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Mine Risk Education (MRE) And Victim Assistance (VA)

MACCA
House#95, Street Jeem,
Wazir Akbar Khan Avenue
Kabul, Afghanistan
E-mail: mapa@MACCA.org

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Warning

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Programme Director
United Nations Mine Action Centre
Kabul Afghanistan
Email: mapa@MACCA.org

Mine Risk Education and Victim Assistance

7.1 Introduction

7.1.1 Mine Risk Education (MRE) refers to the educational activities which seek to reduce the risk of injury from mines and ERW by raising awareness and promoting behavioural changes amongst 'at risk' groups. MRE is implemented to education and raise awareness throughout people and communities nationwide regarding the residual mines/ERW threats, including sufficient information to recognize and report these items to the appropriate authorities

7.1.2 Victim Assistance refers to the activities which seek to reintegrated mine/ERW survivors into Afghan society with support provided through a national system that incorporates the rights and needs of all people with disability.

7.2 Scope

7.2.1 This chapter describes the policy for MRE and VA in Afghanistan and the minimum requirements for the conduct of MRE and VA operations.

7.3 Components of Mine Risk Education

7.3.1 MRE and VA in Afghanistan comprise of three complementary and mutually reinforcing components:

- a) Prevention: To lessen mine/ERW incidents and casualties and preventable disabilities through education, awareness raising, public health and safety mechanism, and mass communications.
- b) Awareness Raising: To raise awareness with regards to disability and the challenges faced by people with disability including the barriers to inclusion and participation in all sectors of Afghan society.
- c) Advocacy: To promote rights based and inclusive programmes through training activities, information dissemination, referral networks and the encouragement of inclusion of landmine/ERW survivors and people with disabilities in all social, development, economic and educational opportunities.

7.3.2 MRE and VA activities are implemented through a variety of methods and actions:

- a) Public information dissemination as part of MRE refers primarily to mass communications activities which seek to reduce the risk of injury from mines and ERW and to raise awareness of the risk to individuals and communities and by promoting behavioural change. Within VA, mass communications are aimed at raising the awareness among people and communities to the issues of disability and promote inclusive attitudes and barrier free participation of people with disability in all social activities. Public information is also part of the public health and safety activities of government. It is primarily a one-way form of communication transmitted through mass media.

- b) Education and training activities in MRE and VA refers to all educational and training activities which seek to reduce the risk of injury from mines and ERW and raising awareness with regards to the issues landmine survivors and other people with disabilities targeting individuals, communities, private and public sector organizations and government and promoting safe behavioural change and inclusive attitudes. Education and training is a two-way process, which involves the imparting and acquiring of knowledge, attitude and practices through teaching and learning. These activities may be conducted in formal and non-formal environments.
- c) Community liaison. Community liaison refers to the system and processes used to exchange information between national authorities, mine action organisations, service providers and communities on the presence of mines and ERW and of their potential risk. It seeks to gather and provide information with regards to disability services and advocates for barrier free access to all social activities for people with disabilities.

7.4 General Responsibilities of MRE and VA Implementing Organizations

7.4.1 General responsibilities of MRE and VA organisations operating in Afghanistan include:

- a) Making local communities aware of the work of the MAPA and, specifically, the support that these offices can provide to the local people. This support includes such things as education about the threat of mines and UXO, dealing with any mines or ERW located in their communities and the marking of hazardous areas.
- b) Making local communities aware of the issues and needs with regards to disability gathering and providing relevant service information.
- c) Encouraging the cooperation of the local communities in assisting the demining effort.
- d) Encouraging the cooperation of the local communities in providing barrier free access for people with disabilities to education and employment opportunity and promoting full participation in Afghan society.
- e) Briefing communities on general marking systems used in mine action in Afghanistan.
- f) Reporting details of new mine or ERW victims to MAPA, where possible referring to victim assistance organisations operating in Afghanistan.

7.4.2 MRE and VA organisations also have a general responsibility for the gathering of information on the mine and ERW threat in Afghanistan and its impact on communities. Information that must be reported to the MAPA includes:

- a) Mine accidents and incidents.
- b) Ammunition/ERW Report
- c) Suspected Hazardous Areas (SHA).
- d) Stockpiled or abandoned mines or ERW (those which are not part of a SHA).
- e) Incidences of risky behaviour being carried out by mine affected communities because of the mine and ERW threat.

