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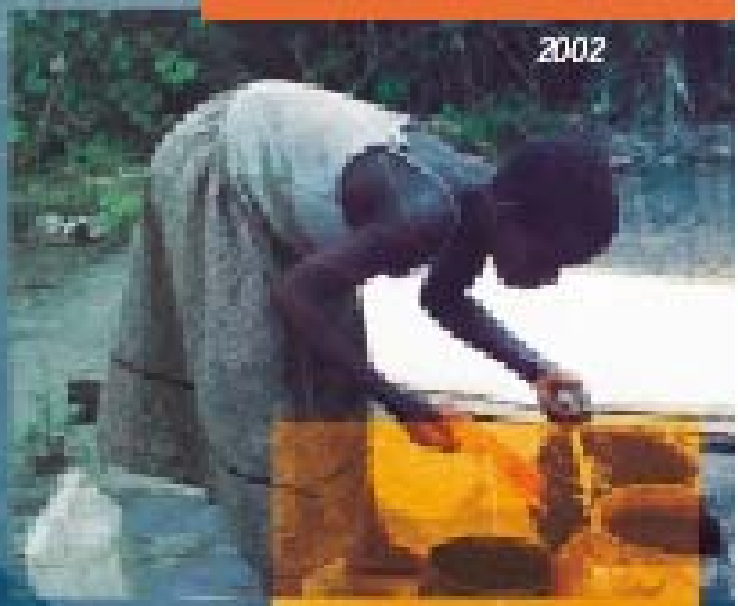

Assessing Landmine Impact at the Community Level

A TRAINING MANUAL

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PRIO, Oslo 2002

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ANANDA S. MILLARD is a Senior Researcher at the International Peace Research Institute, Oslo (PRIO), where she is part of the Assistance to Mine-Affected Communities (AMAC) project. She has fieldwork experience from several conflict and post-conflict zones, primarily in rural settings, and has conducted six studies of mine-affected communities in Mozambique, Angola and Somaliland. In addition, she has monitored the conduct of a further 13 community studies as part of training exercises. Millard has been closely involved in the development of training tools, and has trained local humanitarian demining staff from Mozambique, Angola, Malawi and Eritrea. She has also worked on the development of workshops on impact assessment, and has conducted these for demining staff working in Kosovo and Somaliland. In 2000–01, she was a member of a team that conducted a major evaluation of Swedish support to mine action.

Millard's understanding of field-based mine action has been developed through extensive field stays with a number of organizations. She has also attended an intensive demining course in Afghanistan. Millard holds a PhD from the Department of Peace Studies, University of Bradford, UK, and her other research interests include postwar assistance and children involved in armed conflict. She has written on both landmine- and child soldier-related issues for a variety of audiences – from academic to practitioner.

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THE DEVELOPMENT AND WRITING of this manual was carried out with the aid of a grant from the Norwegian Ministry of Foreign Affairs. The Combined Methods Training Course (CMT) for which this manual is intended was designed and developed by the Assistance to Mine-Affected Communities (AMAC) project, which is based at the International Peace Research Institute, Oslo (PRIO). Since 1999, AMAC has conducted a number of field research and capacity-building exercises that have together led to the development of this manual. In relation to this, special thanks for facilitating AMAC's research are extended to the Danish Demining Group (DDG), the Hazardous Area Life-Support Organization (HALO), Medico International and Norwegian People's Aid (NPA). Gratitude is also expressed to those who hosted or became partners in capacity-building exercises: Danish Church Aid, DDG and NPA. In addition, AMAC would like to thank the donors that have supported the project at different times, the Canadian Department of Foreign Affairs and International Trade and the International Development Research Centre.

This manual has particularly benefited from the experience of the CMT course held in Mozambique in October and November of 2002. The training provided in Mozambique was made possible by the support of a number of organizations. Here, three organizations in particular deserve grateful mention: the National Institute for Demining (IND) for its support and for the provision of maps for the field component of the course, NPA for logistical and staff support, and the Accelerated Demining Program (ADP) for the use of its training camp. I would also like to extend our thanks to Thomas Bollinger and the Geneva International Centre for Humanitarian Demining for providing a seminar on the use and role of IMSMA (and substantial support on the course in general), and to William Barron and the Vietnam Veterans of America Foundation for conducting a workshop on the use and role of the impact survey. Additionally, I would like to express my gratitude to Gary Littlejohn, Kjell E. Kjellman and Kristian Berg Harpviken for assistance with the training. Special thanks should also be extended to the support staff, assistants, drivers, NPA headquarters radio communications staff and the staff at Moamba camp, without whom it would have not been possible to provide the training. I would also like to warmly thank the participants at the Combined Methods Training course, as well as the people in mine-affected communities in Mozambique who spent time responding to our endless need to ask questions during the field exercises.

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LIST OF ABBREVIATIONS

ADP	Accelerated Demining Programme
AMAC	Assistance to Mine-Affected Communities
CMT	Combined Methods Training course
DCA	Danish Church Aid
DDC	Danish Demining group
EDA	Eritrean Demining Agency
GICHD	Geneva International Centre for Humanitarian Demining
HMA	Humanitarian Mine Action
HALO	Hazardous Area Life-Support Organisation
INAROEE	Instituto Nacional de Remoção de Obstáculos e Engenhos Explosivos
IND	Instituto Nacional de Desminagem
NGO	Nongovernmental Organization
NPA	Norwegian People's Aid
SAC	Survey Action Centre
TIA	Task Impact Assessment

INTRODUCTION

THE PURPOSE OF THIS MANUAL is to provide a training tool for organizations wishing to improve their analytical capacity at the ground level. The manual is intended for the training of field staff at the supervisor level. The training provides tools for improving the conduct of demining, but it is also useful for other components of Humanitarian Mine Action (HMA), as well as for humanitarian assistance and development projects more generally.

The Combined Methods Training Course (CMT) was designed and developed by the Assistance to Mine-Affected Communities project (AMAC). AMAC was started in 1999, and the project is based at the International Peace Research Institute, Oslo (PRIO). The original goals of the project were to conduct research on issues relating to the community impact of landmines, the community in the demining process and the organization of humanitarian demining.

AMAC's ideology is based on two pillars: Mary B. Anderson's concept of 'Do No Harm'[1] and 'Capacities and Vulnerabilities Analysis'.[2] These concepts form the basis for work that seeks to understand how best to respond to the needs of communities affected by landmines and therefore improve the chances for success of any given operation.

For these purposes, the project developed the community studies approach, a combined approach to gathering data at the field level used by AMAC in all field studies. This involves gathering data though a variety of methods, including group and individual interviews, surveys, observation and reviews of existing literature. This approach is employed because it was found that using a variety of methods, building on the individual strengths of each, made it possible to determine the validity of the findings with more certainty. The community studies approach first employed household surveys and individual interviews with key informants as the main active data-gathering mechanisms. Later, group interviews were also added. The approach was first put into practice in October 1999 in Angola and Mozambique. Subsequently, in early 2000, a further three studies were conducted in Mozambique as part of an assessment funded by the International Development Research Centre (IDRC). These last three studies also came to form the basis of PRIO Report 1/2000, *Reassessing the Impact of Humanitarian Mine Action: Illustrations from Mozambique.* In the summer and autumn of 2000, a further two studies were conducted in Angola and Somaliland. The latter studies generated substantial additional material, which has been used both for publications and for the development of the capacity-building component of the AMAC project.

In the spring of 2000, AMAC conducted a three-day workshop on impact assessment for staff of Danish Church Aid's Kosovo programme.[3] This was the first capacity-building endeavour conducted by the project. In June 2000, Norwegian People's Aid (NPA) approached AMAC and suggested a joint project. This project, which came to be known as the Manica pilot study, resulted in PRIO Report 1/2001, *Community Studies in Practice: Implementing a New Approach to Landmine Impact Assessment with Illustrations from Mozambique*. The goal of the Manica pilot study was to instruct trainee supervisors from NPA-Mozambique on the use of the community studies approach to impact assessment. The study provided individual trainees with the ability to use the various tools involved in the community studies approach, though it was not designed as

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[1] See Anderson, Mary B. 1999. *Do No Harm: How Aid Can Support Peace – or War.* Boulder, CO: Lynne Rienner.

[2] Anderson, Mary B. & Peter J. Woodrow, 1989. *Rising from the Ashes: Development Strategies in Times of Disaster.* Boulder, CO & San Francisco, CA: Westview.

[3] This workshop was also conducted in Hergeisa, Somaliland, in October 2000. The workshop was requested and organized by the Danish Demining Group, but participants included most of the organizations working on mine action in the area at that time.

training for trainers. The training focused primarily on making staff proficient in using the tools, rather than on strengthening and perfecting analytical capacity. It was felt that trainees would benefit most from being able to use the tools in the field, though it was understood that, if a unit dedicated to impact assessment were created, NPA was committed to providing it with further training and support. In fact, the implementation of this course led to the creation of an Impact Assessment Unit within NPA. Such a unit requires substantial external support both at the institutional level, including restructuring of the organizational procedures to include the material gathered and analysed by the unit in the decisionmaking process, and in the form of training follow-up and support. Overall, the Manica pilot study was successful in demonstrating that the tools used in the community study approach could be employed in the field and that analytical capacity could be built at the ground level of a demining organization.

By 2001, requests from operators and donors had led to the design of a training for trainers course: the Combined Methods Training course. Unlike the Manica pilot study, the CMT course was designed to allow operators to employ the community study approach and to train further field staff on impact-assessment issues related specifically to the demining process. The first CMT course was held in Mozambique in October and November 2001, with staff from seven different organizations working in humanitarian demining in Africa taking part. The organizations that took part were the Instituto Nacional de Desminagem, Mozambique (IND); the Mozambican armed forces; Accelerated Demining Program, Mozambique (ADP); NPA-Mozambique; Instituto Nacional de Remoção de Obstáculos e Engenhos Explosivos, Angola (INAROEE); the Malawian armed forces and the Eritrean Demining Agency (EDA). The trainees were all practitioners with numerous years of field experience.

The course in Mozambique was successful in a number of different ways, and it proved useful in the further development and refining of both the community study approach and the various training tools. The trainees proved that opportunities to build analytical capacity at the operational level should be embraced, but that such a task requires considerable time and dedication. The trainees themselves saw the approach and its theoretical underpinnings as valuable tools for their work in the field. Indeed, during the course evaluation, a number of the participants expressed the view that the course should have been longer. In particular, many would have liked to have been able to conduct more than one study in the field. In many ways, the course dispelled the view that the objective of demining operators was limited to removing mines, replacing this conception with an expanded view of the operator's role that includes ensuring that impact is yielded from each and every one of the operations with which the operator works.

The ability of the trainees to share experiences with staff working in different environments served both to highlight possible alternative approaches and to provide comfort in the knowledge that a number of difficulties are faced by every HMA organization, even if the solutions might only be applicable on a case-by-case basis. The ability to see that other organizations working in different countries or regions had similar problems but were forced to use different approaches to solving these made clear the need for understanding of the individual areas where operators worked. The interaction of the trainees with each other served as a constant reminder that technical proficiency alone is not the key to success.

This training manual has been designed following lessons learned from all of the various capacity-building activities conducted by the AMAC project, while the main source for both information and methods has been the experiences with the CMT. It is hoped that the manual will serve as a useful tool for operators wishing to improve their operations through the training of field staff in community-level impact assessment. The manual can serve as a first step in a longer process of capacity-building and increased focus on communities affected by mines, which in turn will make it possible to increase the prospects for success at the field level.

On the whole, a basic premise of the manual and the approach that inspired it is that impact assessment is not limited to issues of priority-setting, but also includes the way in which operations are conducted throughout their duration. Attention to the latter will substantially influence the long-term success of any operation, and it is in this specific area that it is hoped that this manual will contribute to the strengthening of HMA through capacity-building at the field level.

Feedback concerning ways in which the manual, or the approach it promotes, could be further improved is warmly welcomed by the AMAC project.

TRAINER GUIDELINES

THE FOLLOWING PAGES ARE DESIGNED to provide the trainer with some ideas regarding capacity-building generally and the conduct of the Combined Methods Training (CMT) course specifically. Included here are guidelines on how the manual may be used. These are based on experience with organizing and conducting the CMT course.

A Few Notes on Capacity-Building

First, it is essential for the trainer to recognize that there are considerable differences in terms of authority and status between the trainer and the trainees. These differences remain at some level irrespective of who the trainer might be (national/international, female/male, etc.). This will have considerable implications for the course and for the willingness of the trainees to assert their points of view and make decisions. In short, the relationship between the trainer and trainees will always involve a degree of authority on the part of the trainer. This authority can (and should) be used constructively in order to build the self-confidence and independence of the trainees. Indeed, it is crucial that trainees learn to assert themselves, as this will be key to their ability to use the tools effectively in the future.

Second, while the training may well be of a type unfamiliar to the trainees, in that it can easily be regarded as very academic, it is essential that the trainer invests considerable time, energy and tact in making the training itself seem lees daunting. Throughout the manual, examples and exercises are suggested to prevent the lectures from becoming overly academic. Ultimately, the experience of the trainer, as well as the ability to illustrate the training with relevant practical examples, will be decisive for success.

The Trainer

The course requires an experienced trainer who has an understanding of both humanitarian assistance and development issues, as well as mine-action knowledge and impact-assessment experience. The trainer needs to have experience of training staff who are not necessarily highly qualified in academic terms. This is essential in order to be able to adapt the training to the needs and competences of the trainees. From a general perspective, experience of humanitarian assistance and development work is necessary since the course is firmly rooted in ideas from this broader field and because demonstrating similarities between humanitarian mine action (HMA) and other forms of assistance is a primary objective. In addition, knowledge of mine action is essential in order to ensure that trainees have confidence in the trainer's abilities, and such knowledge will substantially assist in the discussions, which will often need to be prompted by the trainers themselves. Finally, experience of impact assessment is essential for the trainer to be able to build the course upon experience and elaborate on issues under discussion in a proficient and effective manner.

The Trainees

This training course is designed for field staff with extensive experience of mine action. The training does not require high academic qualifications, but rather a willingness to take part and a strong commitment to the work. Field experience is essential in order for trainees to be able to

contextualize the material in a useful and effective manner. Additionally, it is important that trainees have an awareness of social processes. Experience has shown that extensive field experience is a key resource in this regard. Even when trainees do not formally regarded their awareness of social systems as existent or relevant, it has been found from their use of examples in the course and through the sharing of experiences that trainees' awareness of social systems is often much higher than what might be assumed from a formal evaluation. Finally, it is essential that trainees have proficient communication skills (both written and oral).

The Training Method

The manual consists of two main components: a lecture component and a handout and exercises component. The latter contains information to be used actively by both the trainer and the trainees, whereas the former is for the trainer only.

Trainees may not be accustomed to spending long hours in a lecture room setting. Therefore, each lecture is estimated to take no longer than 45 minutes. When topics are allocated two or more lecture periods, this is based on the idea that each will take 45 minutes. It is strongly recommended that lectures are not shortened. Experience with conducting this course has shown that it often takes considerably more time than anticipated to convey individual points and to discuss them sufficiently to ensure that they are appropriately understood and internalized by the trainees. Related to this is the fact that trainees should be able to relate all topics to their own experience and understanding so that they are able to actively use the information when they return to their own programmes.

The manual is built up in such a way that copies of the handouts can be provided to each trainee so that he or she can take notes on the main issues pertinent to each lecture (i.e. reminder points), whereas the lectures serve as fundamental working tools for the trainers. This allows the trainees to use their own words to explain the key points, which assists in the internalizing – as opposed to memorizing – of information.

The lecture notes do not describe the various lectures word by word, but rather place focus on the main points that should be discussed. Examples are provided to illustrate specific points throughout, but it is recommended that the trainer also use examples from personal experience. The lecture notes are relatively short because they illustrate only the principal points of the lecture and are designed so that the trainer and trainees can incorporate their own illustrations. It must always be kept in mind that the trainees have substantial field experience and that the best way for them to understand and internalize the information is if they illustrate the concepts presented with their own examples. It is essential that all lectures incorporate discussions and examples provided by the trainees.

Key concepts or ideas discussed in the lectures are noted in the handouts. Within the lecture notes, key points are highlighted either in ***bold italics*** or as subheadings of the main lecture to indicate that they are listed as reminder points in the trainee handouts. In addition, footnotes are often used in the lectures to point to suggest discussion points. It is suggested that most such discussions take place at the end of the lecture, but in some cases the appropriate time to discuss single issues comes earlier. Where relevant, supplementary reading material is suggested for the trainer. The extent to which such reading material should be supplied to the trainees is left up to the personal judgement of the trainer.

Blocks correspond to the equivalent of one working day and vary in length from one to four lecture topics. The length of each block was established in accordance with experience of the amount of time usually required to allow trainees to understand and internalize the material covered, as well as to provide a logical sequence for the related lectures.

A checklist to be used during field visits is also provided. This checklist is designed to be used with blocks 7–11 of the manual. This will assist in ensuring that all topics are appropriately covered during the field visits. In addition, a survey to be used during the field study is provided. This can be adapted to local needs.

In relation to the field study, it is suggested that areas to be studied are selected where the information gathered is most likely to be useful to a demining organization – for example, areas

that have been identified as being of high priority by an impact survey. The trainer should visit the area (or areas) for the field component before the exercises take place. This will allow the trainer to see where the work will be conducted and to speak to key people in the area in order to ensure that a visit will be welcomed. Visiting the area prior to the field component of the course will also provide valuable information on logistics. It is *essential* that appropriate security measures for this part of the course are taken. Here, it is strongly recommended that reference is made to the survey guidelines employed by the organization hosting the course. The logistical requirements for conducting a field study should not be underestimated, and measures must be taken to ensure that all health, safety and basic needs are appropriately covered and both a contingency plan and an emergency response plan are in place.

The end of the course should not be regarded as the end of the training process. Trainees must be provided with follow-up after they have had an opportunity to use the tools in the field for some time. Follow-up should be tailored to the needs of both the operator and the trainees. Examples of follow-up are refresher workshops, supervision during the conducting of community studies, supervision during training provided by trainees or a combination of these or other support mechanisms.

Technical Tips

Introduction

The trainer might want to suggest that each individual make a desk name plaque, if one has not been provided, so that all participants can become familiar with each other's names as soon as possible.

Teams

After the individual introductions, divide the course participants into groups. These groups should, for the most part, work together throughout the in-class components of the course (group exercises) as this will allow them time to develop positive and work-conducive group dynamics. The individual teams will be responsible for conducting individual community studies, including the analysis and write-up of reports. When working with individuals from different organizations or countries, it is best to have mixed teams. This will allow trainees to learn new experiences from their different team-mates, and has the additional advantage that all of the organizations will, through their trainees, benefit from the experiences of each of the field studies conducted during the training.

Classroom

It is recommended that the classroom be organized so that students sit in a circle or semi-circle. This will contribute to discussion and give the trainees a sense of inclusion.

Personal Background and Experience

It is important that the trainer is able to establish early on – and to consistently reiterate – how the individual traits and experience of each individual can be an asset in the kind of work that community studies represent. One of the keys to the success of this training is that trainees are able to use and adapt the tools covered to their own working conditions. This requires that they internalize the use and value of the tools, rather than memorize the individual techniques in a fixed form.

Participation

It might at times be difficult for the trainer to ensure that trainees actively take part in the classroom part of the course. Each trainer will have his or her own methods as to how trainees can be prompted to participate actively in the training. However, discussion-inducing points are suggested throughout. It is critically important that all trainees participate actively in the course.

Adapting Training Methods

It is important to ensure that the character of the training does not become too academic. It is therefore the task of the trainer to create a space within which trainees feel comfortable with the training and material being taught in spite of the relatively theoretical nature of some parts of the training. The trainer should be familiar with the background of the trainees and should be able to adapt the training to their needs. This implies, for example, using everyday language instead of academic and/or theoretical jargon.

Note-Taking

It has been found that trainees often have little experience of taking notes. A lack of reliable notes may substantially affect trainees' ability to later recall the material covered. It is therefore suggested that trainees be asked to share their notes with the class on a daily basis. For example, each morning, during homework review (see 'Evening Work', below), one or two trainees may be called upon to share with the class their notes on the main points of the previous day's lectures. It might be useful for trainees to use their reminder points as subheadings during their note-taking.

Evening Work

It is suggested that each day of the course should begin with a 45-minute review of the previous evening's work. This morning review can also incorporate a review of note-taking. Reviewing evening work is essential, as this will also serve as a lecture review, allowing for the clarification of misunderstandings and errors at an early stage. A good way of conducting such reviews is to have two or more trainees share their work with the class and then to allow for discussion to take place. Use a rotation system to ensure that all trainees have the opportunity to have their work reviewed in class.

Additional Lectures

It is recommended that lectures on complementary tools be included in the course. Two relevant examples are the Level One Impact Survey (LOIS) and the Information Management System for Mine Action (IMSMA). These are increasingly applied in HMA programmes, and it is likely that trainees will be already familiar with them to some degree. Such additional lectures should take the form of one- or half-day seminars and should preferably be conducted by experts in the use of the particular tools. Such seminars will provide trainees with knowledge of what each tool does, and they will help to highlight the additional needs of HMA, and hence the need for this course. They will also help to indicate the responsibilities of the trainees, even if they themselves do not work with the tools in question

Field Visit

During the field visit, it is recommended that trainees be asked to conduct a group meeting on a daily basis to review and study their findings. These meetings should take place after all team members have thoroughly read through all material gathered that day. Detailed notes should be taken during these meetings. The meetings should provide a head-start on the analysis of the data gathered in the field.

TRAINING LECTURES AND EXERCISES

Block 1: Introduction

LECTURE A: INTRODUCTIONS

Notes to the Trainer

It is important that all participants have a clear and thorough understanding of the course and its goals. Therefore the focus of this lecture will be on the general background and the principal objectives of the course. In addition, the role played by the students, with their varied backgrounds, is essential to the course. This lecture should therefore also include a thorough introduction of the participants.

Lecture

The Combined Methods Training Course (CMT) was designed and developed by the ***Assistance to Mine-Affected Communities*** project (AMAC). AMAC was created in 1999 and has since been housed at the International Peace Research Institute, Oslo (PRIO). The original goals of the project were to conduct research on issues relating to:

- the community impact of landmines,
- the community in the demining process, and
- the organization of humanitarian demining.

With time, the project staff realized that the package of tools that had been designed and developed by the project in order to conduct field research would also be useful to demining operators at the field level. This realization was largely prompted by requests from operational nongovernmental organizations (NGOs) to train their staff in the use of the tools employed by AMAC. The development of the CMT was thus a direct response to requests from the field.

It might be asked why these tools would be useful if Humanitarian Mine Action (HMA) already had tools for responding to impact assessment needs, such as the impact survey. This is a key question, and one that we will be returned to throughout this course. For now, it is important to keep in mind that any type of tool, be it a hammer or a particular survey, has a specific purpose: a hammer cannot be used to cut a piece of wood, just as a survey attempting to discover what type of bread people buy would not be useful if we needed to know the literacy rate in a particular village. At the same time, we must not forget that a hammer is a key instrument if we are trying to bind pieces of wood together by using nails.

In HMA, the same rule applies: we have different tools for different tasks. The purpose of the ***Community Study Approach***, which will be taught during this course, is to fill a gap in the need for information that cannot be filled by other approaches currently available. This does not mean that existing approaches are not useful, but rather that their areas of application are different from that of the community study approach.

Focusing on target groups is the key to the course. In mine action, the target groups are 'communities affected by landmines'. Understanding these communities is our goal because the communities are the 'focal points' of all HMA. To ease our job, we should consistently ask ourselves, how does the topic reviewed or the task conducted assist in better understanding the target group and providing it with better assistance? This leads to three main questions:

- What type of information do we need?
- Why do we need this type of information?
- How will we obtain this information?

These are all questions that will be focused on throughout the course. For now, we will briefly review the curriculum and explain the way the course will be conducted:

- schedule of lectures and exercises;
- brief overview of the content of the course;
- evening work demands;
- guest lecturers; and
- community study exercise.

Participant Introductions

It is suggested that trainees introduce themselves in relative detail. Allow time for thorough individual introductions by the participants. The following are suggested as introduction exercises:

- Have each individual 'interview' the person to his or her left. After a five-minute interview, the pairs should switch roles, so that everyone is both an interviewer and an interviewee. Afterwards, each participant should introduce the person they interviewed. The introduction should at least include the interviewee's name, organization, reason for attending and expectations with regard to the course.
- Make each person write their introduction on a piece of paper. They should leave out their names, but include one visible characteristic, such as colour of clothing, hair, height, etc. The introductions should then be redistributed in a random fashion, and the participants should guess which individual is being introduced. (This game requires that name plates are already in place. A prize might be given to the person guessing correctly the greatest number of times.)

Conclusion

The goal of the course is to make trainees familiar with the use of the community study approach to impact assessment. As previously stated, this approach was originally designed and developed to conduct field research for academic purposes. As trainees will come to realize, the goal of the approach is to better understand how communities affected by landmines function. Each one of the trainees has extensive experience and personal traits that will assist him or her in the tasks at hand. It is key that trainees recognize their individual strengths. Moreover, being in the course will give trainees a good opportunity to exchange and learn from each other's experiences.

Supplementary Reading

AMAC Memo 1.

Block 1: Introduction

LECTURE B: TEACHING STYLE AND MATERIALS

Notes to the Trainer

The goal of this lecture is to familiarize trainees with the teaching method. Trainees should have a clear understanding of what will be expected of them, as well as what they can expect from the trainer.

Lecture

The course will have two principal ***components: classroom and field***. The classroom component will provide the foundations for all of the work conducted in the field. This component will be based on ***lectures, exercises and simulations***. During the classroom component, trainees will have daily individual or group evening exercises which will relate directly to the topics reviewed during the day. The classroom component of the training relies on interactive work. In other words, trainees will need to be highly active in the in-class discussions.

The key point to remember here is that this training is not designed to teach individuals how to follow standard instructions on the conduct of community studies. Rather, it is designed in a way that allows the trainees to internalize the information they have and make it useful to them in their own organizations. The AMAC project employs a combination of approaches – such as group and individual interviews, surveys, reviews of written material, observations and unofficial conversations – in a particular order and format, but these various approaches may be used in different orders and combinations to meet organizational needs. Therefore, it is crucial that trainees become well versed in the ideas proposed in the training. The successful transition from performing a task to being able to understand the role of the task and how it can be adapted to changing needs depends on each trainee's ability to recognize his or her role within a context that he or she is familiar with. All of this points to the importance of active trainee participation. In addition to lectures, trainees will also have access to additional ***written materials (reports)***, which provide relevant information.

No more than four lectures will be conducted daily, and after the lectures a simulation or group exercise will be conducted. As with in-class simulations and/or exercises, ***evening work*** is used to assist the trainees in familiarizing themselves with the key topics and issues discussed during the lectures. Lectures will not be longer than 45 minutes each, as it has been found that people find it difficult to stay concentrated for periods longer than this.

All lectures, simulations and exercises will be accompanied by a handout for the trainees. The handouts for lectures include a number of bulleted 'reminder points'. These bullet points refer to the principal points of the lecture.

Evening work will be reviewed daily. Trainees are strongly advised to note down all questions they might have regarding the lecture material, so that these can be responded to during the evening work review session the following day.

In the field component of the course, the information learned throughout the classroom work is employed to conduct a ***community study***. Community studies are based on field stays in villages during which information is gathered on the way the village operates. The reasons for gathering information and the ways in which information is gathered are the principal focus of the classroom component of the course.

Community studies are based on an approach designed by the AMAC project. The main components of these studies are the following: review of existing written material, observations,

group and individual interviews, and survey. Each study takes an estimated two weeks. During this time, trainees will be based in the village they are studying. It is very important that trainees have a strong theoretical foundation before they go to the field. What is taught during the classroom part of the course will be key in being able to conduct a good study. It is important to keep in mind that conducting a study is not limited to following standard guidelines on how to conduct observations, interviews or surveys; rather, it requires that each trainee understands the reasons for the study, as well as its goals and principal foundations, so that trainees are able to adapt to unforeseen demands in the field and grave mistakes are avoided.

Throughout the whole course, it is important that the learning process is ***interactive.*** Trainees are expected to actively contribute to the discussion. All trainees have substantial field experience and will therefore be able to present examples and illustrations of lecture topics from their own experiences. It is expected that, upon completion of the course, trainees will be able to train other staff in their own institutions on relevant topics. Therefore, the grading system is very demanding. The ***grades*** will be based on an exam (60%), group field work (10%), group report-writing (10%), individual field work (10%) and individual report-writing (10%). The group report will be based on the work conducted by each team. In order to pass the course, a total of 75% is required.

