent did not respond. Most of those who said they did not know were girls between 7 and 8 years old in the department of Madriz. Those who claimed to know were mostly 11- and 12- year-old boys in the RAAN. Those who were not sure were mostly between 9 and 10 years old in the department of Matagalpa.

A little over half of the children claimed that landmines and UXO can not be seen (66.0 per cent), whereas 16.0 per cent said that they can be seen. A third group (10.3 per cent) answered 'sometimes' or 'not always', and only 7.7 per cent did not know or were not sure.

Asked what they would do if they saw a landmine or UXO, a little over half responded that they must inform soldiers or the police (54.1 per cent); another group answered that they would inform their friends and neighbours (23.7 per cent). The rest gave varied answers (all < 5 per cent): 'leave the area', 'do not know/not sure', 'mark the place somehow', 'leave a warning', 'no answer', 'do not touch', 'do not know what to do' and 'go back the same way'.

To a related question, 60.3 per cent of the surveyed children responded that they should stop and shout for help if they believe they are within a mined area; 8.8 per cent responded that they should continue walking very carefully; a similar percentage

(8.2 per cent) did not know or were not sure; and 7.2 per cent said they should go to a safe place. Other responses included: 'leave the area', 'go back the same way', 'warn people', 'fear/terror', 'return and tell the authorities', and 'be careful'.

Table 27: What to do if you think you are in a mined area

	Percentage
Stop and shout for help	60.3
Continue walking carefully	8.8
Do not know/not sure	8.2
Go to safe area	7.2
Leave the area	4.6
Others	10.8

Of the surveyed children, 92.3 per cent affirmed that it is not good to pick up landmines and UXO, and only 6.2 per cent responded that it is good. The remaining 1.5 per cent did not know or did not answer.

With respect to the marking of minefields in or around their communities, 38.1 per cent of the children responded that they did not know or were not sure whether such sites were specially marked; another 30.9 per cent said that such sites were marked; 19.1 per cent answered that they were not marked at all; and 9.3 per cent responded 'not always' and 'only sometimes'. Those who were not sure were mostly girls, between 9 and 10 years old, and from the department of Madriz. Those who said the sites were marked were also mostly girls, but between 7 and 8 years old and from the departments of Matagalpa and Jinotega.

Asked how mined areas were marked, 34.0 per cent of the children responded that they did not know or were not sure; 19.6 per cent said with barbed wire; and 16.0 per cent answered that sites were marked with skulls. Other responses included: 'red and white tape', 'no answer', 'signs that say *Danger: mines*', 'yellow tape', 'red flags', 'red triangles', 'stacked rocks', 'civilian warnings', 'cans' and 'jars'.

Table 28: How areas with landmines or UXO are marked

	Percentage
Do not know/ not sure	34.0
Barber wire	19.6
Painted skulls	16.0
Red and white tape	7.2
No answer	7.2
Others	16.0

A little over half (54.1 per cent) of the surveyed children claimed that they would run from the area if they were to see a friend or relative injured in a minefield; whereas 23.7 per cent said they would run to get help; 7.7 per cent did not know; and 5.2 per cent would not enter the field and would seek help. Other responses included: 'seek help from adults', 'leave the area', and 'look at the ground before entering'. Most of those who would run away were between 9 and 10 years old and from the department of Madriz. Most of those who would run to seek help were between 7 and 8 years old and from Matagalpa.

How children have learned about landmines and UXO

The final questions on the children's questionnaire were oriented towards identifying how children have most effectively received information about landmines and UXO. The first question asked if any schoolteachers had talked about this danger, to which 72.7 per cent responded affirmatively and 25.8 per cent negatively. Most of those who answered 'yes' were in the 11–12 year age group and lived in the departments of Madriz and Chinandega. Those who had not received information from teachers were mainly in the 9- to 10-year age group and residents of Matagalpa.

The subsequent question asked if the children's schools had offered any special classes on the dangers of landmines and UXO, imparted by international organisations or the Army. Most children (77.3 per cent) responded negatively. Only 21.6 per cent responded affirmatively, and most of these were between 7 and 8 years old and from Chinandega.

Half of the surveyed children affirmed that their parents had 'never' or 'rarely' talked with them about the topic. The other half claimed that their parents had 'sometimes' or 'often' talked with them about landmine dangers. Most of those whose parents had never or rarely discussed the topic were in Jinotega and the RAAN, whereas those who had talked with their parents were in Madriz and Chinandega.

Table 29: Have your parents talked with you about landmine and UXO dangers?

	Percentage
Never	21.6
Rarely	28.4
Sometimes	32.5
Often	17.5

The children were also asked if they had ever had access to any written or audiovisual material about landmines and UXO. Most responded that they had heard radio programmes and read comic strips.

Table 30: Materials about landmines and UXO that children have seen or heard

	Yes	No
Posters, brochures or flyers	44.3	54.1
Television	66.5	33.0
Radio	73.2	26.8
Comic books	73.7	25.3

This aspect was confirmed when the children were asked if they had seen or heard about a comic book in which Superman shows boys and girls the dangers of landmines and UXO: 88.7 per cent of the surveyed children responded affirmatively, and only 10.3 per cent responded negatively.

Results from the focus groups and interviews

Three focus group sessions were held using GICHD question guidelines, modified specifically for Nicaragua. The questions covered six aspects: general habits with respect to the media; messages in the media; landmines and UXO; general warnings about landmines; evaluation of the effectiveness of information sources; and printed and/or alternative materials.

Communication media and local messages

Participants in the three focus groups coincided in identifying radio as the primary source of information in their respective areas, due to the rural characteristics of their communities and the reach or coverage of mass radio communications at the national level. The participants' preferences were split between national and local stations. In all three municipalities, there was significant interest in *Radio Corporaci3n*, a national station characterized by the rural orientation of its programming. Other popular stations included: *La Sandino*, *Radio Nicaragua* and *Radio Ya*.

At the local level, Matigu-s has no broadcasting stations, whereas Somoto and Jalapa do. There are four stations in Somoto: *Radio Fronteras*, *Stereo Madriz*, *Stereo Amistad* and *NW Radio*, and all enjoy wide audiences of local residents. There are also four radio stations in Jalapa: *La Radio Nicara3*, *Radio Nueve*, *La Voz del Evangelio* and *Radio Nice*. In this case, audience size depends on listening preferences. Locals tune to *Radio Nicara3* and *Radio Nueve* for news and information, whereas the other two stations specialise in religious and musical formats.

Television viewing is limited in Matigu-s and Somoto. These areas receive only *Channel 2* (a national station) and cable (available only in urban centres and not economically accessible to most of the population). A different situation has developed in Jalapa, where a significant percentage of the population has access to television, but they receive Honduran signals rather than national stations. Somoto and Jalapa each have only one local station that produces news programming. These broadcast over cable, however, and are thus unavailable to most of the population.

Inhabitants of the three municipalities have access to national daily newspapers. As in the rest of the country, the most popular papers are *El Nuevo Diario* and *La Prensa*. The main problem is that newspapers circulate only within the urban centres, and many people do not have sufficient resources to purchase them.

Considering the Nicaraguan rural population's access to different communications media, it is clear that the most powerful and popular outlet is radio. It is through radio, therefore, that the rural population receives most information; and radio is the main link between individuals and their environment. The type of messages or information received depends mostly on the preferences of the audience. A significant percentage of listeners, especially adolescents and women at home, like to hear music. Adult men tend to listen to programmes on farming and news. Children listen to music and to the programming selected by the adults in their homes.

Given its importance and easy access, radio is the most efficient and effective communications medium to transmit messages to the rural population. In radio programming, it is common to hear communiqu3s used to transmit messages and

warnings to isolated populations where there are no telephones or telegraphs.

The main topics covered in different radio programmes refer to important national problems, such as: the political situation, the economy, unemployment, poverty, access to health services, lack of potable water, lack of access to education, etc. These are also the main topics covered by local media.

Information about landmines and UXO

The topic of landmines and UXO is rarely covered in the different communication media, both at national and local levels. However, some focus group participants had heard radio vignettes or spots with warnings and messages about this danger. One of the programmes mentioned in the three municipalities was that of Pancho Madrigal on *Radio Corporaci n*. This is a show oriented towards *campesinos*, telling rural stories or anecdotes through radio dramatisations. It is picaresque and enjoys a wide national audience. This space has been exploited, especially by the OAS, to introduce a spot with messages about landmines and UXO. However, the focus group participants who claimed to have heard the spot also said that its broadcast was sporadic.

Those who have occasional access to daily newspapers claimed to have read reports or articles about the topic, but these were a minority of group participants and could not remember specifically what the articles covered. Focus group members also said that they had practically never seen any type of message about the danger of landmines and UXO on television.

With respect to other media or information sources, only a few group participants claimed to have seen, read or heard messages through posters, notebooks, pencils, backpacks or comic books. Most of those who had seen this type of material were more closely related to the prevention campaigns, such as teachers and the instructors or facilitators of community talks. The rest had practically never seen any such type of warning or message about the dangers of landmines and UXO.

In spite of this situation, focus group participants knew and were conscious of the fact that landmines and UXO are dangerous and can result in death. However, they could offer no detailed or reliable information about what landmines are, how they work, and what should be done with them. Most group participants had mistaken and incomplete information about landmine dangers and the respective safety measures that should be followed. All such information was acquired through personal experience: some group participants had taken part in the war in the 1980s; others had seen accidents or had entered minefields.

For example, one of the most common beliefs is that landmines have a 20-year duration, and thus that the mines planted in the early 1980s are about to expire. Another widespread belief is that landmines can be deactivated by fire. Some group participants claimed to have found mines in their fields and to have burned them to see if they would explode. Participants mentioned that this is a common practice among *campesinos* in the three municipalities.

It was clear that participants from the three focus groups had different knowledge levels with respect to the topic of landmines and UXO. Participants from Somoto were better informed, probably because several of them had given talks in prevention campaigns promoted by CEEN. Participants from Jalapa were in second place with

respect to information levels. Most of their knowledge had been acquired through personal experience because of the high number of accidents in the region or because of personal incidents with mines. The least informed participants were those from Matigu-s, apparently because the municipality has never been covered by landmine prevention campaigns (even though numerous accidents have occurred in the area and there is a minefield approximately one kilometre from town).

General warnings and the effectiveness of information sources

Except for teachers, facilitators who had given talks on the topic, and those who had received military training, focus group participants could not distinguish between landmines and UXO. Nor could they recognise or differentiate between the different types of landmines that exist in Nicaragua.

Group participants were not clearly aware of the safety measures required when one encounters a minefield, detects the presence of landmines, or witnesses a landmine accident. In this respect, the most frequent responses involved leaving the area and informing the authorities.

On a local level, most participants knew the locations of mine sites or minefields in their areas. This is especially true in Jalapa, where inhabitants live very closely with landmines and there are communities whose farmlands are heavily affected. According to focus group participants from this municipality, inhabitants of these communities have opened roads and paths and routinely warn visitors about the most dangerous areas, etc.

Focus group participants from Matigu-s and Somoto indicated that they do not really know the locations of mined areas, since Hurricane Mitch dislocated those landmines that had been found and marked. This represents a serious and permanent danger for everyone. Nevertheless, inhabitants of the three municipalities claimed to be able to identify clearly certain mined areas, which have been discovered because of accidents or because wandering livestock were killed.

A significant number of participants had had personal experiences with landmines because they were former combatants and had witnessed accidents involving fellow soldiers. Four participants had been involved in landmine accidents: three of them suffered minor injuries, and one suffered the amputation of one lower and one upper limb. The accidents of the former three participants occurred while they took part in military operations. The amputee was a boy who entered a minefield searching for livestock. Eight participants had encountered landmines while working in the fields, and one adolescent participant explained how friends had called him over to see some landmines they had uncovered, by themselves, in a field close to town.

Perhaps the most interesting experience was narrated by a *campesino* from Jalapa. A former combatant of the Nicaraguan Resistance, he had been trained in military camps in Honduras. After the war, he took to working his father-in-law's fields. Ploughing a field one day, he found a landmine and, trusting his military know-how, unearthed it. He then dug up other mines from the same field, until a total of 180 had been found. He dug a hole, placed all the mines inside, and set a fire to activate them.

Because of such experiences, participants knew that mines are hidden and that they are commonly found in cultivated fields, especially after Hurricane Mitch. In areas where landmines are known to be located, local residents have established their own warnings and markings, which do not always follow international recommendations or guidelines. The most effective means of warning about the dangers of landmines and minefields, however, is verbal communication.

Only a few of the focus group participants from Matigu-s claimed to have received information from OAS specialists who visited the municipality approximately two years before. The teachers said they had received some information through the Ministry of Education and as part of their training in the use of the Superman comic book. However, they also said that such training was suspended two years before and that the topic is not included within the ordinary curriculum. The instructors and facilitators of CEEN-sponsored talks and workshops affirmed that this effort was also suspended due to a lack of funds to cover mobilisation, materials and other costs necessary to impart the talks in other communities. This occurred in spite of a significant demand by populations in the municipalities to receive such information.

With respect to information sources and their effectiveness, most group participants believed that it would be important to implement campaigns using the mass media, especially radio. They also stressed the importance of using printed materials, especially posters. This type of propaganda is effective in rural Nicaraguan culture, where posters are saved and hung in visible places. Participants suggested that posters include rural images, with little text. In Somoto, the focus group noted that it would be important to use videos or mobile theatre to support training activities in the communities. In prior events, the participants had noticed that these techniques lead to good results and better message assimilation. In general, all group participants agreed that the most efficient and effective means of transmitting information is through community talks or workshops. A related suggestion was that the most efficient people to carry out this type of activity are teachers as well as victims of landmine accidents.

For children, the groups said that audio-visual media and graphic materials such as comic books and strips are most effective. Group participants also said that it is important to use alternative means through the schools, such as art contests, puppet shows, special classes, etc.

In general, focus group participants thought that the populations of their municipalities had learned to live with the problem of landmines, but that they have not become familiar with the prevention messages because of a lack of access to them. To a great extent, this is due to the sporadic dissemination of the messages and their low geographic coverage. Those who had participated in prevention campaigns, imparting talks and facilitating workshops, affirmed that the messages used in this type of event were too limited or very weak ó they did not provide sufficient information about required safety measures, markings, or the recognition of landmines and UXO.

One sector of the population that the focus groups felt should receive special attention is children. Children who were already in school two years before had received some information about the danger of landmines, but those who were recently enrolled had not been informed by their teachers. Group participants even deemed it necessary to retrain and update the teachers from the three municipalities so that they can impart

this lesson to their students. In addition, the focus groups emphasized the importance of including the topic in the regular class curricula, so that its coverage is not optional. Another suggestion was to constantly renew the printed materials, placing or distributing it in sites that are highly visible and accessible to the public.

Another aspect that the focus groups mentioned as important was the involvement or participation of different local and national institutions and organisations in landmine prevention campaigns. The groups said that local authorities and mayors' offices should attend to this problem and become promoters during campaigns. In the interviews held, however, two of the mayors claimed to have assumed their positions only recently and to be unaware of the real situation with respect to landmine danger in their municipalities. They were very cautious in evaluating actions that had been implemented, but also claimed not to remember if other organisations or institutions had carried out any preventive efforts. Only the mayor of Matigu-s claimed to have met with OAS officials to discuss the topic, but he did not remember the specific matters discussed during this meeting.

One very dramatic case occurred with the chief of the Army detachment in the municipality of Matigu-s. During his interview, he was asked about the minefield on the outskirts of town. He answered that he had no information about it, even though the entire population knows about it and the site is duly marked.

With respect to the participation of NGOs in prevention campaigns, most focus group participants agreed that NGOs have a very low level of participation and that the topic of landmines does not enter into their work agendas. Noted exceptions were the Joint Commission of the Disabled of Madriz and organisations for the disabled in the other municipalities: these are the NGOs that must confront the challenges of providing services to victims of landmine accidents.