7.4.3 Details of the requirement and format for reporting of specific mine action information is included in AMAS 09 “Risk Assessment and Mine/UXO Survey”.

7.5 General Requirements for MRE and VA Operations

7.5.1 All MRE and VA operations are to meet an identified need and are to be planned, implemented and managed to achieve measurable outcomes.

7.5.2 MRE and VA organisations are responsible to identify the target outcomes and the means by which they will be measured during the operational planning process. These outcomes, and the means of their measurement, are to be agreed to by the MAPA before the MRE operation commences.

7.5.3 All MRE and VA operations are to conform to the eight accepted principles:

- a) Stakeholder involvement. All stakeholders are to be involved in each stage of an MRE and VA operation to ensure that: See annex A (Programme Start Up Checklist for MRE/VA implementers).
 - 1) The needs of mine-affected communities and groups are addressed including people with disabilities. See Risk Assessment and Disability Referral System Checklists for MRE/VA implementers (annex B & C to this chapter).
 - 2) National and local economic and development priorities are taken into account.
 - 3) Mine action supports and enables humanitarian and development activities.
- b) Coordination. MRE and VA operations are to be well coordinated.
- c) Integration. MRE and VA activities should be fully integrated with the other mine action, humanitarian and development activities to achieve a synergistic effect.
- d) Community participation and empowerment. Members of the target communities are to be empowered through participation in the MRE and VA operation.
- e) Information management. MRE and VA operations are to build upon an effective information management system that allows for efficient feedback to all stakeholders and the efficient and effective distribution of information to the MAPA and other mine action organisations.
- f) Appropriate targeting. MRE and VA operations in Afghanistan are to identify and take account of the different needs, priorities, cultural values and norms of the target communities and person with disabilities.
- g) Education. MRE and VA operations are to develop effective educational methodologies in consultation with the MAPA to ensure appropriate methodologies are employed to the target communities and target groups within those communities.
- h) Training. MRE and VA operations are only to be conducted with appropriately trained staff.

7.6 Development of MRE and VA Methodologies

7.6.1 Development of MRE and VA methodologies is to ensure that activities carried out:

- a) Conform to the Afghanistan Mine Action Standards and country strategic plans.
- b) Reflect the priorities of the MAPA and the target groups involved.
- c) Reflect the nature of the threat and problems within the target populations.
- d) Take into account the risk of potential negative side effects.
- e) Are culturally appropriate.
- f) Involve the intended beneficiaries in activity design, implementation and monitoring.
- g) Offset urban and gender biases and other biases.
- h) Are flexible and adaptable.
- i) Include indicators to gauge the progress and the impact of the programme.
- j) Include appropriate monitoring and evaluation systems.

7.7 Monitoring of MRE and VA Operations

7.7.1 Organisations carrying out MRE and VA operations are to ensure that internal monitoring of MRE and VA activities is carried out on a regular basis. Monitoring is to cover the progress of a task or project and the change in the environment in which MRE and VA is delivered. **Monitoring is an ongoing activity for the organization supervision and should be done on a monthly basis for all field personnel. See annex D Internal Monitoring and QM guideline for implementing partners.**

7.8 Monitoring Progress of MRE and VA Operations

7.8.1 Monitoring is to be carried out to measure the progress of a MRE and VA task or project against stated objectives. Where applicable, this is to include the monitoring of:

- a) MRE and VA field and training activities to ensure they are consistent with AMAS, the MRE organisation's SOPs, AMAC task plan and the MAPA strategy for programme activity.
- b) Organizations are required to use the standard MACCA IMSMA Activity Report Form (See annex F). All organization MRE & VA staff should be familiar with their activity SOP. All MRE VA field staff is required to carry with them a copy of their AMAC task plan.
- c) On-site monitoring of organization personnel should be done monthly and include:
 - 1) Observing staff and volunteer training activities.
 - 2) Visits to MRE and VA workplaces within communities.
 - 3) Observing MRE and VA activities in progress.
 - 4) Observing the level of community involvement within activity and assessing its impact on behaviour changes.

