

***A Guide
to Improving Communication
in Mine Risk Education
Programmes***



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

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This Guide has been amended and updated from *Improving Communication in Mine Awareness Programmes, An Operational Handbook*, which was written by Jack Glattbach, Françoise Jaffré and Pamela Thomas.

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Introduction

The need for the Guide

Landmines and unexploded ordnance (used bombs, shells and grenades that failed to detonate as intended, also known as UXO) continue to plague the lives of communities in dozens of countries around the world. Most severely affected countries include: Afghanistan, Angola, Azerbaijan, Bosnia and Herzegovina, Cambodia, Colombia, Eritrea, Ethiopia, Iraq, Laos, Lebanon, Russian Federation (Chechnya), Sri Lanka, and Viet Nam.

More than US\$250 million is spent every year on mine action (programmes to reduce the impact of mines and UXO on civilians), employing thousands of people in the process. Yet it is difficult to identify any other international humanitarian or development activity of similar scope which has devoted so little resources or attention to its communication activities, particularly to the critical task in any developmental activity, that of *changing people's behaviour* — in this case to achieve mine-safe behaviour.

There was a major communication effort during the 1990s, emanating from the global campaign to ban anti-personnel landmines. The campaign brought about the 1997 Anti-Personnel Mine Ban Convention (also known as the Ottawa Treaty) and major improvements to international structures and mechanisms for mine action.

But in the field, at project level, communication is still the poor relation of the more obvious functions of mine clearance and mine destruction. Few mine action programmes have full-time communication staff, or even coherent communication components in their work plans. Personnel are often former military or development workers with good technical skills but little experience of, or commitment to, effective communication.

This is particularly true in those countries where resources for mine action are scarce, but where needs are probably greatest. The few examples of useful communication activities have tended to occur in well-funded or long-duration programmes, e.g. Kosovo and Cambodia.

There has been a heavy reliance on posters and pamphlets. These media do not generally have a long lifespan, are typically text-dependent (and therefore inappropriate in low-literacy areas or where there are many languages), and may not easily be understood across cultures. Several radio programmes have been used to “reach” areas where radio reception is poor. Written materials have been distributed to people who have little or no literacy skills, or who speak a different language or dialect. And many video and television programmes can only be accessed by populations in major urban centres — who are unaffected by mines and UXO.

This guide is therefore based on the principle that creative communication will enhance not only the effectiveness of mine risk education but also of mine action as a whole. It has been updated and revised from *Improving Communication in Mine Awareness Programmes, An Operational Handbook*, which was written by Jack Glattbach, Françoise Jaffré and Pamela Thomas in 2001. It takes into account the adoption of international standards on mine risk education within the framework of the International Mine Action Standards issued by the United Nations.

But with many millions of anti-personnel mines and UXO still in the ground, even the most obvious (and dangerous) activity of mine clearance will take several years. Beyond that the tasks of rehabilitating and caring for mine victims and their families, renewing local agriculture and economies, encouraging communities to live in peace, and much more, will take generations. This demands more active efforts to integrate mine action within broader relief and development interventions.

Remember Machiavelli

Once we agree that mine action is part of overall development activities, communication must also be seen as essential, not optional.

Some centuries ago, Machiavelli said:

“There is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things. People do not truly believe in anything until they have had actual experience of it.”

Despite this wisdom, it is only relatively recently that development programmes have fully incorporated effective communication components. The successes of “miracle rice” in Asia, of global immunisation campaigns, of fuel-efficient stoves, and much more, are the result of effective communication as much as improved technologies.

Recent research also shows that communication should be seen as a *basic human need*. Individual human beings will break down, even die, just as quickly if they are deprived of communication as if they are deprived of water or food.

It is important to recognise that the communication we are talking about here is very much a *human* activity. It is imperfect, it’s informal, it’s familiar,

it uses simple words — but it is also very complex. Think of how you can affect your own communication with others: by the words you use, the tone you use, the looks you give, your mannerisms, your message, your dress. Think also how you may have changed some of your own behaviours: deciding to get fit, to stop smoking, to change jobs, to use a new product. The chances are that while you may have first heard about what you want to do from the mass media, you actually *changed behaviour* after talking with a friend or someone you respect.

So let us be clear about what we mean by communication in mine risk education.

Communication is the process of sharing information and meaning. We can use it to inform people of the dangers of mines and UXO, to demonstrate safe behaviour and teach mine-safe skills. We can use it to encourage safe behaviours and to create support for mine-safe behaviour among communities and leaders. We can also use it to create social and legal environments that support mine risk education.

Mine risk education (formerly called mine awareness) is the term used to describe initiatives that seek to prevent deaths and injuries from landmines and UXO by promoting safe behaviour *through information, education, communication and community liaison*. It is therefore much more than just raising awareness. Mine risk education (or MRE) is one of the activities in the wider discipline of mine action that seeks to alleviate the impact of mines and UXO.

When carried out effectively, mine risk education can strengthen communities, reduce the risk of death or injury in mine or UXO incidents, and support mine clearance and marking and other mine action activities. To do this, mine risk education must be carefully targeted, in terms both of messages and population. This doesn't always happen in practice.

Who is the Guide for?

The Guide aims to provide mine risk education practitioners and mine action centres (MACs) with informal but practical advice on how they can improve communication in mine risk education programmes.

Mine risk education programme managers have direct responsibility for ensuring that all aspects of internal and external communication are reflected in the overall programme strategy. This requires priority attention and an adequate budget from the beginning (though not necessarily a full-time communication expert). The programme manager also has overall responsibility for advocacy with political and religious leaders and for maintaining regular contact with them and the mass media.

Mine risk education managers must understand that their responsibility for communications is just as important — and direct — as their responsibilities for operations, finance and personnel.

Mine Action Centres should, at the very least, ensure that messages and communication approaches are co-ordinated both within the centre and among other organisations working in mine risk education or mine clearance. MACs can also carry out, or commission, nationwide needs assessments for mine risk education. If the MAC has its own communication expertise, it should use it for the benefit of all actors engaged in mine risk education. Like the programme manager, the MAC should be in constant dialogue with national and local government, and the mine action and development actors in country.

But an effective mine risk education programme is not solely the responsibility of the programme manager or the MAC. For real impact, government, local leaders, the community and the media should also be involved and encouraged to take responsibility for activities with which they feel comfortable.

Governments: as HIV/AIDS and other health promotion programmes have shown, governments and their officials play an important role in successful behavioural change. If the government is not both enthusiastic and involved, local communities will notice and act accordingly.

Local leaders: local government, religious and community leaders can support mine-safe behaviour by promoting it within the community and by establishing local policies or regulations. MACs should establish good working relationships with local leaders and include them in discussions, planning and support for their mine risk education activities.

Communities: local communities should play the most important role in mine risk education. People need to be involved from the beginning and supported to promote a mine-safe environment. Discussions about the programme with community groups, school teachers and community leaders and the inclusion of community ideas and needs will help encourage community involvement. Regular motivation from the programme is important to maintain support and education.

The **mass media** can be vital allies in promoting mine risk education. They can help advocate with government leaders for appropriate mine policy and legislation, provide information on what other countries are doing, and ensure a regular flow of mine risk education information to communities. The mass media are often looking for news stories or short interviews. A programme should make special efforts to engage in regular discussions with key media personnel, ensure they have toured programme sites, and are kept fully informed of programme activities. Regular short news items keep mine risk education in the public consciousness. For no, or almost no charge, the mass media can provide regular support for the programme. Landmines and the other explosive remnants of war are news!

The International Mine Action Standards

The International Mine Action Standards (IMAS) now contain a number of standards dealing with mine risk education.

In total, seven standards in IMAS deal with mine risk education, namely:

IMAS 07.11 Guide for the management of mine risk education;

IMAS 07.31 Accreditation of mine risk education organisations and operations;

IMAS 07.41 Monitoring of mine risk education programmes and projects;

IMAS 08.50 Data collection and needs assessment for mine risk education;

IMAS 12.10 Planning for mine risk education programmes and projects;

IMAS 12.20 Implementation of mine risk education programmes and projects; and

IMAS 14.20 Evaluation of mine risk education programmes and projects.

Standard 07.11 should be read prior to reading the other six mine risk education standards and guides.

Adapted extracts from relevant IMAS are included in Appendix 4.

“Aid organisations know what they want to say but often don’t know how to say it: the media knows how to say it, but don’t always know much about the issue.”

Adam & Harford (1999:79)

2

Effective communication: The basics

How do we communicate?

There are many different ways to communicate, and effective mine risk education programmes need to use a variety of communication processes, media and techniques. The ways in which they are used and the messages and meanings they convey can differ with culture and context. The processes can include reading and writing but also discussion, questions and answers, sitting in front of the television or learning in a classroom. The techniques include using the voice, facial expressions, and movement.

Media are the different channels we use for communication. They can be seen in four major categories:

Person-to-person or interpersonal communication

This involves direct, face-to-face contact and allows questions and answers and clarification of meaning. It helps to ensure mutual understanding. Interpersonal communication includes conversation between friends or family, discussions with health professionals, community health workers, religious and community leaders, traditional health practitioners, women's and youth organisations, school teachers, trade union leaders, development workers, government officials, parents, and child-to-child communication.