Generally, preventive actions are promoted by national organisations based in Managua, which design their activities from an outside rather than local perspective. Among the institutions and organisations known to have implemented landmine prevention activities are the OAS, the Ministry of Education, the Army and the CEEN.

Superman and Wonder Woman

One of the specific topics covered with focus group participants was the Superman and Wonder Woman comic book. A large percentage of participants were familiar with the book, especially the children, adolescents, teachers and community workshop facilitators. Some participants with children in primary school claimed to have seen the comic book in their children's possession, but not all were curious enough to read it thoroughly.

All those who were familiar with the comic book agreed that they liked the format and the type of information offered about landmines. However, they also expressed disagreement with the characters ó especially Superman, Wonder Woman and the OAS representative ó whom participants claimed did not correspond to Nicaraguan reality, much less rural reality. This is particularly serious in the case of children, since their lack of access to television means that they are unfamiliar with the comic book and cartoon super-heroes.

Group participants who had used this material to give talks or classes to children affirmed that their students' comprehension of the messages was often mistaken, precisely because of the intervention of the comic book characters in the narrated story. In almost every case, children said that they would try to find minefields so as to be rescued and to meet the superheroes. The participants complained that this interpretation had caused significant problems, and its clarification cost them much time and effort.

Participants reiterated that this *type* of material is good and very useful, but it must be adapted to Nicaragua's cultural reality by using characters that represent the communities, thereby allowing readers to identify with the protagonists and the story.

Some interviewees who had participated in the National Programme for Humanitarian Mine Clearance verified that the Superman and Wonder Woman material was broadly criticised for the above-mentioned reasons. Indeed, MECD, the Red Cross and UNICEF (the institutions that distributed the comic book) were forced to recall the material quickly, since in many cases it was distributed without sufficient teacher preparation for its use.

In addition, many felt that the Superman and Wonder Woman comic book did not comply with international guidelines and that its safety recommendations were not transmitted correctly. The material caused much confusion and disinformation about landmine dangers, and this was a major factor motivating the organisation of the 'One Unified Voice' workshop.

Conclusions and recommendations

According to the results of this investigation, the population groups at most risk to the dangers of landmines and UXO in Nicaragua are children, adolescents and *campesinos* who live in rural regions within the country's central and northern zones. It was in this region where most landmines were planted during the 1980s, since troops on both sides of the long conflict used the area as a corridor for manoeuvres.

The above-mentioned population sectors live in some of what are considered to be Nicaragua's poorest zones. They are exposed to danger because many minefields are found on arable land that the *campesinos* must cultivate in order to feed their families. This is one of the reasons why many poor farmers decide to take the risk of entering and tilling suspected minefields, resulting, in turn, in the fact that most landmine accident victims are adult males. Nevertheless, it is also interesting to note the significant number of people who admitted having entered minefields out of curiosity or because they felt protected.

Considering the magnitude of the danger represented by this terrible vestige of war, the Nicaraguan government and different social organisations have carried out various activities to resolve the problem. However, all of these efforts have been implemented without a guiding policy or clearly defined strategy. Although they have produced important results with respect to the removal and elimination of stockpiled landmines, one of the weakest aspects of the entire process has been precisely the prevention, education and awareness-raising campaigns targeting populations in high-risk areas.

The main weakness of both the mine clearance programme and the prevention campaigns is that, to date, there has been no situational assessment. Therefore, most prevention activities have been implemented based on priorities established by institutions or organisations from within their main offices in the capital or, in the case of the OAS, based on priorities established according to information received only periodically.

This weakness of the prevention campaigns was reiterated when the same organisations that make up the Prevention Sub-Commission of the National Programme for Humanitarian Mine Clearance recognised that prior actions were

disarrayed, lacked uniform messages, created confusion and did not follow international guidelines. This opened a discussion and debate, leading to the implementation of a workshop to unify criteria on the topic.

Meanwhile, the populations at risk to landmine dangers have received practically no information, and when they have it has been sporadic, disordered and incomplete. One of the main weaknesses of the prevention activities executed to date is that they have made little use of mass media, especially radio which has the largest broadest coverage and audience among rural Nicaraguan populations. Neither at local nor national levels has this resource been used as a means to transmit messages or to disseminate information about the topic.

In the same way, there has been practically no exploitation of audio-visual media such as television, apparently because of the high economic costs of broadcasting spots over national stations and the little access that the rural population has to this medium. A similar situation occurs with daily newspapers. Most of the articles and reports printed over the last two years have referred to landmine accidents and information about the destruction of stockpiles in official government ceremonies. This medium has rarely been used for prevention and education.

There has also been little use of other printed media, except for the Superman and Wonder Woman comic book, which was severely criticized for its contents. One of the resources least used is that of printed posters or banners. This can be a very efficient medium: in Nicaraguan rural culture, posters are well-received, saved, and hung in visible places within the home. They can easily transmit messages through symbols and images. Most of the materials prepared to date have suffered from design flaws, such as text saturation or faulty messages. In addition, their distribution has been sporadic and highly focused on certain groups or territories (such as Madriz, where a prevention campaign was implemented some two years ago).

The use of alternative media has also been scarce. In this category, the medium most used has involved talks or community workshops. These are costly, however, and require the participation of facilitators ó usually volunteers. Talks and workshops have been implemented in certain target territories with very good results, but there has never been sufficient financial support to maintain and extend a systematic campaign to other at-risk territories. As a result, there are numerous areas affected by landmine problems that have not had access to any type of preventive information at all. This situation is worse considering the fact that there is little communication about the topic within the rural Nicaraguan family, as revealed by data on the frequency with which the topic is discussed by parents and children.

As demonstrated by the survey, focus groups and interviews, knowledge levels about the dangers of landmines are very low. This is reflected in the common, mistaken beliefs about landmines and UXO, and in the low level of importance awarded this topic compared with other local problems.

Most rural inhabitants relate landmines with danger, the vestiges of war, or objects that can cause damage, but they know no details about the types of mines that exist or their characteristics. Sadly, many rural populations have mistaken ideas about landmines (i.e. that they have determined expiration periods, or that they can be deactivated by fire). The same is true of the safety measures that must be taken in the

event of a landmine accident, suspected entry into a minefield, or the discovery of a mine. Information already disseminated has emphasised that landmines are dangerous and should not be touched, and that authorities should be notified, but limitations and deficiencies of the prevention campaigns implemented to date have prevented at-risk populations from complying with this knowledge.

In this sense, in addition to recognising the deficiencies of prior prevention campaigns and preparing national strategies and guidelines, it is essential that the civil organisations and State institutions involved in this effort be capable of implementing systematic prevention campaigns in all territories affected by landmine problems. Mainly, these campaigns must use mechanisms within the formal education system, along with community workshops and talks, and always accompanied by support from local organisations. In this type of activity, it is also very important to promote the participation of those who have been victims of landmine accidents. These people are known to be very willing to collaborate in landmine activities, and they prove to be very efficient and effective agents in education and prevention efforts.

Recommendations

The following are recommendations with respect to this type of prevention campaign:

1. Although a significant portion of the National Mine Clearance Programme has been implemented, **it is important that a situation assessment is available** to the National Commission for Humanitarian Mine Clearance, especially because of the landmine displacement caused by Hurricane Mitch.
2. **It is equally important that an in-depth evaluation be made of preventive actions** carried out to date by the different organisations and institutions in the different territories.
3. **It is extremely urgent that prevention activities be reinitiated**, but within the framework of a national, integral and clearly-defined campaign in which the different organisations and institutions participate. In this campaign, it is important that prevention activities accompany and in certain cases precede landmine removal and destruction operations. Although the latter is an extremely essential activity, the populations of affected territories continue to suffer from high levels of insecurity because of the presence of explosive artefacts.
4. In order to implement this campaign, **it is important to have a national prevention guide** as a very useful instrument for the preparation of effective messages.
5. **Implementation of this campaign must include all territories and populations affected by the landmine situation**, not just prioritised territories and groups, as has occurred in the past. The campaign must also involve systematic actions to keep all age groups informed and safe, but especially the children.
6. **Any new preventive action must include the use of mass media**, especially radio and television. However, alternative media must also be considered, such as posters and banners, handouts, school notebooks, etc.

7. **Equally important is the use of direct media, especially community talks** that target municipal government administrations, parents, and young adult men. It will also be necessary to **develop an extensive educational and preventive effort with children and adolescents**, using the national school system as a foundation. In this sense, it is urgent that the topic be included as part of the educational curriculum of primary schools in affected areas.
8. **Preventive messages must be oriented towards counteracting a set of beliefs and practices that increase risks and dangers**, especially in areas where landmine removal operations have not yet been implemented. It is also necessary to reinforce messages about the safety measures that must be followed in dangerous situations.
9. Finally, but no less importantly, **donor funds and resources must be extended and reoriented towards prevention activities and attention to accident victims**. There has been strong support for landmine removal efforts, but this has not effectively been linked to preventive actions.

Appendix 4

Study methodology and survey tools

KOSOVO

In **Kosovo**, where the case study methodology was field-tested, the hypothesis of the research was as follows:

- Mine awareness campaigns conducted in Kosovo were effective in informing and educating the public about the dangers posed by mines and UXO;
- Effectiveness in this case is measured as the difference in the level of informedness and knowledge between residents that live in areas that were exposed in a greater degree to mine awareness activities and those living in areas that have been exposed to a lesser degree to mine awareness activities in Kosovo.

In addition to this, supporting hypotheses were:

- Some media items used in mine awareness activities in Kosovo have been more effective than others.;
- Mine awareness activities directed at certain target groups have had a greater effect than activities aimed at other groups.

Methodology

Research design

For the purposes of the research, a specific methodology had to be constructed because of the lack of data about the prior level of informedness and knowledge of the population of Kosovo about the dangers posed by mines and UXO. If this data existed, the evaluation process would have simply been a comparison of the level of informedness and knowledge before and after the mine awareness activities. In the absence of 'baseline' data, research was designed in the following way:

Target population	Sample	Mine density and media awareness campaign areas		Effect
		High (high mine density and high media awareness activity)	Low (low mine density and low media awareness activity)	
Children 1 – 4 grade	Majority ethnic group Minority ethnic group	X1	Y1	X1 – Y1
Children 5 – 8 grade	Majority ethnic group Minority ethnic group	X2	Y2	X2 – Y2
Teenagers	Majority ethnic group Minority ethnic group	X3	Y3	X3 – Y3
Adults	Majority ethnic group Minority ethnic group	X4	Y4	X4 – Y4
Teachers	Majority ethnic group Minority ethnic group	X5	Y5	X5 – Y5

The research design was thus based on a number of major assumptions, the most significant of which concern: high (high mine density and high media awareness activity); and low (low mine density and low media awareness activity). Specifically, it is very difficult to claim that in Kosovo there are areas which strictly satisfy all the conditions for one of the two categories described. Kosovo is a relatively small territory with a high level of population movement and internal migration during the post-conflict period. For these reasons it is not possible to state categorically that any part of the population strictly belongs to one of the categories, i.e. that they are isolated from the influences related to the other category.

The research used MACC data as being the only reliable source of data about the distribution of mine awareness activities. The MACC has a special database on mine awareness activities in which all settlements in Kosovo (urban and rural) are categorized by whether there has been mine awareness activity in the settlement or not, and if there has been, to what level of intensity. One problem encountered with the database is that it is not possible to see to what degree the categorized settlements correlate to the level of concentration of mines and UXO in the settlements and the number of casualties. However, it is a reasonable assumption that the correlation is relatively high as the priority selection of settlements for the focus of mine awareness activities by organisations was usually based on high degrees of mine and UXO concentration and/or high mine incident casualty numbers.

In addition to the assumption relating to 'high' and 'low' mine awareness activities/mine density areas, another important assumption relates to ethnic-majority areas in Kosovo – namely Albanian-majority and Serb-majority areas. The majority of mine awareness activities are not ethnically oriented, but the fact is that all mine awareness

materials needed to be produced in at least two completely distinct languages. In addition to the linguistic distinctions, there are cultural and attitudinal (in relation to the conflict) differences between the populations.

As can be seen in the table above, the level of effectiveness is measured by the difference in the level of informedness or knowledge and the evaluation of various media items, between respondents residing in each of the two areas under the condition that the samples of these respondents do not differ significantly in relation to major demographic characteristics.

The case study research sought to identify, as a minimum, the following key items of information, as listed below:

- Identification of general media habits for the various target groups/population;
- Identification of the most important or most used sources of information or media items for the various target groups/population;
- Identification of media habits in relation to mine and unexploded ordnance awareness information for the various target groups/population;
- Identification of the most effective sources/channels or media items for the informing of various target groups/population about the dangers posed by mines and unexploded ordnance;
- Identification of the demographic profile of members of the various target groups/populations where the media campaign had the most or the least effect with the various media items; and
- Identification of the best and worst received messages of the media campaign, by various channels of information or media items, for the various target groups/populations.

Methods

In view of the major aims and hypothesis of this research, a multi-method research design was deemed the most appropriate ó survey methodology using quantitative and qualitative methods and techniques on various target groups.

Quantitative methods included face-to-face interviews on a representative sample of respondents of various target groups.

Qualitative methods included in-depth interviews and focus groups. In-depth interviews were conducted with persons responsible for or involved in the realisation of mine awareness programmes from local and international organisations and mine incident survivors. Focus groups were conducted with persons from various sub-groups of the population.

Qualitative methods were mainly used in the preparatory phase, the quantitative methods followed this.

Comprehensive desk study

Before the definition of any methodological approach, a comprehensive desk study was conducted which included a detailed literature search and review, exploration of completed and ongoing mine awareness efforts in Kosovo, particularly existing

impact studies. The major objectives of the desk study were:

- Understanding of the social and cultural context;
- Familiarisation with the activities of organisations involved in mine awareness and mine action (local and international); and
- Familiarisation with the situation in the field in terms of mine density, number and profile of the casualties.

In-depth interviews

In the framework of the desk study a total of 20 in-depth interviews were conducted, namely:

- 10 in-depth interviews with representatives of local and international organisations involved in mine awareness and other mine action activities; and
- 10 in-depth interviews with mine incident survivors (only in ethnic Albanian-majority areas)

An interview guide was drafted for each of the two groups of interviewees.

Most of the interviews ó with representatives of local and international organisations involved in mine awareness and other mine action activities ó were conducted in Pristina where the central offices of the most prominent organisations involved in mine awareness activities are located. All in-depth interviews with representatives of local and international organisations involved in mine awareness and other mine action activities were conducted in the first half of December 2000.

Interviews with mine incident survivors were conducted in a number of municipalities, namely Kacanik, Glogovc, Mitrovica, Suharek (mainly in the same locations where focus group discussions were conducted).

A clinical psychologist trained in the area of post-traumatic stress conducted all in-depth interviews with mine incident survivors.

All in-depth interviews with mine incident survivors were conducted in the second half of January and at the start of March 2001.

In-depth interviews with mine incident survivors were recorded on audiocassette. On the basis of these recordings transcriptions and analysis were made.

Focus group discussions

In late January and early February 2001, a series of focus group discussions were conducted, as well as a series of in-depth interviews with mine incident survivors. The major aim was to gain detailed insight into the opinions and attitudes of various segments of the population of Kosovo relating to the problem of mines and UXO, and more particularly about various media items used in the framework of the major mine awareness activities in Kosovo. In addition to this, the focus groups were used for input into the construction of the research instruments (questionnaires) for the major part of the research, namely the quantitative survey.

Focus groups were conducted in five municipalities: Glogovc, Gnjilan, Mitrovica,

Gjakove and Suharek. These municipalities were selected according to the following major criteria: (a) the concentration of mines and UXO in the territory of these municipalities, and (b) the intensity of mine awareness activities on the territory of those municipalities.

For example, in the municipalities of Gnjilan and Mitrovica there was a relatively low concentration of mines and UXO, and little mine awareness activity was undertaken. In contrast, in the municipalities of Suha Reka, Glogovac and Gjakova there was a relatively intensive concentration of, and threat from, mines and UXO and a greater number of mine awareness activities have been carried out in these areas.