The opportunity should be taken to brief the trainees on how the community studies will be conducted. Where will these take place? How were the sites identified? What will the conditions be like? Logistical information should also be included (e.g. day of departure, equipment required, security precautions taken by the organization hosting the course).

After the community study, a report will be written on the basis of the information gathered, and trainees will sit an exam that focuses on all of the theoretical material in the course. In order to write the report, trainees will need to be able to use two different computer programs: Microsoft Word and Microsoft Excel. Trainees will be receive training in the effective use of these programs later in the course.

Conclusion

Now that the trainees have a more clear idea of how the course will be conducted – including what both trainer and trainees should expect from the course – we can continue with the more substantive issues at hand. It is very important to keep in mind that the demands made of trainees are quite high, and it is therefore very important that trainees do not fall behind in evening work and that they attend all of the lectures, unless special arrangements have been made. Equally important is that all trainees are very aware of state of their health. Having a trainee ill in the field could be dangerous and/or cause considerable setbacks.[4]

[4] In areas where malaria or similar diseases are rife, proper precautions should be taken to ensure the good health of trainees.

Block 1: Introduction

LECTURE C: THE NEED FOR THE TRAINING

Notes to the Trainer

Through experience, it has been found that it is very important that trainees understand their role. Therefore, this lecture aims to provide them with a relevant justification for the course, and thus for their participation in the course.

Lecture

It has become increasingly apparent that, with regard to impact assessment, there is a need for ***building capacity at the ground level*** if organizations are to be able to respond to the demands of HMA. This means that staff working in HMA should be trained in methods of data-gathering and impact assessment at various levels within the organization. The organization coordinating HMA should have a clear idea of the national goals of a project and a general idea of the impact questions. Equally so, decisionmakers at the operator level – often programme managers – need to understand the ideas behind impact assessment and how impact assessment can be conducted in order to be able to respond to the needs of the organization and work in accordance with both organization and donor guidelines. However, the job does not end there. There is also a need for staff working on individual operations to have a clear understanding of impact assessment concepts and tools and techniques that can be used to ensure impact is achieved. If staff at the ground level does not have these skills, the potential for failure is considerably higher. Later in the course, trainees will look at how HMA process can fail at the ground level even if general coordination bodies and organizational management choose the right tasks. This course is designed for people who work at the field level (e.g. field supervisors). While it is true that not all trainees are in a decisionmaking position within their organizations, they may either become part of a team whose job it is to gather information on impact for the organization's decisionmakers or they will be working in the field. Either way, knowing impact-assessment techniques will be key to the overall success of an operation. Later, we will discuss further the role of trainees as individuals working in HMA. We will also discuss how the conduct of HMA at the field level can substantially contribute to the success or failure of any one operation. The course is intended to increase the trainees' knowledge of how to gather data systematically, how to analyse it and how to use it in order to improve HMA operations at the field level***. Using available information effectively*** is a key challenge. Therefore, we will devote considerable time to the theoretical underpinnings of impact assessment.

Throughout this course, a variety of different data-gathering mechanisms – such as survey, individual interview, group interview and observations – will be reviewed. We will focus on the role of each data-gathering method and its usefulness. Trainees will learn how to develop tools and how to use them in a systematic fashion. This will give trainees a well-rounded idea of the available tools and their complementarity.

We know that HMA has impact at both the macro (large) and micro (small) scale. Usually, there is a shift within ***HMA from macro to micro*** tasks as the demining process gets under way at the country level. Both macro and micro tasks can be of high importance. All tasks require thorough assessment. The relationship between macro and micro tasks is an issue that will be returned to later in the course.

However, in this course, through the use of community studies we are focusing on the micro level. We are placing our focus on micro tasks both because the majority of cases an HMA or-

ganization will deal with will be micro and because all operations ultimately have an impact at the micro level. In this context, some of the key questions are: What happens in the individual communities that are affected by landmines? How can we make sure that our job at the level of an individual community is done in the best way possible? Evidently we have access to information already, just by being in the area, but we need to find ways of using that information effectively.

Conclusion

The purpose of this lecture has been to make trainees aware of the need to train staff at a variety of levels within each organizational structure. The focus has been to make it evident that not being in a key decisionmaking position does not mean that individuals do not require training on impact assessment. In coming lectures, the role of the individuals working for organizations will be elaborated upon.

Block 1: Introduction

LECTURE D: PRINCIPAL FOUNDATIONS

Notes to the Trainer

This lecture will focus on the two principal foundations of the course. It is imperative that these two concepts are thoroughly understood and that trainees consistently ask themselves whether their actions or responses contravene these. This will be of substantial assistance during the field exercise, as well as in the future when trainees return to work for their respective organizations.

Lecture

The aim of this course, as was mentioned earlier, is to learn ways to focus HMA efforts on the mine-affected communities directly affected by any one operation. In short, we will focus our attention, when we think of HMA activities, on how these activities relate to the affected communities. The contents of this course are most relevant to demining initiatives. However, it is clear that the methods covered could also be useful in mine awareness or victim assistance, as well as in broader humanitarian and development efforts. Though the standard tools as they are presented here (such as the household survey) are designed for use by demining operators, the tools themselves can be used for other HMA components, as well as other humanitarian efforts. Moreover, information gathered through community studies may be useful to other organizations and projects. Therefore, organizations conducting community studies are encouraged to exchange information in a way that fosters cooperative work between different HMA components, as well as between different HMA actors and other humanitarian and development initiatives.

This course is founded on two main conceptual pillars. Therefore, it is of principal importance that the two ideas which will be discussed here are well understood and internalized by all trainees. As a helping hand, it can be suggested that trainees ask two principal questions in relation to all the areas of their work:

- Is anything that I am doing causing any kind of harm?
- What can people do without me, and how can I assist them to do things they are currently unable to do alone?

The key ideas are the following:

- ***Do No Harm***
- ***Capacities and Vulnerabilities Analysis (CVA)***

Do No Harm

This concept was proposed by Mary B. Anderson in her 1999 book entitled *Do No Harm*.[5] The principal point here is that, even when the desire is to do good, damage may be caused. For example, an organization can go to a village to conduct demining and therefore provide help, but the organization's use of water causes a water shortage and therefore causes harm. If we recognize that assistance, despite good intentions, can cause harm, then we must be consistently aware of all effects caused by our presence and work.

[5] Anderson, Mary B, 1999. *Do No Harm: How Aid Can Support Peace – or War*. Boulder, CO: Lynne Rienner.

Another example of how demining can potentially cause harm is when clear arrangements regarding land ownership are not outlined before the start of the project. It can be the case that, after demining is completed, community conflict arises regarding who is entitled to have access to, and use, the land cleared. A further example is when demining personnel contribute to the propagation of HIV/AIDS and other sexually transmitted diseases (STDs).

Clearly the goal of demining efforts, as of any other humanitarian endeavour, is to assist the affected population without causing any kind of harm, but – as the above examples demonstrate – this is not automatically the case. Therefore, it is of crucial importance that organizations take necessary measures to ensure that the negative effects of the project are minimized.[6]

Capacities and Vulnerabilities Analysis[7]

This concept is based on the recognition that people, despite the hardship of their conditions, always possess considerable capacities. For many years, 'needs assessments' have focused on what people **do not have**, instead of focusing on what they **do have** and ensuring that the assistance provided complements what they have. For example, if people in a particular area are not farming, it may be because they have no seeds. The lack of seeds is the vulnerability, but access to land, availability of tools and ability to farm are their capacities. In such a case, it would make little sense to give people tools, because they would still be unable to farm. Similarly, it would be overkill to give them tools and seeds, because all they need is seeds.

The idea here is that we must first recognize what people have in terms of physical resources and skills, intellectual abilities and community organizational resources. Second, it is important to examine how the service provided can complement what they already have. Moreover, it might be the case that communities have capacities which may enable organizations to conduct their work more easily. For example, the community may be able to assist with clearing an area suitable for the demining camp; community members can be employed as guards; or community structures – such as churches, schools and local leaders – can be employed to diffuse information within the local population. The point here is quite simple. If a person has a broken arm, they might need someone to help carry things. Being given a wheelchair is quite useless. The person's vulnerability is that he or she has a broken arm, but the individual still has a number of capacities, among them the ability to walk.[8]

Conclusion

It is of central importance that each one of us consistently evaluate our own capacities and vulnerabilities. Moreover, in order to effectively do our work, without causing harm, we must know what the capacities and vulnerabilities are at the village level. Trainees will find that remembering these two principal points will help them throughout their work. When in the field both questions should be consistently asked.

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[6] It is suggested that the trainer induce discussion on this point before moving on to the next. It was found that a discussion here can be triggered by relatively general questions. Trainees can be asked, for example, to each give an example of how they have unintentionally caused harm to someone or something when attempting to do good – for example, overwatering a plant and thereby killing it. It is important that trainees elaborate on what it is they should have known in order to prevent the harm done. After these examples are provided, trainees could be asked to give an example of someone doing unintentional harm to them. Trainees should elaborate on what it is the person causing them harm would have had to know in order to have prevented the harm done.

[7] Anderson, Mary B. & Peter J. Woodrow, 1989. *Rising from the Ashes: Development Strategies in Times of Disaster*. Boulder, CO & San Francisco, CA: Westview.

[8] To stimulate discussion, it is suggested that trainees be asked to give examples of their own capacities and vulnerabilities. At this stage, it might be best to start with very simple examples – like the ability to ride a bicycle as a capacity and the inability to cook as a vulnerability. After this, the discussion can be developed to include examples of capacities and vulnerabilities witnessed by trainees in villages where they have worked.

Block 2: HMA Overview

LECTURE A: HMA AS PART OF A LARGER HUMANITARIAN EFFORT

Notes to the Trainer

The role of this lecture is to start developing the notion that individual objects and actions in the environment are related to one another. It is important that trainees understand that, in order for them to do an effective job in the field of demining, they must understand how it is that mines affect the population.

Lecture

Let us first explore what we mean by contextualizing everything around us – or how events in our lives are related to other events or things. Events and objects do not exist independently of reasons or purposes. For example, 'a person being hit by a car' is an event, but there are other events that are directly linked to it. Was the person running across the street without paying attention? Was the driver drunk? Knowing the context of the event will help us explain what happened and why, and will assist us in finding a solution. Perhaps the accident will lead to a streetlight or to more stringent regulations against drunk driving etc.[9]

Here, the way HMA fits into post-conflict transformative reconstruction efforts as a whole will be reviewed. For this, ***landmines and their implications in a conflict*** must first be understood. We can presume that the use of landmines had strategic or tactical military purposes. When we focus on the issue at the community level, knowing the reason that mines were laid will often help in understanding the problem. For example, landmines can be used to hinder people's access to water or crop cultivation. This will cause great disruption to the lives of the people living in the area and may be a contributing factor in their flight. Such tactics are used when the 'enemy' also includes a civilian population. In other words, mines may have been laid to prevent the population from conducting their normal daily activities. This is often done when warring parties feel that making life difficult or impossible for the civilian population will assist in winning the war. Another example is when transport routes, such as main roads, are mined to prevent the opposition from being able to move their troops and equipment from one area to another. In yet other cases, mines are used by individual soldiers or small groups of soldiers to protect themselves from the enemy as they move between one area and another. The impact of landmines may also be wholly unrelated to the military purposes that inspired their placement. An example of this might be when a military unit places mines to prevent a public facility, such as a school, from being attacked. Later, when forces have withdrawn from the area, the mines that were laid to protect the school will be an obstacle to education.

Understanding the role of the mines will assist us in identifying the problem. If people fled because of the mines, will they return if the mines are cleared? If people's access to water was hindered by mines, have they found a suitable alternative? Is the alternative better than the former water source? In addition, ***landmines and their implications in the post-conflict situation*** must

[9] It was found that trainees often find the idea of 'context' difficult to grasp. It is recommended that examples be used to illustrate the concept in a manner that is understandable to them. Have individual trainees relate events in their lives, such as their first job, and how it is that such an event is linked to past and current events in their lives. It is recommended this is done before moving to more explicit issues regarding the contextualization of HMA.

also be understood. The way landmines were used during the war will have substantial implications for how landmines affect the postwar process. Can people go back to their prewar homes, for example? How do landmines prevent people from re-establishing their normal livelihoods? Can transport routes be used safely?

If we understand the importance of the above two points it is easy to recognize the truth of the third reminder point, which is that ***eliminating the impact of landmines requires more than their physical removal.*** The goals of demining should include the long-term effects of landmine removal. For example, if landmines are preventing access to water, but the water pump which is blocked by mines has broken, then removing landmines will not provide water. If people cannot plant their crops because there are landmines, but have neither tools nor seeds, they will still be unable to plant after land has been cleared. These two examples demonstrate that demining does not and cannot do the whole job. In order to reconstruct a country, we need more than demining. It might be necessary to have seeds and water pumps and tools and health posts. In many cases, people flee from a conflict, but this may not be solely because of the presence of landmines. Hence, we must understand the reasons behind the exodus in order to determine whether or not demining will substantially contribute to a population's return. Therefore, it is important that demining see itself as part of the larger effort and plans accordingly. Simply put, if the mines around a broken water pump are cleared, but no arrangement is made for the pump to be repaired or replaced, then the demining will not have the impact wished.

Conclusion

First, it is important to understand the reasons behind the problem: Why were the mines laid? What is the impact of mines on people's lives today? This will help the conduct of the demining task by giving a first idea of how people have been affected (e.g. inaccessible roads or reduction in available land for farming). Second, it must be recognized that demining alone may be insufficient to solve the problem. If people know how to farm (capacity), but need access to agricultural land and seeds (vulnerabilities), then demining will be able to help with the first vulnerability, but arrangements need to be made to respond to the latter one.

Block 2: HMA Overview

LECTURE B: HMA AND ITS COMPONENTS

Notes to the Trainer

The goal of this lecture is to provide trainees with knowledge of the various components of HMA and to demonstrate to them that often they will have information useful to organizations working in other areas, and vice versa. Their knowledge should slowly become more rounded with regard to HMA practice as a whole, and they should come to regard demining as one part of a complicated puzzle, where their role far exceeds that of simply removing mines.

Lecture

The term HMA was conceived to underline the fact that several types of activities are required to respond to the needs of mine-affected people, and that these activities need to be implemented in a closely coordinated manner.[10]

Advocacy is the wing of HMA that is primarily occupied with the politics of landmines – primarily with making countries sign, ratify and uphold the international laws that prohibit the use, production, transfer and stockpile of landmines. Nongovernmental organizations (NGOs) and civil society played a key role in the process that led to the establishment of the Landmines Convention, which entered into force in March 1999. An important objective of advocacy is to build support for mine-action activities.

Mine awareness[11] aims to prevent accidents by educating people on preventative measures that can be taken when living in mine-affected areas. It also educates people living in mined areas on issues such as primary care of victims in the event of accidents. Some organizations conducting demining are also responsible for mine awareness, but in other cases organizations conducting mine awareness are separate from those conducting demining.

Demining is, as its name indicates, the physical removal of landmines. Organizations involved in demining are most often in charge of all aspects of demining, from demarcation of the minefield to the final handing over to the community. In some cases, organizations conducting demining are also responsible for surveying suspected areas.

Victim assistance is responsible for providing assistance to individuals who have suffered an accident. Most often, this entails the provision of prosthetics, but increasingly it also includes reintegration of victims into their communities (including activities such as employment placements) and psychological assistance. On the whole, victim assistance is concerned with the reintegration of mine victims into society by making it possible for them to contribute to their own livelihoods.

HMA organizations are under increasing pressure to ensure that their operations have substantial demonstrated impact at the field level. Outwardly, we can easily separate the different components of HMA so that they appear to be independent parts, but in reality this is not the case. With the partial exception of advocacy, all other components are responding to the direct needs of the same communities. In fact, not making coordinated efforts means that often work is duplicated. Mine awareness, demining and victim assistance require information on the community

[10] It is recommended that examples of each of the following activities that are familiar to the trainees are used here (e.g. their own country, their own organization). Invite trainees to give examples of projects that have responded to the different needs of communities as regards HMA.

[11] Works that falls under 'mine awareness' has over the years been given a variety of titles. The most recent is Mine Risk Reduction Education (MRRE), however mine awareness is used here because it is the most commonly used term. The trainer may want to employ whatever term is most familiar to the trainees.

before they are able to successfully provide any assistance. Hence, even if organizations are focusing on one particular aspect, because their expertise lies in a specific area, the ability to share information is essential.

Relevant questions include: How many people have had accidents? How many still live in the area? What are the main income-generating activities? Are there hospital facilities in the vicinity? These are questions which often need answers for effective mine awareness, demining and victim assistance efforts.

Conclusion

It is unlikely that all the trainees do have experience of all of the fields reviewed above. However, having an overview will help them understand their own individual roles within HMA. Moreover, it is important to remain consistently and keenly aware of the need for information in all areas of HMA. Trainees might later be in a position where they are part of a data-gathering process and might find it useful to know who else, either within their own or another organization, may be in need of the same information.

Supplementary Reading

Horwood, Chris, 2000. 'Humanitarian Mine Action: The First Decade of a New Sector in Humanitarian Aid', *Relief and Rehabilitation Network Papers 23*. London: Overseas Development Institute.

Block 2: HMA Overview

LECTURE C: EMERGENCY TO DEVELOPMENT – A REVIEW OF THE DIFFERENT STAGES OF ASSISTANCE AND THEIR ROLES

Notes to the Trainer

The role of this lecture is to explore how a country can gradually recover from conflict. Furthermore, this gradual recovery can be substantially improved by demining operators that understands their role as part of a larger goal. Two issues are key to understanding the real world implications of the illustration below: First, that no such definitive stages exist in the real world. Second, with time it becomes increasingly more difficult to determine priorities, but the identification of right priorities continues to be a principal need throughout all stages of the process.

Lecture[12]

	Stage 1	Stage 2	Stage 3
Overall objective	Emergency	Short-term developmental	Long-term developmental
Main impact by level	National level (Macro-level impact)	Regional level (often coordination with other aid initiatives)	Community level (Micro-level impact)
Accident potential	High	Low	Minimum
Impact identification	Low difficulty	Moderate difficulty	High difficulty

Table 1: Priority-setting by stage of postwar reconstruction (from Millard & Harpviken, PRIO report 1/2000)

The above table outlines some of the most evident characteristics of different stages in the postwar reconstruction process. However, there are a few key issues that must be remembered:

First, there are no such stages in the definitive sense. A reconstruction process is fluid. In other words, the stages merge into each other in a constantly evolving process. It might be the case that, at times, stages overlap, or some parts of the country move faster than others. It might also be possible that aspects of the reconstruction process are at different stages at the same time. For example, demining activities could be in the mid-term development stage, while healthcare efforts are in the long-term development stage, or vice versa.

Also, in the context of impact, it is crucial to remember that it will become considerably more difficult to identify impact as time and demining goes on. This is because it is easy to see, for example, that a road linking two major cities will have a benefit to the people, but it is harder to understand how an individual community might be affected by the removal of landmines. The latter requires that we study how communities function in order to understand how they are affected by mines.

In addition, macro (large) impact tasks will have an impact at the micro (small) level. This will always be the case unless the area is neither inhabited nor used by people (See stages 1 and 3).

It is also important to understand how postwar transformative reconstruction tends to take place because this will help in understanding how national strategies or plans are devised. Organiza-

[12] It is recommended that the table is used as an overhead to assist as a guide for the lecture topics discussed.

tions working in HMA will most often respond to national strategies, to plans devised by the national government or by an overarching coordination body such as a UN office.

Stage 1 priority-setting is first and foremost a response to high accident potential. An example would be an area used by displaced people unfamiliar with the mine history of that area. Other tasks conducted during the first stage may have high impact at the national level (macro-level impact), as in the case of reopening a power or water line that serves a large portion of the population or a road which provides considerable general benefit to the country in question. From a national perspective, these areas are key to successful transition into peacetime society. In stage 1, demining prioritization often appears most straightforward, and its immediate impact is easily visible. In other words, stage 1 priority-setting is characterized by the fact that it requires little or no understanding of the local dynamics in order to see the potential impact of demining. However, having information on the communities may lead to a strengthening of impact even at this stage.

Stage 2 priority-setting focuses on short-term developmental capacity as the primary benefit of demining an area. The accident potential is significantly lower than at the emergency stage. For example, people know roughly where the mines are and will try to abstain from using a mined area, but accidents may still occur. In stage 2 demining, the primary impact tends to be at the regional level. Usually demining is linked to other developmental projects that are being supported by other organizations or institutions working in the area – for example, a school or hospital that will be built in the area that has landmines. In stage 2, the identification of the area as a priority is often linked to work conducted by other actors, such as development initiatives.

Stage 3 priority-setting is aimed at long-term development. The tasks selected at this stage have minimal or no accident potential because the people in the area know where the mines are and have developed ways to cope while minimizing the risk of mine accidents. For example, people may be farming in areas that are further from the village because former land close to the village is mined. These tasks only have micro-level impact: the impact of the operation is basically limited to people in the immediate vicinity of the mined area. It is key to keep in mind that, at stage 3, the degree of difficulty in identifying the impact of operations is often high. It is important to remember this because requiring more information on a village to determine impact is not the same as not having an impact. The situation can be catastrophic if demining is not conducted because the agency failed to examine the affected area in sufficient detail and hence was unable to find the impact of the landmines. The fact that people living in mined areas are finding alternatives to minimize their risk does not mean there will be no impact. Indeed development may depend on people's ability to access resources which have been unavailable to them for long periods of time owing to the presence of mines.

Conclusion

In this lecture, HMA has been contextualized along a timeline. Being able to assess where the country in which the different trainees work lies in terms of this timeline will help in providing some general characteristics of working conditions within that country. In other words, the type of resources that are most needed will depend on the general stage of postwar reconstruction within the country. For example, land will be needed for the relocation of refugees at the emergency stage, but this may not be an important consideration later on in the reconstruction process. Also, accidents might be a good indicator of impact at the emergency stage, but may not be such a good indicator of impact in the longer term (see Nairoto case study, PRIO report 1/2000).[13]

Supplementary Reading

PRIO Report 1/2000, chapter 2.

[13] It is recommended that discussion be induced by examining the stages of the country the different trainees work in. After this, trainees can be asked to give examples of operations they have been involved with and categorize them within a particular stage. It is possible that some tasks do not seem to fit into the stage they should. In such cases a discussion should be held on why this is the case.

Block 3: Organizational Overview

LECTURE A: POST-DEMINING ACTIVITIES

Notes to the Trainer

This lecture reviews the role of the operator after demining has been completed. This may seem like a lecture ahead of its time, but it was placed here to help the trainees understand early on in the course that the responsibilities of demining go well beyond what is often presumed (i.e. beyond the handover ceremony or the completion of the task).

Lecture

What is the Goal of Demining?

Arguably, the goal of demining organizations is to remove the mines as quickly as possible and leave the area. However, such an understanding poses a number of problems. First, it is important to acknowledge that demining is a very slow and costly enterprise. This means that choices about where to go first must be made. In other words, priorities need to be established. This also means that all demining activities must line up with designated objectives. Priorities should be drawn according to the estimated impact they will yield. In many cases, demining activities may achieve more than was originally planned. Demining operations should maximize impact. ***Demining must realize its impact***, while recognizing and employing as much of the local capacities as possible (CVA) and without having negative side-effects on the population ('Do No Harm').

A re-examination of what is required of demining demonstrates that what happens after demining is over is very important. In short, this involves ***making sure that impact materializes.*** If, for example, people do not have confidence in the land and therefore do not use it, the expected impact will not have been achieved. If conflict arises after demining regarding who should gain access to the demined resource, then harm has been done to the community.

Under these conditions, not only is it important to monitor the operation while it is ongoing, but the process of ***learning from experience*** also becomes very important**.** Why examine finished operations? If people do not have confidence in demining, for example, then it is key to know what can be done in order to increase confidence. It will remain the responsibility of the demining agency to do something to ensure that, in the end, impact is achieved.

Trainees might still be wondering why they must go to the area and understand its needs. Continuing with the question of confidence helps clarify this issue. If during a post-demining visit it is found that people formerly affected by the mines are not using the resource that was freed by the demining, demining organizations need to investigate why. This problem does not have an evident response. Many organizations faced with this problem have opted to send a new demining team and launch a new full-scale operation. But this may not be an effective way of ensuring formerly affected people will use the resource. If people do not trust the demining, a new demining team may do little to solve the problem. Why do people trust something? What factors contribute to trust? This is a complicated issue that needs thorough consideration.

Furthermore, understanding how communities might have benefited, or not, from an operation will give us ideas on how to respond to similar problems in future. It is important to remember that no community is the same, and therefore what worked in community X may or may not be relevant for community Y, although, in general, experience will be of great value in devising an appropriate response.

Recognizing that the role of the demining agency does not end with the removal of the last mine or with the handover ceremony is very important. However it is also very important to keep in mind that the greater the effort made to understand and work with the community before and during demining, the greater the chance that no surprises will be found during follow-up visits. Most important, from now on trainees should see their work as also including events that take place after the end of demining.

Conclusion

This lecture has focused on the need to ensure that demining operators, and the staff working for them, understand the extensiveness of their role in reference to a time-frame. It has also pointed to the need to investigate the reasons behind both successes and failures as a crucial element in improving HMA as a whole.[14]

Supplementary Reading

Millard, Ananda S.; Kristian Berg Harpviken & Kjell E. Kjellman, 2002. 'Risk Removed? Steps Toward Building Trust in Humanitarian Mine Action', *Disasters*, June 2002.

[14] It is recommended that discussion be induced by asking trainees to relate their experience, or the experiences of the operator they work for, on post-demining visits and what was found. If the impact of the demining was not what was expected, then trainees should explain why they think this was so. Conversely, if the impact was what they expected, trainees should explain the reasons they credit with the success of the operation.

Block 3: Organizational Overview

LECTURE B: AGENCY–COMMUNITY RELATIONSHIP

Notes to the Trainer

The goal of this lecture is to make trainees aware of essential characteristics and modes of thinking and operating in relation to the community. These are crucial at the operator level in order to conduct a successful operation.

Lecture

It is important to always keep in mind that the principal reason for demining is to assist the people who are affected by the presence of mines. We must see the principal goal of demining as ***serving the target group.*** From this perspective, we must try to make demining as beneficial to communities as possible. The operator must ensure, for example, that the community has confidence on the areas demined and therefore feels comfortable using them after the demining is over.

Serving target groups requires not only that appropriate information is available to the operator, it also requires ***flexibility*** and ***adaptability*** on part of the operator. For example: Where in a particular community should demining be conducted first (see case studies, PRIO Report 1/2000)? This can be a very important question when there is more than one mined area. The answer to the question will most often come from the community members themselves, because they are the ones who will be using the resources later. This means that operators must be flexible and able to respond to the community's needs. This does not mean that operators can compromise the standards of their work. Rather, reference is made here to being flexible and adaptable to changing needs. For example, if a mine is found outside the margins of the minefield, the ability of the operator to deploy a small team to remove the mine may be critical.

Before operators can be either flexible or adaptable, it is important to remember that ***problem-solving requires understanding of the problem.*** It is impossible to cure an sick person if it is not known what the disease is. The same applies to mine action. It can be said that landmines are a problem, and this is true, but in order to assist communities affected by landmines, operators need to know how the mines affect the lives of the people in the communities. What is it that mines hinder communities from doing? How would villagers' lives be better if the mines were to be removed? Many communities with landmines also have numerous other problems. It is important that communities feel that the mine-action operation is directed to the problems they face. If this is the case, there should be a dialogue between the operator and the villagers to ensure that the villagers feel they have benefited from the demining effort. This dialogue requires a strong initiative on the part of the operator, because very often communities will not demand that demining agencies explain their reason for being there or their mode of work. Having regular meetings with the community members, for example, can be crucial in gaining important information from the community, but also for providing information to the population regarding progress and plans of the demining team.

There are a few issues that should be kept in mind, however. Having meetings in and of itself does not mean they are useful. If no one attends the meetings, then little can be achieved by holding them. Or if no one actively participates, there will again be little benefit. If only parts of the population attend the meetings, operators must ask why. For example, community members may not want to go to meetings with members of other political or religious groups. In such cases, operators will need to determine if there is a way that this can be changed, or if parallel meetings should take place. Later in the course, technical issues regarding how to conduct a successful

group interview will be reviewed. The issues discussed then will also apply to issues regarding successful meetings with the community.