Small media

The small media are often tools that are used to support larger communication initiatives or to illustrate interpersonal communication. They include posters, cassettes, leaflets, brochures, slide sets, video, flip charts, flash cards, T-shirts, badges, and the use of loudspeakers.

Traditional media

Traditional media are performance arts that are used to illustrate and convey information in an entertaining way. Live performances can provide special opportunities for interaction between performers and audience. They include drama, traditional forms of theatre, puppet shows, street theatre, storytelling, songs and dance. Traditional media

are often artistic methods of communication passed down from generation to generation.

Mass media

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

Who should mine risk education target?

Effective mine risk education involves communication among and between different individuals and different groups, or audiences. To achieve mine-safe behaviour it is important not only to inform and educate communities on safe behaviour but also to provide an environment that supports this behaviour. This could include having legislation that supports mine-safe behaviour or local or national political support.

An effective mine risk education programme will usually have one or more communication “audiences”. It is important that these audiences are clearly defined. The first and most important audience usually includes members of communities who are at risk from mines or UXO. The second audience can be school teachers or local leaders who will encourage community members to engage in mine-safe behaviour. The third audience may be politicians, or the mass media, who will be encouraged to promote changes in policy or legislation that will support mine safety.

The process of adopting new behaviours

As our aim is to encourage the adoption of mine-safe behaviour, it is important to understand why and how people change what they do. A large body of behavioural research shows that we react differently to accepting and adopting new behaviours. As a rule, we do not suddenly begin to do something we have never done before: we learn and weigh the benefits of doing it or not doing it; we look around to see if anyone else is doing it — and if our friends and community accept the new behaviour. If it seems socially acceptable, valuable and practical, we learn the skills to undertake the new behaviour and we may apply it to our own lives. We then evaluate whether it is worthwhile to continue. From our experience we may reject the new behaviour, or we may encourage others to follow our example.

The focus of a mine risk education communication strategy therefore should be to:

- Provide the information, assurance and encouragement that is needed to encourage mine-safe behaviours;
- Identify and promote model mine-safe behaviours;
- Teach the skills that are needed and ensure people can use the new skills;

- Provide a social environment that supports mine-safe behaviours;
- Provide ongoing encouragement to continue with mine-safe behaviours; and
- Encourage people to pass the information and new skills on to others.

For the people your project wants to reach, you will need to explore:

- The messages that are most useful and practical to them;
- The people they most trust;
- The communication channels they prefer; and
- The ways they would most like to be involved in mine risk education activities.

Background to a communication strategy

It is important to have a communication strategy that is based on the communication processes, techniques and channels that are most appropriate for specific audiences. But there is no universally effective communication strategy: different communication processes and channels will reach different age and gender groups depending on the social, economic, political and geographical context and will have a different impact on achieving mine-safe behaviour. *What works in one place may not work in another.*

Each communication strategy should be based on careful research and developed specifically for each region, ethnic or social group. It should combine a mix of different processes and communication channels and repeat messages over time.

The strategy should focus on encouraging mine-safe behaviours that are appropriate to the specific situation and people's existing knowledge. The behaviours being communicated must be feasible. There is no point in promoting behaviours that are not possible for economic, political, social or religious reasons.

The most effective way we learn new behaviour is from other people, either directly through personal contact or indirectly through the media. Both can be used to demonstrate people "like us" practising mine-safe behaviours and to stimulate discussion among families, friends and communities.

The most successful efforts to achieve mine-safe behaviours *use a variety of interpersonal, mass media and traditional media channels*. These include individuals who practice mine-safe behaviours, local influential people and community leaders, radio and television networks, community training programmes and — most important of all — those that encourage communities to participate in planning, implementing, monitoring and improving their own interventions.

Although interpersonal communication channels have often been used in programmes, mine risk education practitioners have tended to prefer using trained instructors paid by the programme, or "media products", such as

T-shirts or posters. On the other hand, valuable local radio and television have been underused.

3

Setting the communication objective

Communication strategies should be based on a general understanding of how to bring about behavioural change together with a detailed understanding of the local context.

Establish what is needed

The first step in a communication strategy is to be sure of your communication objective. e.g.

- Is it to provide awareness of the danger of mines and UXO?
- Is it to encourage mine-safe behaviour among those who are already aware of the danger of mines?
- Is it to encourage mine-safe behaviour among a group of people who are particularly at risk?

For example, in a refugee camp, refugees may be totally unaware of a mine and UXO threat. The first step in mine risk education with them is therefore to raise awareness of the dangers. In other situations, however, most people, except young children, are likely to be aware of the dangers.

Increased knowledge and awareness about the danger of mines and UXO and safe behaviour does not necessarily translate into mine-safe behaviour. The dangers of hard drugs, drink-driving, smoking and obesity, for instance, are generally known but are ignored by many. Maintain your focus on changing behaviour.

Identify the primary target group

Having set your communication objective, you then need to identify the most important target groups you wish to reach, normally those groups who are most at risk of a mine accident — and why.

Think this through carefully. Don't assume, as many mine risk education programmes do, that children and women are always the most at risk. In

many situations, adult males make up the majority of landmine and UXO victims.

Similarly, there is a common presumption that potential victims are unaware of the mine/UXO threat. Research shows that this is often not the case. It is essential to understand the reasons, both explicit and implicit, for risk-taking, and any obstacles to safe behaviour. Risk-takers are broadly put into five categories:

- The **Unaware** (the person doesn't know about the danger of mines or UXO);
- The **Uninformed** (the person knows about mines but doesn't know about safe behaviour);
- The **Misinformed** (the person is given the wrong information about safe behaviour or wrongly believes he or she knows all about mines);
- The **Reckless** (the person knows about mine-safe behaviour but ignores it); and
- The **Intentional** (the person has no option but to intentionally adopt unsafe behaviour).

Having identified *what* is needed by *who*, you now need some essential information to start programming your communication activities.

4 Information needed for programming communication

General remarks

Mine risk education, like any communication programme, has six major stages:

- Needs analysis and research for strategy selection;
- Developing messages and materials and testing;
- Selection of communication channels;
- Implementation;
- Evaluating effectiveness; and
- Feedback.

This chapter outlines what information you will need to plan a comprehensive and well-targeted mine risk education programme, how to collect it, and a few tips on how to analyse it.

As elsewhere, planning a communication strategy requires good information, a thorough analysis of the situation and development of a plan that is practical in terms of local involvement, time and resources.

Before you undertake or commission research be very clear about the information you require and the answers you need. Good research is essential to your programme but it can be a waste of time and money if it is not designed with precision and with very clear aims. If you are undertaking a large research exercise it would be advisable to commission professional researchers to design and undertake it. However, if you know precisely what information you want, there are a variety of straightforward and inexpensive methods available — but they do require adequate planning and time. Always be aware when designing research that it has to be analysed. And this is time-consuming. Keep your list of research questions short and to the point. *And always ensure that social information is collected by age and gender.*

HINT

If you intend to use radio or TV, bear in mind differences between women's and men's listening/viewing patterns. For example, if you want your messages to reach women, don't schedule your communication for early morning or early evening: these times might be prime listening time for men but women are likely to be busy preparing meals. Vary your scheduling to reach the maximum number of your specific target audiences.

Don't just do something, stand there!

Before you launch headfirst into communication activities you need to get to know the situation properly. Here are the major questions you need to answer. (Some of this information you may already have, but, if not, we also suggest the best methods to use, which are described in the following section.)

What and where is the problem?

Keep an open mind. Don't concentrate on mines if the real threat is from unexploded cluster bombs, shells or grenades (UXO). Find out what is actually killing and injuring civilians.

- ▶ *Research method to use: Quantitative survey/rapid appraisal.*

Who is at risk?

Establish who is being killed (age, gender, occupation) and why (what were victims doing at the time of the accident?). Was the accident the result of lack of knowledge of mines, lack of information of mine-safe behaviour, recklessness or lack of options? As mentioned earlier, there are often misconceptions about who is at greatest risk of mine or UXO accidents.

- ▶ *Research method to use: District survey.*

Who are the major target audiences?

When you have established who is at greatest risk, you will be able to identify your primary target audiences. You should also get information on other audiences (secondary or tertiary audiences), who would support and help motivate and encourage mine-safe behaviour among your target audience.

- ▶ *Research method to use: Qualitative research/rapid appraisal.*

What are the characteristics of the target audiences?

You will need to find out by age group and gender:

- What knowledge they have of mines, UXO and mine-safe behaviour?
- What is their behaviour with regard to mines and UXO?
- What misconceptions do they have about mine/UXO threats?
- What positive attitudes do they have that could be built on?
- What are the barriers to mine-safe behaviour?
- How important is mine-safe behaviour within the community?
- What are the major occupations of the target audiences?
- What are the major sources of credible information?
- What are their media habits — e.g. do they listen to the radio, if so, which channel and at what times?
- Do they read? If so, what?
- What are the education levels of the target audiences?
- What are the major social or work groupings to which the target audiences belong?
- ▶ *Research methods to use: Knowledge, Attitudes, Practices, Beliefs (KAPB) Survey (see following page), Focus Group Discussion, Workshops, Participatory Rural Appraisal.*

What media are available?