Focus group discussion guides were designed specifically for groups from different segments of the population.

A specially trained moderator, who is a psychologist by profession and has had extensive experience in group work, led all groups.

The focus groups were conducted in both rural and urban areas. Groups were conducted with different segments of the population, from early primary school age children through teenagers, adults and teachers.

A total of nine groups were conducted:

Group	Municipality	Settlement	Type
Adults/Parents	Gjakova	Gjakova	Urban
Teachers	Glogovc	Drenas	Rural
Teens	Glogovc	Drenas	Rural
Adults/Parents	Gnjilan	Gnjilan	Urban
Children	Gnjilan	Gnjilan	Rural
Teachers	Gnjilan	Bresalc	Rural
Children	Mitrovica	Shipol	Rural
Children	Suharek	Suharek	Urban
Teachers	Suharek	Dule	Rural

There were between seven and ten participants in each group. Participants were selected according to specific criteria (aiming for a maximum heterogeneity within the group by gender, age and education).

All focus groups were recorded on audiocassettes. Transcripts were made from these recordings and analysis was based on these transcripts.

Survey research

The survey research was conducted using the method of face-to-face/personal interviews. Interviewers read the questions and coded responses (in the case of close-ended questions) to the respondent. For some questions (particularly for interviews with children), specially designed 'showcards' were used to assist respondents in understanding the question and responses.

The complete survey was fielded in February 2001 on a representative sample of respondents for each of the defined target groups. The sample was constructed to be representative for each of the target groups and high/low mine awareness activity

areas. Thus, the sample was not designed to be representative for the general population of Kosovo. In the construction of the sample the following steps were followed:

Step 1

From the MACC database a random selection of municipalities from both *iparts* of Kosovo was made:

- Albanian-majority *iparts* of Kosovo,
- Serb-majority *iparts* of Kosovo.

Step 2

These two *iparts* of Kosovo were further divided into two parts:

- High (high mine awareness activity),
- Low (low mine awareness activity).

Step 3

Each of these regions is then divided into a set number of geographic regions.

Step 4

Within each geographic region a few municipalities were randomly selected.

Step 5

In each municipality a set number of settlements were randomly selected ó villages and streets in cities/towns (urban areas).

Step 6

The interviewers were instructed to use the *Random Walk Technique* to randomly select households in each of the selected settlements.

Step 7

Further, interviewers were instructed to use the *Closest Birthday Technique* to randomly select the household member with whom to conduct the interview.

Step 8

In each of the selected settlements interviewers had the task of interviewing a set number of respondents from each of the target groups. Quotas were specially constructed for this purpose.

Step 9

Interviewers were tasked during fieldwork to identify and conduct a set number of respondents who are mine incident survivors or persons who have been in direct danger or contact with mines and UXO.

For the purposes of this survey two research instruments were constructed: a questionnaire for children and a questionnaire for teenagers and adults. Both questionnaires were developed on the basis of input from the desk study, in-depth interviews, and focus group discussions. They are attached to this appendix.

In many parts the questionnaires were identical. The major difference is that, for obvious reasons, the questionnaire for children is significantly shorter (fewer number of questions), and somewhat simpler.

Sample

On the basis of analysis of the majority of mine awareness activities in Kosovo, the interviews with representatives of local and international organisations involved in mine awareness and other mine action activities, and the results of the desk study, we concluded that the stakeholders and primary target groups in terms of mine awareness programmes can be roughly categorised into the following groups and subgroups:

1. Adults: 18 +,
Parents,
Teachers.
2. Children: under 18 years,
Primary school age children: 1-4 grade, 7-10 years old,
Primary school age children: 5-8 grade, 11-14 years old,
Teenagers: 14-18 years old.

Most mine awareness activities in Kosovo from the end of the conflict through to early 2001 were directed at the segments of the population listed above as the main target groups. The mine awareness activities were created on the basis of certain assumptions about the target groups of which one of the most important relates to media habits, and another is the level of informedness or knowledge about mines and UXO.

CAMBODIA

In **Cambodia**, to obtain a representative sample, proportional random sampling procedures were applied. The number of interviews conducted in each location was allocated proportionate to the true age distribution of each location. Respondents were selected by random door-to-door household selection in the urban and rural districts in each location. Potential respondents in each household were subject to Kish grid selection techniques to select the respondent.

Kish grid selection entailed the following: all respondents in a household meeting the selection criteria were listed horizontally and by age (youngest to oldest) on a grid on the questionnaire. Vertically, numbers 0-9 are shown across the grid. A random number is then used which corresponds to one of the numbers vertically. A line is then drawn down from the random number selected. A further line is drawn across from the last respondent. Where the lines intersect will be a number, which gives the number of the respondent to be interviewed. The information was gathered from the respondents by face-to-face interviews of approximately 30-40 minutes in duration. Fieldwork was conducted in July and August 2001.

The sample size was 750 people (625 rural and 125 urban), broken down in the following manner by province:

- Battambang n=150 (n=25 urban/n = 125 rural),
- Siem Reap n=150 (n=25 urban/n = 125 rural),
- Prey Veng n=150 (n=25 urban/n = 125 rural),
- Kampong Thom n=150 (n=25 urban/n = 125 rural),
- Kampong Chhnang n=150 (n=25 urban/n = 125 rural).

Respondents were aged between 9 and 50 years of age, included both females and males, and had seen or heard landmine educational programming or taken part in awareness programmes.

In Cambodia, focus group discussions were organised for this study with teachers, children and adults/parents. The issues discussed included:

- Primary:
 - Awareness of landmine educational/media campaigns;
 - Likes and dislikes of mine awareness media and educational campaigns;
 - Advertising awareness and appeal.
- Secondary:
 - Living habits and behaviour near and around minefields;
 - Personal experience with mine fields and extraction/evacuation from minefields.

Focus group discussions were used for the research. Four focus group discussions were conducted as follows:

- Group 1: minefield non-injured extraction, males, age 18-25;
- Group 2: minefield victims ñ injured, males, age 35-45;
- Group 3: minefield non-injured extraction, females, age 18-25;
- Group 4: minefield victims ñ injured, females, age 25-35.

The focus group discussions were conducted in Battambang on 24 and 25 May 2001. Battambang was chosen as the primary location to hold the groups due to the availability of a rural and semi-rural respondent base, and heavy prevalence of mines. In addition, all of the NGOs and government agencies conducting awareness campaigns do so in Battambang, thereby allowing for a full assessment of media endeavours by various organisations.

NICARAGUA

In **Nicaragua**, the study used a methodology that involved quantitative and qualitative techniques, including: a survey of inhabitants in at-risk territories, focus groups, and interviews with key informants.

Three focus groups were established in the municipalities of Matigu-s (Matagalpa Department), Somoto (Madriz Department), and Jalapa (Nueva Segovia Department). Participating in each focus group were between 10 and 15 people from the different social groups of the municipality or department, such as: teachers, mine accident victims, mothers and/or fathers, children, adolescents, community leaders, police officers, former military combatants, participants in prevention campaigns, etc.

A total of 10 interviews were held with key informants, both in the municipalities where focus groups were established and in the capital city, Managua. Interviews were held with: the mayors of Matigu-s and Somoto; the chief of the Army detachment in Matigu-s; the representative of Handicap International; the director of UNICEF's mine awareness programme; the PADCA Director; the technical secretary of the

National Mine Clearance Commission; the officer in charge of prevention campaigns for the Joint Commission of the Disabled of Madriz; and the official in charge of monitoring the demining process for the Centre for International Studies (CEI).

The survey to assess mine awareness campaigns in Nicaragua was implemented between 3 and 9 June 2001. It covered a total of six departments in the country's northern region: Chinandega, Estelí, Madriz, Matagalpa, Jinotega and the RAAN. The fieldwork was carried out in 22 municipalities or locales within these departments.

The sample included 804 individuals distributed proportionally by sex, age and geographic location. The sample was distributed as follows:

- Children: 194, 24.1 per cent,
- Adolescents: 165, 20.5 per cent,
- Childless adults: 190, 23.6 per cent,
- Adult parents: 189, 23.5 per cent,
- Teachers: 66, 8.3 per cent.

The sample of children was distributed as follows:

- Per sex:
 - Girls - 45.9 per cent,
 - Boys - 54.1 per cent.
- Per educational level:
 - Primary - 92.3 per cent,
 - Secondary - 4.1 per cent,
 - None/no schooling - 3.6 per cent.
- Per department:
 - Madriz - 30.9 per cent,
 - Chinandega - 14.9 per cent,
 - Jinotega - 22.2 per cent,
 - RAAN - 16.0 per cent,
 - Matagalpa - 16.0 per cent.

The sample of adolescents and adults was distributed as follows:

- Per sex:
 - Women - 55.1 per cent,
 - Men - 44.9 per cent.
- Per educational level:
 - Primary - 34.8 per cent,
 - Secondary - 49.2 per cent,
 - University - 7.1 per cent,
 - Technical - 5.1 per cent,
 - None/no schooling - 3.8 per cent.
- Per department:
 - Madriz - 29.3 per cent,
 - Chinandega - 16.7 per cent,
 - Jinotega - 21.8 per cent,
 - RAAN - 16.1 per cent,
 - Matagalpa - 15.9 per cent.

The sample was obtained in the following municipalities:

- Matagalpa:
 - Rancho Grande,
 - Matigu-s,
 - Muy Muy,
 - Yaosca.
- Jinotega:
 - San Sebasti-n de Yall,
 - San Rafael del Norte,
 - Santa Marla de Pantasma,
 - Wiwill,
 - El Cu - Bocay.
- Madriz:
 - Telpaneca,
 - Las Sabanas,
 - San JosÈ de Cosmapa,
 - San Lucas,
 - Palacaguina.
- Chinandega:
 - San Francisco del Norte,
 - Santo Tom-s del Norte,
 - Cinco Pinos,
 - El Guayabillo.
- Estell:
 - Pueblo Nuevo.
- RAA:
 - Waslala,
 - Zinica.

The criteria used to select municipalities for survey implementation and for the focus groups included:

- Proximity to the border area,
- Priority with respect to the landmine situation,
- Priority with respect to prevention campaigns,
- Priority given by inhabitants to the landmine problem.¹

Except for small modifications adapting it to particularities of the Nicaraguan population, the survey questionnaire was identical to that provided by the GICHD. Results from Nicaragua can therefore be compared to those from other countries using the GICHD survey methodology.

1. According to a survey on local conflicts, conducted in late 2000 by the CEI. The survey polled political leaders in Nicaragua's northern departments.

List of survey tools

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*I: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS***FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS****STANDARD INTRODUCTION****GENERAL MEDIA HABITS**

At the start we will talk about how you get information about various issues in Kosovo.

Sources of information and news about issues and events in Kosovo

1. What are the most important sources of information and news about issues in Kosovo?

MODERATOR: When radio, television and newspapers are mentioned, it is essential to ask the questions:

- 1a. Which radio stations?
- 1b. Which TV stations?
- 1c. Which newspapers/magazines?

MODERATOR: If not mentioned by participants, ask:

1d. What about posters/billboards, brochures, leaflets/flyers, meetings in the municipal or local council, visits by representatives of the government, foreign and local humanitarian organisations, religious gatherings, other people, the internet?

2. Of all of the things that you have mentioned, can you state which is the MOST important or MAIN source of information for you personally about issues and events in Kosovo?

3. Which channel of information do you think is the most effective for informing the adult population of Kosovo? Why?

4. Which is the least effective? Why?

5. And what is the most effective channel for informing children? Primary school age? Those in secondary school?

6. Has the unstable power supply in Kosovo posed a problem for the informing of the population? What alternative sources have people tended to find do you think?

7. In your opinion are there enough Albanian language radio and TV stations in Kosovo and can they be seen and heard clearly? What types of problems have you encountered, if any?

8. What do you think about the newspapers? Are they read by you and people you know? Are there many people that do not know how to read? Are there many people that cannot read in your community? What are their major sources of information?

I: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS

9. Overall, which channels of information have the most influence on the population of Kosovo? Adults? Children?

Messages

Now we will talk about what you may things you have had the opportunity to see and hear in the media (that is the channels of information that you mentioned).

10. Which issues and problems of life and work in Kosovo have been most talked about in the media – on the radio, on TV, newspapers, posters, brochures since the end of the war until now? (*unprompted*)

(*prompted*) About politics, the economy, employment, existential issues of the population – utilities (water supply, electricity), roads, education, health, problem of mines and UXO, elections, something else?

11. Can you recall any radio or TV spots, programmes, commercials or advertisements in newspapers about any issues that particularly captured your attention?

12. Other than radio, TV, newspapers, can you recall any specific items: posters, leaflets, brochures, comics, etc...?

MINES AND UXO

Now we will talk in more detail about an issue that was mentioned only briefly already – the dangers of mines and UXO.

Messages about mines and UXO

13. Have you heard or seen anything about mines and unexploded ordnance?

14. What have you heard or seen?

15. Where have you heard or seen ...?

MODERATOR: If participants do not mention, ask:

15a. Do you recall seeing or hearing anything on radio, TV, in the newspapers, posters, leaflets about the dangers of mines an UXO?

15b. Can you describe for me what you have seen or heard....?

15c. What did you most like or dislike?

*I: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS***General mine awareness**

Now we will talk about what you may have seen or heard about the dangers of mines and UXO.

16. What do you know personally about the dangers posed by mines and UXO?
17. What have you heard personally about mines and UXO to date?
18. What should every person know about the dangers posed by mines and UXO?

And now we will talk about the activities of various organizations and people in relation to the dangers posed by mines and UXO.

19. Are you aware of any programmes, visitors or activities related to mine and UXOs in your town or village?
20. Have you personally attended or participated? Have you heard about them from someone who has?
21. What did the programme, visit or presentation consist of?
22. Have you received anything to keep that has a mine awareness message – books, leaflets, posters, pens, hats, t-shirts, exercise books?
23. What did you do with it? Did you keep it? Do you still have it?
24. Who gave it to you? Did you like it?

Presentation

MODERATOR: Present the examples of MAE posters, brochures etc.

And now I would like us to talk about the various materials produced relating to the dangers posed by mines and UXO.

25. Have you had the opportunity to see these materials before? Where? In what kinds of situations? How often?
26. What is it that most grabs your attention in these materials? Which messages?
27. In general, would you say you liked them or not? What is it that you like and/or dislike in these materials?
28. Do you think that the population of Kosovo be well enough familiarized with the dangers posed by mines and UXO through these materials? Children? Adults?

I: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS

29. What are the strengths and weaknesses of these methods? What kind of effect do they have on adults? What about children?

In relation to posters, a few specific questions:

- Do you pay attention to posters that you see on walls and pasted up around the town?
- What kind of posters attract your attention – what subjects, information? Why?
- What kinds of posters do you recall seeing? What were the subjects?
- Which posters that you have seen to date did you like most? Like least? Why? What was it about them that you liked or disliked? What were they about – what was the subject or message?
- What do you like most to see on posters? What don't you like? (*unprompted*)
- (*prompted*) The colors used? What is written on the posters? Pictures? Text? Something else?
- Thinking about posters that have been put up in your community (in the street on building walls, in health centers, schools, council buildings) - how long do you think a poster lasts once it is put up? Do people leave them be or do they tend to be ripped down or vandalized?
- Are there many posters put up in your town or village?
- Who seems to put up most of the posters?
- Do you think that posters are a good way for people in Kosovo to be informed about events and important issues?
- Do people pay attention to posters? Do people read the information? Adults? Children?
- How much influence do you think that posters have on people? Adults? Children?

Evaluation

And finally I would like to ask for your professional pedagogical opinion about the educational value and effects of the mine awareness education and public information campaigns on the population of Kosovo – children and adults.