Organizations working on demining may also gather information on how to best relate to the community from other organizations that have experience working in the area on either HMA related issues or other development efforts.[15]

Conclusion

Knowing the needs of the community is essential. This will allow operators to be flexible and adaptable to newly identified needs. Overall, these characteristics will assist considerably in the conduct of a successful operation.

[15] It is recommended that discussion be induced by asking trainees to describe their own experiences in relating to communities where they have worked. Are the methods used by the operator effective, and why? Are these methods always effective? If not, why have these methods not worked everywhere?

Block 3: Organizational Overview

LECTURE C: INDIVIDUAL–COMMUNITY RELATIONSHIP

Notes to the Trainer

The role of this lecture is to make trainees aware of the impact they have as individuals, to recognize clearly that, by being part of an agency, they are its constant representatives. When demining staff live with the community, this means they are always either working in demining directly or they are giving the villagers an impression of their work through their actions and behaviour outside the minefield.

Lecture

If we say that the principal role of organizations is to respond to the needs of communities, it must also be recognized that organizations are composed of individuals who must understand what this means. The points here link directly to capacity-building and to the role of this course, as reviewed on the first day's introduction.

Deminers are more than technicians. Indeed, individuals working for HMA agencies – be this in demining, supervision or any other position within the operation – must see themselves as being more than highly qualified technicians. When demining staff interact with communities, they obtain information by the mere fact that they are interacting. One of the goals of this course is to show how this information is useful to the operator. The first step, however, is that demining staff are able to see their roles as more complex than carrying out or supervising the physical removal of landmines.

The need for understanding at the field level should not be underestimated. Setting up a demining operation is no simple affair. It requires considerable information and logistical support. A large proportion of the information required must come from the community. For example: Where can the camp be established? What is the quickest evacuation route? In some cases, areas for camps and evacuation routes (landing strips or roads) need to be prepared or rehabilitated. These are some of the things that can be done in cooperation with the community. This is a question not only of labour force, but also of ownership and inclusion. Communities must feel that the agency is there to help and not to trample over their lifestyles and homes. It must also be made clear here that the ways in which staff behave is a very important component in the overall success of demining operations. ***The impact of the 'individual'*** staff member can contribute drastically to the outcome of the operation. In Nairoto (see PRIO Report 1/2000), the community had very good relationships with individual team members, and this was found to contribute greatly to the community's trust in the demining.

If villagers feel that demining staff are not behaving appropriately, deminers become unwanted guests, the job they do becomes less trustworthy, and the cost of their presence becomes higher than the perceived gain. It is known that in some areas demining organizations have been accused of bringing HIV/AIDS or other sexually transmitted diseases (STDs). In cases where such accusations have been voiced, communities have become critical of the presence of the deminers. Problems such as these are not issues that should be dismissed; rather, they require constructive actions, and a dialogue to solve the problem should be started. When allegations are made to an organization, they will most often be rooted in the behaviour of some or many individuals working with the agency. This is a good example of how individual behaviour becomes an important

factor in the overall success of an operation, which again reinforces the point that staff should not view their presence in the village as limited to what they do in the minefield. It is also important to mention here that the way trainees conduct themselves during a community study will influence the success of the study. A simple way to look at this is by examining personal perceptions of other individuals. How were these perceptions or ideas arrived at? How have these perceptions or ideas influenced relationships with the individual in question?[16]

Conclusion

Trainees should not underestimate how their individual character, demeanour and actions affect the perception that communities will have of them and their work in the individual village. Of course, their behaviour may not affect their technical proficiency, but it may profoundly affect the success of an operation.

[16] It is recommended that trainees be asked to reflect upon some of their personal relationships and give examples of why they like or dislike particular persons. Trainees should also give examples of how and why they have changed their opinion from like to dislike, or vice versa. These examples will serve to illustrate how individuals assess other individuals in terms of their actions and reactions. The concluding question to this discussion should be: Why should members of a mine-affected community be any different?

Block 4: Understanding Socio-Economic Impact

LECTURE A: WHAT IS SOCIO-ECONOMIC IMPACT?

Notes to the Trainer

The purpose of this lecture is to give a very broad background to the question of impact. Later lectures focus on individual issues that should be examined when trying to assess impact, but here the foundations should be laid. It is recommended that the example of Nairoto (PRIO Report 1/2000) be used to illustrate social impact.

Lecture

Much can be said about socio-economic impact, but what must be recognized first is that the presence of landmines is not in itself the problem. Rather, its how people are affected by landmines that constitutes the problem. In other words, landmines in an area that will never be used by anyone, where no one lives and no one visits, are not such a big problem. On the other hand, mines in areas of extensive human (or wildlife) activity can constitute a significant problem.

Our role here is to understand how landmines affect people's lives. In order to do this, we must obtain information on ***the social system of a village.*** The goal of this course is to provide trainees with tools that will assist them in this task. The specific issues that should be addressed and how the tools should be used will be discussed later. Here, however, we will concentrate on general issues.

Everyone is a member of a social system. Social systems affect almost all human activity. Who must people ask when they decide to get married? What type of laws dictate how people conduct themselves? What type of punishment is bestowed upon persons who break individual laws? How can people acquire land? When and were do people pray?

Understanding how a social system operates will assist people who are unfamiliar with this system in various ways, such as with how to fit in (what rules to follow), what people are able to do for themselves (capacities and vulnerabilities) and how people might best receive information.

In demining, examples of how understanding a social system will help operators do a better job are unlimited. This can help with finding key individuals that can assist with information diffusion or improve the operator's ability to recognize what communities are able to do for themselves and how they may mobilize to assist the agency. Key to this discussion is how landmines affect people's social system. Villagers may, for example, be unable to gain access to religious grounds, or perhaps their community meeting areas are mined. Here, the main concern is with how the removal of mines might positively affect the return to a normal way of life in terms of social activities (see Nairoto case study, PRIO Report 1/2000).

In addition, information on ***the economic system of a village*** is also important. As is the case with social systems, everyone belongs to an economic system. Where do people get their income from? How do people provide for their own and their family's subsistence. In the case of mine-affected communities, it is important to understand how they survive in economic terms because often the economic system is affected by the presence of landmines. If agricultural land is mined, knowing who will be able to use it and under what circumstances will assist us in knowing how important it is to demine that land. Similarly, the importance of farming to the community will also determine the importance of demining in that area.

How Do Landmines Affect Social and/or Economic Systems?

This is the key question that will permit the determination of the socio-economic impact of landmines. First, it is important to understand both economic and social aspects of the community. Then, it is important to understand how people have adapted to the presence of mines and how their lives could be improved by demining. In many cases, it is much easier to see the economic impact, but we should not underestimate how people's 'social systems' can be affected by mines and how the removal of mines can contribute to the solidification of peace. When a place where religious rituals are held is mined, for example, the impact of clearance could be very significant.

Very often, different factors will determine impact at the level of an individual community. In village A, there may be five prayer sites; therefore, making the sixth accessible may not be as important as it might be for village B to have access to its administration building. In village C, agricultural land may be key because the village economy is reliant on it, while the problem faced in village D might be access to water. In which village demining would yield the most impact is impossible to assess with such limited information, which is why it is important to have a detailed understanding of each village's capacities and vulnerabilities before an assessment can be made. In country X, for example, there might be a general scarcity of clean water, but in village Y there might be plenty of water even though one particular water source might be mined.[17]

Moreover, it is important to recognize that identifying impact does not mean it will materialize. If agricultural land is cleared, but no one uses it because they have no confidence in the demining, then the operation will have yielded zero impact.

Conclusion

It is very important to realize that without understanding the social and economic make-up of the individual communities in which work is conducted, it is impossible to determine impact at the local level. This links directly to the issue of capacities and vulnerabilities. Impact will be contingent on whether landmines present the community with a vulnerability. The level of impact will be determined by the absence of appropriate alternatives.

Supplementary Reading

PRIO Report 1/2000.

[17] It is suggested that trainees be asked to give examples of how different communities in which they have worked have been affected by mines. Alongside, it would be interesting to also discuss what the individual trainees see as the principal resources needed at the national or regional level. Comparing the information from their individual examples and the assessments they have made of national regional needs may provide for an interesting overall discussion.

Block 4: Understanding Socio-Economic Impact

LECTURE B: MICRO- AND MACRO-LEVEL IMPACT

Notes to the Trainer

The purpose of this lecture is to familiarize the trainees with the differences between different kinds of tasks and to further substantiate the need to understand community needs. Illustrate both micro- and macro-level impact with as many examples as possible (see Nacala case study, PRIO Report 1/2000).

Lecture

Micro-Level Impact

Put very simply, ***micro-level impact*** refers to impact which only affects small areas, for example an individual village. Micro impact tasks refers to impact yielded from the operation that only affects the population of the affected village. Examples are access to a water pump, to agricultural land for villagers or to a river for fishing.

Macro-Level Impact

Macro-level impact referrers to impact which affects large areas, for example a main road linking two major cities, a major transport route, a railroad line or power lines in need of repair. In all of these cases, the population affected will not be limited to those living in close proximity to the mines; rather, the demining operation will affect all the people that use or otherwise benefit from the goods and services that can be attained from being able to access or use the mined area.

This, however, does not mean that micro impact is less or more important than macro impact. Indeed, for the affected individuals, how impact is categorized (micro or macro) will have little importance. For individuals, what matters is the impact an operation has on their individual lives.

Macro tasks will very often be some of the first to be undertaken. This is because they have impact that tends to affect the country as a whole or large portions of the country. After the cessation of hostilities, the primary goals are to develop a country's infrastructure, or enable it to develop its own, so that it can respond to the needs of the population. However, micro tasks are also of key importance. In a society where the majority of the population subsists from agricultural activities, for example, being able to farm is key at the national level, even though individual tasks will only have a micro impact.

How Can the Two Be Combined?

One important thing to remember here is that micro impact will exist in all macro tasks that take place in populated areas. For example, the clearance of a road, allowing the transport of goods and services between different regions of a country, can have a major effect on the national economy, but will also affect the individuals living alongside of the road (Nacala Case study, PRIO report 1/2001).

How we characterize a task (macro or micro) has little relevance for the affected population; however, it is very important that those working on the task understand the implications of the categorization. In the past, many organizations conducting macro-level tasks had little regard or

understanding of the importance of these tasks at the micro level. Such practice prevents the realization of maximization of impact and should be avoided.

Conclusion

In this lecture, a general overview of how tasks are categorized has been provided. Most important is that trainees realize that, even when they are conducting a macro task, their knowledge of and cooperation with the community is essential.[18]

Supplementary Reading

PRIO Report 1/2000, chapter 7.

[18] It is suggested that trainees be asked to describe tasks where they have worked and place them within the micro and macro categorization.

Block 4: Understanding Socio-Economic Impact

LECTURE C: THE DIFFERENCE BETWEEN IMPACT AND OUTPUT

Notes to the Trainer

The purpose of this lecture is to illustrate why former methods for assessing the success of demining – such as metres cleared or numbers of mines removed – are not effective ways of measuring the success of operations.

Lecture

At times, it is hard to recognize that what is done in the field may not have the impact we wished it did. Demining arable land, for example, does not mean that it will be used.

Let us assume that 100x100 metres of land are cleared. In total, 25 anti-personnel (AP) mines and 2 anti-tank (AT) mines were found. Here, the ***output*** can be listed as:

- 100x100 metres of land (i.e. area cleared), and
- 25 AP mines and 2 AT mines (i.e. devices lifted).

Impact, however, is what makes the real difference. Whether the land is used for the bettering of the livelihood of people is a more interesting measure. If the clearing of this area directly affected 100 people, the impact could be said to be the improvement in the lives of 100 people in a certain way, for example by opening up farmland for 100 people.

If, instead of the above figures for mines cleared, only two AP mines and five AT mines were found, the output is less. But if 100 people were able to benefit from the land after demining, the impact would be the same. What is of interest is bettering people's lives. This means that output measures are not good indicators for the success or failure of a demining operation.

Another issue to consider is the relationship between impact and ***constraints.*** If there are three minefields to be cleared and it is known that minefield A will yield a larger impact than minefield B, and that minefield B will yield a larger impact than minefield C, but, owing to the rainy season, minefield A can not be demined for the time being and minefield B is therefore demined first, this reflects a constraint. However, a constraint does not mean that the impact of minefield A becomes lower than that of minefield B. It simply means that minefield A is inaccessible for the time being. Constraints may be placed into three different types: organizational (the organization is unable to take on the task), political (the task cannot be undertaken for political reasons) and environmental (weather or other environmental issues prevent the undertaking of the task). They key issue to remember here is that both organizational and political constraints can be changed (mediation, negotiation, securing funding, etc), whereas environmental constraints are non-negotiable. It is important to understand communities in order to assess impact and thus success. Moreover, constraints do not change impact, but rather increase the difficulty in conducting the task. As regards constraints, it is essential to note the difference between organizational and political constraints, on the one hand, and environmental constraints, on the other – the former may be tackled through organizational flexibility. This is essential because ultimately the principal concern of HMA activities is to provide assistance to the most gravely affected communities before moving to less affected communities.

Conclusion

In this lecture, the ideas of impact and output have been illustrated, reiterating the need for understanding affected communities. Moreover, this lecture has clarified the relationship between impact and constraints.[19]

Supplementary Reading

PRIO report 1/2000, chapter 2.

[19] Illustrate with as many examples as possible from daily life. Engage trainees in discussions of what has an impact in their own lives, what is simply output, and what are constraints. Ask trainees to give examples of constraints and how these have been resolved. For example: If an individual normally walks to work, but on a specific day it is raining, the rain becomes the constraint because he or she does not want to get wet; but if the person decides to use an umbrella or decides to take the bus, he or she has resolved the constraint. Later, move the discussion to constraints faced in HMA and how these have been resolved.

Block 5: Enhancing Socio-Economic Impact

LECTURE A: MAXIMIZATION OF IMPACT

Notes to the Trainer

The purpose of this lecture is to familiarize trainees with the idea that there are always ways of securing impacts that go beyond the most evident ones. This requires, however, that both individuals and organizations are flexible and adaptable, and that they understand the capacities and vulnerabilities of the community where they work.

Lecture

Earlier, the issue of impact identification has been reviewed. It has been stated that the identification of potential impact does not necessarily mean that it will materialize. For example, if the impact survey rightly identifies a water source as being essential to the bettering of people's lives, but after clearance people are afraid of using it (i.e. they have little confidence in the demining), the impact will be zero.

Additionally, it must be recognized that the impact survey does not provide all the information we might require for a successful operation. It does not provide detailed community-specific information on confidence, for example. Therefore, once the decision to launch an operation in an area has been made, more information needs to be gathered. Community studies are one tool that can be used for this. During further investigations, it might be possible to find ways in which the impact can be increased from the impact originally identified.

If it is possible, ***do more than what was originally identified*** or maximize the impact of demining work at the village level by planning the operation according to community needs. Handing over parts of a very large minefield before it is all finished or starting on a specific minefield which provides more important resources at the village level are ways in which an operator can improve their operation in relation to the needs of the affected community.

To ***recognize micro impact in macro tasks*** is one of the simplest examples. If a main road which has macro impact is to be cleared, additional micro impact can be created if the operator also raises confidence at the village level, thus permitting the use of small paths crossing the area. The goal of the task continues to be the clearing of the road, but the use of these small paths generates additional impact at the micro level.

The ability to ***understand the community's capacities and vulnerabilities*** may also assist in easily identifying ways by which impact can be maximized. Operators may, for example, hire local people to guard the camp or assist with cooking, and thereby provide residents with monetary income. Communities may be asked for assistance in rehabilitating the road for evacuation, and therefore the organization can leave behind both skills and tools so that the road is maintained after the departure of the demining team.

There are two key issues for maximization of impact. The first is that only the most evident presumed impact will have been identified prior to the operation. Therefore as the members of the operation become familiar with the community, impact may be increased. The second is that any demining operation requires substantial logistical and operational support, which may put the demining organization in a position to assist the villagers in ways which are not directly related to demining. The following provides a simple example of this point: During a community study in a village in Mozambique, team members became aware that the community members needed to walk 13km to access clean water. The same applied to the team during their stay in the village. Therefore, the team decided to offer villagers the possibility of bringing their water canisters to

the camp, so that the team could take them by car to the water pump and return them filled. This required little extra effort on the part of the team, but was of great assistance to the villagers. Clearly, the above example does not illustrate the extent to which impact may be maximized, but it does illustrate the frame of mind required in order to maximize impact. Another example, which demonstrates the potential for more substantial impact maximization comes from the Nacala case study, where the task was a macro one but the community living in the area could benefit from the demining. During the operation, little effort was made to ensure that the population regarded the demining operation as beneficial to them, but if this community–operator dynamic had been changed, the impact could have been very easily maximized.

Since the goal of operations is to assist communities through the impact of demining efforts, and since organizations depend on the support of donors who are keen to see the impact yielded, the more that can be accomplished by any one operation the better.

Conclusion

This lecture has introduced the concept of impact maximizing. This is an important concept that requires thorough consideration by the organization involved in the work. Being able to maximize impact can make a considerable difference to the overall success of an operation.[20]

[20] It is suggested that trainees are asked to give examples, based on their own experiences, of cases where impact has been maximized and how. Trainees can include examples from their daily life (e.g. they have to drive from city A to city B; while they have to make this journey, they decide to give a neighbour a lift; through this, they increase the impact of their trip).

Block 5: Enhancing Socio-Economic Impact

LECTURE B: THE PROJECT CYCLE AND INFORMATION NEEDS

Notes to the Trainer

The role of this lecture is to introduce trainees to the idea that information for HMA is required at a variety of different levels. Moreover, the gathering of information requires a number of different skills, which are linked to the type of information required.

Lecture

HMA, like many other fields, needs valid and reliable information if a successful job is to be carried out. This includes information on obvious issues (such as 'where the mines are'), as well as less evident issues (such as 'when crops are planted'). Highly technical information (such as 'what types of mines have been laid') and information which is less technical (such as 'where did mine victims have their accidents and what were they doing') is also required.

The demining project cycle can be divided into three stages: pre-, during and post-demining. All three stages require information, as the examples provided above indicate. The pre-demining phase requires information which makes it possible to launch an operation. Information on expected impact will be a starting point for priority-setting, and may include thorough knowledge of the affected community. Technical information allows for the demarcation of the minefield and the techniques to be used (i.e. manual, mechanical and/or mine-detection dogs). Logistical information allows for the camp to be established, for the identification of evacuation routes, and a range of other practical arrangements. During the operation, information is required to ensure the operation is accomplishing what it was meant to accomplish, and to ensure that no rifts develop between the demining operator and the community. The post-demining stage requires information that makes it possible to determine the level of success of the operation and to learn from the experience and improve demining in future.

How information is gathered is important. Equally important is to recognize that the method employed to gather the information will vary according to the task:

Data Must Be Gathered in Ways That Respond to Specific Needs

The reliability of information is essential. During community studies, it is essential to find individuals who are able to respond reliably to the need for information. People with specific knowledge must be identified and approached.

First, it is important to ask what the task is and what the information is needed for. If information on technical issues is needed, qualified sources should be sought. The same applies for information on impact and any other kind of information requirement. What is important to remember here is that there are numerous ways of gathering data, from conversations with shopkeepers to standard surveys, reviews of reports and interviews, to name but a few. All methods of data-gathering have different strengths and weaknesses and therefore should be carefully used to respond to the task at hand. The individual traits of different data-gathering mechanisms are reviewed later in the course.

Similarly, it is clear that different kinds of information are needed at different times. ***Different data at different times*** is key here. When general information on impact is needed, it might make

sense to conduct an impact survey. But if detailed information is needed at the community level, it might make sense to conduct a community study.

It makes little sense to conduct community studies on a countrywide basis, for example. Indeed, this would not be the best way of employing resources. It is important to keep in mind the purpose of each approach and to ensure that the various approaches are used for what they are meant for. In mine action, there are approaches that respond to diverse needs for data. For example, the impact survey is often conducted at the national level and gives an idea of the type of impact landmines have on the country and where mines are suspected of being. On the other hand, technical surveys deal more specifically with a particular suspected mine field, reducing suspected areas, etc. Community studies are designed to give us in-depth knowledge of the way people are living and how landmines affect their individual lives. Community studies are also useful to assess how the community regards the operation and to examine the impact of the operation, both while the demining operation is in the village and after the operation has been completed. This is all important in order to be able to respond to the basic needs of communities and minimize the negative effects of an operation.

Who Can Gather the Information?

We all gather information every day of our lives. In the case of mine action, the question of ***who gathers the information*** depends on the stage at which information is needed. Basically, the survey team, for example, is tasked only with gathering information. But, in the case of community studies, the issue of who gathers the information may not be so clearcut. What must be realized is that demining operators are in a very good position, since many individual staff members are often in a village for long periods of time. This means that the stay of the staff in the village can be used as basis for gathering information. Maybe some of this staff will actively conduct interviews, group meetings or surveys, but even if they do not do this, their presence in the village can help in the collection of valuable information for the organization. However, the only way that staff can effectively be gathering data for an organization is if they know what they should look for. In many cases, deminers know that villagers do not have confidence in the demining, for example, but they do not know who might be interested in the information or even whether the information is important. This can only be changed if field staff working in organizations have a broader understanding of what demining does and what it is for.[21]

Conclusion

This lecture has focused on general issues regarding the need for information. The recognition that not only sources but ways of gathering data need to correspond to the type of information required is essential. Continuing directly from this, the next lecture will focus on approaches which are currently used in HMA to fulfil impact-assessment needs.

[21] It is suggested that trainees give examples of information they have recently gained and explain how this information is useful to them. They can also give examples of individuals they might approach for information, but must explain what type of information was needed and why a particular type of source has been chosen as the most appropriate (e.g. if they are ill they visit the doctor and ask him/her for advice).

Block 5: Enhancing Socio-Economic Impact

LECTURE C: APPROACHES TO IMPACT ASSESSMENT

Notes to the Trainer

The goal of this lecture is to provide a general overview of the most prominent approaches to impact assessment: Rules of Thumb, Economic Analysis, Composite Indicators and Community Studies. It is suggested that additional presentations be given by experts in the individual approaches, as suggested in the trainer guidelines.

Lecture

The four most prominent impact-assessment approaches will be reviewed here to give an idea of the type of tools applied today. The different approaches presented here vary substantially from each other both in the type of information they generate and in the methodology they employ. It is important to notice that each approach has individual strengths and weaknesses and that the various approaches complement one another. The challenge is to know which approach may be used at what time and for what purpose.

The Rules of Thumb Approach

At one time or another, the majority of operational programmes have used this approach for setting priorities and planning operations. 'Rules of Thumb' describes a group of roughly defined and very broad ways of assessing impact, rather than a consistent and clearly defined methodological approach. Most often, the focus is on the type of area mined, such as when distinguishing between agricultural land, roads and residential areas. This method largely operates by presuming that knowing the principal former use of the mined area will give a sufficient indication of the socio-economic impact caused by the presence of mines. In addition, official requests from organizations, such as the UN or an NGO, may play a role when establishing priorities. The presumption is that if another organization has requested demining, impact is guaranteed. While it is true that some impact from operations identified in this fashion may materialize, the ability of the operator to engage with the community and maximize its impact may remain limited. The approach is simplistic in its assessment of community needs and may thereby miss substantial issues. Rules of Thumb can be used for initial priority-setting in an emergency phase. However, the value of the approach declines rapidly in later stages of the postwar reconstruction process.

The Economic Approach

The use of economic analysis as an impact-assessment tool in the field of aid and development is not new. Generally, the economic approach is based on predicting what will be gained from a specific type of investment, most commonly through so-called Cost–Benefit Analysis (CBA). This approach primarily focuses on economic issues rather than social issues. It is useful at the general level, but is less effective in responding to the need for information at the level of individual affected communities. The economic approach has proven useful when trying to evaluate the performance of programmes at the regional and national level. The usefulness of the approach is largely either at the beginning or after the completion of projects. The approach has considerable

strengths, but since it tends to overlook the social implications of landmines, it is most useful when complemented by approaches which incorporate types of impact more broadly.

The Composite Indicator Approach

At present, the most widely used approach at the global level is the Level One Impact Survey (LOIS) developed by the Survey Action Centre (SAC), a consortium of NGOs and UN organizations. This approach has come to be regarded as the international standard method of assessing impact. The LOIS methodology employs a group survey system that targets affected communities. On the basis of this survey, impact is assessed according to a number of predefined categories, including number of accidents, presence of mines and unexploded ordnance (UXOs), and key resources that have blocked access. The categories are standard and allow for easy comparison between impacted communities within the same country. This is a major advantage when setting priorities. The value given to different categories can be changed according to the suspected needs of the country in question. On the whole, the LOIS has come to be the basis for initial impact surveys in HMA. The survey is most useful at the early stages of programmes because the information it provides is general and allows for the creation of a national plan. The drawback of this approach, like the other two mentioned above, is its inability to adapt to the particular needs of individual communities.

The Community Studies Approach

This approach is the focus of the present course, and hence little will be said about it here. Principally, its goals are to assess the impact of landmines at the level of individual communities. It can be used before, during and after an operation. However, the methodology itself needs to be adapted accordingly. The drawback of the approach is that it is time-consuming and hence difficult to apply on a large scale, such as in mapping all mine-affected communities countrywide. From this perspective, it is a good complement to the above-mentioned approaches.

A couple of other systems should also be mentioned. First, Information Management System for Mine Action (IMSMA) is a computer programme for data management in mine action. It was developed by the Swiss Federal Institute for Technology and is managed by the Geneva International Centre for Humanitarian Demining. IMSMA allows for the compilation and analysis of data gathered. It has been created to meet the needs of the LOIS and therefore is most suitable for that approach. However, information from community studies or other approaches can also be introduced into the system in principle.

Task Impact Assessment (TIA) was developed by Sara Sekkenes while working in the Norwegian People's Aid (NPA) programme in Angola. The system has since been used by other NPA programsme. TIA allows management staff from organizations working in HMA to ensure that they respond to essential factors such as organizational capacity, coordination and needs of communities. The system does not provide data-gathering guidelines, but rather serves as a safety net to ensure that decisions to conduct operations are not taken when resources are not available; that relevant coordination efforts with relevant organizations take place; and that operations do not start without thorough consultation with the community. As regards the latter, community studies can easily fulfil the requirements for information and dialogue made by TIA.

Conclusion

It is important that trainees are aware that there are other methods that are not focused on in this course but which fulfil important roles in the HMA world. It is important to have an idea of what each approach can offer, as well as their individual shortcomings, so that the appropriate approach be used when needed.[22]

[22] It is suggested that trainees are invited to share experiences on working with the above or other data-gathering methods. This should induce a discussion on how and why the different methods have been used in the field and on their effectiveness.

Supplementary Reading

PRIO Report 1/2001, chapter 2.

Block 6: The Demining Process

LECTURE A: INFORMATION NEEDS – BEFORE DEMINING STARTS

Notes to the Trainer

The idea that data-gathering can and should be a continuous process has been proposed throughout this course. However, for purposes of clarity and exemplification, the data-gathering needs of the demining process have been divided into three parts: information required before demining can commence, during the conduct of demining and after demining is concluded. All of the community studies in PRIO Report 1/2001 are examples of communities which were studied before demining took place.

Lecture

It is clear that we need information at a variety of stages in the demining process. Having information before a demining operation starts has been understood as essential. ***Priority-setting*** is a factor that is key to successful operations. For this, tools like the LOIS, reviewed earlier, can be effective. However, the community study approach may be used to assist in priority-setting when it becomes extremely difficult to distinguish between the impact of landmines in different villages which seem identical. This may be particularly the case as the post-conflict reconstruction process reaches stage three. Moreover, when villages are affected by more than one minefield, information gathered through the community study approach can assist in determining which minefield should be cleared first in order to enable the village population to access the most needed resources in the quickest way possible.

Community studies can also be used in determining whether demining should be conducted in an area that was previously not on the priority list, but where conditions have changed after the initial survey. For example, after the floods in northern Mozambique (2001), a demining organization was asked to conduct emergency demining in a particular area to allow for the relocation of displaced people. Because of the costs and time involved in demining, it was sensibly decided to assess whether the area identified was indeed the best area for relocation of the displaced and whether demining could make the area secure in time to make the relocation viable.

In addition, we also need information on technical aspects, such as the location of landmines. Technical aspects of launching an operation include the demarcation of minefields, information on the types of mines, and so on. The community study approach is not designed to respond to these needs. However, community studies can assist in identifying individuals at the community level who might be of great assistance with regard to technical matters (i.e. former soldiers, individuals involved in planting the mines). With regard to other planning issues – such as transport issues, medical facilities or security concerns – community studies may provide valid foundations.