If it is practical to use the media, mass or traditional, you need to know who listens to or watches what and when. You also need to learn about the target audience's preferences for programming style and treatment. This can vary substantially between women, men and youth, and will often reflect where they live (in the city or in rural areas), their level of education, and economic situation.

Radio has often been an underused resource in mine risk education, especially local radio. But a radio programme is only going to have an impact if people are able to hear it. So if you are thinking about using radio, try to devote some time (and possibly money) to collecting information on:

- **Radio ownership**, including access to radios among the target audience;
- **Listenership**: information by age, gender, social, ethnicity and income;
- **Listening patterns**: what are the target audiences preferred programmes, programme formats and times of listening, by age, gender, social, ethnic and income;
- **Transmission**: number and type of stations on air, frequencies, time of transmission, languages used and coverage;
- **Press freedom**: credibility of stations among the target audiences.

Also identify any forms of traditional media which operate in the location of

the programme. Local drama groups or puppets can be an effective means of communicating mine risk education information and of modelling mine-safe behaviours.

▶ *Research methods to use: Media listenership and coverage survey.*

Information on existing campaigns

Look at what others have done — not just in mine risk education campaigns, but also in other similar initiatives, such as HIV/AIDS awareness.

How to collect the information you need

There are no hard and fast rules for research — social science, development workers and the media have developed many techniques and approaches. Below are a few possibilities that have proved appropriate to public health campaigns. Remember, you don't have to do the research yourself — universities, market researchers, health workers and the media can all perform research for you. This could be a logical task for the MAC to co-ordinate, with your input.

Research is generally divided into **quantitative** methods (some form of survey) and **qualitative** methods (where views and perceptions are recorded). It is not necessarily an either/or — both techniques can be used effectively.

▶ *Quantitative methods*

KAPB Survey

A Knowledge, Attitudes, Practice, Beliefs (KAPB) survey is a standard tool in designing health promotion interventions, and with minimal adaptation to include research into media and other communication channels can be used as a central planning tool for a mine risk education programme. A KAPB survey is based on a questionnaire which includes multiple-choice questions, closed-end questions (yes/no replies) and a limited range of open-ended questions. It is administered to a statistically representative sample of the target audience.

In addition to providing statistically-representative findings, a KAPB survey establishes a baseline that can be used for monitoring and evaluation. But a KAPB survey provides limited contextual information, is often time-consuming and can be expensive. It requires statistical analysis and it can be difficult to obtain statistically representative samples in areas of conflict where there is little baseline information. Costs can, however, be minimised by using existing research and secondary documentation where possible, and perhaps adding questions to an existing household survey. (*See Appendix 1 for a sample KAPB survey.*)

Media coverage surveys

It is likely that there are media coverage surveys available. Most mass media organisations have some indication of their listenership, viewership or

readership and geographic coverage — which they require for legal and advertising purposes.

➤ **Qualitative methods**

Partly due to the disadvantages of quantitative methods, health interventions often use qualitative methods. As such research gathers information about feelings and impressions from a relatively small number of respondents, the data cannot usually be quantified in numerical terms — therefore caution should be exercised in making generalisations from the results.

The main advantage of qualitative methods is that they generate a dialogue with participants, letting you know what people really feel. They are also useful for designing survey instruments. The drawbacks are that they require good skills to carry them out, can be lengthy to prepare and analyse, and it can be difficult to interpret qualitative information.

Focus Group Discussions

In a Focus Group Discussion (FGD), a moderator or facilitator guides a number of small groups (six to ten people) who each share similar characteristics (age, sex, level of education, rural, urban, etc.) through a discussion of a selected topic allowing them to talk freely and spontaneously. The major questions to be discussed should be determined before the FGD takes place and the facilitator should be asked to note the major results of discussion immediately after the FGD. This assists with analysis. (*Sample FGD guides for local adaptation are included in Appendix 2.*)

Discussions with key informants

In addition to the obvious need to meet with other mine action actors and key government officials, you should spend time with community leaders, health workers and alternative medical practitioners in the community, such as witchdoctors and faith healers, for all have valuable contributions to make. You will also be able to solicit their approval and support for your proposed mine risk education initiatives, which may ultimately prove critical to their success.

Workshops

A workshop to bring the media and your mine risk education colleagues together can generate significant information. The media will be helped to understand the issues and areas of political and programmatic sensitivity. Your colleagues will have the opportunity to build bridges with the media, to understand how journalists and broadcasters work, and to learn about opportunities they can exploit. Workshops may also improve co-ordination within mine risk education in particular and mine action in general.

Secondary sources review

Even in a post-conflict zone, there are almost certainly relevant studies by aid, development or human rights organisations, local or external academics,

media organisations, or United Nations bodies that will answer some of your questions.

Analysing the information

Most raw data remains just that — raw, stored and forgotten. Analysis of data is a specialised field. The validity and usefulness of the analysis, the time it will take and the type of results you achieve will depend heavily on the survey design and research methodology. For example, if you did not include questions about age, gender, occupation, or education levels in your research design, you will be unable to analyse or disaggregate your data by these variables. A reasonable range of variables provides richer and more useful information and allows for specific patterns of information or behaviour to emerge. But too many variables can result in an unmanageable mess.

When you begin the analysis look for patterns in the results. For example, an emerging pattern might be that a high proportion of those engaging in risky behaviour are boys aged 14 to 17 years, or that village people of all ages and both sexes believe that school teachers are the most important source of mine risk education information. Patterns usually become apparent fairly quickly. If the pattern persists within a specific community, you may not have to analyse all the questions or all the questionnaires from that community. Similar patterns may persist across a district or region, or you may find that quite different situations exist among different communities.

Quantitative surveys are quicker and easier to analyse than qualitative ones but provide limited information about behaviour, beliefs and motivation for action. In analysing information from focus group discussions or workshops use the facilitator's notes that list the major issues and responses. This provides you with a structure for analysis. Participatory Rural Appraisal and Rapid Rural Appraisal methods also allow for quick and relatively easy analysis.

It is useful where qualitative methods have been used, in particular FGDs, to go back to the respondents with the major results and check them.

At the very least get some peer review of your own analysis. You may be able to persuade local academics or people in other agencies to help you.

Now it's time to design your message(s).

5

Designing messages

Basic principles

When you have identified the major problem(s) you want to address, and your target audiences, and what specific information they require, the next step is to design the messages.

Message development involves decision-making in three main areas:

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

The golden rule for every campaign is that there must be a positive message — people need to feel that they are able to take action and that by taking action they can improve their and their families' lives. And, with mine risk education, be careful — the wrong message can kill.

Messages to be communicated depend on target audiences, behaviours to promote and factors likely to influence target audiences to adopt the desired behaviour. You will probably have to refer constantly to your research results to ensure that the messages are culturally and socially appropriate.

Good messages should do the following:

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

Creating the message

There are yards of textbooks about how to write for the media, how to write advertising copy, how to persuade people, how to reach non-literate audiences and even on “project support communication”.

But, quite simply, your biggest decision in this area is whether to write the messages yourself (or within the office) or whether you look for outside help. Unless you are blessed with an editorially gifted staff member, you should probably look for professional help. Writing for mass communication is a different skill to writing your monthly report.

And don't be put off by this word “writing”. Even if your message will be delivered in pictures or sound, the basis of any good communication activity is a good script.

The important qualities of good writing for communication are these:

- It uses simple, everyday words and ideas, and it is concise (big words, long sentences and complicated structures only confuse audiences);
- It uses terms “normal” human beings can understand (don't say “25 per cent of the population” when you can say “one in four people”);
- It is attractive, “catchy”: creating interest is a very important part of communication;
- It is relevant;
- It is culturally aware.

The required talent of a good writer in this field is to produce a proficient first draft — that can then be improved, checked, altered and tested. Use your own judgement by all means, but don't be afraid to ask for the judgement of others. And be particularly aware of messages that are intended to reach people of other cultures. What may be normal, effective or polite to you and your friends may be offensive to people outside your culture.

Pre-testing messages and materials

One of the most common mistakes is to omit to pre-test ideas and channels to be used — or to test only in the office corridor and not among the people for whom they are intended. This can result in messages that are meaningless, or potentially culturally offensive, or in producing materials that many of the target group cannot access. For example, written brochures are of little value to the illiterate, and TV spots have little effect if the target audience has no electricity.

Pre-testing must be done among the target audience. If the target audience is young male farmers of a specific ethnic group, pre-testing must be undertaken among these people, not among young male farmers of an ethnic group living closer to your office.

Pre-testing means trying out ideas, messages and pilot programmes with a representative sample of the target audiences and colleagues *before finalisation*.

Pre-testing can be done at various levels of sophistication with different costs. It does not have to take long.

Why do it?

To find out whether messages have been conveyed the way they were intended and whether the audience like them and understand them or not. This saves time and money by identifying and solving problems at an early stage — and helps to involve local people in the process and alert them to it.

Remember: the purpose of pre-testing is to ensure that messages and materials will be effective — and, if necessary, to improve them, not simply to rubber-stamp them and avoid further work.