30. What do you think about the mine awareness programmes for children/youth in Kosovo? How would you rate/mark them? What was good and what was bad – in your opinion?

31. How effective were the programmes in the case of the children of Kosovo? Do children now know more about the dangers posed by mines and UXO than before?

I: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS

32. What are the most effective and efficient ways to warn children of the dangers posed by mines and UXO? (*unprompted*)
33. (*prompted*) Radio and TV spots, advertisements in newspapers, posters, brochures, leaflets, comic books, lessons in school, parents, badges, T-shirts, caps, bags – a combination of different things? Which combination would you recommend?
34. How do you think that a mine/UXO awareness programme in Kosovo should be set up?
35. What kind of training/re-training is needed?
36. What kind of materials would be needed to support the training in?
37. What kind of specific materials for children of Kosovo?
38. How can this programme be made sustainable and owned by the community?

 II: FOCUS GROUP DISCUSSION GUIDE FOR CHILDREN

FOCUS GROUPS DISCUSSION GUIDE FOR CHILDREN
STANDARD INTRODUCTION
GENERAL MEDIA HABITS

At the start we will talk about how you get information about various issues in Kosovo.

Sources of information and news about issues and events in Kosovo

1. In what ways do you learn about what is happening in Kosovo?

MODERATOR: When radio, television and newspapers are mentioned, it is essential to ask the questions:

- 1a. Which radio stations?
- 1b. Which TV stations?
- 1c. Which newspapers/magazines?

MODERATOR: If not mentioned by participants, ask:

- 1d. How much do you learn/hear about in school?
- 1e. What about at home?
- 1f. What about from your friends and other children (peers)?
- 1g. And posters/billboards?
- 1h. Brochures, leaflets/flyers, comic strips, badges etc?

2. Of all of the things that you have mentioned, can you state which is the MOST important or MAIN source of information for you personally about issues and events in Kosovo?

Messages

Now we will talk about what you may things you have had the opportunity to see and hear in the media (that is the channels of information that you mentioned).

3. Which problems and issues facing the children of Kosovo are most talked about on the radio, television, newspapers, at home, at school? (*unprompted*)

(*prompted*) Learning? Health and hygiene? Playing? Mines and UXO? Other things?

4. Which problems do children most talk about among themselves?

 II: FOCUS GROUP DISCUSSION GUIDE FOR CHILDREN

MINES AND UXO

Now we will talk in more detail about an issue that was mentioned only briefly already – the dangers of mines and UXO.

Messages about mines and UXO

1. Have you heard or seen anything about mines and unexploded ordnance?
2. What have you heard or seen?
3. Where have you heard or seen ...?

MODERATOR: If participants do not mention, ask:

- 3a. Do you recall seeing or hearing anything on radio, TV, in the newspapers, posters, leaflets about the dangers of mines and UXO?
- 3b. Can you describe for me what you have seen or heard....?
- 3c. What did you most like or dislike?

General mine awareness

Now I would like us to talk about what you have seen or heard about mines and UXO.

4. What do you know about the dangers posed by mines and UXO?
5. What have you heard about mines and UXO to date?
6. What should every person know about the dangers posed by mines and UXO? E.g.:
 - Do you know what mines and UXO are? Can you describe them? Have you ever seen or come across a mine or UXO? Under what circumstances?
 - Where are mines and UXO most likely to be located? In what kinds of places? What about in and around your town/village?
 - Can mines (always) be seen? What about UXO?
 - Are all mines the same or are there different types? Are there different types of UXO?
 - Are places where mines and UXO located marked? In what ways?
 - Is it alright for mines to be collected as souvenirs and kept at home? What about UXO?

II: FOCUS GROUP DISCUSSION GUIDE FOR CHILDREN

- What would you do if you came across a mine or UXO? What if you see someone else about to touch or touching?
- What should a person do if they are not sure whether or not there are mines or UXO in the place where he/she wants to live or work?
- What would you do if you found yourself in a minefield?
- What would you do if you found yourself near a person who had stepped on a mine?

7. Do you know of any mines/UXO/booby traps in your area?

8. Do you know of any mine/UXO/booby trap incidents in this area?

9. Who was affected?

10. What happened precisely (to the best of your knowledge)?

11. Do you think that this incident could have been avoided? And how?

Now we will talk about where and how you learned about the dangers of mines and UXO.

12. What did you learn in school? In what ways – did you have classes where your teachers talked to you? Any other types of lessons?

13. Did they show you anything? A film, poster, brochure, something else...?

14. Have you received anything to keep that has a mine awareness message – books, leaflets, posters, pens, hats, t-shirts, exercise books?

15. What did you do with it? Did you keep it? Do you still have it?

16. Who gave it to you? Did you like it?

Evaluation of effectiveness of various channels of information

17. Where have you learnt most about mines and UXO? In school, from your parents, friends/peers, television, brochures, comic strips, somewhere else?

Presentation

MODERATOR: Present the examples of MAE posters, brochures etc.

And now I would like us to talk about the various materials produced relating to the dangers posed by mines and UXO.

 II: FOCUS GROUP DISCUSSION GUIDE FOR CHILDREN

18. Have you had the opportunity to see these materials before? Where? In what kinds of situations? How often?
19. What are these materials about? What do they say? Do you understand them? What is the message?
20. In general, would you say you liked them or not? What is it that you like and/or dislike in these materials?

A few specific questions about posters:

- Do you pay attention to posters that you see on walls and pasted up around the town?
 - What kind of posters attract your attention – what subjects, information? Why?
 - What kinds of posters do you recall seeing? What were the subjects?
 - Which posters that you have seen to date did you like most? Like least? Why? What was it about them that you liked or disliked? What were they about – what was the subject or message?
 - What do you like most to see on posters? What don't you like? (*unprompted*)
 - (*prompted*) The colors used? What is written on the posters? Pictures? Text? Something else?
 - Thinking about posters that have been put up in your community (in the street on building walls, in health centers, schools, council buildings) - how long do you think a poster lasts once it is put up? Do children leave them be or do they tend to be ripped down or vandalized?
 - Are there many posters put up in your town or village?
 - Who seems to put up most of the posters?
 - Do children pay attention to posters? Do children read the information?
21. Did you learn more from television or from posters and brochures etc. Why?

*III: FOCUS GROUP DISCUSSION GUIDE FOR ADULTS AND PARENTS***FOCUS GROUPS DISCUSSION GUIDE FOR ADULTS AND PARENTS****STANDARD INTRODUCTION****GENERAL MEDIA HABITS**

At the start we will talk about how you get information about various issues in Kosovo.

Sources of information and news about issues and events in Kosovo

1. What are the most important sources of information and news about issues in Kosovo?

MODERATOR: When radio, television and newspapers are mentioned, it is essential to ask the questions:

1a. Which radio stations?

1b. Which TV stations?

1c. Which newspapers/magazines?

MODERATOR: If not mentioned by participants, ask:

1d. What about posters/billboards, brochures, leaflets/flyers, meetings in the municipal or local council, visits by representatives of the government, foreign and local humanitarian organisations, religious gatherings, other people, the internet?

2. Of all of the things that you have mentioned, can you state which is the MOST important or MAIN source of information for you personally about issues and events in Kosovo?

3. Which channel of information do you think is the most effective for informing the adult population of Kosovo? Why?

4. Which is the least effective? Why?

5. And what is the most effective channel for informing children? Primary school age? Those in secondary school?

6. Has the unstable power supply in Kosovo posed a problem for the informing of the population? What alternative sources have people tended to find do you think?

7. In your opinion are there enough Albanian language radio and TV stations in Kosovo and can they be seen and heard clearly? What types of problems have you encountered, if any?

8. What do you think about the newspapers? Are they read by you and people you know? Are there many people that do not know how to read? Are there many people that cannot read in your community? What are their major sources of information?

9. Overall, which channels of information have the most influence on the population of Kosovo?

 III: FOCUS GROUP DISCUSSION GUIDE FOR ADULTS AND PARENTS

Adults? Children?

Messages

Now we will talk about what you may things you have had the opportunity to see and hear in the media (that is the channels of information that you mentioned).

10. Which issues and problems of life and work in Kosovo have been most talked about in the media – on the radio, on TV, newspapers, posters, brochures since the end of the war until now? (*unprompted*)

(*prompted*) About politics, the economy, employment, existential issues of the population – utilities (water supply, electricity), roads, education, health, problem of mines and UXO, elections, something else?

11. Can you recall any radio or TV spots, programs, commercials or advertisements in newspapers about any issues that particularly captured your attention?

12. Other than radio, TV, newspapers, can you recall any specific items: posters, leaflets, brochures, comics, etc...?

MINES AND UXO

Now we will talk in more detail about an issue that was mentioned only briefly already – the dangers of mines and UXO.

Messages about mines and UXO

13. Have you heard or seen anything about mines and unexploded ordnance?

14. What have you heard or seen?

15. Where have you heard or seen ...?

MODERATOR: If participants do not mention, ask:

15a. Do you recall seeing or hearing anything on radio, TV, in the newspapers, posters, leaflets about the dangers of mines and UXO?

15b. Can you describe for me what you have seen or heard....?

15c. What did you most like or dislike?

General mine awareness

Now we will talk about what you may have seen or heard about the dangers of mines and UXO.

16. What do you know about the dangers posed by mines and UXO?

 III: FOCUS GROUP DISCUSSION GUIDE FOR ADULTS AND PARENTS

17. What have you heard about mines and UXO to date?
18. What should every person know about the dangers posed by mines and UXO? For example:
- Do you know what mines and UXO are? Can you describe them? Have you ever seen or come across a mine or UXO? Under what circumstances?
 - Do you know where mines and UXO are most likely to be?
 - In what kind of places in general? What about here in your surrounds?
 - Can mines and UXO be seen?
 - Are all mines and UXO the same or are there various types? Do you know of any different types?
 - What types if mines and UXO are there most of in Kosovo?
 - Are places where mines and UXO are located marked? In what ways?
 - Is it alright for mines and UXO to be collected and kept for souvenirs at home?
 - What would you do if you came across and mine or UXO? What if someone else did?
 - What should a person do if he is not sure whether or not there are mines and UXO in a place where he wishes to live or work?
 - What would you do in the case that you found yourself in a minefield?
 - What would you do if you found yourself near a person that had stepped on a mine?
 - In your opinion, is the problem of mines and UXO in Kosovo the same or changed from 18 months ago? If changed - in what ways?
 - Do you have the impression that you personally and people that you know are better informed about the dangers posed by mines and UXO than was the case 18 months ago?
19. Do you know of any mines/UXO/booby traps in your area?
20. Do you know of any mine/UXO/booby trap incidents in this area?
21. Who was affected?
22. What happened precisely (to the best of your knowledge)?
23. Do you think that this incident could have been avoided? And how?
24. What would you suggest in order to make sure that these incidents do not occur anymore?
- And now we will talk about the activities of various organizations and people in relation to the dangers posed by mines and UXO.**
25. Are you aware of any programmes, visitors or activities related to mine and UXOs in your town or village?
26. Have you personally attended or participated? Have you heard about them from someone who has?
27. What did the programme, visit or presentation consist of?
28. Have you received anything to keep that has a mine awareness message – books, leaflets, posters, pens, hats, t-shirts, exercise books?
-

 III: FOCUS GROUP DISCUSSION GUIDE FOR ADULTS AND PARENTS

29. What did you do with it? Did you keep it? Do you still have it?

30. Who gave it to you? Did you like it?

Presentation

MODERATOR: Present the examples of MAE posters, brochures etc.

And now I would like us to talk about the various materials produced relating to the dangers posed by mines and UXO.

31. Have you had the opportunity to see these materials before? Where? In what kinds of situations? How often?

32. What is it that most grabs your attention in these materials? Which messages?

33. In general, would you say you liked them or not? What is it that you like and/or dislike in these materials?

34. Do you think that the population of Kosovo be well enough familiarized with the dangers posed by mines and UXO through these materials? Children? Adults?

35. What are the strengths and weaknesses of these methods? What kind of effect do they have on adults? What about children?

In relation to posters, a few specific questions:

- Do you pay attention to posters that you see on walls and pasted up around the town?
- What kinds of posters attract your attention – what subjects, information? Why?
- What kinds of posters to you recall seeing? What were the subjects?
- Which posters that you have seen to date did you like most? Like least? Why? What was is about them that you liked or disliked? What were they about – what was the subject or message?
- What do you like most to see on posters? What don't you like? (*unprompted*)
- (*prompted*) The colours used? What is written on the posters? Pictures? Text? Something else?
- Thinking about posters that have been put up in your community (in the street on building walls, in health centers, schools, council buildings) - how long do you think a poster lasts once it is put up? Do people leave them be or do they tend to be ripped down or vandalized?
- Are there many posters put up in your town or village?
- Who seems to put up most of the posters?

III: FOCUS GROUP DISCUSSION GUIDE FOR ADULTS AND PARENTS

-
- Do you think that posters are a good way for people in Kosovo to be informed about events and important issues?
 - Do people pay attention to posters? Do people read the information? Adults? Children?
 - How much influence do you think that posters have on people? Adults? Children?

Evaluation of effectiveness of various channels of information

36. In your opinion, was there too much or not enough?
37. Which of these methods are in your opinion the most effective? Which are the least effective?
38. Overall, in your opinion what are the most effective ways of informing the population of Kosovo about the dangers posed by mines and UXO? For you personally? Generally?
39. What was the most useful for children? What about for adults?
40. What has been overlooked?
41. What else can be done?
42. To what is it necessary to pay the most attention?
43. In your opinion, which are the most at-risk categories of the population in relation to the dangers posed by mines and UXO?

Finally, I would like us to talk about children - your children.

44. Are your children well enough informed about the dangers posed by mines and UXO?
45. How much have your children learned in school, and how much from you parents, and how much from various materials and media seen?
46. How often, if at all, do you talk to your children about the dangers posed by mines and UXO?
47. Do your children ever ask you anything about mines and UXO? Do you hear them commenting? Have they brought home any materials – posters, brochures, exercise books, pens etc – containing information or messages about mines and UXO?
48. Do you believe that children are adequately informed about the dangers of mines and UXO?

IV: MINE VICTIMS INTERVIEW GUIDE

IN-DEPTH MINE VICTIMS INTERVIEW GUIDESTANDARD INTRODUCTIONQUESTIONS

Assume this is for mine/UXO victims only. Please bear in mind the concerns about interviewing victims and difficulty of getting access to them as names are, in theory at least, confidential.

1. Can you tell us what happened, exactly? When? Where? What were you doing?
2. Had you seen the mine/UXO/booby trap?
3. If so, had you recognized that it was a mine/UXO/booby trap?
4. What did you do then?
5. Did you know that it was dangerous?
6. How much did you know about the dangers of mines and UXO? What about what you should do in such a situation?
7. Where had you received the information?
8. If you touched/kicked/threw stones at it or shook/stepped on it etc., were you aware of the danger to you/your friends?
9. Did someone encourage you to touch/kick/go near etc. the device? Friends? Colleagues?
10. What made you decide to take the risk?
11. What do you think that we should tell children/youth/adults to avoid occurrence of similar incidents?
12. How could the accident have been prevented?
13. What kind of information would you have needed? What else?
14. What else can be done to help other children/youth/adults avoid these accidents?
15. Would you be willing to help other children/youth/adults avoid these kinds of accidents?
16. How would you like to contribute to this effort?
17. What are the most effective ways for people to be informed about the dangers posed by mines and UXO?
18. Have you seen anything in the media about the dangers of mines and UXO? Can you recall what kinds of things – on television, radio, posters...? *(if the respondent answers affirmatively)* Of all of the things that you have seen in the various media to date – radio, TV, newspapers, posters, brochures, leaflets etc. – what has left the biggest impression on you? Of all of these things, what do you think was the most effective?

V: SURVEY QUESTIONNAIRE FOR CHILDREN, GRADES 1-8

INTERVIEW DATE

INTERVIEWER CODE

AREA (SEE INSTRUCTIONS!)