- 5) If applicable, observing the field testing and evaluation of MRE materials.
- d) Safety of field staff. See section 29 of this chapter.
- e) Organizations must ensure that their staff are properly trained in field safety procedures and comply.
- f) MRE and VA materials to ensure their suitability and effectiveness.
- g) Organizations must comply with the MAPA Materials Development guidelines for the development, production and distribution of MRE and VA materials. (See annexes G and H)

7.9 Monitoring Change of MRE and VA Operations

7.9.1 MRE and VA organisations are to monitor the changing environment within which MRE and VA are delivered and, if necessary must adjust the methodologies and materials used. Changes in environment should also be reported to the MAPA to ensure all Mine Action organizations are kept up to date on the status of their operational environment.

7.10 Evaluation of MRE and VA Operations

7.10.1 MRE and VA organisations are to include evaluation as part of their operational and implementation plans. Evaluation of the quality of MRE or VA activities will ensure progress in achieving programme objectives. In carrying out evaluations MRE and VA organisations are to ensure that:

- a) Relevant stakeholders are involved in the evaluation process.
- b) Evaluators/supervisors, including external consultants, are properly briefed and supported and behave in a professional and impartial way.
- c) The results of evaluation are provided to the MAPA and other stakeholders, including other MRE and VA organisations as required.
- d) The results of the evaluation are applied to future MRE and VA activities or projects in Afghanistan.

7.11 MRE Support to Demining Operations

7.11.1 MRE teams may be deployed by AMACs to areas, in advance of demining operations commencing, to brief the communities on the scope, scale and locations of demining operations and specific safety requirements.

7.11.2 MRE teams may be deployed as part of the community liaison function by briefing local communities on the operations being carried. Details of the requirements for these briefings are covered in AMAS 08: Community Liaison

7.12 Accreditation of MRE and VA Organisations

7.12.1 All MRE organisations wishing to conduct operations in Afghanistan are to be organisationally and operationally accredited in accordance with the requirements of AMAS 02 "Accreditation and Quality Management.

7.13 Training and Qualifications

7.13.1 All personnel carrying out MRE and VA activities are to have been trained, or have the appropriate qualifications and experience, for the MRE and VA activities they are to undertake. Records of training and qualifications of MRE and VA staff are to be maintained by MRE and VA organisations and are to be available for inspection by external QA inspection teams as required.

7.14 Tasking For MRE and VA Operations

7.14.1 In general, the work of MRE and VA organisations operating in Afghanistan will be coordinated and managed by the MACCA and/or the AMACs in accordance with Chapter 4 of AMAS, 'Task Allocation Procedures'. However, MRE and VA operations may be conducted as 'stand-alone' operations or as part of a larger, co-ordinated mine action activity but must report activities in accordance to the monitoring standards contained within this chapter.

7.15 Quality Management for MRE and VA Operations

7.15.1 In common with all other mine action activities in Afghanistan, MRE and VA operations are to be subject to both internal and external Quality Assurance (QA).

7.15.2 The policy, concept and procedures for QM of mine action in Afghanistan are described in Chapter 02 of AMAS, 'Accreditation and QA'.

7.16 Internal QA

7.16.1 MRE and VA organisations are to conduct regular internal quality assurance inspections of their operations. MRE and VA field assets should be inspected by the organization monthly utilizing MAPA Implementing Partner Internal QM Evaluation report. See annex E. The internal inspections are to ensure that the systems and processes conform to the organisation's SOPs and that the operation is being conducted in accordance with the agreed plan. Internal QM reports should be filed at the organization HQ or site office and be made available for external inspection by MAPA personnel. See the above section 7.10: Evaluation of MRE and VA activities and the Monitoring and QM guideline for implementing partners, annex D.

7.17 External QA

7.17.1 MRE and VA operations will be subject to external QA inspection by the MACCA/MAPA. The aim of the inspections is to ensure that the operations are conforming to the principles necessary to achieve quality outcomes and that the operation is being conducted in accordance to the plan agreed to by the MACCA. See QA inspection activity checklists for MRE and VA activities.