Also remember: while it is important to share the messages with colleagues and counterparts to ensure technical accuracy, what they think or understand from the messages is likely to be very different from that of your target audiences. Be prepared for situations where your colleagues dislike your messages or find the materials unattractive yet your target audiences find them easy to understand, credible and appropriate.

What do you need to find out?

Pre-testing aims to ensure that messages or materials are:

- Understandable;
- Socially acceptable;
- Relevant;
- Attractive; and
- Persuasive.

How do you pre-test?

Bearing in mind that the target audiences are the ultimate judges of your messages, the process for pre-testing is:

- Start by consulting local colleagues in your own organisation to check technical information;
- Discuss messages and show proposed materials to experts in other mine risk education or mine action bodies;
- If the message or material has been prepared by a man, a woman's view is essential and vice versa;
- If changes are necessary, make these and then pre-test the idea/message/material with your target audience, for example, using a FGD format or group or individual interviews. If the primary audience is young men in rural villages, test the messages with a sample of these young men. If a secondary audience is mothers and/or school teachers, test these messages with these audiences.

- If necessary, make changes based on the target audience's responses and go through the process again.

With your messages well tested, you can now start choosing the channels to use, the "media mix".

6

Selecting the media

You need to choose the communication channel(s) that will be most appropriate for the audience or audiences you want to reach. *How* and *what* you communicate will depend on your audience's specific situation ("profile"), the knowledge they already have, the communication channels they have access to and the sources of information they trust and consider important.

In selecting the appropriate media or channel ensure that the people you want to reach:

- Have access to it;
- Understand it easily;
- Trust it;
- Believe it;

and that the medium is appropriate for the message.

Meechai Viravaidhaya, who masterminded Thailand's highly successful family planning campaign, had a useful rule of thumb on selecting channels. "People ask how we decide which media to use," he said. "It's simple: if it's available and affordable we'll use it." They even got their messages across on boxes of matches.

You should also be aware that *repeating your messages* is essential to effective communication, which is an *organic* process. People can easily miss just one "spreadshot" message, even if it is carried in all media available. If you doubt this, just consider how modern advertising works: strong, simple messages repeated as often as their budget can cope.

But you must also *adapt your messages* as your programme progresses. Don't push one message to the point where it bores people. Plan your messages to support your programme cycle: you will often have to start with "emergency" messages but then develop them into messages covering "what to do in a minefield", about marking, surveying and clearing, about restoring agriculture in the communities, about caring and rehabilitation services, about political and economic attention to the mine-affected.

You will obviously need to monitor your communication activities and use feedback to adapt them and keep them relevant to overall objectives. But this is exactly what programme managers are expected to do with other programme components. As with mine clearance and victim assistance operations, communication in mine risk education is not magic: it just needs effort, resources and management.

Here are some guidelines on the pros and cons of particular media.

Interpersonal communication

Interpersonal communication, that is, communication between people, is one of the most effective means of promoting behavioural change. When done well, it can provide highly relevant information with strong credibility, afford an opportunity to discuss sensitive or personal topics, and allow immediate feedback on ideas, messages and practices. Interpersonal communication is our primary means of formal and non-formal education, for teaching and encouraging use of new skills and for helping individuals and communities to become involved in mine risk education activities.

The limitations of interpersonal communication are that it is inherently time-consuming, with a high cost per person/contact; it typically reaches only a small number of individuals; and demands practical skills-training and support of field workers.

Interpersonal communication can take many forms. Some of the most useful for mine risk education are:

- Community outreach which may include meetings and workshops with community groups;
- Mine clearers discussing the dangers of mines with village people;
- Mine victims/amputees discussing the need for mine risk education;
- School teachers, health workers and local leaders providing mine risk education to school children and community members;
- Programme managers advocating among politicians and leadership for support for mine risk education.

(See also Chapter 7. Tapping into the mass media.)

“Small media”

The strengths of small media are that they provide accurate, standardised information in a handy and re-usable form that can be used as visual aids in workshops, discussions and teaching. They attract attention and may be distributed to areas where the mass media do not reach. Most commonly, however, small media are used in isolation from other mine risk education activities and as a result have little meaning or impact with target audiences.

Research clearly shows that posters, brochures and flip charts have limited use and are seldom cost-effective or durable. They are expensive to produce

and to distribute, have a short lifespan, and training is necessary for effective design and production. Training is also usually needed in how to use them effectively. Although experience shows that the bulk of small media production remains in store rooms and is never distributed, communicators are often seduced by the “ease” of production and the possibility to control (“plan”) the communication. Too often they are used to illustrate that the programme is “doing something”.

Posters may look good, but ... you need to be aware that it is the least effective medium of communication for development, particularly among the poor and those who have limited literacy skills.

If you must use them, posters, brochures and flip charts *must* have a specific purpose and be carefully integrated into communication activities. They may be designed to support a key message and to provide an ongoing reminder of that message. Or they may be designed to promote easier understanding of messages during interpersonal communication. As the cost of developing flip charts and other visual aids can be high, there is a tendency to develop a prototype that is used for a number of ethnic groups and situations. These need to be adapted to local situations if they are to be effective.

Traditional media

Travelling theatre groups have been used quite often in mine risk education programmes. When done well, theatre can be participatory and effective. In Kosovo, for instance, a former Red Cross mine risk education instructor, who was an actor by profession, successfully developed a version of Little Red Riding Hood (well known in the local culture) into a mine risk education play for children. On other occasions, however, there has been a tendency to turn to farce — making a landmine explosion into a humorous event. Care and good judgement need to be exercised.

The strengths of traditional media are that they are entertaining and attract and hold people’s attention. Traditional media put messages and situations in a familiar context, use local jargon and slang, employ local talent and get the community involved, and have the potential to be self-sustaining at low/no cost. They can be used to provide new information, new attitudes and to stimulate discussion of mine risk education among families, friends and neighbours in the community.

Traditional media can also deal with subjects that are otherwise too sensitive. For example traditional forms of drama and puppets have been successfully used to discuss safe sexual practices in HIV/AIDS programmes and the problems of child abuse. In mine risk education, drama has been used to encourage children to support each other in mine-safe behaviour.

But, like small media, traditional media reaches a relatively small group and it is difficult to guarantee and monitor consistent accuracy of messages, especially across language and cultural divides.

Mass media

Broadcasting

If you're going to use radio or TV to communicate mine risk education messages, remember these general rules:

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

If resources are limited, bear in mind it is much more likely that people will hear a few short spots rather than one 30 or 60 minute discussion programme on landmines and/or unexploded ordnance. You may be able to get airtime for free; if not, consider providing equipment for a local radio or TV station to build their capacity.

There are many possible formats for radio/TV programming for mine risk education. Here are just a few:

Spots: 30 seconds to two minutes

Use a dialogue or interview to carry one simple message, tightly packed with a music jingle. Have the announcer reinforce the message at the end.

Mini-dramas: one minute to three minutes

Have one main message and one secondary one in a scripted sketch for two or three characters. Be entertaining and don't include too much information.

Interviews: two to five minutes

Be clear about the messages you want to convey – there should be a maximum of two or three key messages and the journalist should repeat them at the end.

Soap opera

Topical health and social issues can be inserted into soap operas, which can have very wide appeal. Your job is not to write the script but to brief the scriptwriters about the issues and the type of behaviour your programme wishes to promote.

HINT

If you are to be interviewed on TV:

- **Look at the camera or interviewer.**
- **Keep still: don't wobble about.**
- **Don't joke.**
- **Don't wear checked clothes, prefer blue shirts.**
- **Make a 3, 4 or 5-point list of what you want to get over. And make sure you do.**

Radio

Radio may be the forgotten medium in most mine risk education programmes. Yet it reaches a wider audience than any other medium: there are an estimated 94 radios per 1,000 people in the least developed countries — ten times the number of televisions or copies of daily newspapers available. Since landmines and UXO tend to be found in rural communities, some of which are remote, make sure you fully check radio's reach.

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

On the other hand, radio is not usually appropriate for teaching practical new skills, nor is it appropriate in some cultures for sensitive messages. Some mine risk education messages need to be discussed and demonstrated. And some more sensitive issues might be best communicated using traditional media. To a large extent, this is a matter of common sense. But information that is given by visiting mine risk education teams, teachers in schools or in community workshops should be regularly reinforced by local radio, television or other media.

Newspapers/magazines

Newspapers tend to reach more educated, elitist audiences in many developing countries. This may not seem the quickest way, compared with radio or TV, to reach a mass audience. But newspapers and magazines do have the advantages of being more permanent, carrying more information and often being more authoritative than other media. And the other media tend to feed on what they have read in the press.

Newspapers and magazines can also be used to reach key groups — for example by carrying materials which teachers can use in their classrooms, or suggestions for discussions by development workers in the field. And don't forget to look for specialised publications that may easily reach your key audiences, the military, educators, government officials, doctors and nurses, farmers.

The Internet

We should also recognise the Internet as a valuable medium of communication, both for reaching people by email and for broader casting of information from a website. Again, the basic rules of good communication apply: be brief, be clear, don't get too complicated, and keep it up to date. There's a wealth of mine risk education information on the Web: a good communication programme will exploit this, not only for your target audiences but also for ongoing education of programme staff and your partner organisations.