REGION (SEE INSTRUCTIONS!)

SETTLEMENT TYPE (1-URBAN; 2-RURAL)

RESPONDENT SEX (1-MALE; 2-FEMALE)

GRADE LEVEL

NAME OF MUNICIPALITY:

NAME OF VILLAGE/STREET:

START TIME

HR	MIN

READ: We will begin with some questions about your habits in using various media.

A1a.-A1x. Hand respondent showcard K1! For respondent who cannot, read aloud the contents of the showcard! Please tell me, using marks from 1 to 5, how important a source of information and news are the following media. 1 means not at all important and 5 means very important. (Ask for each item separately. Circle one response for each item!)

Question no.	ITEM	Not at all important	Of little importance	Fairly important	Important	Very important	DK	NA/Refusal
a.	Internet	1	2	3	4	5	8	9
b.	Books	1	2	3	4	5	8	9
c.	Local TV stations	1	2	3	4	5	8	9
d.	Local radio stations	1	2	3	4	5	8	9
e.	TV spots, commercials, announcements	1	2	3	4	5	8	9
f.	Radio spots, commercials, announcements	1	2	3	4	5	8	9
g.	Daily newspapers	1	2	3	4	5	8	9
h.	Magazines/ Journals	1	2	3	4	5	8	9
i.	Religious societies/clergy	1	2	3	4	5	8	9
j.	Family/Brothers /Sisters	1	2	3	4	5	8	9
k.	Friends/Peers	1	2	3	4	5	8	9
l.	School /Lessons in school	1	2	3	4	5	8	9

TABLE CONTINUES IN NEXT COLUMN!

Question no.	ITEM	Not at all important	Of little importance	Fairly important	Important	Very important	DK	NA/Refusal
l.	Teachers	1	2	3	4	5	8	9
m.	Parents	1	2	3	4	5	8	9
n.	KFOR soldiers	1	2	3	4	5	8	9
o.	Stories of neighbors & other familiar people	1	2	3	4	5	8	9
p.	Lessons by representatives of local government	1	2	3	4	5	8	9
q.	Foreign television stations	1	2	3	4	5	8	9
r.	Foreign radio stations	1	2	3	4	5	8	9
s.	Flyers	1	2	3	4	5	8	9
t.	Brochures – written & illustrated	1	2	3	4	5	8	9
u.	Posters	1	2	3	4	5	8	9
v.	Comic strips	1	2	3	4	5	8	9
w.	Cartoons	1	2	3	4	5	8	9
x.	Something else? <u>Write in!</u>	1	2	3	4	5	8	9

V: SURVEY QUESTIONNAIRE FOR CHILDREN, GRADES 1-8

A2a.-A2c. Hand respondent showcard K2! For respondent who cannot, read aloud the contents of the showcard! Would you please tell me which three sources of information and news are for you? **A2a.** What is the most important? **A2b.** What is second most important? **A2c.** And third most important? **(Ask separately for the first, second, and third most important source of information and news. Circle only one response in each column!)**

Question no.	ITEM	A2a. Most important	A2b. Second most important	A2c. Third most important
1	Internet	1	1	1
2	Books	2	2	2
3	Local TV stations	3	3	3
4	Local radio stations	4	4	4
5	TV spots, commercials, announcements	5	5	5
6	Radio spots, commercials, announcements	6	6	6
7	Daily newspapers	7	7	7
8	Magazines/ Journals	8	8	8
9	Religious societies/clergy	9	9	9
10	Family/Brothers/Sisters	10	10	10
11	Friends/Peers	11	11	11
12	School /Lessons in school	12	12	12
13	Teachers	13	13	13
14	Parents	14	14	14
15	Contact with KFOR soldiers	15	15	15
16	Lessons by representatives of humanitarian & NGOs	16	16	16
17	Stories of neighbors & other familiar people	17	17	17
18	Foreign television stations	18	18	18
19	Foreign radio stations	19	19	19
20	Flyers	20	20	20
21	Brochures – written & illustrated	21	21	21
22	Posters	22	22	22
23	Comic strips	23	23	23
24	Cartoons	24	24	24
25	Something else? Write in!	25	25	25

Do not read!

98.	Do not know/Not sure	98	98	98
99.	No answer/Do not wish to answer	99	99	99

READ: We will stay with showcard 2 and a few more questions about media.

A3a.-A3b. Respondents continue to hold showcard K2! For respondent who cannot, read aloud the contents of the showcard! From which sources of information mentioned do children like you most learn about various issues? And from which do they learn least? **(More than one answer possible for each question! After each response, ask the respondent “Something else?” until the respondent stops giving answers.)**

Question no.	ITEM	A3a. Best for children	A3b. Worst for children
a.	Internet	1	1
b.	Books	1	1
c.	Local TV stations	1	1
d.	Local radio stations	1	1
e.	TV spots, commercials, announcements	1	1
f.	Radio spots, commercials, announcements	1	1
g.	Daily newspapers	1	1
h.	Magazines/ Journals	1	1
i.	Religious societies/clergy	1	1
j.	Family/Brothers/Sisters	1	1
k.	Friends/Peers	1	1
l.	School /Lessons in school	1	1
m.	Teachers	1	1
n.	Parents	1	1
o.	KFOR soldiers	1	1
p.	Lessons by representatives of humanitarian & NGOs	1	1
q.	Stories of neighbors & other familiar people	1	1
r.	Foreign television stations	1	1
s.	Foreign radio stations	1	1
t.	Flyers	1	1

TABLE CONTINUES ON NEXT PAGE!

V: SURVEY QUESTIONNAIRE FOR CHILDREN, GRADES 1-8

Question no.	ITEM	A3a. Best for children	A3b. Worst for children
u.	Brochures – written & illustrated	1	1
v.	Posters	1	1
w.	Comic strips	1	1
x.	Cartoons	1	1
y.	Something else? Write in!	1	1

Do not read!

98.	Do not know/ Not sure	98	98	98	98
99.	No answer/Does not wish to answer	99	99	99	99

B1a.-B1b. What is the first thing that comes to mind when you hear the word “mines”? –**B1b.** And what is the first thing that comes to mind when you hear the words “unexploded ordnance”? **(Write in the response mentioned first in both questions. In the case that more than one answer is mentioned, write in the first three in the order mentioned!)**

B1a	
	1.
	2.
	3.

Do not read!

8.	Do not know/Not sure	8
9.	No answer/Does not wish to answer	9

B1b	
	1.
	2.
	3.

Do not read!

8.	Do not know/Not sure	8
9.	No answer/Does not wish to answer	9

B02. Hand respondent showcard K3! For respondents who cannot, read aloud the contents of the showcard! How much do you know, or how familiar are you with the issue of mines and unexploded ordnance in Kosovo? Would you say that what you know is adequate, fairly adequate, fairly inadequate, or inadequate? **(Circle one response!)**

1.	Inadequate	1
2.	Fairly inadequate	2
3.	Fairly adequate	4
4.	Adequate	5

Do not read!

8.	Do not know/Not sure	8
9.	No answer/Does not wish to answer	9

B03a.-B03v. Hand respondent showcard K1! For respondents who cannot, read aloud the contents of the showcard! With marks from 1 to 5 please rate how important the various sources are for information and news about mines and unexploded ordnance. 1 means ‘not at all important’, and 5 means very important? **(Ask separately for each item! Circle one response for each item!)**

Question no.	ITEM	Completely unimportant	Of little importance	Fairly important	Important	Very important	DK/NS	NA/DWA
a.	Internet	1	2	3	4	5	8	9
b.	Books	1	2	3	4	5	8	9
c.	Local TV stations	1	2	3	4	5	8	9
d.	Local radio stations	1	2	3	4	5	8	9
e.	TV spots, commercials, announcements	1	2	3	4	5	8	9
f.	Radio spots, commercials, announcements	1	2	3	4	5	8	9
g.	Daily newspapers	1	2	3	4	5	8	9
h.	Magazines/ Journals	1	2	3	4	5	8	9
i.	Religious societies/clergy	1	2	3	4	5	8	9
j.	Family/Brothers /Sisters	1	2	3	4	5	8	9
k.	Friends/Peers	1	2	3	4	5	8	9
l.	School /Lessons in school	1	2	3	4	5	8	9
m.	Teachers	1	2	3	4	5	8	9
n.	Parents	1	2	3	4	5	8	9
o.	KFOR soldiers	1	2	3	4	5	8	9
p.	Lessons by representatives of humanitarian & NGOs	1	2	3	4	5	8	9
q.	Stories of neighbors & other familiar people	1	2	3	4	5	8	9
r.	Foreign television stations	1	2	3	4	5	8	9
s.	Foreign radio stations	1	2	3	4	5	8	9
t.	Flyers	1	2	3	4	5	8	9
u.	Brochures – written & illustrated	1	2	3	4	5	8	9
v.	Posters	1	2	3	4	5	8	9
w.	Comic strips	1	2	3	4	5	8	9
x.	Cartoons	1	2	3	4	5	8	9
y.	Something else? Write in!	1	2	3	4	5	8	9

V: SURVEY QUESTIONNAIRE FOR CHILDREN, GRADES 1-8

B04a.-B04c. Hand respondent showcard K2! For respondent who cannot read aloud the contents of the showcard! Would you now please tell me which are the three most important sources of information and news about mines and unexploded ordnance for you? **A2a.** Which is the most important? **A2b.** Which is the second most important? **A2c.** And third most important? (**Ask separately for the first, second and third most important source of information and news. Circle only one response for each column!**)

Question no.	ITEM	B04a. Most important	B04b. Second most important	B04c. Third most important
1	Internet	1	1	1
2	Books	2	2	2
3	Local TV stations generally	3	3	3
4	Local radio stations generally	4	4	4
5	TV spots, commercials, announcements	5	5	5
6	Radio spots, commercials, announcements	6	6	6
7	Daily newspapers	7	7	7
8	Magazines/ Journals	8	8	8
9	Religious societies/clergy	9	9	9
10	Family/Brothers/Sisters	10	10	10
11	Friends/Peers	11	11	11
12	School /Lessons in school	12	12	12
13	Teachers	13	13	13
14	Parents	14	14	14
15	Contact with KFOR soldiers	15	15	15
16	Lessons by representatives of humanitarian and non-government organizations	16	16	16
17	Stories of neighbors & other familiar people	17	17	17
18	Foreign television stations	18	18	18
19	Foreign radio stations	19	19	19
20	Flyers	20	20	20
21	Brochures – text & illustrations	21	21	21
22	Posters	22	22	22
23	Comic strips	23	23	23
24	Cartoons	24	24	24
25	Something else? Write in!	25	25	25

Do not read!

98.	Do not know /Not sure	98	98	98
99.	No answer/Do not wish to answer	99	99	99

READ: We will stay with showcard 2 and a few more questions about media.

B05a.-B05b. Respondents continue to hold showcard K2! For respondent who cannot read aloud the contents of the showcard! From what source have children like yourself learnt most about mines and unexploded ordnance? And where least? (**Possible to circle more than one response for each question! After each response ask the respondent ‘Something more?’ until the respondent stops giving answers!**)

Question no.	ITEM	B05a. Best source for children	B05b. Worst source for children
a.	Internet	1	1
b.	Books	1	1
c.	Local TV stations generally	1	1
d.	Local radio stations generally	1	1
e.	TV spots, commercials, announcements	1	1
f.	Radio spots, commercials, announcements	1	1
g.	Daily newspapers	1	1
h.	Magazines/ Journals	1	1
i.	Religious societies/clergy	1	1
j.	Family/Brothers/Sisters	1	1
k.	Friends/Peers	1	1
l.	School /Lessons in school	1	1
m.	Teachers	1	1
n.	Parents	1	1
o.	Contact with KFOR soldiers	1	1
p.	Lessons by representatives of humanitarian and NGOs	1	1
q.	Lessons by representatives of local authorities	1	1
r.	Foreign television stations	1	1
s.	Foreign radio stations	1	1
t.	Flyers	1	1
u.	Brochures – text & illustrations	1	1
v.	Posters	1	1
w.	Comic strips	1	1
x.	Cartoons	1	1
y.	Something else? Write in!	1	1

Do not read!

98.	Do not know/Not sure	98	98
99.	No answer/Do not wish to answer	99	99

CHECK THAT ALL QUESTIONS HAVE BEEN ASKED AND RESPONSES MARKED!

V: SURVEY QUESTIONNAIRE FOR CHILDREN, GRADES 1-8

B06a. – B06qq. Since the end of the war until today the children of Kosovo have been informed in various ways about the dangers of mines and UXO. I will now ask you about these various ways, whether you have heard, seen, read or been given any of the following in relation to the dangers of mines and UXO? (**Ask for each item separately! Circle only one response!**)

Question no.	ITEM	YES	NO
a.	Read on the Internet	1	2
b.	Read in a book, read something in a book	1	2
c.	Given a book	1	2
d.	Watched programs on local TV stations	1	2
e.	Listened to programs on local radio stations	1	2
f.	Watched television spots, commercials, announcements	1	2
g.	Listened to radio spots, commercials, announcements	1	2
h.	Read an article in daily newspaper	1	2
i.	Read an announcement/advertisement in a daily newspaper	1	2
j.	Read an article in a magazine or journal	1	2
k.	Read an announcement/advertisement in a magazine or journal	1	2
l.	Attended/heard a lecture by a representative of a religious society	1	2
m.	Heard from friends, relatives, neighbours	1	2
n.	Listened to special lessons in school	1	2
o.	Listened to lessons from teachers	1	2
p.	Heard from parents	1	2
q.	Listened to lectures from soldiers or representatives of KFOR	1	2
r.	Attended lectures conducted by foreigners employed by humanitarian and non government organizations	1	2
s.	Attended lectures conducted by local people employed by humanitarian and non government organizations	1	2
t.	Attended lectures conducted by local people who have received some special training	1	2
u.	Attended meetings or lectures given by representatives of local authorities	1	2
v.	Watched programs on foreign television stations	1	2
w.	Listened to programs on foreign radio stations	1	2
x.	Read in a flyer	1	2
y.	Was given a flyer	1	2

TABLE CONTINUES IN NEXT COLUMN!

Question no.	ITEM	YES	NO
z.	Read on posters	1	2
aa.	Read a comic strip (Superman or other)	1	2
bb.	Given a comic strip (Superman or other)	1	2
cc.	Watched cartoons	1	2
dd.	Watched a film	1	2
ee.	Saw t-shirts with messages about mines and UXO	1	2
ff.	Given t-shirts with messages about mines and UXO	1	2
gg.	Saw a badge/button with messages about mines and UXO	1	2
hh.	Given a badge/button with messages about mines and UXO	1	2
ii.	Saw caps with messages about mines and UXO	1	2
jj.	Given caps with messages about mines and UXO	1	2
kk.	Saw school bags	1	2
ll.	Were given school bags	1	2
mm.	Heard from other children	1	2
nn.	Something else 1? Write in!		
oo.	Something else 2? Write in!		
pp.	Something else 3? Write in!		

B07. Having in mind all that you have heard, seen, read, or been given in relation to the dangers of mines and UXO, can you recall the most significant messages that you learned in relation to the dangers of mines and UXO? (**Write in responses in the order mentioned by respondent. After each response ask the question ‘Something else?’ until the respondent stops giving answers.**)

1.
2.
3.
4.
5.

Do not read!

8. Do not know/Not sure 8

9. No answer/Do not wish to answer 9

V: SURVEY QUESTIONNAIRE FOR CHILDREN, GRADES 1-8

B08. Hand respondent showcard K3! For respondent who cannot read aloud the contents of the showcard! Overall, do you think that what has been done in informing children like you, your friends, about the dangers of mines and UXO is inadequate, generally inadequate, generally adequate, or adequate? **(Circle one response!)**

- | | |
|-------------------------|---|
| 1. Inadequate | 1 |
| 2. Generally inadequate | 2 |
| 3. Generally adequate | 4 |
| 4. Adequate | 5 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C01. What are are mines and UXOs? (Write in response!)