7.17.2 External inspections and any non-conformity are to be recorded and reported in accordance with AMAS 02.

7.18 Reporting Requirements for MRE and VA Operations

7.18.1 MAPA IMSMA MRE/VA Activity Reports

7.18.2 On completion of each MRE and VA activity, the MRE and VA organisation is to complete an MACCA IMSMA MRE/VA Activity Report and submit it to the relevant AMAC each week. See the above section 7.7 Monitoring of MRE and VA activities.

7.19 Support to MRE and VA Operations

7.19.1 MRE and VA teams are required to have communications established with their base locations and, where necessary, with supporting AMACs whilst the teams are operating. MRE and VA teams are to comply with the general communication requirements covered in Chapter 24 of AMAS, 'Communications'.

7.20 Personal Safety of MRE and VA Personnel

7.20.1 MRE organisations are to comply with the following requirements regarding the safety of their personnel:

- a) All MRE and VA personnel are to receive appropriate mine and UXO recognition and awareness training before deploying to work in mine or UXO affected areas.
- b) MRE and VA personnel are to be familiar with all marking systems used in Afghanistan, including improvised marking systems.
- c) All MRE and VA activities are to be conducted from known safe areas.
- d) MRE and VA personnel visiting a demining worksite are to follow the instructions of the demining worksite supervisor.
- e) MRE personnel are not to handle live mines or UXO.

ANNEX A - Programme Start up Checklist

This is a checklist of actions to be taken before starting the MRE/VA Programme in order to facilitate good coordination with the local authorities and prepare training activities.

Checklist

- 1) Make contact and coordinate activities with the Area Mine Action Centres (AMACs);
- 1) Carry out the Mine/ERW risk assessment of the area (see Assessment Checklist IP checklist No. 2 if required);
- 2) Develop good relationships with the local administrative authorities in order to introduce them to the CB MRE/VA Programme and keep them updated with any new programme information;
- 3) Introduce the MRE/VA Programme activities to community leaders and the community in general;
- 4) Check if there are already existing Community Volunteers in the Community (i.e. ARCS First Aid Volunteers and seek their assistance for activity coordination);
- 5) Identify MRE/VA Community Volunteers through consultation with the community and its leaders if required;
- 6) Plan with the Community when and where to conduct MRE/VA Training Courses for the selected MRE CVs or direct activities;
- 7) Prepare all the material needed for the Training Course;
- 8) Bring Ammunition and Incident Reports and distribute to the CVs together with the MRE/VA materials;

ANNEX B - Community MINE/ ERW Risk Assessment Checklist

This Checklist contains a list of organizations to contact and information to collect before starting the CB MRE/VA Programmes. This information will give the IP team a clear understanding of the Mine/ERW situation and information about the community to begin activities.

- 1) The AMAC to collect information about the area/community and if possible a map
 - a) Past, existing or planned mine action activities (survey, clearance, MRE, etc.) in the area
 - b) Exact location of Mined areas and Battle areas
 - c) Dangerous and safe areas and existence of local or official markings
 - d) Mine/ERW recent incidents in the area
- 2) The ICRC offices to collect information about:
 - a) Location of Health posts and Hospitals in the area for treatments
 - b) Kind of assistance they provide
 - c) If possible, a Mine/ ERW victims profile, common factors in each incident and activity at time of incident:
- 3) The local authorities to collect information about:
 - a) How many villages are in the area you will cover
 - b) What is the average number of families living in each village
 - c) Location of the mosques, schools and clinics
 - d) Kind of assistance received (if any) until now from the aid agencies
- 4) The NGOs working in the area to collect information about:
 - a) Ongoing and planned assistance activities
 - b) Additional information about the community
 - c) Community Volunteers already active
 - d) Kind of potential problems or constraints encountered
- 5) The Community Leaders in the area to collect information about:
 - a) Their knowledge and consciousness of the mine/ ERW problems in the area.
 - b) Their misconceptions.
 - c) The high risk groups.
 - d) The methods of communication (role of Mullah, Wakil, teachers).
 - e) The safe solutions already in place (if any) in order to avoid the mine risk.