Try to achieve a good range of messages so that you have messages and materials for all available media. Good communication is not rocket science: you just need to get organised and learn to deal with the “messengers”.

HINT

Select channels that are accessible and appropriate to programme participants. For example:

- Radio messages should be scheduled for those radio stations that programme participants actually listen to and at broadcast times when they actually listen.
- Print materials, even without text, should be used only for literate or semi-literate participants who are accustomed to learning through written and visual materials.
- Interpersonal communication should be provided by those who people respect and who have credibility.

7

Tapping into the mass media

Mass media have the ability to reach many people quickly with messages that can be frequently repeated. Some forms of mass media do not require the ability to read, of obvious importance in rural developing communities where literacy rates are low.

Access to mass media may be limited in certain, especially rural, areas. This includes radio, since receivers generally require batteries, although a clockwork radio is produced by BayGen in South Africa and conversion kits for conventional radios are being developed to make them solar powered.

It can also be difficult to tailor mass media programmes to special groups and to obtain group feedback. And there may be language barriers or issues of bias to overcome, especially if national mass media are employed. But there are many “gateways” into the media, and most of them are hungry for story and programme ideas. These can be exploited by your communication programme.

Mass media are indirect or one-way channels of communication, with no opportunity to ask for immediate clarification on anything that has not been understood. But there are ways to make the mass media more *interactive*.

You can encourage a dialogue between the medium and the listener/reader/viewer, through, for example:

- Competitions (with the prize perhaps a mine risk education T-shirt or school bag and stationery);
- Radio phone-in programmes (though this, of course, needs access to phones);
- Newspaper letters;
- Community radio (access tends to be relatively easy, and the station can be close to the concerns of the listeners; airtime may also be free).

Working with journalists

Development workers, usually working within bureaucratic structures, often

have to be encouraged (and authorised!) to deal with the media. But it is not an impossible task, once you get organised.

Journalists are there to report news — and landmines and UXO are undoubtedly news. Despite fears about “unplanned” communication, you should consider the journalist as your potential friend and ally. And, as media personnel tend to be strong networkers (they are all watching what the others are doing), if you tap into the right journalist your messages will be communicated more widely and effectively than you could possibly do through your own programme initiatives.

Busy journalists have deadlines. But if they think you have something they could use, they will find the time. This requires that you put yourself into the position of the journalist (and the public) and prepare your approach accordingly.

There are four general principles to working with the media, which apply to giving interviews as much as they do to drafting press releases:

- Be interesting!
- Be relevant!
- Be concise!
- Be as honest as you can!

HINT

Even if a radio or TV station is perceived as a government mouthpiece, there is a lot of evidence to suggest that we systematically underestimate viewers/listeners ability to discern what is valuable information and what is propaganda. Just try to avoid placing blame for the presence of mines and UXO in any programme or spot, and concentrate of giving practical information.

News aspects to the mine problem

To keep journalists interested, of course, you can't just repeat the same thing again and again. But there are so many interesting aspects to the mine problem that you should have no trouble in keeping the media engaged. Remember: clear thinking is not expensive, nor is imaginative programming. These are just a few aspects of the mine problem that you can use to interest the media:

- The type of mine/UXO threat and the areas affected;
- The social, economic and environmental costs of mines;
- How mines are cleared;
- The work of the mine action centre;
- Rehabilitation and reintegration techniques and availability;

- Safe behaviour and the need to report discoveries of mines or UXO;
- International law on landmines and (with care) government policy;
- What it feels like to be a mine amputee;
- The number of killed or injured due to mines;
- The global problem of mines and predicted future trends;
- A National Landmine Day.

You should try to assemble a straightforward “*core*” *information kit* for use as a general information tool. This can be used for briefings, visitors and donors, but also to inform the media. Possible items for the kit include:

- A general description of what your programme is trying to do and why. (The overview or summary of your programme document is a good place to start.) If the material is longer than two or three pages (800-900 words) break it up into two or three separate stories.
- Summary statistics and brief descriptions of what your programme has achieved.
- A note on how the programme is managed, who your major partners are — and how it is funded.
- Half a dozen photographs, graphics or maps: to show demining teams at work in your country, the types of ordnance to watch out for, maps of where you are working — and a headshot of the programme director and/or other key programme personnel.
- Addresses, phone and email contacts for people who can be contacted in the programme for further information.
- Any good recent media clippings about your programme.

Remember, the media strive to communicate in informal and human terms — because it works better than long chunks of impersonal or highly technical jargon. That’s why they talk about *stories*. That’s why they want quotations and pictures — to put a human face on the news. So try to put your material in informal, human terms: say who is saying what to whom, give people’s names and titles — and use the language you use when you’re talking to friends or colleagues. Be human!

And let them know — beforehand — when you may have interesting visitors to your programme. Invite the media to join the visit if you can, or at least arrange a media interview with them.

HINT

The golden rule for spoken communication is: Tell them what you’re going to tell them. Then tell them. Then tell them what you’ve just told them. And keep it short.

Overcoming the fear of “unplanned” communication

There are a number of fears about so-called “unplanned” communication. Is the media going to get its facts wrong? Will it give the wrong information about safe behaviour? Will the media sensationalise the issue, shocking people and creating panic? Will publicity bring the organisation into conflict with the government? Will it create mistrust of mine amputees, depicting them as thieves and beggars? These are always risks, but they can be minimised by a programme that gives clear and concise information, spends time with journalists briefing them on the issue (maybe in a workshop, as discussed above), and ensuring support for mine action by the government.

But even if the media does get its facts right, there is a further danger that the listener or viewer will interpret a radio or TV programme in a way that was not intended. It is not possible to eliminate this risk, although unintended hidden messages can often be avoided by showing a draft script to other people and pre-testing, including, if possible, with mine or UXO survivors.

The golden rule is: don't be afraid of the media. If you spend time with them, you will almost invariably find that they are on your side. And a friendly journalist is a powerful ally.

There is no communication without risk, but we can all do a lot to keep those risks to a minimum.

Being a good communicator

Being a good communicator requires special skills. Some skills can be learned but some cannot. Some people are just naturally better communicators or better teachers than others — but we can *all* do it!

Some basic pointers to communicating well are:

- Listen to what other people have to say — it is often surprising.
- Speak the language they understand and feel comfortable with — don't use unusual vocabulary or allusions.
- Use a tone of voice that is friendly and appropriate to the culture — in some cultures, for instance, it is rude or confronting to speak loudly.
- Create a friendly environment where everyone feels equal and everyone has a chance to speak.
- Encourage discussion rather than give a lecture.
- Give women an opportunity to take part in discussions or learning new behaviour.
- If appropriate to the culture, sit on the floor or the ground or at a table, don't stand while others sit.
- Be mindful of people's status in the community.
- If you are using flip charts or posters or modelling safe behaviour make sure everyone can see and hear and explain each point carefully.

- Repeat your information in different ways.
- If you are not a confident communicator make sure you have illustrations and supporting materials to help.

As with any other communication channel keep it relatively short, don't try to cram in too much information, don't talk for too long. Repeat the important facts.

Again, the key is to be creative. And remember: local facilitators or instructors need to be highly motivated — and monitored — if they are to carry out mine risk education effectively over the longer term.

The advantages of advocacy

Advocacy is communication at high levels of leadership that aims at creating political will and financial, administrative and personal support for mine risk education. This may include changes in government policies or legislation or allocation of resources to mine risk education. Well-informed political and religious leaders can help create an environment which supports mine-safe behaviour.

Advocacy is usually carried out person-to-person and often in an informal way. The mine risk education advocate should be the manager or director of the programme, or someone of high status within the MAC. Visiting international figures active in mine risk education, or international political leaders who have an interest in mine risk education can also be used to advocate among national or local leadership.

Advocates need to be well informed of the mine risk education situation in your country; what the programme aims are and what the programme is doing. They must be well briefed about the leaders they will be meeting and have good communication skills. When appropriate they should be supported with good visual aids that are appropriate to the culture and status of the person they are meeting and have clear suggestions about what leadership can do to support mine risk education.

Look around you: see how other organisations are making their case. Many United Nations organisations and international NGOs provide good examples of advocacy strategies and communication activities that you can adapt for your mine risk education programme.

“To say a journalist’s job is to record the facts is like saying an architect’s job is to lay bricks — true but missing the point. A journalist’s real function, at any rate his required talent, is the creation of interest.

... All this is not to say that a journalist should ever be inaccurate, or false to the truth as he sees it. He must create interest while being truthful, just as an architect must create pleasing shapes that don’t let in the rain.”

Nicholas Tomalin

8

Go on, communicate!

With your messages, materials and audiences honed from good research, it's now time to get out and communicate. All communication is a risk but the messenger usually doesn't get killed — and you will have minimised the risk by proper preparations. You might even start to enjoy it.

As encouragement here are a few thoughts from the late Wilbur Schramm, the distinguished American professor, on what makes a good development communication campaign:

- Every highly-effective campaign combines three essential elements: services, personal contact, and a broad supporting programme of information and education.
- Where available, the most effective tool of an information campaign is home visits by a competent and motivated programme worker.
- Field workers, effective as they are, need support from other channels of information and persuasion.
- Whatever channels are used we can count on further diffusion by word of mouth.
- The most successful ways of countering unfavourable rumours have proved to be (a) full disclosure of facts from the beginning, (b) continuing information to professional personnel, and (c) follow-up.