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C02. Is it known where there are mines and UXOs? (Wait for response!)

Do not read options! Circle response!

- | | |
|-------------------------|---|
| 1. Yes | 1 |
| 2. No | 2 |
| 3. Sometimes/Not always | 3 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C03. Can mines and UXOs be seen? (Wait for response! Do not read options! Circle response!)

- | | |
|-------------------------|---|
| 1. Yes | 1 |
| 2. No | 2 |
| 3. Sometimes/Not always | 3 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C04. What would you do if you see a mine or UXO? (Wait for response!)

Circle or write in response! Do not read options!

- | | |
|---|---|
| 1. Go and tell to friends/neighbours | 1 |
| 2. Go and tell KFOR or police | 2 |
| 3. Mark the spot in some way | 3 |
| 4. Take the mine or UXO to KFOR or police | 4 |
| 5. Take the mine or UXO home (for souvenir) | 5 |
| 6. Other (Write in!) | 6 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C05. What would you do if you think that you are in an area surrounded by mines/a minefield? (Wait for response! Circle or write in response!)

Do not read options!

- | | |
|---|---|
| 1. Stop, stand still and shout for help | 1 |
| 2. Retrace my steps carefully | 2 |
| 3. Go to a safe area | 3 |
| 4. Other (Write in!) | 4 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C06. Is it OK to collect mines and UXO? (Circle one response!)

- | | |
|--------|---|
| 1. Yes | 1 |
| 2. No | 2 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C07. Are all places where there are mines and UXO marked in special ways? (Wait for response! Do not read options! Circle response!)

- | | |
|-------------------------|---|
| 1. Yes – always | 1 |
| 2. No – not at all | 2 |
| 3. Not always/Sometimes | 3 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C08. How are places where there are mines and UXOs marked? (Wait for response! Do not read options! More than one response possible!)

- | | |
|-------------------------------------|---|
| 1. Barbed wire | 1 |
| 2. Red and white tape | 1 |
| 3. Yellow tape | 1 |
| 4. Red triangles | 1 |
| 5. Red flags (triangular or square) | 1 |
| 6. Bottles on sticks | 1 |
| 7. Cans | 1 |
| 8. Crossed pieces of wood | 1 |
| 9. Piles of stones | 1 |
| 10. Skull and crossbones | 1 |
| 11. Other (Write in!) | 1 |

Do not read!

- | | |
|---------------------------------------|----|
| 98. Do not know/Not sure | 98 |
| 99. No answer/Does not wish to answer | 99 |

C09. If you see a friend or family member lying injured in a minefield, what would you do? (Wait for response! Do not read options! More than one response possible!)

- | | |
|----------------------------|---|
| 1. Run to their assistance | 1 |
| 2. Run away | 2 |
| 3. Get adults to help | 3 |
| 4. Other (Write in!) | 4 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C10. To date in school have you ever had a class in which a teacher taught or talked about mines and UXO and the dangers they pose? Circle response!

- | | |
|--------|---|
| 1. Yes | 1 |
| 2. No | 2 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C11. To date in school have you ever had a special lesson where people from foreign organizations or KFOR have spoken about the dangers of mines and UXO? (Circle response!)

- | | |
|--------|---|
| 1. Yes | 1 |
| 3. No | 2 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

V: SURVEY QUESTIONNAIRE FOR CHILDREN, GRADES 1-8

C12. How often do your parents talk to you about mines and UXOs and the dangers they pose? **Circle response!**

- 1. Never 1
 - 2. Rarely 2
 - 3. Sometimes 3
 - 4. Often 4
- Do not read!**
- 8. Do not know/Not sure 8
 - 9. No answer/Does not wish to answer 9

C13. Have you seen posters or brochures or flyers about mines and the dangers they pose? **Circle response!**

- 1. Yes 1
 - 2. No 2
- Do not read!**
- 8. Do not know/Not sure 8
 - 9. No answer/Does not wish to answer 9

C14. Have you seen anything on television about mines and UXO and the dangers they pose? **Circle response!**

- 1. Yes 1
 - 2. No 2
- Do not read!**
- 8. Do not know/Not sure 8
 - 9. No answer/Does not wish to answer 9

C14. Have you seen anything on television about mines and UXO and the dangers they pose? **Circle response!**

- 1. Yes 1
 - 2. No 2
- Do not read!**
- 8. Do not know/Not sure 8
 - 9. No answer/Does not wish to answer 9

C15. Have you heard anything on the radio about mines and UXO and the dangers they pose? **Circle response!**

- 1. Yes 1
 - 2. No 2
- Do not read!**
- 8. Do not know/Not sure 8
 - 9. No answer/Does not wish to answer 9

C16. Have you ever seen or read a comic book? **Circle response!**

- 1. Yes C17 1
 - 2. No C18 2
- Do not read!**
- 8. Do not know/Not sure C18 8
 - 9. No answer/Does not wish to answer C18 9

C17. Do you like comic books or do you not like comic books? **Circle response!**

- 1. Like 1
 - 2. Dislike 2
- Do not read!**
- 8. Do not know/Not sure 8
 - 9. No answer/Does not wish to answer 9

C18. Have you heard of Superman? **Circle response!**

- 1. Yes C19 1
 - 2. No C20 2
- Do not read!**
- 8. Do not know/Not sure C20 8
 - 9. No answer/Does not wish to answer C20 9

C19. Have you seen or heard about a comic book about Superman that teaches children about the dangers of mines and UXO? **Do not read responses! Circle response or write in other!**

- 1. Yes 1
 - 2. No 2
- Do not read!**
- 8. Do not know/Not sure 8
 - 9. No answer/Does not wish to answer 9

D1. Gender? **(Do not ask! Circle!)**

- 1. Male 1
- 2. Female 2

D2. What is your age? **(Write in number of years at last birthday.)**

Write number of years! →

D3. How many people live in your household?

Write in number! →

D4. How many children under the age of 16 years live in your household?

Write in number! →

D5. What is your ethnicity? **(Circle one response!)**

- 1. Albanian 1
- 2. Serbian 2
- 3. Bosniac/Muslim 3
- 4. Turkish 4
- 5. Roma 5
- 6. Mixed 6
- 7. Other **(Write in!)** 7

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

D5. What kind of a pupil are you? What was the mark you completed the last grade? **(Circle one response!)**

- 1. Excellent 1
- 2. Very good 2
- 3. Good 3
- 4. Poor 4
- 5. Fail 5

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

INTERVIEWER: READ OR SAY!

THAT IS ALL. THANK YOU FOR YOUR COOPERATION.

FINISH TIME

HR		MIN	

V: SURVEY QUESTIONNAIRE FOR CHILDREN, GRADES 1-8

INTERVIEWER TO COMPLETE.**DO NOT POSE THESE QUESTIONS TO RESPONDENT!****F1. Overall, how did the respondent behave in the course of the interview? (Circle!)**

- | | |
|----------------|---|
| 1. Interested | 1 |
| 2. Indifferent | 1 |
| 3. Confused | 1 |
| 4. Tired/bored | 1 |

F2. Please note any questions that presented any problems for the respondent. (Write in!)

--

INTERVIEWER:**THANK YOU FOR YOUR EFFORT. PLEASE READ THE FOLLOWING STATEMENT AND SIGN!**

I declare that this interview was conducted in accordance with all of the instructions for conducting face to face interviews with a respondent that was selected according to instructions for the selection of respondents!

Date & signature : _____

**DO NOT FORGET TO HAND IN
YOUR CONTROL LIST!**

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

INTERVIEW DATE

INTERVIEWER CODE

AREA (SEE INSTRUCTIONS!)

REGION (SEE INSTRUCTIONS!)

SETTLEMENT TYPE (1-URBAN; 2-RURAL)

RESPONDENT SEX (1-MALE; 2-FEMALE)

GRADE LEVEL

NAME OF MUNICIPALITY:

NAME OF VILLAGE/STREET:

START TIME

HR	MIN
----	-----

DO NOT READ: Circle the category of respondent below!

1. Teen - Grade 1 to 4 secondary school	1
2. Adult - older than 18 years – not a parent	2
3. Adult - older than 18 years - parent	3
4. Teacher or pedagogue employed in primary or secondary school	4

QUESTIONS FOR TEENAGERS, ADULTS AND TEACHERS

READ: We will start with some questions about your habits in using various media.

A1a.-A1v. Hand respondent showcard K1! For respondent who cannot read aloud the contents of the showcard! Please tell me, using a scale of 1 to 5, how important to you personally are the following sources of information and news about events in Kosovo? **(Ask for each item separately. Circle one response for each item!)**

Question no.	ITEM	Not at all important	Of little importance	Fairly important	Important	Very important	DK	NA/Refusal
a.	Internet	1	2	3	4	5	8	9
b.	Books	1	2	3	4	5	8	9
c.	Local TV stations in general	1	2	3	4	5	8	9
d.	Local radio stations in general	1	2	3	4	5	8	9
e.	TV spots, advertisements, announcements	1	2	3	4	5	8	9
f.	Radio spots, advertisements, announcements	1	2	3	4	5	8	9

TABLE CONTINUES IN NEXT COLUMN!

Question no.	ITEM	Not at all important	Of little importance	Fairly important	Important	Very important	DK	NA/Refusal
g.	Daily newspapers	1	2	3	4	5	8	9
h.	Magazines/ Journals	1	2	3	4	5	8	9
i.	Religious society/Clergy	1	2	3	4	5	8	9
j.	Family	1	2	3	4	5	8	9
k.	Friends/Peers/ Neighbors	1	2	3	4	5	8	9
l.	School/Lessons in school	1	2	3	4	5	8	9
m.	Teachers	1	2	3	4	5	8	9
n.	Parents	1	2	3	4	5	8	9
o.	Work colleagues	1	2	3	4	5	8	9
p.	Contact with KFOR soldiers	1	2	3	4	5	8	9
q.	Meetings or lectures by representatives of humanitarian or non-govt. organizations	1	2	3	4	5	8	9
r.	Meetings or lectures by representatives of local authorities	1	2	3	4	5	8	9
s.	Foreign television stations	1	2	3	4	5	8	9
t.	Foreign radio stations	1	2	3	4	5	8	9
u.	Flyers	1	2	3	4	5	8	9
v.	Brochures – text & illustrated	1	2	3	4	5	8	9
w.	Posters	1	2	3	4	5	8	9
x.	Comic strips	1	2	3	4	5	8	9
y.	Cartoons	1	2	3	4	5	8	9
z.	Something else? Write in!	1	2	3	4	5	8	9

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

A2a-A2c. Hand respondent showcard K2! For respondent who cannot, read aloud the contents of the showcard! Which three sources of information and news about events in Kosovo are for you the most important? A2a. What is the most important? A2b. Second most important? A2c. The third? (**Ask separately for the first, second, and third most important source of information and news. Circle only one response in each column!**)

Question no.	ITEM	A2a. Most important	A2b. Second most important	A2c. Third most important
1	Internet	1	1	1
2	Books	2	2	2
3	Local TV stations in general	3	3	3
4	Local radio stations in general	4	4	4
5	TV spots, advertisements, announcements	5	5	5
6	Radio spots, advertisements, announcements	6	6	6
7	Daily newspapers	7	7	7
8	Magazines/ Journals	8	8	8
9	Religious society/Clergy	9	9	9
10	Family	10	10	10
11	Friends/Peers/ Neighbors	11	11	11
12	School/Lessons in school	12	12	12
13	Teachers	13	13	13
14	Parents	14	14	14
15	Work colleagues	15	15	15
16	Contact with KFOR soldiers	16	16	16
17	Meetings or lectures by representatives of humanitarian or NGOs	17	17	17
18	Meetings or lectures by representatives of local authorities	18	18	18
19	Foreign television stations	19	19	19
20	Foreign radio stations	20	20	20
21	Flyers	21	21	21
22	Brochures – text & illustrated	22	22	22
23	Posters	23	23	23
24	Comic strips	24	24	24
25	Cartoons	25	25	25
26	Something else? Write in!	26	26	26

Do not read!

98.	Do not know/Not sure	98	98	98
99.	No answer/Do not wish to answer	99	99	99

READ: We will stay with showcard 2 and a few more questions about media.

A3a-A3b. Respondents continue to hold showcard K2! For respondent who cannot, read aloud the contents of the showcard! In your opinion, which of the listed sources of information and news are used most by the population of Kosovo to learn about various issues in Kosovo, that which sources of news and information are the most effective in informing the population? And which are the least effective? (**More than one answer possible for each question! After each response, ask the respondent "Something else?" until the respondent stops giving answers.**)

A4a – A4b. Respondents continue to hold showcard K2! For respondent who cannot, read aloud the contents of the showcard! And for children – which of the sources of information and news is the most effective for children? And which is the least effective? (**More than one response possible!**)

Question no.	ITEM	A3a. Most effective for population	A3b. Least effective for population	A4a. Most effective for children	A4b. Least effective for children
a.	Internet	1	1	1	1
b.	Books	1	1	1	1
c.	Local TV stations in general	1	1	1	1
d.	Local radio stations in general	1	1	1	1
e.	TV spots, advertisements, announcements	1	1	1	1
f.	Radio spots, advertisements, announcements	1	1	1	1
g.	Daily newspapers	1	1	1	1
h.	Magazines/ Journals	1	1	1	1
i.	Religious society/Clergy	1	1	1	1
j.	Family	1	1	1	1
k.	Friends/Peers/ Neighbors	1	1	1	1
l.	School/Lessons in school	1	1	1	1
m.	Teachers	1	1	1	1
n.	Parents	1	1	1	1
o.	Work colleagues	1	1	1	1
p.	Contact with KFOR soldiers	1	1	1	1
q.	Meetings or lectures by representatives of humanitarian or non-govt. organizations	1	1	1	1
r.	Meetings or lectures by representatives of local authorities	1	1	1	1
s.	Foreign television stations	1	1	1	1
t.	Foreign radio stations	1	1	1	1
u.	Flyers	1	1	1	1

TABLE CONTINUES ON NEXT PAGE!

CHECK THAT ALL QUESTIONS HAVE BEEN ASKED AND RESPONSES MARKED!

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

Question no.	ITEM	A3a. Most effective for population	A3b. Least effective for population	A4a. Most effective for children	A4b. Least effective for children
v.	Brochures – text & illustrated	1	1	1	1
w.	Posters	1	1	1	1
x.	Comic strips	1	1	1	1
y.	Cartoons	1	1	1	1
z.	Something else? Write!	1	1	1	1

Do not read!

98.	Do not know/Not sure	98	98	98
99.	No answer/Do not wish to answer	99	99	99

A4a.-A4o. Hand respondent showcard K3! For respondent who cannot, read aloud the contents of the showcard! On a scale of 1 to 5, where 1 means ‘not at all present’ 3 means ‘somewhat present’, and 5 means ‘strongly present’, please rate to what degree the problems listed are present in the place where you live and the immediate surrounds? (**Ask separately for each item. Circle one response for each item.**)

Question no.	ITEM	Not at all present	Present in a small degree	Somewhat present	Present to a greater degree	Strongly present	DK/NS	NA/DWA
a.	Poverty	1	2	3	4	5	8	9
b.	Unstable political situation	1	2	3	4	5	8	9
c.	Unemployment	1	2	3	4	5	8	9
d.	Lawlessness	1	2	3	4	5	8	9
e.	Crime & violence (attacks & theft)	1	2	3	4	5	8	9
f.	Poor conditions in schools	1	2	3	4	5	8	9
g.	Poor healthcare facilities	1	2	3	4	5	8	9
h.	Mines & unexploded ordnance	1	2	3	4	5	8	9
i.	Large number of people with weapons	1	2	3	4	5	8	9
j.	Unreliable electricity supply	1	2	3	4	5	8	9
k.	Irregular water supply	1	2	3	4	5	8	9
l.	Poor heating	1	2	3	4	5	8	9

TABLE CONTINUES IN NEXT COLUMN!