Reducing the potential for negative impact (Do No Harm), a concept examined earlier in this course, places our focus on the negative effects of a demining operation. The ability to avoid harm depends on having appropriate information before the operation is commenced, information that may also be gathered through the use of community studies. Knowing who owns the land or who will be allocated the land once it is demined is key to preventing potential negative impact. One issue is that humanitarian demining should not be conducted for commercial purposes, for example. But knowing who owns the land goes further than that. In a given community, only a couple of families may be affected by the demining or it might be not be clear who owns the land

in question. This does not necessarily mean that demining may not be conducted, but rather that close attention should be paid so that community conflicts do not arise after demining has been completed.

In addition, we need substantial information to assist with ***launching an operation.*** For example, an agreement needs to be made with the population to establish where the demining camp can be set up, where the deminers may get water, and so on. These factors may link directly to the second point (reducing the potential for negative impact). The possibility of using local capacity – for example, in clearing the camp area or by hiring guards – must also be addressed at this stage. It is crucial to establish a dialogue with the affected population before the launch of the operation. While all these points refer specifically to dialogue and agreements between the operator and the villagers, they must be firmly based on in-depth knowledge of the conditions in the village. Operators tend to hold considerable power by default. Villagers may very often see dialogue with operators as consisting of demands made on them, where their only option is to agree to a suggestion or to provide a suggestion which cannot be regarded as negative or as a hindrance to the operator's work. Moreover, it may very well be the case that villagers do not understand the implications of the requests being made by the operator. Access to water, to turn to an earlier example, provides a good explanation. It may very well be the case that villagers accept that the operator uses the local water source because they feel unable to refuse and because they do not realize the implications of such a request. This clearly points to the fact that the operator must have a basic understanding of the way the community functions and the capacities and vulnerabilities that dictate the community life before a dialogue can be started or agreements made. As regards land ownership, a similar illustration can be made. The operator needs to first understand the land tenure system before being sure that any agreement being made is indeed valid. Launching an operation requires substantial cooperation and agreements between the operator and the affected community, but these are unlikely to be effective or even binding if the operator does not have a thorough understanding of the way in which the community operates. Here again, the community study approach can be a useful tool for the operator.

Conclusion

Evidently, much more information than that specified here is required. However, at the basic level, with regard to impact, it is important that the community and operator develop a mutual understanding and cooperative approach to the work at hand from the very beginning. This will be of considerable assistance in priority-setting, reducing potential for negative impact and launching an operation; however, in order for this to work effectively, the operator requires substantial information .[23]

[23] It is proposed that discussion be induced by asking trainees to provide examples, based on their own experiences, in which they delineate the type of information that was made available to them before demining was started, and explain how this information was used and was useful to them.

Block 6: The Demining Process

LECTURE B: INFORMATION NEEDS – DURING DEMINING

Notes to the Trainer

Nairoto and Nacala (PRIO Report 1/2000), along with Bandua (AMAC Memo 6), are examples of community studies conducted during demining.

Lecture

In cases where no impact was achieved by an operation, it has often been assumed that the original impact assessment was incorrect. This is not necessarily the case. The fact that potential impact has been identified does not mean that the operation will yield such an impact.

Given this, ***ensuring impact*** throughout the operation becomes key to success. To take a simple example, it can be said that a village where people must travel long distances in order to farm could benefit if the farmland in close proximity to the village was demined. However, if people do not feel confident that the mines have been removed, they will continue to walk long distances rather than use areas that they believe are unsafe. This means that the operator must understand how the community reacts to the presence of, and the job performed by, the demining. Building confidence in demining is an essential factor in ensuring that the resources blocked by mines, as previously identified by the LOIS, for example, are used after demining is completed. In order to build confidence, the operator must have a firm and clear understanding of community dynamics. This type of information may be obtained through the use of the community study approach. Moreover, the operator must address potential problems as they arise. This refers directly to the presence of a demining team and is not necessarily linked to previously identified impact. For example, if the behaviour of one or more of the demining staff leads to discontentment at the community level, as reviewed in lecture C Block 3, then the operator must be quick to respond. This means that the operator must have consistent and reliable information on the community's perception of the demining team. This information can also be obtained through use of the community study approach.

Moreover, ***maximizing impact***, a concept reviewed earlier, should also be a goal of demining. This means that it is possible to add to the impact identified by the original survey, but only if the operator has substantial information on how the community functions. It might be the case that mines are being removed to allow the building of a power line, for example. However, people living in the area can also benefit from being able to move through the demined area. In such cases, organizations must ensure that local communities also see demining as directly relevant to their lives. Another way in which an organization can increase the positive impact of its presence is by providing small-scale assistance to the community, such as transport in the event of emergency, medical assistance or water supplies. All of this requires knowledge of the community and a firm commitment by the operator to act upon information gathered.

Overall, it is important always to keep in mind that the operation's aim is to improve the quality of life of the affected population. ***Ensuring objectives are met*** is no easy task. It is essential to recognize that the goal of the operator is not simply removing the landmines. Operators must do this without causing harm (Do No Harm), while recognizing and employing available community capacities (Capacities and Vulnerabilities Analysis), ensuring that impact materializes and maximizing such impact. For this, operators must recognize the need for information throughout the operation, as well as consistent monitoring. Gathering information throughout an operation

and adapting to changing needs and dynamics present at the community level are key to long-term success.

Here, it is also important to note that gathering information throughout the demining process may assist the works of other organizations. It may be found that mine awareness or victim assistance are needed, and hence the operator can contact relevant organizations. Additionally, it might also be the case that the information gathered by an operator is useful to organizations working in other sectors of assistance. As regards the gathering of information during the demining process, it is important to recognize that demining operations are in a very privileged position, since staff working in demining must often stay in the village for long periods of time. If staff is appropriately trained, information can be gathered with little or no extra effort. For the information to be useful, however, it must be gathered in a reliable fashion. Specific data-gathering tools are reviewed later in this course.[24]

Conclusion

Overall, it is very important to recognize that gathering data throughout the process is necessary if success is to be ensured. This includes ensuring impact, maximizing impact and ensuring that objectives are met. These operational needs can be met by the use of the community study approach to data-gathering.

Supplementary Reading

PRIO Report 1/2000, chapter 2.

[24] It is suggested that trainees be asked to provide examples of useful information they attained by simply being in a village, how that information was useful, and how it was handled.

Block 6: The Demining Process

LECTURE C: INFORMATION NEEDS – AFTER DEMINING

Notes to the Trainer

Capirizanje (PRIO Report 1/2000) and Kassua (AMAC Memo 7) are examples of post-demining community studies.

Lecture

Earlier, it was established that the responsibility of a demining operator does not end with the handing over of demined areas. Here, this issue is elaborated upon and some important and relevant points are reiterated. After operations are completed, land is often handed over to the community, and the operator leaves the area. However, not returning to assess the job done means that it is very difficult to assess the level of success of the operation or to learn from the experience.

How do we measure success? is a key question. The success of operations has often been measured by examining whether resources that were previously blocked by mines return to their previous use after demining. In other cases, success has been evaluated by comparing post-demining community life with pre-demining community life, though this approach limits the idea of success to demonstrating that the latter is better than the former. However, success can be examined in a broader manner, where the development and conduct of the task are also part of what is assessed. Was the population unhappy with the presence of the demining team for extended periods of time? Was any harm caused? Were local resources used as best they could be? Post-demining visits will be able to determine if indeed the area is used for that which was intended at the pre-demining stage. Have there been other benefits –not previously realized – from the demining?

In other words, ***knowing that the land is used after demining is an insufficient measure of success.*** Operators have a degree of responsibility to ensure that the task has had substantial benefits for the community in the long term. Assessing this requires a great deal of detailed information on how the community operates and how the removal of mines has affected the population as a whole. This includes, for example, taking measures to increase confidence if it does not exist or ensuring that land is used by the target groups identified prior to demining .

It is important to recognize that if the goals were not achieved – if people are not using the land, for example – then something must be done to ensure that the operation does become a success. This points to the responsibility of the operator. How can confidence be increased once a demining operation is finished, for example? This requires understanding of the reasons why people lack confidence in the demined area. Understanding the problem is the starting point for developing a solution.

There are other reasons why demining should be thoroughly evaluated: accountability – the responsibility of the operator towards the affected community, the government of the affected country and the donors – is a key issue here. Demining is a very costly and time-consuming endeavour. Consequently, the ability of demining organizations (as with many other types of assistance) to ensure that impact has been achieved requires that tasks are followed up beyond the point of the hand-over ceremony. If, for some reason, the task has not been successful, but efforts are being made to rectify the problem, those to whom operators are accountable may well be considerably more understanding and forgiving of the errors.

In addition, we know that no two communities are identical. Therefore, there is a need to gather information from past cases and adapt this to other cases and situations as they arise. Whereas differences between communities are large, this does not mean that ***learning from past experience*** is impossible. Conducting thorough examinations of completed tasks will assist operators in adapting the organization to newly found needs, if necessary, and may very well reduce the time between identifying a problem and finding an appropriate solution in subsequent operations.

Conclusion

It is essential to recognize that success in demining is first and foremost a question about impact, and that the differences between communities make the assurance of impact increasingly difficult. Therefore, it is of paramount importance that completed tasks are thoroughly evaluated, both to ensure that impact materializes and to use the lessons learned for the overall betterment of future projects. The community study approach is useful in assisting operators in measuring success, in responding to problems visible after demining and in ensuring lessons are learned and responsibilities are fulfilled.[25]

[25] It is suggested that trainees be asked to provide examples of information they have gained during follow-up visits to areas they previously worked in. How was this information useful, and how was it used?

Block 7: The Community

LECTURE A: NARROWING THE FIELD OF INQUIRY – THE COMMUNITY AS A UNIT OF STUDY

Notes to the Trainer

This is the first of a number of lectures which will focus specifically on the community and the community study methodological approach. Having a strong foundation in these subjects will make it possible for trainees to conduct a successful community study during the latter part of the course.

Lecture

Here, the focus is on how to narrow down the unit of study. In the case of the community study approach, the unit of study is the 'community affected by landmines'. Before venturing into a further definition of this, however, a few general issues will be reviewed.

What Is a Community?

First, it is important to recognize that everyone belongs to a number of communities. Communities are defined by the way individuals feel about their personal belonging or by the way others categorize them. External factors such as those outlined in the following examples are visual characteristics of what can comprise a community; however, that the members of the community identify themselves as being part of such a community or that an external group identifies the individuals as belonging to a particular group is fundamental. Examples include the community of Europeans in Europe, meaning all people of European origin living in Europe; the community of Africans in Africa; the community of Europeans in Africa; the community of women living in city X who know how to play football; or the community of people in village X who plant tobacco, etc. While these are examples of communities, we refer specifically here to communities that have as their commonality living in close proximity. Examples of this are the population of village X or the population living in suburb Y. More specifically, for the purposes of this course the community of people we are concerned with is that which is affected by landmines.[26]

Why Is It Important To Identify a Unit of Study?

When we conduct any type of study, we must first decide what we are trying to find out. We might want to know how many children in a particular school know first aid, in which case our unit of study would be the school. Here, we are interested in how individual communities are affected by landmines and how they might be aided by demining. In short, it is very important we identify a unit of study so that we are able to give focus to our findings.

[26] To induce discussion, it is recommended that trainees first become familiar with the concept of community. It might be useful to ask trainees to provide examples of the different communities they are part of.

What Type of Community Must Be Identified?

We are interested in individual villages that are affected by landmines. Therefore, our unit of study is the affected 'village'. Villages might be house conglomerates or a group of dispersed houses. It is important to remember that the community that is ***affected by the landmines*** is the unit of study on which the focus must be placed. Therefore, it is first important to find out who the people are that are affected by the mines. Here, it is important to define a grouping according to common factors, the common factors in our case being landmines and the resources blocked by them. Once the answer to that question has been established, the unit of study has been identified. In other words, the area of potential review has been narrowed down to the one on which information is needed. It is important to recognize that a community in this case is not necessarily a geographical area, but rather the group of people affected. A key point to ease our task is to start from the minefield in question and examine who is affected by that particular minefield. This may present problems, when, for example, parts of two administrative areas are affected by the same minefield. In such cases, the sources of the data remain the same, but clear distinctions must be made regarding issues such as leadership systems or access to schools or hospitals. When administration or tribal lines, for example, divide the community that requires studying, measures must be taken to ensure that the information gathered reflects the realities as lived by all of those who are affected by the minefield in question.

In relation to the now identified unit of study, a variety of relevant aspects will be reviewed during the community study. In the following lectures, these will be discussed in detail. For now, the different aspects of review will be briefly mentioned. These are: village background, the economic field, the human field and the social field. In addition, the work conducted by HMA operators will also be examined.

The *economic field* is principally concerned with the physical environment within which villages operate. This includes environmental aspects (such as deforestation linked to land pressure), natural resources (such as access to hunting, fishing or pasture), resources for cultivation (types of agriculture and irrigation systems), production aids (including household animals and machinery employed for faming) and infrastructure (including roads, markets and public buildings).

The *human field* is defined as the capacities and vulnerabilities of the individuals living in the community. This includes issues such as injuries and casualties caused by mines, general health issues (such as common ailments and access to health facilities) and education issues (such as educational facilities and individual skills).

The *social field* is defined as including a range of social issues and institutions. These include local institutions (such as community leadership), local solidarity (local support networks and systems for support), information channels and migration questions (particularly displacement, including repatriation linked to the conflict and to mines). The review of the social field should also examine potential conflicts at the community level.

Conclusion

Understanding the principal characteristics of a community as a group of people with defining characteristics who feel they have something in common is the first step in being able to study in greater depth the way a community functions. The identification and delineation of the community is critical. The different fields introduced here give trainees a very broad idea of the level of depth at which communities will be explored. In the following sections, these fields of inquiry will be explained in greater detail.[27]

[27] To induce a more general discussion, it is recommended that trainees describe the visual make-up of communities they have worked in (e.g. the people that were affected by the mines were in temporary housing located 15km from the mined area, or the village was dispersed) and the problems envisaged, or experienced, because of how the village was geographically composed.

Supplementary Reading

PRIO Report 1/2000, chapter 4.

Block 7: The Community

LECTURE B: FIELD OF INQUIRY – VILLAGE BACKGROUND

Notes to the Trainer

This lecture focuses specifically on village background. It is essential that all trainees clearly understand the need for and usefulness of all of the subheadings included.

Lecture

On the whole, this section is devoted to getting a rough idea of village background and obtaining a general picture of the village so that it is possible to contextualize (place within) the rest of the information. This information relates specifically to the community affected by landmines (see previous lecture). For this section, a village sketch should also be made. The drawing should show the location of the mines or minefields, principal buildings (e.g. school, health post, police station), living areas and any resource areas (e.g. farmland, water pumps, rivers). In addition, the location of accidents should be marked. The sketch is a valuable tool for understanding the geographical composition and dynamics of an area. It is suggested that the drawing is used at the closing meeting with the population in order to ensure that information (such as location of accidents) is correct. The sketch should be clear and organized, but it does not have to be a map with coordinates.

Population

For this subsection, information on the number of inhabitants in the village is needed. This information can be attained from the local leadership (traditional and governmental). It is important that any discrepancy between the total number of the population living in the area and the population in the area directly affected by mines is clearly stated. It is important to remember that, in some cases, it is not the whole village that is affected, as when the mined land belongs to a few families. Evidently, it is important to know the number of the total population potentially affected to be able to determine the level of importance of the minefield in terms of impact and in relation to other tasks. Moreover, information on population density is also important as it will assist in ascertaining the importance of existing resources in relation to the population needing access to these.[28]

War History

For this subsection, the village's war history should be outlined. The history of a war in a country can be described, but this may or may not parallel what happened in the specific village itself. Individual villages are affected differently by the same conflict. However, the information is important in contextualizing the situation in the area. For example, was most of the population dis-

[28] It is suggested that trainees share information on different villages where they have worked, relating this to the individual subheadings reviewed here. This will help them familiarize themselves with each subheading and the type of information required. Moreover, trainees could be asked to provide examples of times when this type of information was available to them and how it was useful in the conduct of their operation.

placed at a particular stage? Here, a rough overview of what happened in the affected village is needed. This is directly linked to contextualizing HMA, a topic reviewed earlier.

Landmine History

For this subsection, information on the village's landmine history is needed. As with the ***war history*** subsection above, this section also pertains to the history of the village under study. What happened in this particular area which led to the laying of the mines? Were the mines, for example, laid by people who live in the area? How did people find out about the mines? This information will also help understanding how people are affected by the landmines, and who within the village may be able to provide information on the landmines affecting the local population.

HMA Operation

For this subsection, information on HMA operations is required. If a study is conducted before any operations have taken place, this section will remain blank. However, if an operation or project has already started, or has finished, then a short overview of the conditions under which the operation was started, who was/is the organization responsible, what kind of interaction exists between the villagers and the operator staff, etc. should be given.

Conclusion

On the whole, the information on village background will assist in the general contextualization of the information collected for all other fields. It is important that this 'background' information is very solid. If this is not the case, information gathered for other fields will become harder to evaluate.

Block 8: Field of Inquiry – Economic Field

LECTURE: FIELD OF INQUIRY – ECONOMIC FIELD

Notes to the Trainer

In general, a whole day of lectures has been allocated both to this subject and to each subsequent field of inquiry. This is because it has been found, through past experience, that trainees may have difficulties in being able to identify the type of information required. It is strongly recommended that active discussion takes place throughout this lecture and that examples illustrating every single point be used until all trainees clearly understand both the type of information needed and why it is useful. The case study of Mugoriondo in PRIO Report 1/2001 provides an interesting illustration of economic impact.

Lecture

This section is devoted to understanding the economic composition of the village. In short, the focus is on how people subsist and how they generate income.

Land

For this subsection, information on the usage of land at the community level is needed. Is land used for agricultural purposes? How much land is used by each family? The use to which the mined area was put before it was mined must also be established. If the mined area was used for agricultural purposes and it is known how much land is needed by each family, the size of the area will give an indication of how many families will be affected by the demining. Clear information on land-ownership issues and on how land is allocated or distributed is also important, as this links directly to the issue of post-demining use of land.[29]

Crops

For this subsection, information on the types of plants people grow and the fruit trees they have access to should be gathered. Some crops might be for personal consumption, some might be for sale, and the type of crop planted may be in direct correlation to the amount of land needed. The types of crops may also be restricted owing to mines. In turn, this may affect either diet or people's ways of generating income. An additional factor to consider is crop irrigation. Could it, for example, be the case that crop diversification is restricted because mines pose a restriction on irrigation sources.

Fishing and Hunting

For this subsection, information on both fishing and hunting practices is needed. Quite simply, the focus here is on whether or not these practices are hindered by the presence of mines and the types of contribution to the lives of the village population such practices have (e.g. household consumption, income generation).

Wood Resources

For this subsection, information on the use and availability of wood resources is required. A wood resource refers to the use of wood as a community or family resource. What is wood in

[29] It is recommended that trainees be asked to give examples of information required under each subheading, and to substantiate their examples by explaining why the information provided is useful to a demining operator.

general terms employed for? In different places, wood may be used for house construction, firewood, coal or other purposes. Again, the key point here is whether access to wood resources is hindered by the presence of mines and, if so, what is the importance of wood resources?

Household Animals

For this subsection, it is the type and number of animals that are kept by individual families that are of interest. This can be an indication of wealth, but may also be directly linked to the impact of landmines. It might be the case, for example, that villagers do not keep animals because the area used for pasture is mined, or because animals are likely to have accidents.

Household Water

This subsection requires information on the sources of water used for household consumption – drinking, cooking, bathing, washing clothes, etc. Is access to water in any way hindered by the presence of mines?

Markets

For this subsection, information on local markets is needed. Are there places locally where people can buy and sell their products? This gives us an indication of the local economy as related to the exchange of goods. In relation to mine-action projects, it is important to know whether the organization can buy goods locally. If an organization is already working in the area, it is good to know how much the market has grown, if at all, due to the presence of the deminers, as a side-effect of the their presence in the area. In relation to markets, it is also important to know if production of goods will increase after demining. If so, will there be buyers for the increased supply? How can problems associated with this be mitigated?

Transport

For this subsection, it is important to know what type of transport facilities are available to the local population. This may be important, for example, in relation to the sale and purchase of goods, access to medical facilities, etc. For example, it will not necessarily benefit the community to be able to grow more of crop X for sale if there are no markets where they can sell it, or no transport to take it to market. It is important to keep in mind that the ability to transport goods to larger markets will give villagers more control over prices than if buyers come to the village to buy goods from them. In direct relation to mines, information on transport might give an indication of how communities can respond to the needs of victims in the case of accidents, particularly with regard to whether or not evacuation is an option. If roads are mined, how will transport be improved by demining?

Employment

For this subsection, information on the availability of formal employment for the local community is needed. Do most people work in a nearby factory rather than being solely dependent on crop production, for example? Will anybody be able to provide services for the organization – for example as guards or cooks – if a demining operation is launched? If people rely primarily on formal employment, will demining affect their livelihoods?

Conclusion

On the whole, this field of enquiry assists us in gaining information relevant to the economic make-up of an individual community. To ease both data-gathering and analysis and to give a structure to the work conducted in the field, it is very important that trainees use these subheadings as guides to information requirements and as a way of organizing the information gathered.

Block 9: Field of Inquiry – Social Field

LECTURE: FIELD OF INQUIRY – SOCIAL FIELD

Notes to the Trainer

The Nairoto example (PRIO Report 1/2000) provides a good example of social impact.

Lecture

This section is dedicated to understanding the social make-up of the village. How does the village function? This will help operators understand impact and enable operators to conduct a successful operation.

Local Leadership

For this subsection, information is needed on the people who lead the community. What is the leadership structure? What are the roles of the different positions? This information is important because it will help establish the best way to exchange information with the community. It is important to note that the fact that leadership exists does not mean it is an effective medium for the exchange of information. Therefore, the leadership structure must be delineated, and special notes should be made on the usefulness of individuals within the structure as channels for community–operator information exchange. In addition, conflict resolution bodies should be identified under this section. This may provide useful information for the operator if it needs access such structures, but will also provide information on who might be in charge of solving disputes around resources freed up by mine clearance, for example land disputes.[30]

Religion

For this subsection, information on different religious practices existing at the village level must be established. Who are the various religious leaders? How many people attend religious practices? Is the church able to mobilize the population? As with the subsection above on local leadership, knowing the different religions and their organization will also help establish ways of diffusing and gathering information at the community level. This information will, in some cases, also shed light on the way people relate to the mine threat. Additionally, it may be the case that religious practices are hindered by the presence of landmines.

Collective Mobilization

For this subsection, information on the way in which people may perform collective tasks is required. For example: If a school is needed, will people from the community unite to build it for the common good? Do people help each other when only one party is to benefit (e.g. how might a person needing help go about seeking assistance from other neighbours)? Recreational mobilization is also important. The latter refers to things people in the community might do jointly, but that are only for recreational purposes, such as community celebrations, football games, etc. This

[30] It is recommended that trainees be asked to give examples of information required under each subheading and to substantiate their examples by explaining why the information they have provided is useful to a demining operator.

information is important because it will help identify from where assistance may be sought if needed – for example, when an evacuation route needs to be repaired. It will also give operators information on how the demining team may interact with the community.

Local Solidarity

For this subsection, information on the ways in which people are able to respond to special needs is required. In other words, who do they rely on? This gives an idea of how people within the community interact, but also of how they relate to people outside it. For example, if people become ill, does the church assist in paying for the hospital bill? Do villagers ask their friends or relatives? Do villagers ask friends or relatives from outside the community? All of this has to do with both economy and social relationships. Will people's ability to assist each other within the community, or to be more self-reliant, improve with demining?

Information

For this subsection, information is required on how community members gain information on individual topics, particularly those related to landmines. How do villagers obtain information? From whom do they get it? In some ways, this subsection may be linked to both ***traditional leadership*** and ***religion***. This will be so if the information is coming from either or both of the above institutions. However, this subsection may also point to other key individuals within the community. Our focus will be on landmines. In this case, there might be specific people that are relied on at the community level to provide information. If so, these individuals will most likely become additional key persons for an operation based in the area. Throughout this section, one of the key factors is identifying a way for exchanging information in a reliable fashion.

Displacement

For this subsection, information on community members' displacement history is needed. Knowing this is important for establishing the potential impact of landmines. For example, if people left and have not returned, but are expected to return, then the impact of landmines may increase. If people have never left, then the people currently living there will be the only ones affected by the landmines. If people left during the war, but returned regularly, they might have better information on the mine situation than if they left and did not return for a long time.

Conclusion

On the whole, this field of enquiry assists in gaining information relevant to the social make-up of an individual community. To ease both data-gathering and analysis and to give a structure to the work conducted in the field, it is very important that trainees use these subheadings both as guides to information requirements and as a way of organizing the information gathered.

Block 10: Field of Inquiry: Human Field

LECTURE: FIELD OF INQUIRY – HUMAN FIELD

Notes to the Trainer

Varied examples of information for this section are found in all of the individual case studies in both PRIO reports.

Lecture

Perceptions of Security

For this subsection, information is needed on people's ideas of their own security (both from a general perspective and in relation to landmines). Understanding of, first, the general feeling of people in the community in relation to security and, second, how they feel about the presence of landmines is required. In relation to landmines, this means: How do people feel that their security is affected by the presence of landmines? For example, is the collecting of firewood hindered by the presence of mines?[31]

Mine Accidents

For this subsection, information on mine accidents is needed. How many people in the area being studied have had mine accidents, and when? It is very important that villagers respond in relation to the area being studied and not in relation to their personal broad experience. For example, villagers may tell you how many mine victims they know, but this may include people they met while they were refugees or people from within a much larger area. It is also important that the information gathered is very explicit. A response such as 'many' does not give us an indication of the number of accidents there have been in any given area. Moreover, knowing the circumstances leading to the accident is important (see Nairoto case study, PRIO Report 1/2000). In some cases, accidents do not truly reflect the impact of mines in the area, as when a former soldier removes mines without appropriate equipment or when a mentally handicapped person runs into a minefield despite attempts by other villagers to stop him or her. One way of ensuring that all necessary data is included is by systematically noting the biographies of the victims and accounts of the accident they were involved in.

Health

For this subsection, information on health facilities in the area is needed. A general idea of people's health-related needs is required because it will help understand the villages existing and needed resources. In this subsection, local capacities for responding to mine accidents should be reviewed. Keep in mind that health facilities may have programmes that can assist in information diffusion. In some cases, for example, preventative health is taught to either groups of people at the health post, in community organized meeting or in individual homes. Health educators could

[31] It is recommended that trainees be asked to give examples of information required under each subheading and to substantiate their examples by explaining why the information they have provided is useful to a demining operator.

be good agents for diffusing information on landmines and demining. Health educators may also have a lot of experience on information diffusion that may be useful to a demining organization.

Education

For this subsection, we need information on the education facilities existing in the village, levels of attendance, literacy rates, etc. All this information is important for information diffusion. The principal questions that must be asked are: How may the operator use the school as a way of informing the population on issues relating to landmines and demining, and how may the operator get information from the community through the school?

Conclusion

On the whole, this field of inquiry assists us in gaining relevant information on capacities and vulnerabilities at the community level, with an emphasis on health and educational facilities.

Block 11: Field of Inquiry – HMA Operation

LECTURE: FIELD OF INQUIRY – HMA OPERATION

Notes to the Trainer

The goal of this lecture is to outline the information required at the operator level and how this information is useful. It is of key importance that trainees become aware of the fact that operators must adapt their work in relation to specific operations. In other words, they should provide assistance that does not harm the local population in any way and that responds specifically to the needs of the community. The case studies in PRIO Report 1/2000 provide examples of data gathered for this field of inquiry.

Lecture

This section of the field of inquiry will only be filled out in cases where an HMA organization has (or had) an operation or project in the area. This information is important for a number of reasons. Prior to launching an operation, knowing what has been implemented before is vital, both in order to avoid duplication and to learn from past experiences in the same community. Upon completion of the operation or project, it is vital both to establish whether the operator needs to change general practices in order to improve their potential for success.

Operation

In this subsection, information describing the operation(s) is needed. What conditions led to the establishment of the operation, for example? How many personnel are/were involved? How long did the operation last, or how long has it been in place?[32]

Information and Analysis

For this subsection, information regarding the analytical process that preceded and/or took place during the operation should be outlined. What type of information did the organization have on the affected area, and how was this information gathered? The findings here, in terms of previous reports, also constitute a primary source for all parts of the community study.