If you get from the Community some important information to be passed to other NGOs try to contact and coordinate with them.

- 6) Other useful information:
 - a) Distance in time and kilometres from the main village
 - b) What does the Community do for a living?
 - c) Where do they collect firewood?
 - d) Where are the main water supplies, fields and gardens?
 - e) How many people have returned recently?
 - f) Do the Kochies come through this area?*
 - g) Is the community accessible all year round?

7) LIS Monitoring

- a) Have there been new incidents or casualties in the past three months? If yes, was a report filed? What actions did the Mine Action Programme take?
- b) Are there any new Suspected Hazardous Areas to report?
- c) Has the community had MRE in the past three months? If yes, who provided the MRE?
- d) Are the formal teachers trained in MRE? If no, would the teachers like to be trained?
- e) Does the community have access to radios, televisions, and cassette players, VCRs or DVDs? If yes, who has ownership/control and do all members of the community have access including girls and women?
- f) Would the community be interested in theatre, dramas, and mobile cinema?

**Note to AMAC managers: Be aware of the migration and movement of Kochies to ensure MRE coverage during those seasons.

All information should be recorded in the Team Log Book.

Annex C - Landmine Victim/Disability Referral System

This form is used to collect and provide information on medical care, physical rehabilitation systems and vocational training programmes available to the community in order to support landmine/ERW victims and people with disability in rehabilitation and reintegration activities. This Form should be completed by the IP teams before and during the project and should be shared with the Community Volunteers, Community Leaders, AMACs, and MACCA.

1) Medical Care Available

- a) Name of the Hospital/ Clinic/ Health Post:
- b) Kind of treatment available:
- c) Name of the Contact person:
- d) Distance from the Village:
- e) Address/ Mosque:
- f) District/ Province:
- g) Village:

2) Physical Rehabilitation Available

- a) Name of the Hospital/ Clinic/ Health Post:
- b) Kind of rehabilitation provided (prosthesis, physiotherapy):
- c) Name of the Contact person
- d) Distance from the Village:
- e) Address/ Mosque:
- f) District/ Province:
- g) Village:

3) Vocational Training Available

- a) Name of the School/ NGOs/ Agency:
- b) Kind of vocational training provided:
- c) Name of the Contact person:
- d) Distance from the Village:
- e) Address/ Mosque:
- f) District/ Province:
- g) Village:

Annex D - GUIDELINES AND TOOLS FOR INTERNAL MONITORING AND EVALUATION OF MINE RISK EDUCATION AND VICTIM ASSISTANCE ACTIVITIES

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PART II: MONITORING/QA FORMS

1. INTRODUCTION

Mine Risk Education and Victim/Disability activities from here on known as the MRE and VA have been designed to strengthen the process of disseminating information to mine affected communities and is aimed at delivering needed Mine Risk Education, community awareness of mine action activities, raise awareness to the rights and needs of people with disability and gain vital information regarding mine/UXO incident and injuries.

The goal of the MRE and VA programmes within the Mine Action Programme for Afghanistan through the implementing partners are as follows:

- 1.1. Prevention: To lessen preventable disabilities through education, public health and safety mechanism and mass communications in particular Mine Risk Education.
- 1.2. Awareness Raising: To raise awareness with regards to disability and the challenges faced by people with disability including the barriers to inclusion and participation in all sectors of Afghan society.
- 1.3. Advocacy: To advocate for rights based and inclusive programme development and implementation.

2. AIM OF THIS GUIDELINE

As MRE and VA activities involve a number of actors at differing levels of participation, quality management strategies must put into practice by implementing agencies to ensure activities provided in communities, schools, through mass communications and other mechanisms are performed at a standard recognized and mandated within the Afghanistan Mine Action Standards (AMAS).

This guideline with its related “tool kit” will provide implementing agencies with the basic tools for implementing comprehensive MRE and VA internal monitoring or Quality Assurance (QA) systems throughout the MAPA and other related MRE/VA activities in Afghanistan.