Question no.	ITEM	Not at all present	Present in a small degree	Somewhat present	Present to a greater degree	Strongly present	DK/NS	NA/DWA
m.	Housing problems	1	2	3	4	5	8	9
n.	Polluted environment/ Rubbish	1	2	3	4	5	8	9
o.	Something else? Write!	1	2	3	4	5	8	9

A5a.-A5o. Hand respondent showcard K4! For respondent who cannot, read aloud the contents of the showcard! On a scale of 1 to 5, where 1 means inadequately and 5 means adequately and 3 means somewhat, please rate in what measure the various media – television, radio, print, posters, meetings with representatives of foreign humanitarian organizations etc. – cover the following issues in Kosovo? (**Ask separately for each item. Circle one response for each item.**)

Question no.	ITEM	Inadequately	Generally inadequately	Somewhat	Generally adequately	Adequately	DK/NS	NA/DWA
a.	Poverty	1	2	3	4	5	8	9
b.	Unstable political situation	1	2	3	4	5	8	9
c.	Unemployment	1	2	3	4	5	8	9
d.	Lawlessness	1	2	3	4	5	8	9
e.	Crime & violence (attacks & theft)	1	2	3	4	5	8	9
f.	Poor conditions in schools	1	2	3	4	5	8	9
g.	Poor healthcare facilities	1	2	3	4	5	8	9
h.	Mines & unexploded ordnance	1	2	3	4	5	8	9
i.	Large number of people with weapons	1	2	3	4	5	8	9
j.	Unreliable electricity supply	1	2	3	4	5	8	9
k.	Irregular water supply	1	2	3	4	5	8	9
l.	Poor heating	1	2	3	4	5	8	9
m.	Housing problems	1	2	3	4	5	8	9
n.	Polluted environment/ Rubbish	1	2	3	4	5	8	9
o.	Something else? Write!	1	2	3	4	5	8	9

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

B1a.-B1b. What is the first thing that comes to mind when you hear the word “mines”? –**B1b.** And what is the first thing that comes to mind when you hear the words “unexploded ordnance”? (**Write in the response mentioned first in both questions. In the case that more than one answer is mentioned, write in the first three in the order mentioned!**)

B1a	1.
	2.
	3.

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

B1b	1.
	2.
	3.

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

B02. How much do you know, or how familiar are you with the issue of mines and unexploded ordnance in Kosovo? Would you say that what you know is adequate, fairly adequate, fairly inadequate, or inadequate? (**Circle one response!**)

- 1. Inadequate 1
- 2. Fairly inadequate 2
- 3. Fairly adequate 4
- 4. Adequate 5

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

B03a.-B03y. Hand respondent showcard K1! For respondent who cannot, read aloud the contents of the showcard! On a scale from 1 to 5 please rate how important the various sources are for information and news about mines and unexploded ordnance. 1 means ‘not at all important’, and 5 means ‘very important’? (**Ask separately for each item! Circle one response for each item!**)

Question no.	ITEM	Not at all important	Of little importance	Somewhat important	Important	Very important	DK/NS	NA/DWA
a.	Internet	1	2	3	4	5	8	9
b.	Books	1	2	3	4	5	8	9
c.	Local TV stations in general	1	2	3	4	5	8	9
d.	Local radio stations in general	1	2	3	4	5	8	9
e.	TV spots, advertisements, announcements	1	2	3	4	5	8	9
f.	Radio spots, advertisements, announcements	1	2	3	4	5	8	9
g.	Daily newspapers	1	2	3	4	5	8	9
h.	Magazines/ Journals	1	2	3	4	5	8	9

TABLE CONTINUES IN NEXT COLUMN!

Question no.	ITEM	Not at all important	Of little importance	Somewhat important	Important	Very important	DK/NS	NA/DWA
i.	Religious society/Clergy	1	2	3	4	5	8	9
j.	Family	1	2	3	4	5	8	9
k.	Friends/Peers/ Neighbors	1	2	3	4	5	8	9
l.	School/Lessons in school	1	2	3	4	5	8	9
m.	Teachers	1	2	3	4	5	8	9
n.	Parents	1	2	3	4	5	8	9
o.	Work colleagues	1	2	3	4	5	8	9
p.	Contact with KFOR soldiers	1	2	3	4	5	8	9
q.	Meetings or lectures by representatives of humanitarian or non-govt. organizations	1	2	3	4	5	8	9
r.	Meetings or lectures by representatives of local authorities	1	2	3	4	5	8	9
s.	Foreign television stations	1	2	3	4	5	8	9
t.	Foreign radio stations	1	2	3	4	5	8	9
u.	Flyers	1	2	3	4	5	8	9
v.	Brochures – text & illustrated	1	2	3	4	5	8	9
w.	Posters	1	2	3	4	5	8	9
x.	Comic strips	1	2	3	4	5	8	9
y.	Cartoons	1	2	3	4	5	8	9
z.	Something else? Write!	1	2	3	4	5	8	9

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

B04a.-B04c. Hand respondent showcard K2! For respondent who cannot, read aloud the contents of the showcard! Would you now please tell me which are the three most important sources of information and news about mines and unexploded ordnance for you? **B04a.** Which is the most important? **B0b.** Second most important? **B04c.** And third? (Ask separately for the first, second and third most important source of information and news. Circle only one response for each column!)

Question no.	ITEM	B04a. Most important	B04b. Second most important	B04c. Third most important
1	Internet	1	1	1
2	Books	2	2	2
3	Local TV stations in general	3	3	3
4	Local radio stations in general	4	4	4
5	TV spots, advertisements, announcements	5	5	5
6	Radio spots, advertisements, announcements	6	6	6
7	Daily newspapers	7	7	7
8	Magazines/ Journals	8	8	8
9	Religious society/Clergy	9	9	9
10	Family	10	10	10
11	Friends/Peers/ Neighbors	11	11	11
12	School/Lessons in school	12	12	12
13	Teachers	13	13	13
14	Parents	14	14	14
15	Work colleagues	15	15	15
16	Contact with KFOR soldiers	16	16	16
17	Meetings or lectures by representatives of NGOs	17	17	17
18	Meetings or lectures by reps of local authorities	18	18	18
19	Foreign television stations	19	19	19
20	Foreign radio stations	20	20	20
21	Flyers	21	21	21
22	Brochures – text & illustrated	22	22	22
23	Posters	23	23	23
24	Comic strips	24	24	24
25	Cartoons	25	25	25
26	Something else? <u>Write in!</u>	26	26	26

Do not read!

98.	Do not know/Not sure	98	98	98
99.	No answer/Do not wish to answer	99	99	99

READ: We will stay with showcard 2 and a few more questions about media.

B05a.-B05b. Respondents continue to hold showcard K2! For respondent who cannot, read aloud the contents of the showcard! In your opinion, from which of the following sources of information and news has the population of Kosovo learn most about the dangers posed by mines and UXO, that is which sources have been the most effective in informing the population of the dangers posed by mines and UXO? And which, in your opinion, have been the least effective? (**More than one response possible for each question! After each answer ask the question ‘Something more?’ until respondent stops giving answers!**)

B06a.-B06b. Respondents continue to hold showcard K2! For respondent who cannot, read aloud the contents of the showcard! What about for children – which of the sources of information and news are the most effective in reaching children? And which are the least effective? (**More than one response possible!**)

Question no.	ITEM	B05a. Most effective for population	B05b. Least effective for population	B06a. Most effective for children	B06b. Least effective for children
a.	Internet	1	1	1	1
b.	Books	1	1	1	1
c.	Local TV stations in general	1	1	1	1
d.	Local radio stations in general	1	1	1	1
e.	TV spots, advertisements, announcements	1	1	1	1
f.	Radio spots, advertisements, announcements	1	1	1	1
g.	Daily newspapers	1	1	1	1
h.	Magazines/ Journals	1	1	1	1
i.	Religious society/Clergy	1	1	1	1
j.	Family	1	1	1	1
k.	Friends/Peers/ Neighbors	1	1	1	1
l.	School/Lessons in school	1	1	1	1
m.	Teachers	1	1	1	1
n.	Parents	1	1	1	1
o.	Work colleagues	1	1	1	1
p.	Contact with KFOR soldiers	1	1	1	1
q.	Meetings or lectures by representatives of humanitarian or NGOs	1	1	1	1
r.	Meetings or lectures by reps of local authorities	1	1	1	1
s.	Foreign television stations	1	1	1	1
t.	Foreign radio stations	1	1	1	1
u.	Flyers	1	1	1	1

TABLE CONTINUES ON NEXT PAGE!

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

Question no.	ITEM	B04a. Most effective for population	B04b. Least effective for population	B05a. Most effective for children	B05b. Least effective for children
v.	Brochures – text & illustrated	1	1	1	1
w.	Posters	1	1	1	1
x.	Comic strips	1	1	1	1
y.	Cartoons	1	1	1	1
z.	Something else? Write!	1	1	1	1

Do not read!

98.	Do not know/Not sure	98	98	98
99.	No answer/Do not wish to answer	99	99	99

B07a. – B07qq. Since the end of the war until today the children of Kosovo have been informed in various ways about the dangers of mines and UXO. I will now ask you about these various ways, whether you have heard, seen, read or been given any of the following in relation to the dangers of mines and UXO? (**Ask for each item separately! Circle one response!**)

Question no.	ITEM	YES	NO
a.	Read on the Internet	1	2
b.	Read a book or read something in a book	1	2
c.	Given a book	1	2
d.	Watched program(s) on local television stations	1	2
e.	Listened to program(s) on local radio stations	1	2
f.	Watched television spots, advertisements, announcements etc.	1	2
g.	Listened to radio spots, advertisements, announcements etc.	1	2
h.	Read article(s) in daily newspaper	1	2
i.	Saw advertisements or announcements in daily newspaper	1	2
j.	Read articles in magazines and journals	1	2
k.	Saw advertisements, announcements in magazines or journals	1	2
l.	Listened to lectures given by representatives in religious societies	1	2
m.	Heard from friends, relatives, neighbours	1	2
n.	Heard special lessons in school	1	2
o.	Heard lessons by teachers	1	2

TABLE CONTINUES IN NEXT COLUMN!

Question no.	ITEM	YES	NO
p.	Heard from parents	1	2
q.	Heard from colleagues at work	1	2
r.	Heard lectures from soldiers or representatives of KFOR	1	2
s.	Attended meetings or lectures by foreign employees of humanitarian or non-government organizations	1	2
t.	Attended meetings or lectures by local staff employed by humanitarian or non-government organizations	1	2
u.	Attended meetings or lectures by local residents who have received some training	1	2
v.	Attended meetings or lectures by representatives of local authorities	1	2
w.	Watched programs on foreign television stations	1	2
x.	Heard programs on foreign radio stations	1	2
y.	Read on flyer	1	2
z.	Given a flyer	1	2
aa.	Read on a poster(s)	1	2
bb.	Read a comic (Superman or other)	1	2
cc.	Given a comic (Superman or other)	1	2
dd.	Watched cartoons	1	2
ee.	Watched a film	1	2
ff.	Saw a t-shirt with message about mines and UXO on it	1	2
gg.	Given a t-shirt with message about mines and UXO on it	1	2
hh.	Saw a badge/button with message about mines and UXO on it	1	2
ii.	Given a button/badge with message about mines & UXO on it	1	2
jj.	Saw caps with messages about mines and UXO on it	1	2
kk.	Given a cap with messages about mines and UXO on it	1	2
ll.	Saw school bags	1	2
mm.	Given school bags	1	2
nn.	Something else 1? Write in!		
oo.	Something else 2? Write in!		
pp.	Something else 3? Write in!		

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

B08. Having in mind what you have seen, heard, read, been given, in relation to the dangers of mines and UXO, can you recall the most significant messages, that is what you have learnt about mines and UXO? **(Write answers in the order they are mentioned by respondent. After each answer ask the question ‘Something more?’ until respondent stops giving answers!)**

1.
2.
3.
4.
5.

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

B08a. Overall do you think that what has been to inform the population of Kosovo about the dangers of mines and UXO has been adequate, fairly adequate, fairly inadequate or inadequate? **(Circle only one response!)**

B08b. What about children? **(Circle only one response!)**

Question no.	ITEM	Inadequate	Fairly inadequate	Fairly adequate	Adequate	DK/NS	N/A/DWA
a.	Adults	1	2	3	4	8	9
b.	Children	1	2	3	4	8	9

QUESTIONS FOR TEENAGERS, ADULTS AND TEACHERS

C01. What are mines and UXO? **(Write in response!)**

--

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

C02. Is it known where there are mines and UXOs? **(Wait for response! Do not read options! Circle response!)**

- 1. Yes 1
- 2. No 2
- 3. Sometimes/Not always 3

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

C03. Can mines and UXOs be seen? **(Wait for response! Do not read options! Circle response!)**

- 1. Yes 1
- 2. No 2
- 3. Sometimes/Not always 3

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

C04. What would you do if you see a mine or UXO? **(Wait for response! Circle or write in response! Do not read options!)**

- 1. Go and tell to friends/neighbours 1
- 2. Go and tell KFOR or police 2
- 3. Mark the spot in some way 3
- 4. Take the mine or UXO to KFOR or police 4
- 5. Take the mine or UXO home (for souvenir) 5
- 6. Other **(Write in!)** 6

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

C05. What would you do if you think that you are in an area surrounded by mines/a minefield? **(Wait for response! Circle or write in response! Do not read options!)**

- 1. Stop, stand still and shout for help 1
- 2. Retrace my steps carefully 2
- 3. Go to a safe area 3
- 4. Other **(Write in!)** 4

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

C06. Is it OK to collect mines and UXO? **(Circle response!)**

- 1. Yes 1
- 2. No 2

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

C07. Are all places where there are mines and UXO marked in special ways? **(Wait for response! Do not read options! Circle response!)**

- 1. Yes – always 1
- 2. No – not at all 2
- 3. Not always/Sometimes 3

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

C08. How are places where there are mines and UXOs marked? **(Wait for response! Circle or write in response/s! Do not read options!)**

- 1. Barbed wire 1
- 2. Red and white tape 1
- 3. Yellow tape 1
- 4. Red triangles 1
- 5. Red flags (triangular or square) 1
- 6. Bottles on a stick 1
- 7. Cans 1
- 8. Crossed sticks 1
- 9. Piles of stones 1
- 10. Skull and crossbones 1
- 11. Other **(Write in!)** 1

Do not read!

- 98. Do not know/Not sure 98
- 99. No answer/Does not wish to answer 99

C09. If you saw a friend or family member lying injured in a minefield, what would you do? **(Wait for response! Circle or write in response! Do not read options!)**

- 1. Run to their assistance 1
- 2. Run away 2
- 3. Get adults to help 3
- 4. Other **(Write in!)** 4

Do not read!