HMA Organization

For this subsection, general information on the organization as a whole should be outlined. What is its mandate and mode of operation? How many demining units are in operation, for example? How is the organization structured? In short, this section should contain information that serves to contextualize the information on the specific operation.

[32] It is recommended that trainees be asked to give examples of information required under each subheading and to substantiate their examples by explaining why the information they have provided is useful to a demining operator.

Community Perceptions of Operation

This is a subsection of principal importance. Here, information on the community's perceptions of the operation should be included in detail. Do communities have confidence in the demining? Does the community feel comfortable with the operator's staff? Does the community have any grievances? And how can negative dynamics be prevented, or how have they been? As always, it must be remembered that members of a community may not be in full agreement on everything, and hence it is important to allow differences of opinion to be presented.

HMA Components

For this subsection, information on the different components of HMA working in the area should be outlined (i.e. demining, mine awareness, victim assistance, etc). Is there room for further co-operation? How could further cooperation improve the overall impact?

HMA in Context

Here, information on how HMA assistance relates to other forms of assistance in the postwar reconstruction process is required. This section should place the HMA operation firmly within the larger reconstruction process and clearly review the efforts made to coordinate HMA efforts with other reconstruction initiatives.

Conclusion

Operators cannot change their practices, even if they are willing to do so, unless they evaluate changing needs. But this can only be done after a thorough review of the operator has been conducted in the context of any given operation. The information included in this section of the report will assist in providing vital information necessary for adaptations and changes to take place within the operator's way of working. When applicable, the section must also reflect on the information required for specific projects in reference to pre-operation needs. Moreover, the section should also, when relevant, reflect the needs for follow-up and the responsibilities of the operator in relation to operations that have been completed.

Block 12: Methods Overview

LECTURE A: REVIEW OF TOOLS

Notes to the Trainer

This is the first lecture in which practical data-gathering skills are reviewed and actual tools presented. Trainees must be clear on the use of the tools, and trainers must therefore conduct as many exercises as possible to give trainees practice in the use of the skills. A number of exercises are suggested, as is the case throughout the course. Many of the exercises can be adapted or repeated. Experience has shown that only practice is able to demonstrate the downfalls or errors committed in data-gathering.

Lecture

During this training, attention is focused on the community study approach to gathering data. This approach employs a number of data-gathering techniques, all of which have different strengths and weakness. Because the community study approach aims at gathering detailed information at the community level, employing a number of different techniques is useful since the weaknesses of one are offset by the strengths of another. Moreover, gathering various types of information in order to be able to cross-reference what is found is an essential part of the approach. Being able to cross-reference information assists in ensuring that the findings are valid.

Observations

Observations are important in their own right, but also because they provide a starting point for questioning. It is important that trainees are aware of their surroundings in the field and observe things and actions with the goal of formulating hypotheses, which later require testing through other methods (i.e. surveys, interviews). Observations in the form of a deliberate walk through the village should take place early in the study in order to give an idea of how the survey may best be conducted. This technique will be reviewed later. It is also important that trainees often walk through the village area with the purpose of making observations. These might trigger lines of questioning that prove essential in the final product.

Group Interview

This involves an interview or conversation with a group of people. When conducting group interviews, there are a few key issues that must be kept in mind. First, villagers may feel uncomfortable talking in a group, so some information may not be provided; on the other hand, a group may assist in ensuring that the information gathered reflects a consensus among the participants. Second, when conducting group interviews, it is important to ensure that all people attending the interview participate actively. During community studies, two group interviews are obligatory: one at the start of a study and one at its completion.

- The group interview at the beginning is designed to provide the village with an introduction to the team and its work. It gives the team the possibility both to ask the whole village for permission to work in the area and to get a general overview of the community and how it works.
- The group interview at the end is designed to present the information found to the villagers. Furthermore, the interview should be held to clarify any doubts that the team might have, and

to ensure that the information is correct. Lastly, the team should extend its thanks to villagers for their assistance.

Individual Interview

Individual interviews are conducted, as the name indicates, with one person at a time. These types of interviews may enable respondents to be more open, since they will be speaking in confidence. Individual interviews are useful for gaining specific information on particular issues. Most often, people will be selected for interview according to their specific expertise in a particular area. For example, the local nurse or doctor would be asked questions regarding the health post and common diseases, while the local police might be asked about security in the area and the role of the police. During community studies, the aim is to conduct five to eight individual interviews.

Survey

These are used to provide standardized information. Through surveys, information on who should be interviewed individually might be found. For example, if the majority of respondents receive information on landmines from the same person, then it might make sense to talk to that person. Surveys are used because they are much quicker than interviews and because they provide large amounts of information on the way the community functions generally. AMAC has most often employed 30 surveys per community. However, the number of surveys should be decided upon according to the total number of households. The principal point is that surveys should adequately reflect a cross-section of the population living in the affected community. Identifying one in every ten households, for example, is one way of doing this. It is recommended that a walk around the village be conducted before deciding on the principle for selecting respondents for the survey.

Review of Additional Material (Literature)

In some cases, written material on the village will be available. It may be that an organization has been working in the area for some time. Relevant documentation may also be obtained from administrative bodies or other assistance organizations working in the same area. In these cases, it is advisable to review this information in order to get an idea of what is already known, and to increase general knowledge of the area. Reviewing existing material will help prepare for the study.

Conclusion

Here, the focus has been on the main data-gathering tools. Each tool will be devoted more time later in the course, but it is important that trainees have an overall perspective from early on.[33]

Supplementary Reading

Robson, Colin, 2002. *Real World Research*, 2nd edn. Oxford: Blackwell.
PRIO Report 1/2000, chapter 4.

[33] Here, it is advised that trainees are made well aware of the roles of individual tools. Short exercises on interviews and observations are suggested in order to dispel fear and to help lessen the concern trainees might have regarding the use of each tool.

Block 12: Methods Overview

LECTURE B: GATHERING DATA – LIVING WITH THE COMMUNITY

Notes to the Trainer

The goal of this lecture is to make trainees aware of the benefits of living with the community. Moreover, trainees should clearly recognize how their individual demeanour and actions may affect their work.

Lecture

Everyone is gathering information (data) every day of their lives for as long as they live. People learn how to speak their mother tongue by listening to how other people around them speak. In other words, they learn by listening (hearing). People learn to walk by observing (seeing) how other people walk. In many ways, everyone is doing research all the time.

In the case of community studies, a number of individual techniques to gather information are used. Some of these techniques, such as surveys and interviews, are active. However, a substantial amount of information is gathered in a less active fashion. First, it is important to learn how to use effectively what is seen and heard. Always remember that ***everything that is seen is data*** and ***everything that is heard is data***. This works both ways. How trainees act when they are in a village will affect their work. If villagers 'like' them, they will be more likely to trust them, and therefore more likely to give them information.

What is seen and heard applies not only to the active data-gathering mechanisms, but also to other conversations trainees may be part of, such as when they collect water or visit the market. Daily lives are always filled with information-gathering. Some of the information gathered during daily routines may prove irrelevant. During community studies, however, it is difficult to ascertain what information is useful until the later stages of the study.

Part of conducting a community study involves living with the community. Being able to observe the village life and interact with the population will often assist in gaining a general knowledge of the area and may provide insights into how the more active forms of data-gathering should be applied to improve the chances of having valid and reliable data.

At the same time, it is important to learn to use passive data-gathering throughout the active data-gathering process. For example, if a respondent is asked whether he or she has household animals and says no, but ducks, chicken and pigs are running around, it might be useful to ask who owns them. If a number of buildings are visible, it might be useful to ask what they are used for. If loud music was heard during the night, it might be useful to ask what that meant, and so on. In other words, things that we observe may be used trigger to discussion or lines of questioning not previously identified.

In additon, it is important to always keep in mind that ***everything done in the village influences the perception the community has of the team***. If a team of trainees (or operators, for that matter) is disrespectful to village members, villagers may be unwilling to work with the team or may not want to give the team information. Living with communities allows the team to gather data on a consistent basis, but this goes both ways: while the team is in the village, the people in the area are also observing the team. Their impression of the team will greatly influence the work during the study, and it is also likely to have repercussions on future assistance projects, whether in demining or in other fields.

Conclusion

On the whole, it is important that trainees start to use their eyes and ears to gather data. Living in a community presents unique opportunities for gaining information through observation and informal conversations. Given that team members are able to build good relationships through their conduct, living in the community also establishes the best foundations for other types of data-gathering.[34]

Supplementary Reading

PRIO Report 1/2000, chapter 4.

[34] It is recommended that short exercises be conducted. For example, trainees can be sent on a short observation mission (5 minutes) outside the classroom. They must describe what they saw in as much detail as possible. In addition, trainees should present hypotheses on the contextualization of what they saw. Trainees may also be asked to recall a conversation they have recently overheard (e.g. on a bus or in a shop) and to explain how the information gained from listening in on the conversation has provided them with new knowledge or insights, or has led them to find more information, and why.

Block 13: Methods – Data Reintegration

LECTURE A: DATA-GATHERING – THE ART OF NOTE-TAKING

Notes to the Trainer

Here, note-taking is the object of the discussion. It has been found that trainees often have little experience of doing this, so it is essential that their skills be improved. Again, the only way to effectively do this is through practice, which is also why lecture points are kept to a minimum and exercises are provided that will assist trainees in practising and perfecting their skills.

Lecture

There is one rule that trainees must remember about note-taking: they *will* forget what they were writing about! This rule should dictate their note-taking technique. This means that they must take notes that could be understood by someone who was not present. In other words: ***be clear, be precise*** and ***be detailed.*** This will help trainees and others understand what actually happened and what was found out while they were in the village. Notes must also contain clear references to data. What type of data is this? Who collected it? What was the source (person, event)?

The importance of taking very detailed notes cannot be overestimated. Learn to write things down as soon as possible after the event. If trainees find that they do not recall all the information or are unsure of some of it, they should ask colleagues for assistance or approach their source for clarification.

During this course, trainees should learn how important it is to take good notes during the lectures. Here, trainees have the advantage that the trainer is available for clarification long after each lecture. However, when trainees are in the field, they do not have this luxury. Once trainees leave an area, it will be difficult to improve or supplement bad notes.

During the field visit, trainees will be taking notes during interviews and meetings, but they must not forget to also take notes of their observations and of unofficial conversations they might have with village members. It is also important to take notes of discussions that trainees have with other team members. In addition, any questions trainees might have for the trainer should be written in detail, along with the responses from the trainer.

Good notes will make writing the report possible. Good notes mean that the report is, at least in part, written in the field. A good anecdotal example of bad note-taking is the following: During development of this course, a team was in the field conducting a study. They failed to follow a particular survey procedure and were advised by the trainer not to do so in future. However, the team's notes of the incident were as follows: 'We were told we should not do what we did today in future.' A few days later, they had no recollection of what it was they had done that should not be repeated. To be useful, their notes should have included a detailed account of the procedure they failed to follow and how such a procedure should be followed.

Conclusion

The trainees' abilities to take good notes in the field will be essential to a good study. This statement cannot be overemphasized. Therefore, skills will be perfected through the use of numerous exercises. Taking good notes is essential both because the person gathering the data will

forget quickly and because others will need to have access to the data during analysis and report-writing.[35]

[35] It is recommended that exercises be conducted to perfect the trainees' techniques. Short exercises (i.e. 10 minutes each) could be conducted at this stage. For example, trainees might interview each other on random topics, such as favourite sport, city where they were born, family structure, how they got their current job, etc. Trainees should then read out their transcripts and allow other trainees (including the interviewee) to comment. Alternatively, all team members might be sent to the same area for a short observation exercise (i.e. 5 minutes). Upon return, they should each write half a page on what they saw. Afterwards, their notes should be reviewed and compared in the group.

Block 13: Methods: Data Reintegration

LECTURE B: MAKING WRITTEN INFORMATION USEFUL TO THE ORGANIZATION

Notes to the Trainer

The goal of this lecture is to give trainees a clear idea of how their data-gathering and write-up skills will influence the usefulness of what they write. The focus here is on write-up of the report.

Lecture

Like note-taking, writing reports requires that trainees be clear, precise and detailed. In addition, trainees must also ***organize the information*** well. Trainees will be gathering large amounts of information on a daily basis while they are in a village. This information will be based on their observations, interviews, surveys, unofficial conversations and discussions with their team-mates. However, it is very difficult to use this information if trainees do not organize it or if they are later unsure of its reliability. Again, we return to the previous point about note-taking. Here, the focal point of discussion is how one should organize the information gathered.

In order to prevent future problems, trainees must organize information into sections (see different fields) as soon as they get it. Additionally, trainees must examine survey responses daily to ensure that they fulfil the required needs and to see whether they provide additional information that may suggest new avenues of research. There are many advantages to working in a team; one crucial advantage is that individual trainees are able to ***double check their information against that obtained by other team members*** (or their recollections).

One key thing to remember when trainees are writing and organizing information is that it must be understood by someone who was not in the village. All information must be written in a way that gives a true and reliable picture to a third person. If this is not the case, the work will not be useful to the institution.

Trainees must remember to use the tools they have for organizing data. If trainees look back at earlier notes on village background, economic field, human field and HMA operation, they will find a key to organizing information in a way that is user-friendly and ensures that sufficient information is gathered.

Ultimately, the report should be written in a way that fits with the organization's operational mode. This may, for example, include a summary of the most important factors at the beginning of the report, which will make it easier for organizations to use the information without having to read the whole report only to find that it does not meet their needs.

Conclusion

The key here is to remember that community studies must lead to a report for the organization that commissioned it. In addition to following the community study guidelines and techniques taught throughout this course, it is important to recognize that the value of the report will be highly contingent on the notes taken during the study. With the exception of surveys, all other data will reflect written notes. These notes should at all times be clear, precise, detailed and or-

ganized. Failure to perfect writing skills will affect the quality of the final product and hence the effectiveness of its use.[36]

[36] It is suggested that exercises be conducted to illustrate the above and to assist in perfecting much-needed skills. Divide the trainees into teams and send them somewhere nearby to conduct an observation. Individual team members should write notes while conducting their observations. Upon returning to the classroom, the team should review its notes and write a summary. The following questions should be asked: Are some of the notes incomprehensible? Do trainees in the same team have different accounts of the same observation? Are the final notes comprehensible? The report should be given to a team that was not making the same observation, and that team should evaluate the report and point out its strengths and weakness. Does the report give them information as if they had been there? The teams making evaluations should also go to the observation area and re-evaluate the report. Is what they find the same as what was described to them?

Block 14: Methods – Surveys

LECTURE A: SURVEY VERSUS INTERVIEWS

Notes to the Trainer

The goal of this lecture is to illustrate for trainees the differences and complementarities of the survey and the interview approach to data-gathering. Use 'Chinese whispers' to illustrate how information exchange might not yield required data. Include the exercise into the lecture.

Lecture

Like hearing and seeing, interviews and surveys are also data-gathering systems. Each way of gathering data has its particular characteristics. Listening and seeing things will be important, but it will not be the main source of information-gathering during community studies. This is so because there is always a risk of misinterpreting information when a person randomly hears or sees things, hence other ways of gathering data are used in order to strengthen the reliability of conclusions.

Why Use More Than One Tool?

Multiple tools are used because each tool has advantages and drawbacks. Using different systems together contributes to making information increasingly reliable. The drawbacks of one system or tool will be offset by the benefits of the other, and so on. Furthermore, when one issue is covered by different types of data, it is possible to place greater certainty on the conclusions.

The Differences Between Surveys and Interviews

Surveys are characterized by the asking of standardized questions to a large number of respondents. Interviews, on the other hand, provide more specific information from a limited number of respondents. Surveys have the advantage of being quicker and covering a large number of respondents, but they are also more rigid – in the sense that they do not leave room for following up on interesting points. Interviews, on the other hand, are not standardized and therefore permit in-depth inquiry into specific issues that relate to the specific knowledge of the respondent. While the flexibility of interviews is an advantage, they are time-consuming, and the number of respondents must therefore be limited. Another disadvantage is that, because an interview might go in several different directions, analysis of the data cannot be as systematic as that of surveys and analysis is more demanding in terms of both time and competence.

How Do They Complement Each Other?

Used together, surveys and interviews permit the questioning of large parts of the population in terms of both specific issues and general information. Surveys may help in identifying people who might provide key information and should be interviewed later. For example, if a large

number of the population identifies one individual as the person who provides information on landmines, then it might be useful to have an interview with that person.[37]

Conclusion

Neither tool is more or less important than the other. This is a very important factor to bear in mind. Both approaches to gathering data require substantial skill. Mastering these skills will contribute to obtaining reliable data. However, before being able to examine the development and conduct of each tool, it is important to understand what each tool does and how these complement each other. One of the basic principles behind the community study approach is the ability to obtain reliable in-depth data. There are a number of factors contributing to this, one of these being recognition of the complementarity of approaches – as in the case of surveys and interviews reviewed here.

Supplementary Reading

Robson, Colin, 2002. *Real World Research*, 2nd edn. Oxford: Blackwell.
PRIO Report 1/2000, chapter 4.

[37] The following exercise is suggested to make trainees aware of the dangers of reliance on informants who are not the original source of information: Chinese Whispers. This game is based on giving one person a set of information and having him or her give it to a second, who in turn gives it to a third, etc., until someone passes it on to the original person. The exercise shows how information changes each time it is told. This introduction to the distortion of information is a useful exercise for demonstrating a number of issues: why it is important that our data-gathering mechanisms are good; why our note-taking must be good; and how people unwillingly distort things (which is why we need multiple sources).

Block 14: Methods – Surveys

LECTURE B: CREATING A SURVEY

Notes to the Trainer

This lecture will focus on issues concerning the creation of surveys. A survey has been designed for and is provided with this course. However, it is important that trainees understand how surveys are developed because they may need either to develop surveys or to adapt existing surveys in their future work.

Lecture

What Do You Want To Know? How Do You Want To Ask?

The above points assist in the very basics of survey-writing. There are a few other issues which must be kept in mind:

- Surveys should not be too long. If a respondent is kept for over 45 minutes, they might feel this is too long and tedious, and become disinterested.
- Survey questions should be written in language that is understood by the respondent. If he or she does not understand a question, they are likely to feel unqualified to answer and this may cause offence. It is important that surveyors become familiar with the terminology used in the area to make sure that questions are comprehensible. One example of this is the term 'mine awareness'. Currently, a variety of different terms are employed to refer to what is encapsulated by the above term. This means that not everyone will associate the term 'mine awareness' with what it was earlier in this course defined as being. Therefore, when working with people who employ different terms, surveys and interviews should reflect this shift in terminology. Another example is when people use local terms that are different from those generally applied, particularly with regard to such issues as community leadership, units of land or family relationships.

Closed and Open Questions

Closed questions have predetermined answers – that is, they have a number of different ready-made responses from which the respondent is expected to choose. It is important to remember that there is no point in forcing a question to fit a predetermined response. For example, you might ask respondents whether they know how to read and write. This is the kind of question that only requires a yes or no answer. Respondents might be asked how many wives they have, and a response might be assigned within the survey for this – for example, boxes indicating 1, 2 , 3, 4, or more than 4 that can be ticked according to the response.

With open questions, the respondent is able to answer at length in his or her own words. It is preferable to have questions that do not require long answers, but at the same time it is better to have long answers than unusable answers. A survey respondent might be asked, for example, where he or she was born – a type of question that is open because the surveyor does not know what the answer might be.

Additionally, it is important that leading questions are not asked. Leading questions are those that tell the respondent what the responses should be or that tend to encourage a particular re-

sponse. Here, we must be aware of how questions are worded, because while some questions are evidently leading, others are less so.[38]

Once a decision on the subject of the survey has been made and the questions have been written, a considerable amount of time should be invested in editing and modifying questions, as well as modifying the survey as a whole. Always try to get as much information in as little time as possible. After the survey has been created, it needs to be tested. This can be done by presenting the survey to a limited number of respondents, to check both whether questions are properly understood and whether they generate the type of information that is expected.

Conclusion

Overall, survey creation requires detailed attention and thorough testing to ensure that the survey works. Trainees should be prepared to change survey questions if it is found that they are ineffective in terms of gathering the required data. The key to making useful surveys is to formulate questions that gain the appropriate information in the most effective way possible. This means choosing between open and closed questions, ensuring that the language and terminology employed is understood by the respondent, and keeping the length of the survey to an absolute minimum without compromising the need for data. An additional factor of key importance in survey creation is the formulation of questions that are not leading in any way.[39]

Supplementary Reading

Robson, Colin, 2002. *Real World Research*, 2nd edn. Oxford: Blackwell.
PRIO Report 1/2000, chapter 4.

[38] Use Appendix 7 to illustrate the differences between leading and non-leading questions.

[39] To induce discussion, it is recommended that trainees are asked for examples of leading and non-leading questions, questions requiring a yes or no answer, questions requiring pre-identified responses and questions requiring long responses. You may also pick related questions from the survey (Appendix 4) and use these as the basis for an exercise where trainees can attempt to reformulate questions, changing open questions to closed ones and vice versa. Trainees should clearly explain the effect of the changes made: do they improve the data-gathering or not, and why?

Block 14: Methods – Surveys

LECTURE C: CONDUCTING A SURVEY

Notes to the Trainer

Go through the survey that will be employed during the field exercise. Ensure that all trainees understand the role of each question and the type of information each question requires. Be aware that the latter half of the lecture will take considerable time.

Lecture

What surveys do at a general level has been reviewed earlier. It appears to be easy for a surveyor to go to individual households, read the survey and annotate the answers. However, gaining valid reliable data is fully dependent on the skills of the surveyor, including familiarity with and understanding of the survey itself.

First, ***learn the survey***. That is, know the questions and what they ask. This will make it much easier to fill out the survey as a respondent answers. It is not a good idea to stumble over words or to find that the meaning of words is unclear and cannot be properly explained to the respondent. Surveyors must be prepared! If not, it will show. If respondents feel that surveyors do not have full command of what they are doing, respondents will be unlikely to trust them or their work.

Second, ***understand the survey***. This is not the same as above. Surveyors must read the questions and understand the type of information that is being sought. This way, surveyors will be sure to get what they want. For example, a respondent may be asked 'How many mine victims are there in the area?', and the respondent may answer 'many'. The surveyor should know that this has little value and should therefore ask the respondent for more precise information. In such cases, questions can first be asked in a different way, which may generate a more concrete response. If not, the study team must find information elsewhere regarding the particular issue.

Third, when working in a team, different members will fulfil different tasks during surveying. One person might ask the questions while another writes down the answers. Something which is technically outside surveying, but nonetheless important, is to recognize and note information that does not answer a specific survey question, but which might be useful or of interest. In many cases, respondents will provide information that is not specifically sought by the survey; surveyors should take the opportunity to note such information down, just as with any other information gathered through observations or informal conversations. In other words, conducting surveys should not be regarded only as a way of gathering standard data, but should also be regarded as ***an active tool*** that can lead to additional data-gathering

The survey which will be employed in the field should be distributed to the trainees. Each question should be discussed; the reason behind the question should be elaborated; and the type of information required should be made explicitly clear (see appendices 4 and 5).

Conclusion

This lecture should give trainees an overview of the skills required for successful surveying and should review the survey that will be employed during the field exercise. It is very important that each trainee spends considerable time familiarizing him- or herself with the survey that will be used in the field. Its questions and demands should become familiar to each trainee.

Supplementary Reading

Robson, Colin, 2002. *Real World Research*, 2nd edn. Oxford: Blackwell.
PRIO Report 1/2000, chapter 4.

Block 14: Methods – Surveys

LECTURE D: USING A SURVEY

Notes to the Trainer

During this lecture, trainees should become familiar with using a survey that has already been written, either by themselves or by someone else.

Lecture

Standard information, general information, and ***a source for key interviews and further questions*** are three principal characteristics of surveys and their role within the community study approach. It is important that trainees know what a survey can do so that the tool is used appropriately and effectively.

The idea of using surveys is based on the need to obtain standardized information (where a large number of people provide information on exactly the same questions). Standardized information does not allow us to explore in any depth the specific needs or capacities of individual respondents. Therefore, the focus of surveys is on general information about the household and the community.

During community studies, it is important that surveys are read and studied on the day that they are conducted because this might help plan the rest of the study. The survey that is currently employed for community studies has a number of questions that assist in the identification of individuals. It may be the case that a majority of people identify the same individual for a specific role or task at the village level. In such a case, it would be wise to try to interview this individual. A second reason for reading through surveys immediately after they have been conducted is that this serves as quality assurance. If there have been flaws in the way a survey has been conducted, there will still be time to adjust the practice.

When a survey is conducted, the household must be approached, and a request to speak with the head of household should then be made. The surveyors should then introduce themselves, explaining who they are, who their team members are, who they work for and what they are there to do. It is very important that surveyors do not raise false expectations. If, for example, surveyors are conducting a pre-demining assessment visit, but no concrete plans have been made, surveyors should stress this so that community members do not feel betrayed if an operation does not materialize. The surveyors must then ask for the assistance of the head of household and always remember that, if the person is unwilling to respond to the survey questions, they should not insist. If the head of household is not available, surveyors should ask if there is anyone else who might be able to assist. A young child or a visitor from another area is not an appropriate alternative. It is important to note that these guidelines for introductions also apply to interviews.

Surveyors must always be aware of potential problems. This can be illustrated by what happened to a team during a community study. The team arrived at a house and followed all of the guidelines outlined above. The head of household – in this case, the husband – was not present, but his wife agreed to respond to the questions. She was very cooperative and provided insightful information. However, about halfway through the survey, the husband returned to the household. On returning, he did not interrupt the survey process, but sat at some distance and listened. However, from that moment on, the respondent (the wife) was unable to answer any questions. All her responses were along the lines of ‘I don’t know’, ‘I have no information on this’, ‘I don’t think I can help you regarding this matter’, and so on.

When surveys provide little useful information (as in the above example), it may be necessary to complete the survey session, but then discard the survey. It is very important that surveyors learn to recognize when information is not useful, and they should bear in mind that surveys become useless when questions are asked in a manner that does not yield the required information.

Conclusion

It is important that trainees follow procedures closely while in the field. This includes key issues such as introductions, requesting permission to conduct a survey in a given household and the daily review of surveys. This last procedure is essential to ensure that the data-gathering process is being successful in gathering the required data. Equally important is that surveyors learn to recognize when surveys do not yield required information. In such cases, surveys that do not generate working data should be removed from the data pile, and new surveys – with other households – should be conducted to compensate for this.[40]

Supplementary Reading

Robson, Colin, 2002. *Real World Research*, 2nd edn. Oxford: Blackwell.
PRIO Report 1/2000, chapter 4.

[40] It is recommended that trainees practise writing a few survey questions and test these on their classmates. This will strengthen their skills in both writing and using surveys.

Block 15: Methods – Interviews

LECTURE A: GROUP AND INDIVIDUAL INTERVIEWS

Notes to the Trainer

This lecture will give trainees a general idea of the key traits and essential characteristics of successful interviews.

Lecture

There has been much debate regarding the merit and drawbacks of individual versus group interviews. The fact remains that neither is better that the other. Individual interviews allow one person to provide information in a private way. This may mean that he or she may be more honest, but in certain instances it may mean the opposite, as there is no one to check. On the other hand, group interviews may allow communities to give information as a whole, which can be more or less reliable depending on the dynamics of the group. Group interviews are often used because they provide an opportunity to also provide information to the community.

In the case of community studies, both group and individual interviews are used in order to benefit from the strengths and minimize the drawbacks of each. In both types of interview, it is important to have a good ***dynamic***. In the individual interview, the aim is to have a ***conversation*** with the respondent, while in the group interview the aim is to have broad ***participation*** within the group.

By nature, individual interviews will tend to provide more specific information, while group interviews will provide broader information. Later, the issue of ***confidentiality*** will be discussed. For now, it is important to remember that trainees must not falter on such a basic principle. If respondents doubt the ability of the interviewer and the study team to treat information anonymously, the value of the interview may be low, particularly when changes in political realities have taught people to be careful about whom to trust. Meanwhile, it is important to stress the three points that are highlighted in the reminder notes. A dynamic discussion is characterized as being one in which the participants (interviewer and interviewee) develop a cooperative approach to finding information. The ability of the interview process to become dynamic will depend largely on the ability of the interviewers to demonstrate that they are prepared. Prior to the interview, relevant questions will have to be thought through, reflecting what the respondent is expected to know as well as the primary information requirements of the study team. This leads to the second point: conversation. While interviewers need to be prepared, they should also be able to develop questions quickly in response to information that they have just obtained. An interview differs from a survey in that, while a set of core questions are formulated in advance, interviewers must also allow the discussion to develop into new areas. Participation is most important in the group setting. If interviewers are holding a group interview with numerous people, but only a limited number feel free to voice their opinions, the data gained from the process will be less useful than if all or most participants become actively engaged. In group interviews, developing a group dynamic that allows all participants to become active in the discussion can take considerable effort on the part of the interviewer. However, being able to do so is essential. Different tips that might help in this task will be reviewed later.