Making sure it's all working

Of course, you'll need to check on how successful your communication initiatives have been. You will want to know, for instance:

- If the message is right ;
- If it is getting to the right people; and
- Which people are adopting the safest possible behaviour.

It is not enough, though, to equate a drop in the number of accidents and victims to the programme, since there are many other factors besides the level of knowledge that can affect the risks from mines and UXO:

- With time, even without a communication campaign, there will be a “natural” rise in the percentage of the population that is familiar with basic information about the dangers posed;
- Mine clearing will in itself, regardless of any other activities, lower the accident risks;
- Population movements may lead to a rise or fall in the number of accidents; and,
- Seasonal work in the fields affects the risk and likelihood of accidents.

So think of appropriate indicators of success. Maybe an increase in the number of reports by the civilian population of discoveries of mines or UXO? Increased respect for mine marking signs? A change in attitudes to amputees?

It is common to talk of monitoring and evaluation (though rather less common actually to monitor and evaluate, even though they should be an integral part of every good programme). Monitoring means assessing the progress of a programme during its lifetime. Evaluation means measuring or assessing change in a systematic way in order to improve decision-making or future practice. Clearly, they overlap in many areas.

In a mine risk education programme you will want to monitor how your messages are being transmitted across different communication channels. Is the right message being transmitted? Is the right message being received? If the answer to the former is yes, but the answer to the latter is no, what are the obstacles to better understanding? Your own staff should see monitoring as a key part of their work, giving you regular feedback so that errors can be corrected and lessons learned. And if the community truly is a partner in your programme, its members should be motivated to keep you informed about progress — good and bad — and to provide input for the future direction of the programme.

You will need to evaluate your work each year, alternating between an internal evaluation, using your own staff, and an external evaluation, perhaps using local or expatriate consultants employing participatory evaluation techniques. This means you will try to measure or assess systematically changes in the target audience’s knowledge, attitudes, practice and beliefs that have resulted from communication in mine risk education.

Evaluation therefore measures the impact of the programme on the target audience’s lives. It should identify both positive and negative outcomes of the programme and both expected and unexpected impact. And the same techniques you used for research before planning and implementing your programme can be used to evaluate its impact — though you can vary the techniques used for each evaluation and, of course, combine more than one technique in any evaluation.

For example, evaluations of the Afghan radio serial drama *New Home, New Life*, have taken various forms over its lifetime, and together present a much fuller picture of the impact of the programme than any one method could achieve. Quantitative surveys on listenership (10,000 interviews) revealed that regular

listeners were only half as likely as non-listeners to be injured or killed in landmine accidents as they were more aware of the dangers. And a before-and-after survey of 300 families in three Afghan provinces used a random cluster sampling technique which asked 12 key questions on key messages due to be featured in broadcasts over the following three months. After the broadcasts, the same questions were asked of different people from similar areas. The numbers giving the correct answers after the broadcasts rose from 45 per cent to 80 per cent.

HINT

It is easier and more efficient to evaluate your programme or campaign if its objectives and indicators are well defined from the outset and a basis for future evaluation established when carrying out initial research.

So go on, communicate!

In conclusion, and hope, here are a useful **12 steps to effective communication** adapted from a from a UNICEF field guide.

1. Define clearly what behaviour you are trying to promote.
2. Decide exactly who in the population you are trying to influence.
3. Ask whether the new behaviour requires new skills.
4. Learn about the present knowledge, beliefs and behaviour of the target audience.
5. Enquire whether the behaviour you are trying to promote has already been introduced to the community.
6. Investigate the target audience's present sources of information.
7. Select the communication channels and media which are most capable of reaching and influencing the target audience.

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

8. Design health messages which are:
 - Easily understandable — using local languages or dialects and colloquial expressions,
 - Culturally and socially appropriate,
 - Practical,
 - Brief,
 - Relevant,
 - Technically correct,
 - Positive.

9. Develop and test your educational materials.

And then revise your materials accordingly before mass production and distribution.

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

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

12. Repeat and adjust the messages over several years.

Appendixes

Appendix 1: KAPB Survey

Appendix 2: Focus Group Discussion Guides

Appendix 3: Selected resources

Appendix 4: Extracts from the International Mine Action Standards

Appendix 1. KAPB Survey

The following survey is adapted with thanks from a KAPB survey developed in Eritrea.

INDIVIDUAL QUESTIONNAIRE KAPB ON MINES AND UXO

Interviewer name:

Date:

Organisation:

Location/village:

Sub-zone:

Zone:

Introduce yourself to the interviewee and explain: who you are, for which organization you work, purposes of this interview.

First of all, you ask some information about the person you are going to interview. Explain that all information is confidential, and that his/her name will not be asked.

Age:

Sex: M

F

Occupation:

Education level:

Start now the questionnaire. Use the instructions in italic to complete it. Whenever there is a , tick the appropriate answer.

1. Have you ever heard about mines/UXO?

Yes

No

If you have, can you describe them?

2. What can mines/UXO do?

(Do not read answers; tick what the person mentions)

Kill you

Maim you

Nothing

Don't know

Other (specify) -----

3. Where mines and UXOs are most likely to be?

- Trenches
- Abandoned houses
- Military posts
- Destroyed bridges
- Riverbanks
- Water points
- I don't know
- Others (specify) _____

4. How are places where there are mines and UXO marked?

(Wait for the response and tick the mentioned one. DO NOT READ OPTIONS!!)

- Warning sign
- Red flag
- Cans
- Crossed sticks
- Piles of stones
- Skull and crossbones
- Painted stones
- Others (specify) _____

5. What would you do if you see a mine and you were in a safe place?

(Wait for the response and tick the mentioned one. DO NOT READ OPTIONS!!)

- Run away/go back
- Continue on my way
- Go and tell a friend/neighbours
- Go and tell the local authorities (police, army)
- Mark the spot in some way
- Take the mine/UXO to authorities/police
- Take the mine/UXO home
- Don't know
- Other (specify) _____

6. What would you do if you think you are in a minefield?

(Wait for the response and tick the mentioned one. DO NOT READ OPTIONS!!)

- Stop, stand still and shout for help
- Go to a safe area
- Retrace my steps carefully
- Don't know
- Others (specify) _____

7. If you saw a friend or family member lying injured in a minefield, what would you do?
(Do not read answers; tick what the person mentions)
- | | |
|-------------------------|--------------------------|
| Run to their assistance | <input type="checkbox"/> |
| Run away | <input type="checkbox"/> |
| Get an expert/deminer | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |
| Others (specify) _____ | |
8. What makes a mine/UXO explode?
(Do not read answers; tick what the person mentions)
- | | |
|-----------------------------|--------------------------|
| Tampering with it | <input type="checkbox"/> |
| Throwing things at the mine | <input type="checkbox"/> |
| Fire | <input type="checkbox"/> |
| Pressure of foot | <input type="checkbox"/> |
| Movement of the mine | <input type="checkbox"/> |
| Pulling a wire | <input type="checkbox"/> |
| Don't know | |
| Others (specify) _____ | |
9. How can you avoid a mine/UXO accident?
(Do not read answers; tick what the person mentions)
- | | |
|--|--------------------------|
| Walking on known/used paths | <input type="checkbox"/> |
| Asking locals about dangerous areas | <input type="checkbox"/> |
| Keep away from suspicious/marked areas | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |
| Others (specify) _____ | |
10. Why do people risk going into dangerous areas?
(Do not read answers; tick what the person mentions)
- | | |
|---------------------|--------------------------|
| Farming | <input type="checkbox"/> |
| Grazing cattle | <input type="checkbox"/> |
| Fetching water | <input type="checkbox"/> |
| Collecting firewood | <input type="checkbox"/> |
| Hunting | <input type="checkbox"/> |
| Making a journey | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

*The questionnaire is now finished.
 Thank the interviewee for his/her time and patience before moving on.*

Appendix 2. Focus Group Discussion Guides

The following research instruments are general in nature and so each instrument needs to be adapted to the local context.

Focus Group Discussion Guide for Teachers

Allow at least two hours for the focus group discussion.

Standard Introduction

General Media Habits

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

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

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

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

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

MODERATOR: If not mentioned by participants, ask:

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

Messages

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

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

Mines and Unexploded Ordnance

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

Messages about mines and unexploded ordnance

7. Have you heard or seen anything about mines and unexploded ordnance?
8. What have you heard or seen?
9. Where have you heard or seen ...?

MODERATOR: If participants do not mention, ask:

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

General mine risk education

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

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

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

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

Focus Group Discussion Guide for Children

No more than one hour!

Standard Introduction

General Media Habits

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

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

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

MODERATOR: If not mentioned by participants, ask:

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

Mines and unexploded bombs

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

Messages about mines and unexploded bombs

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

MODERATOR: If participants do not mention, ask:

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

General mine awareness

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

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

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

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

Focus Group Discussion Guide for Parents

Allow at least two hours for the focus group discussion.