- 8. Do not know/Not sure 8
- 9. No answer/Does not wish to answer 9

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

C10. Have you ever participated in any seminar, lesson or training where the dangers posed by mines and UXO were spoken about? **(Circle response!)**

- | | |
|--------------------------------------|---|
| 1. Yes | 1 |
| 2. No | 2 |
| Do not read! | |
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C11. Have you found yourself in a minefield, whether by yourself or in the company of someone else? **(Circle response!)**

- | | | |
|--------------------------------------|-----|---|
| 1. Yes | C12 | 1 |
| 2. No | C17 | 2 |
| Do not read! | | |
| 8. Do not know/Not sure | C17 | 8 |
| 9. No answer/Does not wish to answer | C17 | 9 |

C12. Was...? **(Read all options and circle one response!)**

- | | | |
|---|-----|---|
| 1. ...it known earlier that there might be mines in that area? | C13 | 1 |
| 2. Had someone noticed mines in that area before, although no accident had occurred | C13 | 2 |
| 3. Someone had stepped on a mine in the same area earlier | C13 | 3 |
| 4. The minefield was marked | C13 | 4 |
| 5. You did not know that there could be mines in that area | C14 | 5 |
| Do not read! | | |
| 8. Do not know/Not sure | C14 | 8 |
| 9. No answer/Does not wish to answer | C14 | 9 |

C13. For what reason, despite the fact that you were aware that there existed a danger of mines, expose yourself to the danger? **(Wait for answer! Write in response!)**

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C14. Was there an accident, that is did an explosion occur? **(Circle response!)**

- | | | |
|--------------------------------------|-----|---|
| 1. Yes | C16 | 1 |
| 2. No | C15 | 2 |
| Do not read! | | |
| 8. Do not know/Not sure | C15 | 8 |
| 9. No answer/Does not wish to answer | C15 | 9 |

C15. How did you get out? **(Wait for response! Do not read options! Circle or write in response!)**

- | | |
|---|---|
| 1. Returned over the same path/Retraced steps | 1 |
| 2. Ran away out of fright | 2 |
| 3. Continue to move further carefully trying to see and avoid mines | 3 |
| 4. Stopped, stood still and called for help until help arrived | 4 |
| 5. The police or KFOR came and helped to get out | 5 |
| 6. Other people came and helped me get out | 6 |
| 7. Other (Write in!) | 7 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C16. In what way was help extended? **(Wait for response! Do not read options! Circle or write in response!)**

- | | |
|---|---|
| 1. The police or KFOR came and they got the person out | 1 |
| 2. Other people came-neighbors, friends, family members who helped get the person out | 2 |
| 3. The person got themselves out and called for help | 3 |
| 4. Other (Write in!) | 4 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C17. Do you know someone personally, or know of an instance that someone stepped on a mine? **(Circle response!)**

- | | | |
|--------------------------------------|-----|---|
| 1. Yes | C18 | 1 |
| 2. No | C19 | 2 |
| Do not read! | | |
| 8. Do not know/Not sure | C19 | 8 |
| 9. No answer/Does not wish to answer | C19 | 9 |

C18. Do you know how help was extended to that person, that is how they got out of the minefield (if they were in one)? **(Wait for response! Do not read options! Circle or write in response!)**

- | | |
|--|---|
| 1. The person called for help | 1 |
| 2. People that saw what had happened and were nearby helped | 2 |
| 3. The police or KFOR or deminers came and got the person out | 3 |
| 4. Other people came - neighbors, family, friends and got the person out | 4 |
| 5. The person got themselves out and called for help | 5 |
| 6. Other (Write in!) | 6 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

C19. Do you know someone personally, or know of an instance that someone found themselves in a minefield but did not step on a mine? **(Circle response!)**

- | | | |
|--------------------------------------|-----|---|
| 1. Yes | C20 | 1 |
| 2. No | D01 | 2 |
| Do not read! | | |
| 8. Do not know/Not sure | D01 | 8 |
| 9. No answer/Does not wish to answer | D01 | 9 |

C20. How did you get out? **(Wait for response! Do not read options! Circle or write in response!)**

- | | |
|---|---|
| 1. Returned over the same path/Retraced steps | 1 |
| 2. Ran away out of fright | 2 |
| 3. Continue to move further carefully trying to see and avoid mines | 3 |
| 4. Stopped, stood still and called for help until help arrived | 4 |
| 5. The police or KFOR came and helped to get out | 5 |
| 6. Other people came and helped to get out | 6 |
| 7. Other (Write in!) | 7 |

Do not read!

- | | |
|--------------------------------------|---|
| 8. Do not know/Not sure | 8 |
| 9. No answer/Does not wish to answer | 9 |

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

QUESTIONS FOR TEACHERS

D01. Have you, or other teachers in the school, conducted a class on mines and UXO and the dangers they pose? **(Circle response!)**

4. Yes 1
5. No 2

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

D02. Have you, or other teachers in the school, participated in any kind of seminars, training or classes on mines and UXO and the dangers they pose? **(Circle response!)**

1. Yes 1
2. No 2

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

D03. Has anybody from international or domestic organizations, or KFOR visited the school and conducted a class about mines and UXO and the dangers they pose? **(Circle response!)**

1. Yes 1
2. No 2

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

D04. How often have children in your school asked you about mines and UXO and the dangers they pose? **(Circle response!)**

1. Never 1
2. Rarely 2
3. Sometimes 3
4. Often 4

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

D05. How would you describe the level to which children in your school/class are informed about mines and UXOs and the dangers they pose? **(Circle response!)**

1. Highly informed 1
2. Fairly well informed 2
3. Not very well informed 3
4. Not at all informed 4

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

E01. Do you have children? **(Circle response!)**

1. Yes E02 1
2. No F01 2

Do not read!

8. Do not know/Not sure F01 8
9. No answer/Does not wish to answer F01 9

QUESTIONS FOR ADULTS – PARENTS (INCL. TEACHERS)

E02. Have you participated in any kind of seminars, training or classes on mines and UXO and the dangers they pose? **(Circle response!)**

3. Yes 1
4. No 2

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

E03. Do you speak to your children about mines and UXO and the dangers they pose, and if so, how often? **(Wait for response! Do not read options! Circle one response!)**

1. Never 1
2. Rarely – (do not give much thought to it) 2
3. Sometimes – (when I hear of some accident) 3
4. Often – (almost everyday, or a number of times a week) 4

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

E04. How often have your children asked you about mines and UXO and the dangers they pose? **(Circle response!)**

1. Never 1
2. Rarely 2
3. Sometimes 3
4. Often 4

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

E05. How would you describe the level to which your children are informed about mines and UXOs and the dangers they pose? **(Circle response!)**

1. Highly informed 1
2. Fairly well informed 2
3. Not very well informed 3
4. Not at all informed 4

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

READ: Finally, a few questions about demography to help us with statistical analysis

F1. Gender? **(Do not ask! Circle!)**

1. Male 1
2. Female 2

F2. Age (in years)? **(Write in number of years at last birthday. I respondent does not answer estimate age and write in!)**

Write in number! →

F3. How many people live in your household, including those who may be temporarily absent?

Write in number! →

F4. How many children under 16 years of age live in your household?

Write in number ! →

F5. How would you describe your marital status: single-never married, married, living with partner, divorced, separated or widowed? **(Circle one response!)**

1. Single – never married 1
2. Married 2
3. Living with partner 3
4. Divorced 4
5. Separated 5
6. Widowed 6

Do not read!

8. Do not know/Not sure 8
9. No answer/Does not wish to answer 9

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

F6a. Does your household have...? (Ask for each item separately. Circle one of the codes given for the responses.)

F6b. In the past two years has your household bought a new...? (Ask for each item separately and circle one of the codes for responses for each question in the appropriate column.)

Code	Item	D6a	D6b
		0 - No 1 - Yes	0 - No 1 - Yes
A.	Black & white television	0 - 1	0 - 1
B.	Color television	0 - 1	0 - 1
C.	Satellite antenna	0 - 1	0 - 1
D.	Microwave oven	0 - 1	0 - 1
E.	Video recorder	0 - 1	0 - 1
F.	Radio	0 - 1	0 - 1
G.	HiFi stereo	0 - 1	0 - 1
H.	CD player	0 - 1	0 - 1
I.	DVD player	0 - 1	0 - 1
J.	Video camera/camcorder	0 - 1	0 - 1
K.	Deep fryer	0 - 1	0 - 1
L.	Electric drill	0 - 1	0 - 1
M.	Photo camera	0 - 1	0 - 1
N.	Computer	0 - 1	0 - 1
O.	Internet connection	0 - 1	0 - 1
P.	Washing machine	0 - 1	0 - 1
Q.	Dishwasher	0 - 1	0 - 1
R.	Automobile	0 - 1	0 - 1
S.	Telephone connection	0 - 1	0 - 1
T.	Mobile phone connection	0 - 1	0 - 1
U.	Answering machine	0 - 1	0 - 1
V.	Fax machine	0 - 1	0 - 1
W.	House	0 - 1	0 - 1
X.	Apartment	0 - 1	0 - 1
Y.	Weekend house	0 - 1	0 - 1
Z.	Workable/agricultural land	0 - 1	0 - 1

F7. What is your ethnicity? (Circle one response!)

- | | | |
|----|-------------------|---|
| 1. | Albanian | 1 |
| 2. | Serb | 2 |
| 3. | Bosniac/Muslim | 3 |
| 4. | Turkish | 4 |
| 5. | Roma | 5 |
| 6. | Mixed | 6 |
| 7. | Other (Write in!) | 7 |

Do not read!

- | | | |
|----|-----------------------------------|---|
| 8. | Do not know/Not sure | 8 |
| 9. | No answer/Does not wish to answer | 9 |

F8. Hand respondent showcard K5! For respondent who cannot read aloud the contents of the showcard! If this society were to be categorized by total household income and assets of households, in which of the following categories would you say your household falls? (Circle one response!)

- | | | |
|----|-----------------------------|---|
| 1. | On the existential edge | 1 |
| 2. | Significantly below average | 2 |
| 3. | Somewhat below average | 3 |
| 4. | Average | 4 |
| 5. | Somewhat above average | 5 |
| 6. | Significantly above average | 6 |

Do not read!

- | | | |
|----|-----------------------------------|---|
| 8. | Do not know/Not sure | 8 |
| 9. | No answer/Does not wish to answer | 9 |

F9. How would you describe your reading and writing skills; excellent, very good, good/fair, poor, do not read or write? (Circle one response!)

- | | | |
|----|----------------------|---|
| 1. | Excellent | 1 |
| 2. | Very good | 2 |
| 3. | Good/fair | 3 |
| 4. | Poor | 4 |
| 5. | Do not read or write | 5 |

Do not read!

- | | | |
|----|-----------------------------------|---|
| 8. | Do not know/Not sure | 8 |
| 9. | No answer/Does not wish to answer | 9 |

F10. How many years of schooling/education have you completed? (Write in response!)

Number of years! →

Do not read!

- | | | |
|-----|-----------------------------------|----|
| 98. | Do not know/Not sure | 98 |
| 99. | No answer/Does not wish to answer | 99 |

F11. Hand respondent showcard K6! For respondent who cannot read aloud the contents of the showcard! How would you describe your current work status? Please respond by stating the number in front of the response that you choose! (Circle one response!)

- | | | |
|----|----------------------------|---|
| 1. | Employed | 1 |
| 2. | Unemployed | 2 |
| 3. | Pensioner | 3 |
| 4. | Housewife | 4 |
| 5. | Pupil/Student | 5 |
| 6. | Something else (Write in!) | 6 |

Do not read!

- | | | |
|-----|-----------------------------------|----|
| 98. | Do not know/Not sure | 98 |
| 99. | No answer/Does not wish to answer | 99 |

F12. Hand respondent showcard K7! For respondent who cannot read aloud the contents of the showcard! To which category does your household belong? (Circle one response!)

- | | | |
|----|---|---|
| 1. | Lived at this address before the war – domicile residents | 1 |
| 2. | Displaced persons/refugees – did not live at this address before the war | 2 |
| 3. | Returnee – member of the majority population – returned to own home after the war | 3 |
| 4. | Returnee – member of the minority population – returned to own home after the war | 4 |
| 5. | Did not live at this address before the war – moved here voluntarily in the mean time | 5 |
| 6. | Refugee from another country | 6 |
| 7. | Something else (Write in!) | 7 |

Do not read!

- | | | |
|----|-----------------------------------|---|
| 8. | Do not know/Not sure | 8 |
| 9. | No answer/Does not wish to answer | 9 |

F13. To which religion, if any, do you consider yourself to belong? (Wait for response! Do not read coded responses! Circle one of the coded responses or write in if some other religion is mentioned!)

- | | | |
|----|---|---|
| 1. | Islamic | 1 |
| 2. | Orthodox | 2 |
| 3. | Catholic | 3 |
| 4. | Do not consider myself a member of a religion | 4 |
| 5. | Some other – (Write in!) | 5 |

Do not read!

- | | | |
|----|-----------------------------------|---|
| 8. | Do not know/Not sure | 8 |
| 9. | No answer/Does not wish to answer | 9 |

VI: SURVEY QUESTIONNAIRE FOR TEENS, ADULTS, TEACHERS

F14. Hand respondent showcard K9! For respondent who cannot, read aloud the contents of the showcard! Before you there are a list of various categories of monetary incomes for households. Please tell me into which of these categories your household falls when all of the incomes of the household members are summed. Including child endowment, pensions, scholarships, casual work or any other source of income in the past month? Please respond by stating the letter in front of the category that best describes your household income. **(Circle one response!)**

- A. Less than 100 DM 1
- B. 101-200 2
- C. 201-300 3
- D. 301-400 4
- E. 401-500 5
- F. 501-600 6
- G. 601-700 7
- H. 701-800 8
- I. 801-900 9
- J. 901-1000 10
- K. 1001-1100 11
- L. 1101-1200 12
- M. 1201-1300 13
- N. 1301-1400 14
- O. 1401-1500 15
- P. 1501-1600 16
- Q. 1601-1700 17
- R. 1701-1800 18
- S. 1801-1900 19
- T. 1901-2000 20
- U. More than 2000 DM 21

- Do not read!**
- 98. Do not know/Not sure 98
- 99. No answer/Does not wish to answer 99

INTERVIEWER: READ OR SAY!

THAT IS ALL, THANK YOU FOR YOUR COOPERATION.

FINISH TIME

HR	MIN		

INTERVIEWER TO COMPLETE

DO NOT POSE THESE QUESTIONS TO RESPONDENT!

F1. Overall, how did the respondent behave in the course of the interview? **(Circle!)**

- 1. Interested 1
- 2. Indifferent 1
- 3. Confused 1
- 4. Tired/bored 1

F2. Please note any questions that presented any problems for the respondent. **(Write in!)**

INTERVIEWER:

THANK YOU FOR YOUR EFFORTS. PLEASE READ THE FOLLOWING STATEMENT AND SIGN!

I declare that this interview was conducted in accordance with all of the instructions for conducting face to face interviews with a respondent that was selected according to instructions for the selection of respondents!

Date & signature: _____

SIZE OF SETTLEMENT

ESTIMATE SIZE OF POPULATION! CIRCLE!

- 1. Capital city
- 2. Over 100000
- 3. 50001-100000
- 4. 20001-50000
- 5. 10001-20000
- 6. 5001-10000
- 7. 2500-5000
- 8. 1000-2500
- 9. 500-1000
- 10. 100-500
- 11. Under 100

DO NOT FORGET TO HAND IN CONTROL SHEET!

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Glossary

CEEN	Nicaraguan Centre for Strategic Studies
CEI	Centre for International Studies, Managua
CINCO	Centre for Communication Research, Managua
CMAA	Cambodian Mine Action and Victim Assistance Authority
CMAC	Cambodian Mine Action Centre
DoS	United States Department of State
EOD	Explosive ordnance disposal
FGD	Focus group discussion
FRY	Federal Republic of Yugoslavia
GICHD	Geneva International Centre for Humanitarian Demining
GIS	Geographic Information System
ICRC	International Committee of the Red Cross
IDP	internally displaced person
KAPB	Knowledge, Attitude, Practice and Beliefs
KFOR	Kosovo Protection Force
MAC	Mine Action Centre
MACC	Mine Action Co-ordination Centre
MAG	Mines Advisory Group
MAT	Mine Action Team
MECD	Ministry of Education, Culture and Sport, Managua
NATO	North Atlantic Treaty Organization
NGO	non-governmental organisation
OAS	Organisation of American States
PADCA	Mine Clearing Programme for Central America
PLM	Participatory Learning Method
PRA	Participatory Rapid Appraisal
RRA	Rapid Rural Appraisal
UNDP	United Nations Development Programme
UNMIK	United Nations Interim Administration Mission in Kosovo
UNICEF	United Nations Children's Fund
UNTAC	United Nations Transitional Authority in Cambodia
UXO	unexploded ordnance
WHO	World Health Organization

MINE!



DANGER MINE



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Humanitarian Demining
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