Conclusion

Overall, there are a number of principles that must be followed when conducting interviews. The interviewer must strive to have a dynamic conversation with the respondent(s). Participation and involvement on the part of the respondent(s) is also a key factor affecting the success of interviews. To achieve this, it is crucial that the interviewer is well prepared. This includes having a set of core questions, but also having sufficient understanding of the area and an ability to ask questions according to the responses given. While there are a number of factors that will influence the interviewees' willingness to provide information, one key factor is confidentiality. The interviewee must understand what is meant by this and trust that confidentiality will not be violated.[41]

Supplementary Reading

Robson, Colin, 2002. *Real World Research*, 2nd edn. Oxford: Blackwell.
PRIO Report 1/2000, chapter 4.

[41] It is suggested that trainees be prompted to interview the trainer on an issue of the trainer's choice. The trainer should be prepared to play the role of both a very cooperative and a very withdrawn respondent. This will assist trainees in developing a sense for the type of difficulties that might be faced in the field.

Block 15: Methods – Interviews

LECTURE B: CONDUCTING AN INTERVIEW

Notes to the Trainer

The goal of this lecture is to provide trainees with some practical information and tips on the conduct of interviews.

Lecture

First, let us examine the question of interviewee identification. In the case of group interviews, it is essential that a large proportion of the village population attend. In order to increase the chances for participation, trainees should make sure that the team has institutional support for the meeting (i.e. village leadership) and ensure that appropriate measures have been taken to inform the population of the meeting.

In the case of individual interviews, the issue of choosing respondents is more complicated. Earlier, it was mentioned that during community studies an estimated five to eight individual interviews are conducted. Trainees will be provided with a checklist that tells them which data-gathering mechanisms are used to respond to each subheading in the field of inquiry. Using this list assists in identifying the types of information that require individual interviews. In addition, trainees may use group interviews, surveys and unofficial conversations with villagers to determine who might be most suitable to respond to a particular issue in the checklist. Trainees should be aware that questioning an interviewee could put him or her in a position of 'privilege' with respect to other villagers. Therefore, it is very important that trainees use their knowledge of the village to ensure that key persons in the village, such as the village leader, are interviewed. In some cases, additional interviews need to be conducted for this reason alone. What must be avoided is the exclusion of respondents from vulnerable groups or those identified as power holders (village leaders, church leaders, etc.). Ensuring a variety of views is essential.

Interviews are ***conversations***. The more like a conversation an interview is, the more useful it will be. Interviewers must try to establish a ***dynamic*** with the respondent that is both comfortable and informative. Interviewers must know what they want to ask and must prepare well. Stay away from questions that can be answered with a yes or no response. This last point is crucial. Interviewers should test their questions to make sure they cannot be answered with simple yes or no responses, as these will end a conversation instead of starting a dynamic one, and such types of answers yield very little information.[42]

The goal of an individual interview is to get as much in-depth information as possible, which means that the interviewee needs to want to talk. Therefore, the interviewer's job is to make the interviewee interested in giving information. Interviewers can do this by asking questions which require long answers, which in turn will provide information for new questions.

Alongside individual interviews are group interviews, aimed at obtaining more general information, where developing a good dynamic and general participation is also key. Interviewers

[42] It is recommended that the following short exercise be used to illustrate the problem with yes or no responses: the birthday line. Send one trainee out of the room. Put all of the remaining trainees in a line in accordance with the order of their birthdays (e.g. a person born on 4 January before a person born on 8 January before a person born on 6 May, and so on). Once all the trainees are lined up in the correct order, ask the trainee outside to return. This trainee can then ask yes or no questions to any of his or her classmates. The goal is for the trainee to establish the principle that has been used to organize the line. The chances that he or she will be able to ascertain this are very small. This illustrates a very good point, that yes or no responses provide one with little working material and do not help lead the interviewer into new and productive directions.

must be aware that the conversation during group interviews may be led into areas of which the interviewers were not previously aware. Therefore, interviewers should be quick to ask questions that arise out of information provided to them as responses to other questions asked. For group interviews, it is particularly useful to be more than one person, so that responsibilities for leading the discussion and for taking notes can be divided among the team members.

Interviewers must be sure they understand what it being said. If interviewers have any doubts about this, they should ask the question again in a different way or simply ask for clarification. Respondents will usually be very aware that interviewers are new to the area and therefore know little, if anything, about it, and they will most often be more than happy to clarify any doubts the interviewer might have.

If the interviewer realizes that interviewees are having difficulty in being available for interview on a particular day, interviewers should adapt their schedules to the needs of the interviewees. First, it is key that interviewers make appointments. This demonstrates respect for the daily routines of interviewees. However, particularly when conducting individual interviews, the interviewer should be prepared when he or she goes to make such an appointment. It might be the case that the person in question would like to have the interview there and then.

When the interview process runs into unexpected problems, interviewers should try either to change the conditions or to reschedule. In one case, a team went to interview a village member at the appointed time, but found that he was sick and unable to answer questions appropriately. In other cases, group interviews have been similarly disrupted. In the case of group interviews, it might not be practical to reschedule the meeting, since this might require considerable effort on the part of a large number of the population. In such cases, the interviewer must assess the situation and see if the encounter can, in any way, be made more productive.

Interview material plays a key role in the community study approach. The validity of the data, however, is entirely dependent on how the interview is conducted. As with surveys, the study team must be aware that some interviews may yield no useful information, in which case other sources must be sought to compensate for the lack of information.

Conclusion

The interview is a very useful tool for gathering data. However, it is important to recognize that the degree to which the data generated is valuable will depend on the conduct of the interview, and earlier lectures have reviewed some key tactics that need to be followed to increase the chances that the interview will yield useful data. In addition, the usefulness of the data will largely depend on the identification of appropriate respondents. With community studies, it is recommended that five to eight individual interviews be conducted. The limited number makes it crucial that the right respondents are identified. In the case of group interviews, it is essential that a large portion of the community attends. Moreover, during both group and individual interviews, interviewers should be well aware of time constraints, illness or other factors related to the respondents that may considerably affect the nature of the data gathered.

Supplementary Reading

Robson, Colin, 2002. *Real World Research*, 2nd edn. Oxford: Blackwell.
PRIO Report 1/2000, chapter 4.

Block 16: Field Exercises – Conducting a Study

LECTURE: CONDUCTING A STUDY

Notes to the Trainer

This lecture is designed to give trainees a clear idea of what the community study process involves.

Lecture

Complementary Forms of Data-Gathering: Written Material, Observations, Group Interviews, Surveys and Individual Interviews

Community studies employ all of the above data-gathering mechanisms. These mechanisms are normally employed in a specific order (see reminder notes), but it is possible to adjust that order. It has been found that conducting surveys first allows for the subsequent identification of individual interview respondents. However, this specific order – with regard to surveys and individual interviews – can be switched, or both can be conducted simultaneously. The latter option requires that consistent and close attention is paid to the surveys, as these may change the conduct of the study (i.e. identification of new informants for key interviews).

- First, a review of existing data, if available, must take place. This information may include reports from previous visits to the area by staff of the organization the trainees work for, but may also include reports obtainable from other sources, such as government bodies or organizations that work or have worked in the area.
- Second, the team must be introduced to the local administration and must ask for permission to work in the pre-identified village. It may be useful to have a letter of endorsement from the national demining body or from regional officials. In addition, trainees should ask for a contact person at the village level. When the team of trainees arrives at the village, they should find the contact person assigned to them. The team must be introduced, and permission to work in the area and assistance must be requested. The team will need an area for camping, and will need to take care of practicalities, such as building latrines and getting access to water. A guide who is familiar with the area and who has good information on the location of mines should be identified. If the guide is from the village and not, for example, a member of the demining team in the area, it will be necessary to hire him or her, in which case the guidelines for hiring the guide should be similar to those for the interpreter (see below). The trainees must ask their contact person to help them arrange a group meeting with the population as soon as possible so that they can start their work.
- Third, after the trainees have arrived and arranged logistical issues (location and set-up of camp) and technical issues (guide and interpreter), they should walk through the village to try to get an idea of the area and how to best conduct the survey. This general observation may provide them with additional questions for the first group interview. It is crucial that this observation is not taken unless the team has a qualified guide.
- Fourth, trainees will conduct a group interview with villagers and ask for permission to work and assistance in the conduct of the study. During this meeting, they will also gather general information on the village.
- Fifth, trainees will conduct the surveys. Surveys are conducted before individual interviews because they might help to identify respondents for the individual interviews.
- Sixth, trainees will conduct individual interviews with key individuals. Usually five to eight interviews will cover their needs for information.

- Seventh, trainees will have another group meeting. This meeting is used to confirm the information they have and clarify information they are unsure or unclear about. Trainees should thank the villagers for their assistance and greet them before departure.

In addition, a number of other issues need to be considered:

Analysis: It is important that all data gathered is reviewed on a daily basis. This will lead to preliminary conclusions and to the identification of the sorts of data that are missing. Analysis needs to be a continuous aspect of the study process, from early planning to the final report.

Observations: The first observation of the village should have been made as trainees arrived. The second and more systematic observation should have been conducted after the set-up of the camp. It is recommended that walks through the village are conducted on a regular basis, because trainees might become aware of new things as they continue observation exercises. If a village is composed of very dispersed houses, with just kilometres of bush in between, it may not make sense to conduct regular observations of the whole village, and it might be better to focus observations on areas where people gather, such as the village market. Nonetheless, the first pre-survey observation walk should be conducted.

Confidentiality: This is key to responsible and effective data-gathering. With the exception of the group interview (i.e. in individual interviews and surveys) trainees should always give respondents a solemn promise of confidentiality. Respondents might feel unwilling to provide trainees with information if they think the information will become available outside the study team. Guaranteeing anonymity places a great responsibility on the study team and the organization to safeguard the information obtained, both during and after the study. The information obtained is important, but it is not important that what one individual has said is discussed with others from the same village.

Interpreters: It might be the case that trainees will need to use an interpreter. This will always pose some constraints on their work. Here, there are a few issues to remember: Trainees must be sure to train their interpreter well. The interpreter should know and respect the rules on confidentiality. And the interpreter should understand that he or she is there to be the voice of the trainees, as well as that of the interviewee or survey respondent, not to add his or her opinion or interpretation of the information. If someone is hired locally, they may be able to provide insightful information on the village and its inhabitants, but this should not be done while conducting surveys or interviews. When hiring an interpreter in the village, it is important to identify a person who is responsible and reliable. At the same time, it is important to find someone that is acceptable to most of the inhabitants and who does not hold a position of power within the village. The latter is important because people may not be willing to voice their honest opinions if trainees are assisted by someone in a position of power, and respondents will be keenly aware that someone from the area is listening to what they are saying.

Payment of staff hired locally is important. Disproportionate salaries should not be paid. Salaries should be directly linked to what the local economy dictates or to what the interpreter might have earned had he or she not been working with trainees.

Conclusion

The above lecture has given a review of the different steps to be taken during the community study field visit. The way the community study is conducted is key to the reliability of the material gathered. As was made clear in earlier lectures, employing the tools appropriately is essential, but this is not sufficient to ensure good data. The order of the steps taken during a community study will substantially assist in making the process one in which the community members feel part of, not trampled upon. This is an essential factor in ensuring community participation in the process. Moreover, issues such as daily reviews of data, the order and conduct of observations, confidentiality and the hiring of staff are key in ensuring that data is reliable and sufficient.[43]

[43] It is recommended that the floor is opened up for comments or questions. If the trainees have no questions, the trainer can ask the trainees questions relevant to what was just reviewed.

Block 17: Using the Data

LECTURE A: WRITING THE REPORT

Notes to the Trainer

The goal of this lecture is to provide trainees with an overview of the report requirements and to give them the opportunity to learn and practise how to use computer tools such as Microsoft Excel.

Lecture

Before trainees can ***write up*** their report, they must ***compile gathered data*** in an organized way. First, trainees must look back at all of the information gathered from surveys and in their field notebooks, which should contain detailed notes of all interviews, observations, unofficial conversations and discussions with team-mates. Second, trainees must order this information according to the respective fields – a task which in large part will have been conducted while in the field. Third, trainees will analyse the survey data to supplement the information they already have. Trainees will learn how to use Microsoft Excel to systematize survey data, though this may also be done manually.

After trainees have compiled all their information under the appropriate headings and supplemented this with the survey responses, they must review the information and crystallize their analysis of the data. They should make connections between the different issues, not forgetting that landmines are the key concern of the community study. In other words, each section must connect to information on the landmine issue. This process should be guided by two key factors: first, the question or purpose that led to the study and, second, a search for any unexpected information that may be of value. Doing this should lead trainees to develop a section that should be placed at the front of the report, outlining the main findings.

If trainees find that they have contradictory information, they should try to find out why this is the case. If trainees have reviewed their notes and surveys regularly during their field visit, they should have been able to ensure that contradictions in data were justified. However, if trainees have left the field and then realize that data are contradictory, they should be sure to include all versions of the data gathered, rather than choosing some information and disposing of other elements to rid themselves of any contradictions. It may very well be that bringing out the contradictions will accurately reflect how people see the issues in question. Acknowledging all of the various elements will assist in ***writing a useful report***.

It is suggested that the outline for the report should be presented at this stage in the course, together with Microsoft Word and Excel (see Appendix 6).

Conclusion

This lecture has presented the key technical issues regarding successful report-writing. These include examining the data gathered and organizing the data as a starting point for thorough analysis. An important issue to remember here is that trainees must return to the original question or reason for which the study was conducted, but should also be aware that there might be information which is not directly relevant to the principal purpose of the study, but which is valuable to the operator. Additionally, it is of principal importance not to disregard data because it appears contradictory. At this stage, if trainees return to the first days of lectures and quickly review the

topics examined, they should find themselves prepared to go to the field and conduct a study leading to a useful report.[44]

[44] It is suggested that considerable time be allowed for trainees to practise using Microsoft Excel and Microsoft Word as they may not be familiar with working with computers. They should use pre-completed surveys to practice entering and analysing data with Microsoft Excel.

Block 17: Using the Data

LECTURE B: USING THE REPORT

Notes to the Trainer

This lecture is aimed at providing the trainees with some final reminders about the usefulness of the report that is produced from the studies. Ultimately, the usefulness of the report will largely depend on the operators' willingness to use it as an effective tool.

Lecture

Clearly, once the report is written, its use will depend on the stage at which the study was conducted – before, during or after an operation. Moreover, the report will have two overarching benefits: it will assist individual projects, but it may also be used to improve the overall programme. The second of these benefits is a result of the fact that the greater the experience an operator has in identifying the capacities and vulnerabilities of communities and successfully working with these, the greater will be the potential for good operations at the field level and for the reduction of potential harm.

Most fundamentally, operating agencies must develop willingness and capacity to use the information they have. It is of little use to conduct studies, and indeed to write reports, if there is no effective way of using them. Who will get the reports? How will he or she be using them? These are questions that should be clearly answered by the operator before new approaches to gathering data are adopted. For example, if a report is written during a demining operation and it is found that villagers are unhappy with the presence of the deminers because of their behaviour during their free time, or if it is found that the population has little confidence in the demining, then it is important that there are ways by which this information can reach the task in question so that appropriate measures can be taken to correct the problem. In itself, the existence of a report will not solve the problem. It will only provide insight into the problem's existence and provide options for its solution. Being able to implement responses is a different issue.

The principal ways in which the reports can be used effectively will now be outlined:

To Identify a Priority When an Operator Must Decide Between Seemingly Similar Areas

Reports that result from studies undertaken before the commencement of operations can be used to determine which of a limited number of areas should be provided with demining first. As has been elaborated during this course, setting priorities becomes increasingly difficult as countries affected by mines move towards long-term development. In may very easily be the case that a point is reached where identifying priorities is impossible without in-depth information.

To Gather Information on How Best To Launch the Operation

Conducting pre-demining community studies provides substantial information that can assist in the launching of an operation that will effectively tackle impact-related issues, such as pre-demining negotiations, ensuring the purpose of the demining and ensuring that the target group is the intended one. These issues were reviewed in detail earlier in the course, but here it is key to reiterate that the agreements made between the operator and the affected communities require that the operator is well informed beforehand.

To Correct Errors (e.g. Bad Dynamics Between the Demining Team and Villagers)

First, it is key to recognize that, if assessments have been made prior to demining, substantial information will be available at the demining stage. Therefore, assessment of the operation during demining may be less time-consuming and may be able to focus specifically on areas thought to be problematic. It is at this stage that the most visible benefits can be made apparent. Correct and thorough assessments of ongoing operations will provide the organization with key information to ensure impact and to simultaneously minimize the potentially negative effects of demining. Insights gained at this stage need to rapidly fed back to the team working in the field, and adjustments to methods of working should be made as quickly as possible. The ability of operators to do this will in the long term help them ensure that their operations are regarded as yielding impact, and hence to sustain consistent support from affected populations, government bodies and donors.

To Ensure Communities Benefit as Much as Possible from the Operation

Once an operation has been completed, the value of the report is twofold: to correct any problems linked to the previous operation and to generally adapt the operator's way of working to more effective methods (lessons learned). Any operation must aim at achieving the greatest impact possible while minimizing the harm done. These are also key concerns for humanitarian organizations and for donors. However, if post-demining assessment points to a need for further involvement at the community level, despite efforts made during demining, then the operator must find appropriate ways to solve the problem and act upon the solution identified. The ability of the operator to recognize its role and responsibility at the post-demining level will be appreciated, not only by affected villages but also by the donor community.

Conclusion

On the whole, the community study approach is a useful tool at a variety of stages of the demining process. The most evident ways in which a community study can be useful to an operator are: to identify priorities in cases of seemingly identical areas, to gather information that allows effective and applicable agreements to be made between the operator and the community prior to the commencement of the operation, to correct errors being made at the field level while the operation is ongoing, to ensure communities have benefited as much as possible from the operation, and to identify lessons learned and employ these to better future operations. The usefulness of the approach will, however, be largely contingent on staff training and organizational ability to adapt to changing needs.[45]

[45] It is suggested that time be employed here to clarify any area which may be unclear. If no questions arise, then a discussion on the usefulness of the report can be started by asking participants how they feel the report could be useful within the their own organizational settings.

Handouts and Exercises

BLOCK 1: INTRODUCTION

Handout A: Introductions

Reminder Points

- Assistance to Mine-Affected Communities (AMAC)
- Community study approach
- Focusing on target groups

Handout B: Teaching Style and Materials

Reminder Points

- Components: classroom and field
- Lectures, exercises and simulations
- Written materials (reports)
- Evening work
- Community study
- Interactive
- Grades

Handout C: The Need for the Training

Reminder Points

- Building capacity at the ground level
- Using available information effectively
- HMA from macro to micro

Handout D: Principal Foundations

Reminder Points

- Do No Harm
- Capacities and Vulnerabilities Analysis (CVA)

Exercise 1

Brainstorm Exercise: What Is the Socio-Economic Impact of Landmines?

1. Brainstorm individually with regard to the question and make notes of all your thoughts.
2. Organize your thoughts: Create a group with the two people sitting to your right. Explain to each other the different thoughts you have had and write down all of these ideas in an ordered way.
3. Identify a speaker for the group and share your ideas with the class.

Evening Work 1

Write down three examples of how organizations conducting demining can do harm to communities (‘Do No Harm’).

Write down three examples of different capacities that communities might have. Use your experience in the field to guide these examples (‘Capacities and Vulnerabilities Analysis’).

Handouts and Exercises

BLOCK 2: HMA OVERVIEW

Handout A: HMA as Part of a Larger Humanitarian Effort

Reminder Points

- Landmines and their implication in a conflict situation
- Landmines and their implication in a post-conflict situation
- Eliminating the impact of landmines requires more than their physical removal

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Handout B: HMA and Its Components

Reminder Points

- Advocacy
- Mine awareness
- Demining
- Victim assistance

Handout C: Emergency to Development – A Review of the Different Stages of Assistance and Their Roles

	Stage 1	Stage 2	Stage 3
Overall objective	Emergency	Short-term developmental	Long-term developmental
Main impact by level	National level (Macro-level impact)	Regional level (often coordination with other aid initiatives)	Community level (Micro-level impact)
Accident potential	High	Low	Minimum
Impact identification	Low difficulty	Moderate difficulty	High difficulty

Table 1: Priority-setting by stage of postwar reconstruction (from Ananda S. Millard & Kristian Berg Harpviken, 2000. *Reassessing the Impact of Humanitarian Mine Action: Illustrations from Mozambique*, PRIO Report 1/2000. Oslo: PRIO)

Exercise 2

Simulation: Priority-Setting

Divide into groups. Each group should decide which area requires assistance first and justify their decision. After deciding which area should be tended to first, explain and justify the type of intervention required. You may feel that you are missing information required to make your decision. In this case, make the pro and con arguments for each case and outline the type of information that is missing and how you will go about gathering this information.

The groups should present their findings and decision to the class, and a discussion should be held.

The Case

The country you are working on has just signed a peace agreement, and your organization has started a demining program. You receive the following two tasks, but can only undertake one of them.

Task A

A main road linking two major cities (A and B) in two adjacent provinces is mined. The road is 500 Km long and it is unclear how much of it is mined. It is suspected that only small stretches throughout the road are indeed mined, but most of the road is considered suspected area. The road is through a deserted area, so there is no population along the road. City A is a port city where food and medication are stored in warehouses. City B is the second largest city in the country and is at the brink of famine. 500,000 people live in the second city. There are no records of mine accidents, but it is suspected that many took place during the war. City B grew considerably during the conflict because internally displaced people gravitated towards it. It is known that there are numerous amputees living in the city.

Task B

The peace is fragile and the parties to the conflict as well as the international community feel that the return of refugees is essential. The agency in charge of caring for returning refugees has identified an area close to a country border as a suitable location for returnee camps. The returnees will be likely to stay for at least 1 month and will require fire wood to cook. The forested area in proximity of the potential camp is mined.

Evening Work 2

Write an Essay (2–3 Pages) on One of the Following Topics:

- Do you think that demining, mine awareness and victim assistance should be coordinated? Why?
- Why is it more difficult to identify impact at the development stage?
- Why is it the case that more accidents are likely to take place at the emergency stage?
- What do we mean by the following statement: ‘Eliminating the impact of landmines requires more than their physical removal’?

Handouts and Exercises

BLOCK 3: ORGANIZATIONAL OVERVIEW

Handout A: Post-Demining Activities

Reminder Points

- Demining must realize its impact
- Making sure that impact materializes
- Learning from experience

Handout B: Agency–Community Relationship

Reminder Points

- Serving the target group
- Flexibility and adaptability
- Problem-solving requires understanding the problem

Handout C: Individual–Community Relationship

Reminder Points

- Deminers are more than technicians
- The need for understanding at the field level
- The impact of the ‘individual’

Exercise 3

Quiz: Identifying a Common Language

This is not a test! There is no simple answer! There is no one answer! And there is no 'right' answer!

Section I

Please answer the following questions:

1. What do you hope to gain from this course?
2. How do you define impact?
3. How would you define socio-economic impact?
4. What do you think is the goal of using impact assessment tools?

Section II

In each of the following questions, please pick the **most** valid option.

5. The purpose of identifying socio-economic impact is…?

a) to fulfil donor requirements
b) We work for communities; hence, we must attempt to ensure that our work benefits them
c) I don't know

6. If you are trying to identify the needs of a community, from whom do you get your information?

a) The village leader/representative/village council
b) Personnel from other NGOs working in the area
c) We must first identify a reliable informant
d) We must identify a number of reliable informants

7. How do we know the information we get is reliable?

a) Because the informant has a high position in the village
b) Because the informant is part of the government
c) Because the informant is part of an NGO and hence doesn't have vested interests
d) Because we rely on multiple informants
e) By having group meetings

8. Information is always reliable when…?

a) we interview government personnel
b) we interview NGO personnel
c) the information makes sense
d) we have individual interviews with informants
e) we have group interviews
f) we can never be certain that any one source is reliable

9. The issues which are important in the context of any one place …?

a) will be important wherever demining is conducted
b) are only applicable *to that one place*
c) may or may not be applicable elsewhere

10. Identifying the impact of landmines in one village will…?

a) give us some information that may be applicable to operations in other villages
b) provide us with an infallible blueprint for mine action in the future
c) give us no information that is useful in other villages
d) fulfil our duties to our donors

11. Of the issues listed here, the most important aspect of mine action is…?

a) getting work under way as quickly as possible
b) the ability to cater to the needs of a mine-affected community
c) identifying social-economic indicators
d) responding to the needs of donors

After the quiz the answers should be reviewed, and a discussion should be held on the quiz.

Evening Work 3

Write an Essay (2–3 Pages) on One of the Following Topics:

- If you have visited an area where you were previously engaged in demining, describe what you gained from visiting the area again.
- Explain how your role as an individual may affect the outcome of the operation. Give examples.
- Link the idea of 'Do No Harm' to the idea that we must understand a problem to find a suitable solution.

Handouts and Exercises

BLOCK 4 : UNDERSTANDING SOCIO-ECONOMIC IMPACT

Handout A: What Is Socio-Economic Impact?

Reminder Points

- The social system of a village
- The economic system of a village
- Very often, different factors will determine impact

Handout B: Micro- and Macro-Level Impact

Reminder Points

- Micro-level impact
- Macro-level impact
- How can the two be combined?

Handout C: The Difference Between Impact and Output

Reminder Points

- Output
- Impact
- Constraints

Exercise 4

Field Exercise: Identifying Meaning

One of the things that must become second nature to us is being able to make connections. Over the last two days, we have conducted a number of exercises that have attempted to promote creative thinking and contextualizing.

- First go outside and find an object, person or action.
- Observe (in detail) the object, person or action you have identified.
- Describe the object, person or action
- Write down your description.
- Share your observations with your classmates.

Remember that we are after analysis, understanding, contextualisation, etc. Enjoy!

Evening Work 4

Interview one of your classmates. Keep good transcripts of your interview. Choose one of the topics below for your interview and write a review of it (1–2 pages).

- The social system of your interviewee's home town
- The economic system of your interviewee's home town
- Which is a larger problem in your interviewee's country of work: macro or micro impact (Note: you must understand why he or she feels this way).

Handouts and Exercises

BLOCK 5: ENHANCING SOCIO-ECONOMIC IMPACT

Handout A: Maximization of Impact

Reminder Points

- Do more than what was originally identified
- Recognize micro impact in macro tasks
- Understand the community's capacities and vulnerabilities

Handout B: The Project Cycle and Information Needs

Reminder Points

- The reliability of information is essential
- Different data at different times
- Who gathers the information?

Handout C: Approaches to Impact Assessment

Reminder Points

- The rules of thumb approach
- The economic approach
- The composite indicator approach
- The community studies approach

Exercise 5

Simulation: Impact Assessment

Divide into groups. Read and organize the information provided on the simulation case and respond to the following questions:

- What was the impact of the operation?
- What was the output of the operation?
- What constraints did you face, and what could have been done to solve these?
- How could you have maximized your impact?
- What information that would have made your job easier did you not have?
- Who could have provided you with this information, and how might you have gathered this information?

The Case

Village X has 300 inhabitants. It lies alongside a main dirt road linking two prominent cities, Y and Z. This road is mined and had been out of use for over ten years when you arrived, which meant that the cities Y and Z did not have direct access to each other. The only other way to get from Y to Z or vice versa was via an alternative road that made the journey on average eight hours longer. City Y is a port city and is the commercial capital of the area. City Z is in a highly productive area. Before the war, City Z was very affluent because it could easily transport its produce to City Y (3 hours). The people living in Village X need to walk a minimum of 8 km to the nearest village that has active transport (the road is not mined in its totality – only around the area where Village X is located). Before the mines, Village X benefited from regular transport. City Y had 50,000 inhabitants and City Z 20,000. When the operation was finished, 10 km of suspected mined area had been cleared. Ten anti-tank mines and a further 50 anti-personnel mines were found. When the operation had been ongoing for three months, heavy rains struck the village and mined area, making it impossible to work. The road was regarded as a regional priority. The extensiveness of the task required a substantial number of manual deminers and dogs. The assessment mission predicted that a minimum of eight dogs would be necessary because heat made it impossible for them to work for more than a few hours a day. The demining organization only has four dogs that were able to work.