Standard Introduction

General Media Habits

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

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

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

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

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

MODERATOR: If not mentioned by participants, ask:

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

Messages

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

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

Mines and Unexploded Ordnance

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

Messages about mines and unexploded ordnance

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

9. Where have you heard or seen ...?

MODERATOR: If participants do not mention, ask:

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

General mine awareness

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

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

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

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

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

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

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

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

17. Do you believe that children are adequately informed about the dangers of mines and unexploded ordnance?

Appendix 3. Selected resources

The authors of the Guide would like to acknowledge the influence of the following works:

Adam, G. & N. Harford (1999)

Radio and HIV/AIDS: Making a Difference, A guide for radio practitioners, health workers and donors, Media Action International/UNAIDS, Geneva.

GICHD (2002)

Communication in Mine Awareness Programmes, GICHD, Geneva, available at <www.gichd.ch>, or upon request to Eric Filippino, Head, Socio-Economic Section, GICHD (e.filippino@gichd.ch).

UNICEF (1999)

A Manual on Communication for Water Supply and Environmental Sanitation Programmes, Technical Guidelines Series No. 7, UNICEF Programme Division, New York, available at <www.unicef.org>.

UNICEF & WHO (2000)

Communication Handbook for Polio Eradication and Routine EPI, UNICEF, New York, November, available at <www.unicef.org>.

Williams, G. (1989)

All for Health, A Resource Book for Facts for Life, UNICEF, New York.

Other resources

Almedon, A. et al. (1997)

Hygiene Evaluation Procedures: Methods and Tools for Assessing Water/sanitation-related Hygiene Practices, London School of Hygiene and Tropical Medicine, London, UK.

De Fossard, E. (1997)

How to Write a Radio Serial Drama for Social Development: A Script-writer's Manual, Center for Communications Programs, School of Public Health, John Hopkins University, U.S.

Mody, B. (1991)

Designing Messages for Development Communications: An Audience Participation-based Approach, Sage Publications, London/Delhi.

Nichols, P. (1991)

Social Survey Methods: A Field Guide for Development Workers, Development Guidelines No. 6, Oxfam, Oxford, UK.

Appendix 4.

Adapted extracts from the International Mine Action Standards

STANDARD 07.11: Guide to the management of mine risk education

What is mine risk education?

The term mine risk education (MRE) refers to educational activities which seek to reduce the risk of injury from mines and unexploded ordnance (UXO) by raising awareness and promoting behavioural change. These activities include public information dissemination, education and training, and community mine action liaison.

MRE aims to ensure that communities are aware of the risks from mines, UXO and/or abandoned munitions and are encouraged to behave in a way which reduces the risk to people, property and the environment. The objective is to reduce the risk to a level where people can live safely and to recreate an environment where economic and social development can occur free from the constraints imposed by landmine contamination.

MRE should not normally be a stand-alone activity. It is an integral part of mine action planning and implementation. It has three components: public information dissemination, education and training, and community mine action liaison. They are complementary and mutually reinforcing.

Public information dissemination

Public information dissemination as part of MRE refers to information activities that seek to minimise deaths and injuries from mines and UXO by raising awareness of the risk among individuals and communities and by promoting behavioural change. It is primarily a one-way form of communication transmitted through mass media.

In an emergency post-conflict situation, due to time constraints and lack of accurate data, public information dissemination is often the most practical means of communicating safety information to reduce risk.

Education and training

Education and training refers to all educational and training activities that seek to minimise deaths and injuries from mines and UXO by raising awareness of the risk among individuals and communities and by promoting behavioural change. Education and training demand a two-way process, which involves the imparting and acquiring of knowledge, attitude and practice through teaching and learning. Activities may be conducted in formal and non-formal environments.

Community mine action liaison

Community mine action liaison refers to the system and processes used to exchange information between national authorities, mine action organisations and communities on the presence of mines, UXO and abandoned munitions and their potential dangers. It enables communities to be informed about demining activities near to them and allows communities to inform local authorities and mine action organisations on the location, extent and impact of contaminated areas. Community mine action liaison aims to ensure that mine action projects address community needs and priorities.

Needs assessment

Prior to implementing MRE projects, activities and tasks, a needs assessment should be conducted (see IMAS 08.50 for guidance). There may be other data collection activities, such as landmine impact surveys, task assessment and planning or other community studies, as well as ongoing community mine action liaison. All of these form part of an active surveillance process to establish and to monitor the problems faced by affected communities.

The purpose of collecting data and conducting a needs assessment is to identify, analyse and prioritise the local mine and UXO risks, to assess the capacities and vulnerabilities of the communities, and to evaluate the options for conducting MRE. A needs assessment will provide sufficient information necessary to make informed decisions on the objectives, scope and form of the resulting MRE project.

Planning

The strategic planning of MRE should be conducted as part of the overall planning process for mine action. At the level of the mine-affected community, the planning of MRE should be conducted in close conjunction with the planning of other mine action activities (in particular demining). At the community level, planning may be conducted with affected communities themselves.

The purpose of the planning phase of a specific MRE project is to identify the most effective ways to address the needs. The plan should define the overall objectives, establish a plan of activities and tasks aimed at achieving these objectives, determine suitable measures of success, and establish systems for monitoring and evaluation.

Guidance on conducting planning for MRE organisations is given in IMAS 12.10.

Monitoring

Monitoring is an essential part of the MRE project cycle. Together with accreditation and evaluation, it provides stakeholders with the necessary confidence that MRE projects are achieving the agreed goals and objectives in an appropriate, timely and affordable manner.

Monitoring will normally involve an assessment of the MRE organisation's capabilities (people, procedures, tools and methods) and how these capabilities are being applied.

Monitoring is an ongoing process, conducted throughout implementation to provide feedback and information on the application, suitability and effectiveness of MRE tools and methods.

Guidance on the monitoring of MRE programmes and projects is given in IMAS 07.41.

Evaluation

For MRE, evaluation aims to measure the acquisition of knowledge, attitudes and practices among the target communities, assess the impact and use of specific tools and methods, and make recommendations for changes to these tools and methods. In practice, the evaluation of MRE is usually difficult to achieve as it may not be possible to identify the connections between the cause (i.e. the MRE intervention), and the effect (i.e. behavioural change).

Evaluation is usually conducted upon completion of a project but may also be conducted at specific intervals throughout the life of the project to assess its actual impact and justify its continuation. Guidance on the evaluation of MRE programmes and projects is given in IMAS 14.20.

Accreditation of MRE organisations and operations

Organisational accreditation is the procedure by which a MRE organisation is formally recognised as competent and able to plan and manage MRE activities safely, effectively and efficiently.

Operational accreditation is the procedure by which a MRE organisation is formally recognised as competent and able to carry out specific MRE activities.

For most mine action programmes, the national mine action authority will be the body which provides accreditation. International organisations such as the United Nations or regional bodies may also introduce accreditation schemes. Accreditation will be given to the in-country headquarters of an organisation for a finite duration, normally for a period of two to three years.

Guidance on the accreditation of MRE organisations and operations is given in IMAS 07.31.

Guiding principles for MRE

Guiding issues and principles for MRE programmes can be grouped into eight generic requirements:

- stakeholder involvement,
- coordination requirements,
- integration,
- community participation and empowerment,
- information management and exchange,
- community targeting,

- educational tools and methods, and
- the provision of appropriate and effective training to those responsible for implementing MRE projects.

These principles are considered in each of the MRE standards in the IMAS.

STANDARD 08.50: Data collection and needs assessment for mine risk education

An essential part of any mine risk education (MRE) programme or project is the needs assessment and the development of a data collection system, which allows an MRE organisation to plan, implement, monitor and evaluate its activities.

Although the needs assessment should precede the planning and implementation of an MRE programme or project, it is not a one-off activity but an ongoing task to review the different needs, vulnerabilities and expectations of the affected communities.

The purpose of the needs assessment

The purpose of a needs assessment in MRE is to identify, analyse and prioritise the local mine and unexploded ordnance (UXO) risks, to assess the capacities and vulnerabilities of the communities, and to evaluate the options for conducting MRE.

The needs assessment should take account of both primary and secondary information. Primary information involves data collected directly at the community level. Secondary information involves data derived from other sources, for example from the mine action database or other institutional and governmental sources.

Ethics of data collection

The following basic principles should apply during data collection:

- a) When data is collected from secondary sources, the original source should be fully referenced as the owner of the data;
- b) Where information is given in confidence the wishes of the respondent/ data provider should be respected;
- c) Interviewers should be careful not to raise the expectations of the target communities through their data collection activities by inadvertently implying mine action will commence immediately;
- d) Care should be taken not to «over-survey» communities, i.e. visit communities which have previously been visited by mine action organisations and ask similar questions; and
- e) Interviewers should conform to basic ethics for conducting interviews, such as being polite, respectful and non-intrusive.

Data to be collected

The data collection and needs assessment provides the foundations upon which the plan can be developed. The data collected will allow the following to

be determined:

- a) Target groups (by collecting data on who is injured, who is taking risks, and who is affected by mines and UXO);
- b) Areas of work (by collecting data on where people are injured, where is the threat, etc);
- c) Messages (and subsequently the activities) according to target groups (by assessing how people are injured and how they take risks);
- d) Approaches and methodologies likely to induce behavioural change;
- e) Channels of communication and the way the target groups communicate and learn;
- f) Institutional arrangement and partnerships for providing MRE messages and an emergency response;
- g) Resources available and their allocation; and
- h) Timeframe for the project (by collecting data on the nature and size of the mine/UXO problem, and estimated timeframe for removing the impact).