Evening Work 5

Write down three examples of how the organization you work for could or has maximized the impact of an operation you are familiar with.

Write a one-page essay on why counting the number of landmines removed is not an efficient way of measuring impact.

Handouts and Exercises

BLOCK 6: THE DEMINING PROCESS

Handout A: Information Needs – Before Demining Starts

Reminder Points

- Priority-setting
- Reducing the potential for negative impact
- Launching an operation

Handout B: Information Needs – During Demining

Reminder Points

- Ensuring impact
- Maximizing impact
- Ensuring objectives are met

Handout C: Information Needs – After Demining

Reminder Points

- How do we measure success?
- Knowing that the land is used after demining is an insufficient measure of success
- Learning from past experience

Exercise 6

Outdoor Exercise: Eyes and Imagination as Data-Gathering Tools

You may use the camp, part of a town or a village for this exercise. As a class, go to a pre-defined starting point and conduct a walkabout though the area. Appoint a class speaker, who should be changed at short intervals so that all trainees hold the position at least once. The class speaker should describe what he or she sees and connect this to hypotheses regarding what the observations might mean. For example: a busy market linked to active trade in the area; visible cattle – evidence of wealth or the existence of a large farm, etc. The aim of the exercise is to get trainees accustomed to observing things and being able to link their observations to potential meaning. An active discussion should be held throughout whereby trainees can support the conclusions of the class speaker or suggest other possible interpretations.

Evening Work 6

On the basis of your own experiences working in a particular area, delineate the information that was available to you before, during and after a particular operation. Outline how this information was used and why it was useful. Additionally, make a list of the type of information you did not have and how the missing information would have been useful. For the purposes of clarity, divide your work into three sections: before, during and after the operation.

Handouts and Exercises

BLOCK 7: THE COMMUNITY

Handout A: Narrowing the Field of Inquiry – The Community as a Unit of Study

Reminder Points

- What is a community?
- Why is it important to identify a unit of study?
- What type of community must be identified?

Handout B: Field of Inquiry – Village Background

Reminder Points

- Population
- War history
- Landmine history
- HMA operation

Exercise 7

Simulation: Communities Have Vested Interests

Divide the class into the teams described below. Team 1 represents the demining operator, and teams 2–5 represent various parts of the local community. The local community groups have a certain amount of information about the area in common. This is listed under 'Common Information Held by Local Groups'. Other items of information that the various groups have are listed below under the particular groups, where what they are and what they are not prepared to divulge are outlined.

Team 1: The Demining Operator

This team has arrived at a village and would like to assess the need for demining in the area. The team will hold a number of conversations with different members of the community either in public (group meetings) or in private (individual interviews). It must first decide how to gain the information it requires. The group may adapt its plan as it goes along.

Common Information Held by Local Groups (Teams 2–5)

The village has a school, a health post, a police station, and there are five wells in the area. The village is spread out over a large area of land, and houses are at least 1km apart in most cases. The mines were planted 20 years ago. Most of the villagers survive from agriculture and rely on rain for irrigation. Some people fish to supplement their diet.

Team 2: The Village Leadership

Information you are willing to disclose: There are no records of who owned the land previously. You feel that the community is a tightly knit one and will make fair arrangements for the distribution of land once the minefield is clear. The minefield has a number of fruit trees that will serve as an income generator for whoever becomes the landowner.

Information you are NOT willing to disclose: You have been in the village your whole life. You know that five of the seven families who occupied the land previously have not returned since the war. You hope that the area will be demined so that you yourself can take over the property in the area and gain from the fruit trees.

Team 3: The Teachers and Health Post Workers

Information you are willing to disclose: There are no records of who owned the land previously. You feel that the community is a tightly knit one and will make fair arrangements for the distribution of land once the minefield is clear. You have been told that the best water well in the village is located in the minefield. A large number of children often suffer from stomach-related diseases, which you credit to the use of bad water. You are not originally from the area, but you have been working there for 3–5 years.

Information you are NOT willing to disclose: The village leadership has told some of you that you will be allocated farmland in the former minefield when it has been demined. Your salaries are low, and having land will therefore mean considerable improvement. You have been told that the mined area is not owned by anyone.

Team 4: Two Families Living in the Area Who Formerly Owned the Mined Area

Information you are willing to disclose: You consider yourselves the owners of all of the mined land. The demining would be largely beneficial because it would allow villagers access to the well and to the other side of the minefield (the river).

Information you are NOT willing to disclose: You know that you only own part of the land but feel that you should be entitled to more since the other families have not returned and because you have been unable to use your land for so long. Access to the river was never gained by walking through the minefield. The current pathway was always used, and it is safe. The well is more of a legend than a reality. You can not recall the last time it was in use, but it was many years before the area was mined.

Team 5: The Villagers

Information you are willing to disclose: You know that some of the owners of the land are in the area and some are not. You feel that since everyone has access to land at the moment, the most needy should be allocated part of the demined land. You consider yourselves the most needy.

Information you are NOT willing to disclose: You have heard from another village that when demining operators come they fix the road and buy things from the local population. You feel that, even if you do not obtain land, you can sell some of your crop or small animals to the deminers and make some money.

* * *

After Team 1's members have decided how to find the information they need, they should write a short report on the decision they have made. Will they conduct the demining? What arrangements will they make to ensure no harm is done? If no decision can be made because some key information is missing, what type of information is missing and how will it be obtained?

After Team 1 presents its report, the other individual teams should provide the information they were not willing to disclose. Each bit of information may or may not change the mind of Team 1. After each disclosure, Team 1 should consult with its members and adapt its initial decision. After all the information has been disclosed, Team 1 will again read out its decision.

A discussion should be held on whether Team 1 changed its view and, if so, how.

Evening Work 7

Write down three survey questions that correspond to the village background. These questions should be designed so that they can be answered by anyone belonging to the local population. Justify the reasons behind each question.

Handouts and Exercises

BLOCK 8: FIELD OF INQUIRY: ECONOMIC FIELD

Handout : Field of Inquiry – Economic Field

Reminder Points

- Land
- Crops
- Fishing and hunting
- Wood resources
- Household animals
- Household water
- Markets
- Transport
- Employment

Exercise 8

Brainstorm: The Economic Field

Divide into groups and brainstorm on each of the subheadings listed above. Come up with examples based on your experiences that best describe the need for these types of information. Share with the rest of the class and have an active discussion.

Evening Work 8

Write down three survey questions that correspond to the economic field. These questions should be designed so that they can be answered by anyone belonging to the local population. Justify the reasons behind each question.

Handouts and Exercises

BLOCK 9: FIELD OF INQUIRY – SOCIAL FIELD

Handout: Field of Inquiry – Social Field

Reminder Points

- Local leadership
- Religion
- Collective mobilization
- Local solidarity
- Information
- Displacement

Exercise 9

Brainstorm: The Social Field

Divide into groups and brainstorm on each of the above subheadings. Come up with examples based on your experiences that best describe the need for these types of information. Share with the rest of the class and have an active discussion.

Evening Work 9

Write down survey questions that correspond to the social field. These questions should be designed so that they can be answered by anyone belonging to the local population. Justify the reasons behind each question.

Handouts and Exercises

BLOCK 10: FIELD OF INQUIRY – HUMAN FIELD

Handout: Field of Inquiry – Human Field

Reminder Points

- Perceptions of security
- Mine accidents
- Health
- Education

Exercise 10

Brainstorm: The Human Field

Divide into groups and brainstorm on each of the above subheadings. Come up with examples based on your experiences that best describe the need for these types of information. Share with the rest of the class and have an active discussion.

Evening Work 10

Write down three survey questions that correspond to the human field. These questions should be designed so that they can be answered by anyone belonging to the local population. Justify the reasons behind each question.

Handouts and Exercises

BLOCK 11: FIELD OF INQUIRY – HMA OPERATION

Handout: Field of Inquiry – HMA Operation

Reminder Points

- Operation
- Information and analysis
- HMA organization
- Community perception of operation
- HMA components
- HMA in context

Exercise 11

Exercises: Finding Missing Data and Finding Solutions

This session will be divided into two exercises:

1. Employ a standard minefield report from any organization. Divide the class into teams and ask them to comment on the minefield report. What is useful, and why? What is missing, and why would this be useful?
2. Give each team a scenario and ask them to write a plan to solve the problem:
    - **Team 1:** You have arrived at the village after the rainy season to conduct the second – and hopefully final – part of the demining task. You find that the former demining camp is now a corn plantation. You approach the village leadership, and they allocate a new area for your camp. The new camp area is bush land that requires substantial clearing, and it is 3 km from the minefield.
    - **Team 2:** You go to the village to conduct interviews with the population to assess the level of impact of the landmines. When you arrive, you are told that the village leader is away visiting a sick family member and no one knows when he will return. The deputy leader is a young man. He is very welcoming, but he does not know the community well because he is new to the area.
    - **Team 3:** You arrange to have a meeting with the villagers to discuss the possibility that a demining team will come to conduct demining. There are two minefields in the area, and a heated discussion develops among the villagers regarding which minefield should be cleared first.
    - **Team 4:** The village agrees to allow the demining team to use water from the village pump. There are 100 families using water from this pump. Owing to water shortages, each family is only allowed to use a limited number of buckets per day. After a few weeks, you become aware that some households have ended up without water because your presence has exacerbated the water shortage. The closest pump that could supply you with water is 40 km away.
    - **Team 5:** Your team is blamed by the villagers for increased prostitution in the area.

Evening Work 11

Write an Essay (2–3 Pages) on One of the Following:

- What does your organization do when they hand over land? Is this an effective way of finalizing the task, and why?
- Why are community perceptions of the operation important? Give examples.
- How can you, as an individual, affect community perceptions of the operation?

Handouts and Exercises

BLOCK 12: METHODS OVERVIEW

Handout A: Review of Tools

Reminder Points

- Observations
- Group interview
- Individual interview
- Survey
- Review of additional material (literature)

Handout B: Gathering Data – Living with the Community

Reminder Points

- Everything that is seen is data
- Everything that is heard is data
- Everything done in the village influences the perception the community has of the team

Exercise 12

Exercise: Constantly Gathering Data

Divide into groups of two. Each person should write a one-page essay on the other person based on conversations with and observations of the other person. Exchange essays. Each participant should then write a second essay on what they think of the essay written about them. Are the author's impressions accurate? Does he or she have the same recollections of the conversations as you have? Do you feel that his or her assessments are correct?

Have a class discussion on impressions of the exercise and how we may employ what we see and hear as data, but how this may not be reliable.

Evening Work 12

Write down a set of three questions for a group interview.

Write down three additional questions for an individual interview. Be sure to identify your respondent.

Justify in detail the rationale behind all questions.

Handouts and Exercises

BLOCK 13: METHODS – DATA REINTEGRATION

Handout A: Data-Gathering – The Art of Note-Taking

Reminder Points

- Be clear
- Be precise
- Be detailed

Handout B: Making Written Information Useful to the Organization

Reminder Points

- Organize the information
- Double check your information against that obtained by other team members

Exercise 13

Simulation: Informal Conversations and Observations as Data-Gathering[46]

Divide into teams. Go to a designated area (e.g. market, shop, police station, etc.). Speak to the people and take notes on conversations and observations. Have a discussion with team members upon your return to the classroom. Share the information you have with the rest of the class. Other teams will ask you questions on your experience because they were not there to witness it. Discuss the value of your notes. Are they good notes? In what way? Are they deficient notes? How?

Evening Work 13

Write a report on the economic field of an area you have worked with during your demining experience. Outline the information you are missing and the best way you can think of in which the information could be gathered if you were able to return to the area.

[46] **Note to the Trainer:** Be sure to inform people that may be affected by this exercise and ensure that they are willing to cooperate.

Handouts and Exercises

BLOCK 14: METHODS – SURVEYS

Handout A: Surveys Versus Interviews

Reminder Points

- Why use more than one tool?
- The differences between surveys and interviews
- How do they complement each other?

Handout B: Creating a Survey

Reminder Points

- What do you want to know?
- How do you want to ask?
- Closed and open questions

Handout C: Conducting a Survey

Reminder Points

- Learn the survey
- Understand the survey
- An active tool

Handout D: Using a Survey

Reminder Points

- Standard information
- General information
- A source for key interviews and further questions

Exercise 14

Simulation: Interviewing and Surveying

Divide into groups of two. Take turns to be both the interviewer and the respondent. When you are the interviewee, practice giving irrelevant answers to see how well your team member can handle the situation. Comment on the process.

Separate into the teams used for the field exercise. Write a ten-question survey to be used at a primary school. The goal of the survey is to find out the type of knowledge pupils have on land-mines. Discuss with the class each survey and its individual strengths and weaknesses.

Evening Work 14

Write down three survey questions. Each question should have two versions. One leading and one correct.

Handouts and Exercises

BLOCK 15: METHODS – INTERVIEWS

Handout A: Group and Individual Interviews

Reminder Points

- Dynamic
- Conversations
- Participation
- Confidentiality

Handout B: Conducting an Interview

Reminder Points

- Conversation
- Dynamic

Exercise 15

Simulation: Conducting Interviews

Divide into teams. Conduct mock individual and group interviews. Discuss the strengths and weaknesses of each interviewer. Make sure that all team members fulfil the different tasks.

Evening Work 15

Interview one of your classmates on one of the topics listed below. Prepare your interview and write a transcript. Note that all of the interviews are aimed at finding out the opinions of your interviewee!

- What will be the state of HMA in your country in 5 years?
- Why do you think priority-setting is important for demining?
- What is the difference between technical surveys and the community study approach?
- Why should we know the capacities of individual communities?

Handouts and Exercises

BLOCK 16: FIELD EXERCISES – CONDUCTING A STUDY

Handout A: Conducting a Study

Reminder Points

- Complementary forms of data-gathering
- Written material
- Observations
- Group interviews
- Surveys
- Individual interviews

Exercise 16

Field Visit

Arrange to be able to take the trainees to a demining operation. The trainees should have as much information as possible on the area before departure and substantial time to prepare for the visit. Once there, they should be able to put questions to the members of the demining team.

Evening Work 16

Write a one-page assessment of your impressions of the operation you visited (impact, knowledge of field staff, potential problems, etc.). The writing exercise should be largely a brainstorm of the thoughts the visit provoked in you. Also, note issues regarding the method of your questioning and so on.

Handouts and Exercises

BLOCK 17: USING THE DATA

Handout A: Writing the Report

Reminder Points

- Write up
- Compile gathered data
- Writing a useful report

Handout B: Using the Report

Reminder Points

- To identify a priority when an operator must decide between seemingly similar areas
- To gather information on how best to launch the operation
- To correct errors (e.g. bad dynamics between the demining team and villagers)
- To ensure communities benefit as much as possible from the operation

Exercise 17

Simulation: Using the Report

Divide into teams. Assign each team one of the case studies from PRIO Report 1/2001. Teams should respond to the following question:

- With what you know of the area, what do you recommend should take place, and why?

Evening Work 17

Review all your notes and exercises and write down any questions you might have.

CONCLUSION

THIS MANUAL IS AN ATTEMPT TO BRIDGE theory and practice in the conduct of humanitarian mine action. It starts by introducing basic concepts (e.g. 'Do No Harm') that have been at the forefront of aid and development practice for some time, and then supplies teaching methods and tools to show such concepts can be translated into daily work at the field level.

The manual is primarily the product of experience gained during the conducting of the Combined Methods Training (CMT) course that was held in Mozambique in October–November 2000. It has been designed so that individual organizations can arrange training courses for their own staff in a timely and convenient fashion, instead of relying solely on external competence, such as the AMAC project, for the provision of training.

The course conducted in Mozambique shed light on a variety of issues regarding the training and its conduct, including the time required to assimilate certain issues and the need for more field practice (emphasized by trainees). Overall, the training in Mozambique confirmed the need at the field level for the kind of information generated by community studies. Trainees themselves said that they felt that the tools introduced in the course would serve them well in future field activities, and they pointed out that there was a scarcity of tools in the international arena that appropriately credited the importance of how individual operations were conducted in relation to the impact yielded. This manual is a contribution towards adjusting that imbalance. It will provide organizations with the ability to train staff in the use of specific tools that will assist in ensuring that the impact of individual demining efforts can be strengthened.

In addition, this manual may also prove to be of value for humanitarian assistance in general. While the surveys have been designed specifically for demining, the methodological approach and its theoretical basis can effectively be used by any organization conducting projects at the village level. The manual could therefore also be employed by organizations working in aid and development, though it might need to undergo some modification for such purposes.

This work is founded on the synergy between academic research and field practice. The debate on where it is possible, if at all, to merge these two types of efforts has long left a number of questions open. This manual is a demonstration that such a synergy is both possible and necessary. The development of this work is firmly rooted in the world of academic research, yet its applicability lies in the field, in the promotion and the institutionalization of good practice.

Appendix 1

SUGGESTED SCHEDULE

THE FOLLOWING SCHEDULE PROVIDES AN IDEA of how the course may be organized. It includes 17 days of lectures under the presumption that two days will be used with external lectures – such as in-depth presentations of LOIS and IMSMA – and a further day allocated to review before the visit to the field. The field exercise is scheduled as taking two weeks. Upon return to the field, one day should be allocated to a review of data gathered and a refresher, an additional day should be employed for the test, and the remaining eight days should be left for data analysis and write-up of the report.

Lecture/Task	Time Required
Block 1: Introductions	
Lecture A: Introductions	45 minutes
Lecture B: Teaching Style and Materials	45 minutes
Lecture C: The Need for the Training	45 minutes
Lecture D: Principal Foundations	45 minutes
Brainstorm Exercise: What is the Socio-Economic Impact of Landmines?	1 hour
Block 2: HMA Overview	
Lecture A: HMA as Part of a Larger Humanitarian Effort	45 minutes
Lecture B: HMA and its Components	45 minutes
Lecture C: Emergency to Development – Review of the Different Stages of Assistance and Their Roles	45 minutes
Simulation: Priority-Setting	2 hours
Block 3: Organizational Overview	
Lecture A: Post-Demining Activities	45 minutes
Lecture B: Agency–Community Relationship	45 minutes
Lecture C: Individual–Community Relationship	45 minutes
Quiz: Identifying a Common Language	2 hours
Block 4 :Understanding Socio-Economic Impact	
Lecture A: What Is Socio-Economic Impact?	45 minutes
Lecture B: Micro- and Macro-Level Impact	45 minutes
Lecture C: The Difference Between Impact and Output	45 minutes
Field Exercise: Identifying Meaning	2 hours
Block 5: Enhancing Socio-Economic Impact	
Lecture A: Maximization of Impact	45 minutes
Lecture B: The Project Cycle and Information Needs	45 minutes
Lecture C: Approaches to Impact Assessment	45 minutes
Simulation: Impact Assessment	2 hours
It is recommended that the LOIS and IMSMA seminars take place as soon as possible after this block.	
Block 6: The Demining Process	
Lecture A: Information Needs – Before Deming Starts	45 minutes
Lecture B: Information Needs – During Demining	45 minutes
Lecture C: Information Needs – After Demining	45 minutes
Outdoor Exercise: Eyes And Imagination as Data-Gathering Tools	2 hours
Block 7: The Community	
Lecture A: Narrowing the Field of Inquiry – The Community as a Unit of Study	45 minutes
Lecture B: Field of Inquiry – Village Background	90 minutes
Simulation: Communities Have Vested Interests	2 hours

Lecture/Task	Time Required
Block 8: Field of Inquiry – Economic Field	
Lecture: Field of Inquiry – Economic Field	135 minutes
Brainstorm: The Economic Field	2 hours
Block 9: Field of Inquiry – Social Field	
Lecture: Field of Inquiry – Social Field	135 minutes
Brainstorm: The Social Field	2 hours
Block 10: Field of Inquiry – Human Field	
Lecture: Field of Inquiry – Human Field	135 minutes
Brainstorm: The Human Field	2 hours
Block 11: Field of Inquiry – HMA Operation	
Lecture: Field of Inquiry – HMA Operation	135 minutes
Exercises: Finding Missing Data and Finding Solutions	2 hours
Block 12: Methods Overview	
Lecture A: Review of Tools	45 minutes
Lecture B: Gathering Data – Living with the Community	45 minutes
Exercise: Constantly Gathering Data	3 hours
Block 13: Methods – Data Reintegration	
Lecture A: Data-Gathering – The Art of Note-Taking	45 minutes
Lecture B: Making Written Information Useful to the Organization	45 minutes
Simulation: Informal Conversations and Observations as Data-Gathering	3 hours
Block 14: Methods – Surveys	
Lecture A: Surveys Versus Interviews	45 minutes
Lecture B: Creating a Survey	45 minutes
Lecture C: Conducting a Survey	45 minutes
Lecture D: Using a Survey	45 minutes
Simulation: Interviewing and Surveying	1 hour
Block 15: Methods – Interviews	
Lecture A: Group and Individual Interviews	45 minutes
Lecture B: Conducting an Interview	45 minutes
Simulation: Conducting Interviews	3 hours
Block 16: Field Exercises – Conducting a Study	
Lecture: Conducting a Study	90 minutes
Field Visit	3 hours
Block 17: Using the Data	
Lecture A: Writing the Report	45 minutes
Lecture B: Using the Report	45 minutes
Simulation: Using the Report	3 hours

Appendix 2

OUTLINE OF REPORT

THE WRITTEN REPORT based on the community study conducted in the field should contain the following sections:

Methodology
- Field visit period
  - *Case selection*
  - *Access/Door-opener*
  - *Staff (surveyors/translator)*
  - *Constraints/practical difficulties*
  - *Data*
  - *No. of survey respondents*
  - *No. of primary respondents*
  - *Documents*

Community Background
- Village geographical composition (with maps)
- Population
- War history
- Landmine history
- HMA operation

Economic Field
- Land
- Crops
- Fishing and hunting
- Wood resources
- Household animals
- Household water
- Markets
- Transport
- Employment

Social Field
- Local leadership
- Religion
- Collective mobilization
- Local solidarity
- Information
- Displacement

Human Field
- Perceptions of security
- Mine accidents
- Health
- Education

The HMA Operation
- Operation
- Information and analysis
- HMA organization
- Community perceptions of operation
- HMA components
- HMA in context

Appendix 3

FIELD CHECKLIST

Field Checklist	Group Interview	Individual Interview	Survey	Written Material
Community background				
Village geographical composition (with maps)	X	X		
Population		X	A 2–3, A6–11, C1	
War history	X		D8–11	
Landmine history	X	X	F1, F5–6, F5–6, F21	
HMA operation	X	X	F10–11, F14–15	X
Economic field				
Land	X	X	B 1–5, F22	
Crops	X		B 6	
Fishing and Hunting	X			
Wood resources	X			
Household Animals			B10–12	
Household water	X			
Markets	X	X		
Transport	X			
Employment	X		A 4	
Social field				
Local leadership	X		C2–4	
Religion	X		G3–4	
Collective mobilization	X	X		
Local solidarity	X		C5–6	
Information	X	X	F1–2, F7–9	
Displacement	X		D1–7, D8–11	
Human field				
Perceptions of security	X		F12–13, F18–19	
Mine accidents	X	X	F16–17	
Health	X	X	G1–2	
Education	X	X	A 6–7, A 11–12	

Field Checklist	Group Interview	Individual Interview	Survey	Written Material
The HMA operation				
Operation				X
Information and analysis				X
HMA organization				X
Community perceptions of operation	X		F20	
HMA components	X			X
HMA in context	X		E1–4	X

Appendix 4

AMAC SURVEY

Number of form:.....
Name of area:.....
Number/code of area:.....
Survey level 1 priority number:.....
Status of operation:.....

A. Respondent Personalia

1. What is your name?.....

2. Where is your house?:.....

3. Where were you born?.....

4.What kind of work do you do during the week?
Agricultural ❑ Formal Employment ❑ Other ❑

5. Describe:.....
.....
.....

6. Can you read and write? Yes ❑ No ❑

7. What is your age?.....

8. Do you have a wife/husband/spouse? Yes ❑ No ❑

9. How many sons and daughters do you have in total?.....

10. How many of your sons or daughters are married?.....

11. How many of your sons and daughters are under age 15?.....

12. Do your younger children go to school? Yes ❑ No ❑

13. List the people (relationships you have to them) who live in this home with you?

Relationship	**Number**
Parents	
Parents of spouse	
Spouse(s)	
Children	
Spouse of children	
Brothers	

Relationship	Number
Sisters	
Uncles	
Aunts	
Cousins	
Nephews	
Friends	
Other	
Other	
Other	
Other	

B: Household Economy

1. Does your family use land? Yes ❑ No ❑

2. Does your family rent land? Yes ❑ No ❑

3. Does your family own land? Yes ❑ No ❑

If YES TO 1, 2 or 3, continue.
If NO, go to question B10.

4. How much land do you cultivate annually?.....
.....

5. How much land do you use in total?.....
.....

6. What kind of crops do you cultivate annually?.....
.....

7. When do you cultivate your crops?.....
.....

8. Do you sell any of your crops? Yes ❑ No ❑

9. If YES, when do you sell crops?.....

10. Does the household have animals? Yes ❑ No ❑

11. Do you sell any of your animals? Yes ❑ No ❑

12. If YES, why?.....

13. What other sources of income do you and your spouse have?.....
.....
.....

14. If you, your wife/husband or your children need cash, where do you get cash from?
.....
.....

15. What do you use cash for?.....
.....

C: Local Structure, Village

1. How many households are there in (*locality*)?.....

2. What do you see as the main responsibilities of the (*designation of local leader*)?
.....

3. What do you see as the main responsibilities of the (*designation of local leader*)?
.....

4. What do you see as the main responsibilities of the (*designation of local leader*)?
.....

5. If your wife/husband or children do not have money, who could you ask for a loan?
.....

6. List the 3 people that you trust the most, and the type of relationship you have to them?

	Name of Person	Type of Relationship	Place of Residence
1			
2			
3			

D: Migration

1. Have you been permanently displaced to a different homestead during the war?
Yes ❑ No ❑

2. Did you flee for shorter periods of time? Yes ❑ No ❑

If YES, continue.
If NO, go to question D8.

3. Where did you go?.....

4. What were the major reasons that made you decide to move during the war?
.....
.....

5. Have you returned to your original home? Yes ❑ No ❑

6. If YES, when did you return?.....

7. What were the main reasons that made you come back to your home?
.....
.....

Remaining questions are for ALL respondents

8. Did a large number of the population of this area flee during the war?
Yes ❑ No ❑

9. Has most of the population that fled during the war returned?
Yes ❑ No ❑

10. Do you think that people that have not returned will return to this area?
Yes ❑ No ❑

11. If YES, explain? .....
.....

E: Assistance

1. What are the 3 things (*location*) needs the most?

1	
2	
3	

2. Do you know about any aid agencies that work or have worked in (*location*)?
Yes ❑ No ❑

3. If YES, which ones?.....
.....

4. How would you get in contact with humanitarian agencies?.....
.....

F: Landmines and UXO

1. Where are the mines located in (*location)?*.....
.....

2. Who first told you about the landmines?.....
.....

3. Has the family had any economic problems due to landmines or UXO?
Yes ❑ No ❑

4. If YES, describe:.....
.....
.....

5. Are there any roads or paths that you do not use because of landmines?
Yes ❑ No ❑

6. If YES, describe: .....
.....

7. From whom do you receive information about landmines and UXO?
.....

8. Does anyone in the area have knowledge of where the mines were laid?
Yes ❑ No ❑

9. If YES, who?.....

10. Has anybody from the local community done anything to deal with the problem of land-mines? Yes ❑ No ❑

11. If YES, who?.....

12. Are there things that you, your wife/husband and/or children do not do due to the fear of landmines? Yes ❑ No ❑

13. If YES, describe:.....
.....

14. Have you or anyone in your family attended any (mine-awareness) lessons?
Yes ❑ No ❑

15. If YES, what was the most important thing that was said at these meetings?
.....
.....

16. Do you know anybody who was injured or killed by a mine?
Yes ❑ No ❑

17. If YES, describe (where, when and how did the accident happen?):.....
.....
.....

18. Do you go to (*mined locality*)? Yes ❑ No ❑

19. If YES, what for?.....
.....

20. What would a demining organization have to do, in addition to demining, for you to use the mined area again?.....
.....
.....

21. What was the mined area used for before being mined?.....
.....

22.Who owns the mined area?.....
.....