Assessment should be objective and free of bias. The process of data collection and analysis should be transparent.

STANDARD 12.10: Planning for mine risk education programmes and projects

Planning is the way in which organisations wishing to conduct mine risk education (MRE) programmes and projects identify the most effective way to reduce the risk of injury from mines and UXO of target populations through raising awareness and by promoting behavioural change. The organisational accreditation of an MRE organisation will usually be dependent upon its demonstrated ability to plan effectively.

General principles

Planning is essential to effective implementation and should be based upon careful and on-going assessment of the needs of the affected communities. Planning should determine how monitoring and evaluation of the programme or project will be conducted.

Planning for MRE should be carried out in support of the national mine action programme and annual plan, or be linked to its development where a programme and plans have yet to be developed. Planning should also be linked to community development initiatives.

The planning process

Any planning process involves setting the overall objective of the programme or project, and then setting a series of enabling objectives and activities to achieve them. Each activity should contribute to achieving a specific objective; and for each activity planned, it should be clearly stated what inputs (resources) are required and the expected outputs. Measurable indicators and sources for verification should be established for assessing the achievement of each enabling objective.

One way of conducting such a planning approach is through the use of

logical framework analysis. This approach allows the presentation of planned activities to be clearly presented (in a framework format) to relevant stakeholders.

Planning for public information dissemination

Public information dissemination involves the use of mass media to convey messages to the general public. The level of media usage and type of media predominantly used will vary between and within countries, however the plan should consider the target audience and the selection of the most appropriate media to reach that audience.

To do this, the audience viewing or listening figures of different TV and radio stations, newspaper or magazine circulation figures should be known and, where possible broken down geographically and demographically. The timing, frequency and intensity of the messages should also be considered in order to have maximum impact.

Planning for education and training

There are two categories of education and training activities:

- a) direct education and training by the MRE organisation; and
- b) training of trainers (TOT).

The two approaches are not mutually exclusive and often organisations will start off conducting direct training and progress towards TOT.

An important part of planning is to consider whether the training will be conducted directly or through partners, and if so to select the most appropriate partners to communicate the message effectively to the target groups. It must then consider the time and resources required to train and provide support to the trainers.

Planning for community mine action liaison

Community mine action liaison refers to the system and processes used to exchange information between national authorities, mine action organisations and communities on the presence of mines and UXO and their impact and mine action activities. Community mine action liaison aims to ensure that mine action projects address community needs and priorities.

Community mine action liaison with the affected populations may start far in advance of demining activities and may help the development of a capacity at the community level to assess the risk, manage the information and develop local risk reduction strategies. This may assist communities gather the necessary information to lobby the relevant stakeholders and advocate for mine action and other assistance intervention.

The requirement for community mine action liaison to be conducted prior to any demining operation means that MRE and demining organisations working in a similar geographical area should coordinate fully with each other.

STANDARD 12.20: Implementation of mine risk education programmes and projects

The effective implementation of an MRE programme or project should be guided by the standards for data collection and needs assessment (see IMAS 08.50) and planning (see IMAS 12.10), and should be responsive to the feedback from monitoring and evaluation.

Effective implementation should work with existing community structures and local authorities – accessing influential members of communities to facilitate project implementation. One of the key factors to ensure effective implementation is the establishment of a coordination framework with other key stakeholders.

The methods adopted to implement MRE will vary according to the type of activity. Some specific requirements for the three main components of MRE are discussed below.

Public information dissemination

Public information dissemination as part of MRE is a one-way form of communication transmitted through mass media to reduce the risk of injury from mines and UXO by raising awareness of the risk to individuals and communities and by promoting behavioural change.

Public information dissemination projects may be «stand alone» MRE projects that are implemented independently, and often in advance of other mine action activities. In an emergency post-conflict situation, due to time constraints and lack of accurate data, public information dissemination is often the most practical means of communicating safety information to reduce risk. Equally they may form part of a more comprehensive risk reduction strategy within a mine action programme, supporting community based MRE, demining or advocacy activities.

In addition to using the mass media, public information may also be disseminated via ‘small media’, such as posters and leaflets. Such media may be disseminated to areas with reduced access to mass media or as a support to mass media approaches. Posters and leaflets have limited value alone and should always be used in support of a wider MRE project.

Education and training

Education and training is a two-way process, which involves the imparting and acquiring of knowledge, attitude and practice through teaching and learning.

MRE education and training activities may be conducted in formal and non-formal environments. For example, this may include teacher to child education in schools, parent to children and children to parent education in the home, child to child education, peer to peer education in work and recreational environments, landmine safety training for humanitarian aid workers and the incorporation of landmine safety messages in regular occupational health and safety practices.

The implementation of education and training activities will differ according to the type of activity planned. Some organisations will conduct the training directly to affected communities, and others will work with implementing partners to conduct the education and training to the target groups. The implementation of a train-the-trainer (TOT) programme will require more time to be spent on working with partners, training, supporting and monitoring activities.

Community mine action liaison

Community mine action liaison refers to the system and processes used to exchange information between national authorities, mine action organisations and communities on the presence of mines and UXO and their impact and mine action activities. Community mine action liaison aims to ensure that mine action projects address community needs and priorities.

Community mine action liaison with the affected populations may start far in advance of demining activities and may help the development of a capacity at the community level to assess the risk, manage the information and develop local risk reduction strategies. This may assist communities gather the necessary information to lobby the relevant stakeholders and advocate for mine action and other assistance intervention.

The requirement for community mine action liaison to be conducted prior to any demining operation means that MRE and demining organisations working in a similar geographical area should coordinate fully with each other.

STANDARD 14.20: Evaluation of mine risk education programmes and projects

The purpose of evaluation in mine action is to assess the value of programmes and to confirm whether projects have been conducted as planned. Evaluations provide feedback and information on programme strategies and project outputs, and confirm whether they have satisfied the needs and priorities of the affected populations. Evaluations provide important recommendations which may be used to improve future programmes and projects.

Evaluation usually takes place at the end of a project or on completion of a significant phase of the project; monitoring is an ongoing activity conducted throughout the project.

Evaluation and monitoring are complementary activities, closely linked but with separate and distinct functions. In MRE, monitoring is the process by which the MRE activities and the outputs of the project are quality assured in accordance with the plan, whereas evaluation focuses on the achievement of objectives, the impact of the project, accountability and lessons learned.

Evaluations may be carried out by MRE organisations themselves or by an external body or agency.

The purpose of evaluation may include:

- a) improvement of the programme or project being evaluated;

- b) generating knowledge and learning for wider application (lessons learned and missed opportunities); and
- c) making project results transparent and accountable.

More specifically, in the case of MRE, evaluation of mine risk education (MRE) programmes and projects should be measured against the objectives stated in the original MRE project document and may include:

- a) reflecting on the rate of accidents;
- b) measuring the acquisition of knowledge, attitudes, practices, behavioural change, reduction in risk and reduction of accidents in the target communities which have resulted from MRE activities;
- c) assessing the impact of using specific MRE methods and tools; and
- d) identifying the extent to which the target communities' MRE needs and expectations have been addressed by the project.

Five specific evaluation criteria should be used: relevance, effectiveness, efficiency, impact and sustainability.

An evaluation will normally review and revisit the needs and information gathered during data collection and needs assessment, review the objectives and indicators defined during planning and assess MRE outputs confirmed through monitoring.

Issues to be evaluated

Stakeholder involvement: An evaluation should assess the degree to which the programme stakeholders (mine-affected communities, mine action organisations, governments and public institutions, aid agencies and community groups) were engaged in it.

Coordination: An evaluation should assess the degree to which the MRE project was coordinated. Similarly, the presentation and outreach of the findings and recommendations of the project evaluation should be well coordinated.

Integration: MRE activities should be fully integrated with the other mine action, humanitarian and development activities to achieve a synergistic effect. An evaluation should assess the degree to which the MRE project was integrated with other activities.

Community participation and empowerment: The affected communities should be actively involved in the evaluation and communities that have been involved in the evaluation process should be given feedback on the results of the evaluation.

Information management and exchange: An evaluation should assess the quality of the information gathered, the way it has been analysed and its use and appropriateness for project planning and impact measurement in different phases of the project. It should also assess whether the exchange of information between affected communities and mine action organisations has been efficient and effective in the community mine action liaison process.

Appropriate targeting: An evaluation should assess whether appropriate

targeting has been achieved and maintained by the MRE project, and it should assess the impact of the project on the target groups. In particular, the evaluation should include the views and recommendations of the target groups and should assess the selection of target groups and the process of selection.

Education: Where applicable, the evaluation should consider the quality of educational methodology and materials. This may include examining messages, training and curricula components.

Training: The competency of MRE staff and the effectiveness of the staff training programme may be assessed as part of the evaluation. In addition, evaluation staff who are likely to be exposed to mine and UXO hazards shall undergo landmine safety training.

MINE!



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