G: Health and Religion

1. Have you ever gone to any kind of a traditional doctor?
Yes ❑ No ❑

2. Have you ever gone to a hospital?
Yes ❑ No ❑

3. Do you go to church?
Yes ❑ No ❑

4. If YES, which church?.....
.....

Date:.....

Interviewer:.....

Duration:.....

Assessment of Interview: .....
.....
.....
.....

Appendix 5

AMAC SURVEY (WITH EXPLANATORY COMMENTS)

Number of form: *Number all surveys 1-…*
Name of area: *Name of the area visited.*
Number/code of area: *If an impact survey has taken place, use the code given by that survey to the area visited.*
Survey level 1 priority number: *If an impact survey has taken place, write the impact category given to the area visited.*
Status of operation: *Pre-demining, during demining or post-demining – depending on when the survey is conducted.*

A. Respondent Personalia

1. What is your name? *Name of the respondent.*

2. Where is your house? *Name of the area where the house is located according to the respondent.*

3. Where were you born? *Location of birth of the respondent.*

4.What kind of work do you do during the week?

Agricultural ❑ Formal Employment ❑ Other ❑

Write an X in one of the boxes. This information will assist in determining the principal form of subsistence in the area.

5. Describe: *Describe the kinds of activities that are included in the work done by the respondent. This information will assist in determining the resources/areas the respondent comes into contact with on a regular basis (i.e. farmland, wooded areas, etc.).*

6. Can you read and write? Yes ❑ No ❑
Write an X in one of the boxes. This information will assist in determining whether or not written material can be used to diffuse information effectively.

7. What is your age? *Age of the respondent. This information will help determine if the survey is targeting a limited or more expansive age group. It may also assist in determining the average age of the head of households and related implications (i.e. are they likely to stay in the area or will they be prone to start new careers elsewhere).*

8. Do you have a wife/husband/spouse? Yes ❑ No ❑
Write an X in one of the boxes. This information will help determine the cross section of society interviewed and related issues (i.e. are most heads of household single or not?). Note that here the value of the information pertains directly to whether or not the respondent has a spouse and not whether or not the respondent is legally married.

9. How many sons and daughters do you have in total? *This information assists in determining the family composition.*

10. How many of your sons or daughters are married? *This information assists in determining the number of dependants the respondent has.*

11. How many of your sons and daughters are under age 15? *As above, but also linked to the next question in determining the number of individuals who attend school.*

12. Do your younger children go to school? Yes ❑ No ❑
Write an X in one of the boxes. This information will assist in giving you an indication of the effectiveness of the school as an information-diffusion system.

13. List the people (relationships you have to them) who live in this home with you? *The box below will give assist in giving an indication of the family composition and the number of dependents of the respondent. The information will also assist in determining the level of resources needed in relation to the number of household members.*

Relationship	**Number**
Parents	
Parents of spouse	
Spouse(s)	
Children	
Spouse of children	
Brothers	
Sisters	
Uncles	
Aunts	
Cousins	
Nephews	
Friends	
Other	
Other	
Other	
Other	

B: Household Economy

1. Does your family use land? Yes ❑ No ❑
Write an X in one of the boxes. This question will give an indication of the use of land at the local level.

2. Does your family rent land? Yes ❑ No ❑
Write an X in one of the boxes. This question will give an indication of the availability of land, the land tenure system and the level of available resources for agricultural work.

3. Does your family own land? Yes ❑ No ❑
Write an X in one of the boxes. Strongly linked to the above two questions, this one will assist in crystallizing the land system

If YES TO 1, 2 or 3, continue.
If NO, go to question B10.

4. How much land do you cultivate annually? *This question will assist in determining the amount of land required per household (linked to questions on number of household members) and help determine the impact of mined land, if mined areas are useful agriculturally.*

5. How much land do you use in total? *In some cases land for cultivation is not the only form of land required; this question assists in determining the need for land in addition to cultivation (i.e. for pasture).*

6. What kind of crops do you cultivate annually? *This information will assist in providing information on both diet and income generation. The answer to this question may very well be linked to land accessibility, as it might only be possible to use some areas for the production of specific crops. Crop diversification and multiple income generators may be linked to the type of land available.*

7. When do you cultivate your crops? *This information may provide valuable information regarding when land is required (e.g. making land available for use in a timely fashion).*

8. Do you sell any of your crops? Yes ❑ No ❑
Write an X in one of the boxes. This information is linked to income generation and availability of land for income-generating crop production.

9. If YES, when do you sell crops? *This information is important from an economic make-up perspective. Do people sell all of their crop at once? Do they only sell when they need money? etc.*

10. Does the household have animals? Yes ❑ No ❑
Write an X in one of the boxes. This information will assist in providing information on household wealth.

11. Do you sell any of your animals? Yes ❑ No ❑
Write and X in one of the boxes. This is an elaboration on the previous question.

12. If YES, why? *This question will assist in giving you information on respondents' income-generating activities and/or ability to respond to special needs (i.e. emergency need for cash). This information is required for reasons similar to those provided in B9 above.*

13. What other sources of income do you and your spouse have? *This question will assist in giving information on respondents' cash-generating activities.*

14. If you, your wife/husband or your children need cash, where do you get cash from? *This question will assist in giving information on cash-generating activities and/or resource networks*.

15. What do you use cash for? *This question will assist in giving information on respondents' need for cash income and available resources (i.e. cash for diet supplementation, cash for emergencies, etc).*

C: Local Structure, Village

1. How many households are there in (*locality*)? *First write the name of the area being studied (e.g. locality). This information refers to the number of households – not individual inhabitants – believed by the respondent to live in the area. This will assist in giving you information on population numbers and also on the respondent's knowledge of the area.*

2. What do you see as the main responsibilities of the (*designation of local leader*)? *First you must determine the three most influential leadership positions in the area and write their titles in place of 'designation of local leader' in questions C2–4. Note that all surveys should have the same titles in the same questions to ease data analysis. Next, the question refers to what the respondent views as the role of these 'designated leaders'. This will assist in giving information on*

ways that may be used to diffuse information among the village population, ways in which problem-solving can be conducted, ways in which the population can be mobilized, etc.

3. What do you see as the main responsibilities of the (*designation of local leader*)? *See above.*

4. What do you see as the main responsibilities of the (*designation of local leader*)? *See above.*

5. If your wife/husband or children do not have money, who could you ask for a loan? *This information will assist in providing information on social networks available to the population.*

6. List the three people that you trust the most and the type of relationship you have to them? *This table will assist in providing information on social networks available to the population. It will also provide information on whether or not the local population has access to individuals living outside the area for assistance and information. If people identified in this table are living outside the area, then the availability of information may be more extensive than the information available locally. The table may also give an indication of how the local population might cope with localized catastrophes (floods, drought, etc.).*

	Name of Person	Type of Relationship	Place of Residence
1			
2			
3			

D: Migration

1. Have you been permanently displaced to a different homestead during the war?
Yes ❑ No ❑
Write an X in one of the boxes. This information will assist in providing information on displacement. This information links to issues such as knowledge of the mines, knowledge of war history, access to land regulations (e.g. how land was distributed upon return given the presence of mines).

2. Did you flee for shorter periods of time? Yes ❑ No ❑
Write an X in one of the boxes. See above.

If YES, continue.
If NO, go to question D8.

3. Where did you go? *This information will assist in concretizing the history of displacement and the conflict situation in the area.*

4. What were the major reasons that made you decide to move during the war? *As above. Note that in many cases these reasons may not be directly related to landmines. Ensure that responses are detailed. A response such as 'because of the war' does not provide sufficient information.*

5. Have you returned to your original home? Yes ❑ No ❑
This question assists in explaining whether the population in the area is originally from the area or whether this is the place they came to after being displaced.

6. If YES, when did you return? *This question assists in piecing together the history of displacement and the war history. Population return will be linked to a variety of factors, such as confidence in the peace process, unavailability of other options, etc.*

7. What were the main reasons that made you come back to your home? *This question is directly linked to the previous question. It is also worth noting that, like question D4, it requires detailed information in order to be useful.*

Remaining questions are for ALL respondents

8. Did a large number of the population of this area flee during the war?

Yes ❑ No ❑

Write an X in one of the boxes. This question will assist in determining the war and displacement history of the area being studied.

9. Has most of the population that fled during the war returned?

Yes ❑ No ❑

Write an X in one of the boxes. This question will also assist in determining the war and displacement history of the area being studied, and will be a determining factor in establishing the need for resources that are mined (i.e. Will the population in the area be the only ones to benefit from the resources freed after demining or will demining also potentially affect a larger population?).

10. Do you think that people that have not returned will return to this area?

Yes ❑ No ❑

Write an X in one of the boxes. This question is supplementary to the previous one.

11. If YES, explain? *This question is supplementary to D10 and requires detailed information if it is to be useful. Why people will return or not may or may not be linked to the resources blocked by the presence of mines.*

E: Assistance

1. What are the three things (*location*) needs the most? *First, write the name of the location being studied in the survey. This information is useful for determining what the local population regards as being most useful or needed in the area. Demining may or may not be listed. It is possible that the ability to provide one or more of the requested needs is contingent on demining.*

1	
2	
3	

2. Do you know about any aid agencies that work or have worked in (*location*)?

Yes ❑ No ❑

First, write the name of the location being studied in the survey. Second, write an X in one of the boxes. This question will assist in determining whether other agencies that may be able to provide further information are or have been working in the area. Moreover, this question will assist in determining the level of contact and information the population has regarding assistance being provided (i.e. if the survey is conducted during an operation, they may or may not mention the demining agency; if they do not, it is important to find out why this information is omitted).

3. If YES, which ones? *This question is directly linked to the previous one. See explanation above.*

4. How would you get in contact with humanitarian agencies? *This question will assist with information relevant to how information access and dissemination is conducted at the village level. It will assist in determining how the demining operator should gain information from the village and vice versa*

F: Landmines and UXO

1. Where are the mines located in (*location)? First, write the name of the area in the survey. Second, ask for a detailed description of the location of the mines in reference to landmarks in the village. This question will assist in providing valuable information regarding the population's knowledge of the mined area.*

2. Who first told you about the landmines? *This question will assist both in providing a potential contact person for further information on mines and in identifying a key person or persons to assist with information diffusion.*

3. Has the family had any economic problems due to landmines or UXO?
Yes ❑ No ❑
Write an X in one of the boxes. This question will assist in determining the level of impact of the mines in economic terms.

4. If YES, describe: *This question will assist in supporting and elaborating on the above question. It may also assist in determining whether mines alone are the hindrance or whether other resources or assistance in addition to demining are required in order to benefit from the freed resource.*

5. Are there any roads or paths that you do not use because of landmines?
Yes ❑ No ❑
Write an X in one of the boxes. This question will assist in determining the level of impact of landmines in either social or economic terms depending on what the road or paths provide access to.

6. If YES, describe: *This question is directly linked to F5. See explanation provided for F4.*

7. From whom do you receive information about landmines and UXO? *See explanation for question F2.*

8. Does anyone in the area have knowledge of where the mines were laid?
Yes ❑ No ❑
Write an X in one of the boxes.

9. If YES, who? *This question may or may not provide an answer similar to that given to either or both F2 and F7. The answer may provide valuable information for a technical survey team.*

10. Has anybody from the local community done anything to deal with the problem of landmines? Yes ❑ No ❑
Write an X in one of the boxes. This question may provide valuable information regarding local knowledge of mines, individuals that may be able to provide further information, etc.

11. If YES, who? *This question is directly linked to the one above. See above.*

12. Are there things that you, your wife/husband and/or children do not do due to the fear of landmines? Yes ❑ No ❑
Write an X in one of the boxes. This question may provide valuable information in relation to the impact of landmines in either social or economic terms.

13. If YES, describe: *This question will assist in determining whether the impact is socially or economically based and the level of the impact in relation to the village needs (i.e. are there alternatives to the resource?).*

14. Have you or anyone in your family attended any (mine-awareness) lessons?

Yes ❑ No ❑

Be sure to employ the term used locally to refer to 'mine awareness'. Write an X in one of the boxes. This information will assist in determining the need for mine awareness, the success of mine awareness and how a demining operation can benefit from knowledge gained by mine-awareness educators.

15. If YES, what was the most important thing that was said at these meetings? *This question is directly linked to the one above. See above.*

16. Do you know anybody who was injured or killed by a mine?

Yes ❑ No ❑

Write an X in one of the boxes. This information will assist in determining the level of threat to 'life' caused by mines.

17. If YES, describe (where, when and how did the accident happen?): *This question is directly linked to that above. The explanation regarding the accident is crucial for being able to determine whether accidents in the area are a good indication of impact at the time of the survey. Note: if accidents numbers are low, but large numbers of the population have yet to return, it will be important to assess the likelihood that new arrivals will have access to the information necessary for preventing future accidents.*

18. Do you go to (*mined locality*)? Yes ❑ No ❑

First, fill in the space 'mine locality'. Here it is key that a known reference point is used. The blank SHOULD NOT be filled with the name of the area. The aim of this question is to determine whether the local population frequents the area in the vicinity of the mines. Therefore, before this question is asked, it is essential to determine where the mines are and to find a reference point that will be known to all. This question is linked to question F1. If, for example, people are unable to describe the area where the mines are, but it is discovered via this question that the area in the vicinity of the mines is often frequented by the population, the potential for accidents is increased. This would also mean that information is not being diffused within the village in an effective manner.

19. If YES, what for? *This question is directly linked to the one above and may provide further information on impact (i.e. if the mined area is a wooded area and is frequented in order to fetch wood, or, conversely if there is a market in close proximity to the mines which is also accessible through safe areas).*

20. What would a demining organization have to do, in addition to demining, for you to use the mined area again? *This question is directly related to the issue of confidence-building. Therefore, it may provide a valuable starting point for agencies wishing to ensure that confidence in the demining is secured at the community level. Note: very often villagers will simply say that demining itself will be sufficient. However, when it is put to them that this has not always been the case in other areas, the answers may begin to take a different form and may provide valuable information for the demining agency.*

21. What was the mined area used for before it was mined? *This question may assist in determining the use to which the area will be put in the post-demining period. It will also provide information on the population's knowledge of the area prior to demining and may give a head start on how to mitigate post-demining conflict.*

22.Who owns the mined area? *This question is an extension of the previous one. See above.*

G: Health and Religion

1. Have you ever gone to any kind of a traditional doctor?

Yes ❑ No ❑

Write an X in one of the boxes. This information will assist in determining potential sources of information, information-diffusion and individuals trusted by the community.

2. Have you ever gone to a hospital? Yes ❑ No ❑
Write an X in one of the boxes. See above.

3. Do you go to church? Yes ❑ No ❑
Write an X in one of the boxes. See above.

4. If YES, which church? *In some cases there may be more than one church in the area. It is therefore important to know which churches are attended in order to be able to both access and diffuse information in a relevant and effective way. This question may also provide information on the population's network and support systems.*

Date: *Write the date on which the interview was conducted.*

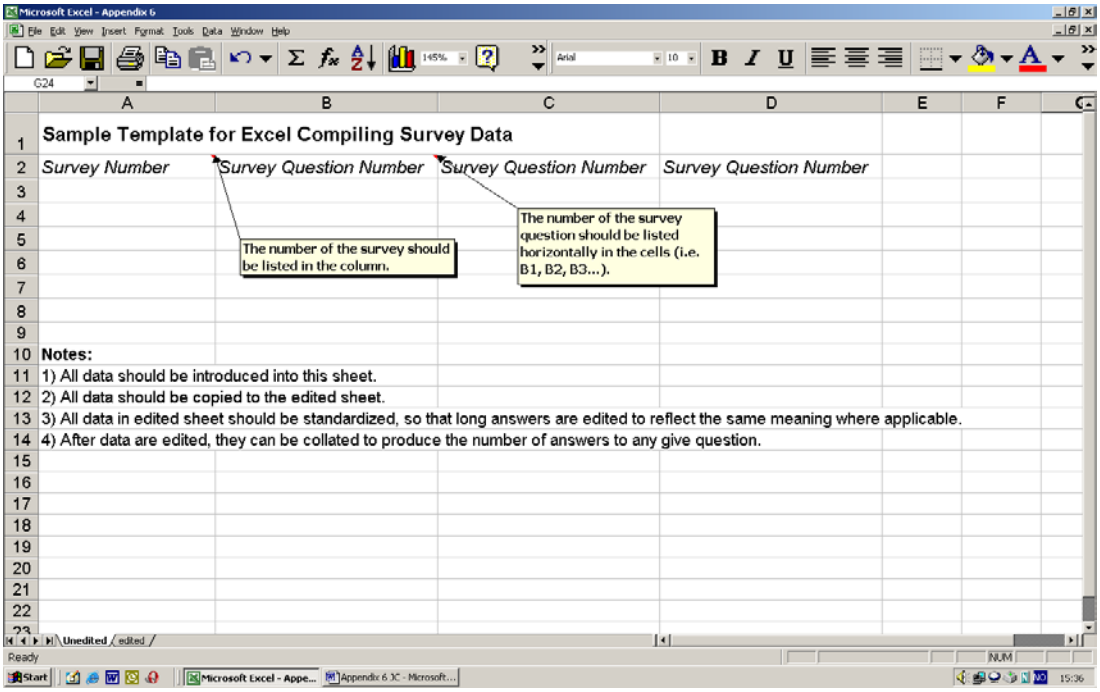
Interviewer: *Write the name of the person who conducted the interview.*

Duration: *Assess the amount of time used in the interview and write this down. This does not need to be exact.*

Assessment of Interview: *Write some lines on how the interview went. Was it a productive interview or not? Why? The example given during the lectures of the woman whose husband arrived and in essence disturbed the conduct of the interview would be something described in this section. This part of the survey is essential for providing a valuable tool for improving the conduct of the surveys.*

Appendix 6

SAMPLE TEMPLATE FOR EXCEL COMPILING SURVEY DATA



Appendix 7

LEADING AND NON-LEADING QUESTIONS SAMPLE

WHAT ARE THE DIFFERENCES between the following two surveys? Are there any problems with the questions? If yes, what are the problems?

Survey 1	Survey 2
1. What were the ages and sex of the mine victims in this area?	1. Do you know anyone who has been injured or killed by mines?
2. When someone has an accident with a landmine, what is the immediate response of others?	2. If someone has a mine accident, what would you do?
3. How many horses do you own? How many horses have you lost because of landmines?	3. Do you have any animals? Have any of your animals been involved in a mine accident?
4. (For head of household) What is your ethnic group?	4.
5. Without outside help, will the family have enough food for next month?	5. If there is a shortage of food, what do you do?
6. Which of your family member activities are risky because of landmines?	6. Is there anything you cannot do because of landmines?
7. Beginning with the youngest, what is the age and sex of each member of your family?	7.
8. How many people live in your household? What is your relationship to them?	8.

Appendix 8

SAMPLE TEST QUESTIONS

THE QUESTIONS BELOW can be used as a basis for the CMT course exam.

Short Answers (One Paragraph for Each Question)

4. How would you define socio-economic impact?
5. What is the goal of using impact-assessment tools?
6. What are community studies useful for?
7. Explain the 'Capacities and Vulnerabilities' concept.
8. Why is 'Capacities and Vulnerabilities' an important concept for humanitarian assistance?
9. Explain the concept of 'Do No Harm'.
10. Why is 'Do No Harm' an important concept for humanitarian assistance?
11. Outline the different kinds of constraints and explain what the differences are between them.
12. 'HMA is part of the reconstruction process.' 'Demining is responsible for more than simply removing the mines.' What do we mean by these statements?
13. Explain the concept of impact-maximizing.
14. Why do we use group interviews, and why do we use individual interviews?
15. Explain the usefulness of observation as a data-gathering tool.
16. Explain why we do not rely on one source of information
17. Explain the difference between impact and output.
18. Explain why we might need information on the land tenure system of a particular area.
19. We found out that the demining team has a group meeting with villagers every two weeks. They do this in order to increase confidence. What type of information do we need before we can assess whether this is an effective process or not?
20. Explain why it is important that both the management and the field staff of an organization are aware of the need for, use of and individual merits of impact-assessment tools.

Questions on the Field Study

1. Describe the process of a community study. What do you do first, what follows and why is the study carried out in this order?
2. Why are the behaviour of the team and the appearance of the camp so important during a community study?
3. Describe the local leadership structure of the village you visited and how knowing this system may help a demining agency when they go to work in the area.
4. Discuss how the economic system of the area you visited during the field study is affected by mines and how it may be affected by demining.
5. Identify if any of the following questions are leading questions. If so, rewrite these questions to correct the problem.
    a. How many people have died in mine accidents in this area?
    b. Is there anything that is not done because of the presence of mines?
    c. What problems do people in this village face?
    d. If villagers do not get food aid next month, what will they eat?

6. You call for a group meeting when you arrive at the village. Some people are drunk and unruly. Only one person seems to be answering your questions. What do you do?
7. What are the main issues you focus on when you are training your interpreter?
8. Why do we use a guide during the community study?
9. Why do we do a walk around the village before we do interviews and surveys?
10. What do you have to do before you can start the survey?
11. How can survey questions help us identify key informants?
12. What criteria do you use in order to identify key informants?
13. What does each team member have to do before group meetings? Why do you have group meetings is the afternoons?
14. What do you have to know before you can fill in question F18 in the survey? And what is the importance of question F18?

Essay

1. Write an essay on how community studies could be incorporated into the work of the organization you work for and how this may improve your work (3 pages).
2. Write an essay and give examples (at least five) of how the theory taught during this course can help you in the field (2 pages).
3. How do you decide on the salary of the interpreter and guide when you are in the village? What do you do if they ask for 20 times what you originally offered?

Simulation: The Task – With the Information You Have

1. Write a report that has four sections: community background, human field, social field and economic field.
2. What can we say about potential impact?
3. Of the individuals mentioned in the information we have, who would be a good informant and what information might they be able to provide?
4. Identify key information that you are missing.
5. Identify key issues that will be related to trust-building.

What We Know of the Case

- The village of Manana has a population of 1,000 people. All but five families fled during the war. Eight hundred of the present population of 1,000 lived in Manana before the war. The population returned to the village after the peace agreements. The newcomers are from Matunde, a neighbouring village. Inhabitants from Matunde relocated in Manana after the peace agreements. The relocation took place before the removal of mines.
- Manana is located 1km from the main road. The access route is via a bush trail. Matunde is located 5km from the main road.
- There is a school and a health post in Manana. Conditions at the latter deteriorated considerably during the war. In Matunde, there is neither a school nor a health post.
- There are two small shops. These sell essential goods only (i.e. sugar, oil, soap).
- It is alleged that one or more of the people who stayed behind during the war were made to assist the military in laying mines.
- The military laid the mines to protect its garrison and also during small battles with the opposition. The garrison was established in the area that formerly was most densely populated. The area where the battles took place (i.e. the suspected mined area) contains a large number of fruit trees. The minefield separates the area where people settled after the war and the school, health post and administration.
- In order to get the school, health post and administration, people have to walk 2km around the minefield.

- The village administrator fled during the war and now lives in a city some 30km away. He comes to the village once or twice a month to fulfil his duties.
- The administrator's secretary lives in Manana. He is a young man in his twenties and is originally from another village in the same province.
- Few people have animals now. However, before the war most people had goats.
- The suspected mined area is 100,000 square metres in total.
- The mined area has been inaccessible to the population in the area for almost eight years. No one has documents testifying to land ownership. This is true both for Manana and for the rest of the country.
- Part of the minefield has a large number of fruit trees.
- There have been three mine accidents. Two reportedly occurred during the war, and the third involved a person from Matunde who had gone into the mined area to get firewood.
- Three different NGOs have funded, supported or conducted other projects in the area. These have included road restoration, hospital renovation and a mine-awareness project. The last-mentioned has no link or affiliation to the work of the demining operator. The mine-awareness educator is from the village but also conducts mine-awareness training in neighbouring villages.
- Owing to vegetation, the demining operation, if undertaken, will be largely hidden from the view of the population.

ADDITIONAL READING

Anderson, Mary B., 1999. *Do No Harm: How Aid Can Support Peace – Or War.* Boulder, CO: Lynne Rienner.

Anderson, Mary B. & Peter J. Woodrow, 1999. *Rising from the Ashes: Development Strategies In Times of Disaster.* Boulder, CO & San Francisco; CA: Westview.

Horwood, Chris, 2000. 'Humanitarian Mine Action: The First Decade of a New Sector in Humanitarian Aid', *Relief and Rehabilitation Network Papers 23*. London: Overseas Development Institute.

Millard, Ananda S., 2000. 'Using Socio-Economic Indicators: Illustrations from Mozambique', in Gareth Elliot, ed., *Beyond De-Mining: Capacity Building and Socio-Economic Consequences*. Johannesburg: SAIIA 2000.

Millard, Ananda S., Kristian Berg Harpviken & Kjell E. Kjellman, 2002. 'Risk Removed? Steps Toward Building Trust in Humanitarian Mine Action', *Disasters*, June 2002.

Robson, Colin, 2002. *Real World Research*, 2nd edn. Oxford: Blackwell.[47]

United Nations Development Programme (UNDP), 2000. *Socio-Economic Approaches to Mine Action: An Operational Handbook.* Geneva: UNDP.

AMAC Memos[48]

AMAC Memo No. 1: 'Assistance to Mine-Affected Communities – A Brief Project Description' (Kristian Berg Harpviken). Oslo: PRIO.

AMAC Memo No. 2: 'Mine Action Indicators as a Topic for Research – Towards New Indicators of Success in Humanitarian Mine Action' (Kristian Berg Harpviken). Oslo: PRIO.

AMAC Memo No. 3: 'Towards Community-Based Demining – AREA's Project in Nangrahar Province, Afghanistan' (Kristian Berg Harpviken). Oslo: PRIO.

AMAC Memo No. 4: 'Community-Based Mine Awareness – AMAA's Project in Herat Province, Afghanistan' (Kristian Berg Harpviken). Oslo: PRIO.

AMAC Memo No. 5: 'Studying Mine-Affected Communities – A Preliminary Framework First Edition' (Kristian Berg Harpviken & Ananda S. Millard). Oslo: PRIO.

AMAC Memo No. 6: 'A Community Living With Mines and Demining – The Case of Bandua, Mozambique' (Ananda S. Millard). Oslo: PRIO.

AMAC Memo No. 7: 'A Community Study of Landmines and Humanitarian Demining – Cassua–Kwanza Norte, Angola' (Kristian Berg Harpviken). Oslo: PRIO.

[47] The first edition of Colin Robson's *Real World Research* (1993) is a good alternative and is available in a paperback edition.

[48] The AMAC memos listed here are available in electronic form at http://www.prio.no/amac/memolist.asp.

PRIO Reports[49]

PRIO Report 1/2000: *Reassessing the Impact of Humanitarian Mine Action: Illustrations from Mozambique* (Ananda S. Millard & Kristian Berg Harpviken). Oslo: PRIO.

PRIO Report, 1/2001: *Community Studies in Practice: Implementing a New Approach to Landmine Impact Assessment with Illustrations from Mozambique* (Ananda S. Millard & Kristian Berg Harpviken). Oslo: PRIO.

Web Pages

Assistance to Mine-Affected Communities (AMAC): http://www.prio.no/amac.

Geneva International Centre for Humanitarian Mine Action: http://www.gichd.ch.

Survey Action Centre: http://www.sac-na.org.

[49] The PRIO reports listed here are available in electronic form at http://www.prio.no/amac/memolist.asp.

Assessing Landmine Impact at the Community Level

The Assistance to Mine-Affected Communities project (AMAC) undertakes studies of communities affected by landmines in order to explore the potential offered by local resources and local competence in humanitarian mine action (HMA). The project is based on the conviction that improved assistance to mine-affected communities must start with a deeper understanding of local responses to landmines. Hence, community level assessment of impact is imperative for the successful design of HMA projects. Rather than viewing people in mine-affected communities as passive victims, AMAC acknowledges their importance as active subjects. The challenge is then to find ways in which the social structures and dynamics within which mine-action agencies operate can act as resources in the mine-action process.

AMAC has developed a comprehensive eight-week *Combined Methods Training Course* that is intended to build sustainable analytic capacity within operators that have a long-term commitment to HMA. The course provides trainees with both theoretical guidelines and practical tools for conducting and using the findings of community studies. This manual draws on lessons learned from extensive experience in conducting community studies and a number of training endeavours.

The manual has been written to cater to the training needs of field staff who have substantial operational knowledge but little academic or impact-assessment experience. It has been designed for trainers who have experience in humanitarian or development-related training, and who have some knowledge of HMA. The manual contains lecture guides, trainee handouts, exercises, simulations and exams.

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