3. MONITORING and QA PRINCIPLES

3.1. WHAT IS MONITORING

Monitoring is a management tool, the regular oversight of activity implementation which seeks to establish the extent to which inputs, deliverables, work schedules, targeted outputs and other required actions are proceeding according to plan. Monitoring documents progress, detects deficiencies, and tracks the timely implementation of corrective actions. Monitoring measures what is happening in the field.

The process of monitoring is **not** just to check on staff or keep them “alert”, nor should it be an exercise in filling out and filing forms. Monitoring is a dynamic mechanism for managers and supervisors to follow and assess the progress of the project/programme on an ongoing basis.

3.2. THE IMPORTANCE OF MONITORING MRE AND VA OPERATIONS

- 3.2.1. Keeping track of project activities. This usually includes activity reports on MRE and VA trainings, Direct Presentations or Community Volunteer sessions, Mobile Cinema activities, (who participates, how many men, women, girls and boys, how many trainees, how many sessions, etc.), along with the distribution of materials (what type, how many, to whom, when), etc.;
- 3.2.2. Assess whether activities are carried out as planned;
- 3.2.3. Assess the quality of the provision of “goods and services”. For example the quality of the teaching skills, level of participation, the quality and appropriateness of particular teaching aids or resources;
- 3.2.4. Identify and deal with problems as they occur;
- 3.2.5. Build on strengths and take advantage of opportunities as they arise;

- 3.2.6. Assess whether the style of work and management is the best way to achieve the development objective of the programme;
- 3.2.7. Modify the work in response to changing circumstances without losing its overall direction;
- 3.2.8. Allow for better planning, in line with the needs of the people especially at community level;
- 3.2.9. See if the effort is effective (i.e. the time, resources, activities, etc.) or does it need change;
- 3.2.10. Develop an information archive/record that can be used for analysis and programme development.

3.3. GUIDING PRINCIPLES FOR MONITORING MRE AND VA OPERATIONS

- 3.3.1. Focus on minimal but key information from critical areas in order to avoid the collection and reporting of unnecessary data
- 3.3.2. Include all forms of communication: verbal, written, formal, informal, to create a system for cross-checking information
- 3.3.3. Use participatory methods
- 3.3.4. Receive information to create an **obligation to act** on operational and strategic implications

3.4. MONITORING OF MRE AND VA OPERATIONS

These guidelines aim to improve the flow of information and feedback from the local level to regional level and to central level and back down the line. The information collected at all levels will be based on solid indicators and programme standards.

Monitoring will be conducted *internally* by the implementing organisations as part of their internal quality management system. Additionally to the agency internal monitoring mechanisms, *external monitoring* will be performed by MACCA Quality Management programme to maintain standards set by the AMAS and ensure quality programming.

3.4.1. INTERNAL MONITORING

The implementing partner agency (IP) should monitor their own project progress, ensuring the application of safe, effective and efficient operational procedures in accordance with the objectives stated in the plan. Monitoring progress involves an examination of the MRE organisation's capability (people, equipment and procedures) and observation on how this capability is being applied.

3.4.2. EXTERNAL MONITORING

External monitoring provides the necessary confidence that the MRE and VA activities have been carried out safely and effectively, using appropriate messages, methodologies and techniques in accordance with the approved curriculum. External monitoring complements the MRE organisations own internal monitoring. It effectively 'monitors the monitors', verifying that the MRE organisation's internal quality assurance procedures are appropriate and are being applied.

Organisations carrying out MRE and VA operations are to ensure that internal monitoring of MRE and VA activities is carried out on a regular basis. Monitoring is to cover the progress of a task or project and the change in the environment in which MRE and VA is delivered. **Monitoring is an ongoing activity for the implementing organizations and should be carried out on a monthly basis for all field personnel.**

3.5. MONITORING PROGRESS OF MRE AND VA OPERATIONS

Monitoring is to be carried out to measure the progress of a MRE and VA task or project against stated objectives. Where applicable, this is to include the monitoring of:

- 3.5.1. MRE and VA field and training activities to ensure they are consistent with AMAS standards, the MRE organization's SOPs, AMAC task plan and the MAPA strategy for programme activity.
 - 3.5.1.1 Organizations are required to use the standard MACCA IMSMA Activity Report Form (See annex F). All organization MRE & VA staff should be familiar with their activity SOP. All MRE VA field staff is required to carry with them a copy of their AMAC task plan.
- 3.5.2. On-site monitoring of organization personnel should be done monthly and include:
 - 3.5.2.1 Observing staff and/or volunteer training activities.
 - 3.5.2.2 Visits to MRE and VA workplaces within communities.
 - 3.5.2.3 Observing MRE and VA activities in progress.
 - 3.5.2.4 Observing the level of community involvement within activity and assessing its impact on behaviour changes.
 - 3.5.2.5 If applicable, observing the field testing and evaluation of MRE materials.
- 3.5.3. Safety of field staff. (See AMAS Chapter 29 for reference.)
 - 3.5.3.1. Organizations must ensure that their staff are properly trained in field safety procedures and comply.
- 3.5.4. MRE and VA materials to ensure their suitability and effectiveness.
- 3.5.5. Organizations must comply with the MAPA Materials Development guidelines for the development, production and distribution of MRE and VA materials. (See, Annex G to this chapter)

3.6. MONITORING CHANGE OF MRE AND VA OPERATIONS

MRE and VA organisations are to monitor the changing environment within which MRE and VA are delivered and, if necessary must adjust the methodologies and materials used. Changes in environment should also be reported to the MAPA to ensure all Mine Action organizations are kept up to date on the status of their operational environment.

3.7. WHAT TO MONITOR

3.7.1. WORK PROGRESS AND ACHIEVEMENTS

- Community Mobilization
- Coordination with AMAC and Mine Action agencies
- MRE TOT and Direct Presentations
- Data Gathering and Reporting System
- Community Liaison
- Community volunteer activities follow-up

3.7.2. COVERAGE AND SUSTAINABILITY

- Communities at Mine/ UXO Risk covered by the task order or project plan
- Gender balance
- Different ethnic groups and minorities sensitized
- Community Volunteers active and willing to work

3.7.3. RESOURCES

- Personnel
- Training materials appropriate for target audiences
- Information archive and reports
- Equipment
- Vehicles
- Office if relevant

3.8. HOW AND WHEN TO MONITOR/METHODS OF MONITORING

Internal monitoring will be implemented through:

3.8.1. FIELD VISITS

During the field visits monitoring personnel should collect data through different methods:

- 3.8.1.1. Observing Training activities and filling the standardized monitoring checklists to see if Trainers are using appropriate and suggested messages and methods;
- 3.8.1.2. Meeting with Local Authorities and Community Leaders to know if they are actually aware of the programme and the IP staff are coordinating the activities with them;
- 3.8.1.3. Interviewing the community volunteers (if relevant) and the IP staff using the appropriate questionnaires to assess positive points or problems individuated during the activities, etc.
- 3.8.1.4. Gathering information on incident, ammunition and activity reports as required;
- 3.8.1.5. Conducting Focus Groups Discussion with the different target groups to see if the programme is reaching the different portions of the community.
- 3.8.1.6. Spot checking the area of operation to see if the programme is effective or if there are gaps to fill (i.e. to see if children are playing in dangerous area or people are collecting firewood nearby a minefield);

3.9. FEEDBACK AND CORRECTIVE ACTIONS

After every field visit the supervisory or monitoring team should give feedback to the field personnel before departing from the worksite drawing specific attention to any major concerns.

Feedback should be given at the end of each activity monitored in order not to interrupt it. However, any major mistakes or non-conformity that could create security breaches must be stopped immediately and corrected in a diplomatic and positive way.

A meeting between field staff and supervisors monthly is highly recommended in order to assess and discuss strengths and weaknesses. These meetings will also ensure corrective actions are taken and internal refresher training for the MRE Teams is implemented as needed.

3.10. REPORTING SYSTEM AND RECORDS

3.10.1. MONITORING ACTIVITY

All supervisory/monitoring personnel are required to file with each AMAC a monitoring plan for each month.

3.10.2. MONITORING REPORTS

All monitoring activities are to be documented and recorded at regional or headquarter offices and information made accessible to MACCA QMIT section on request.

3.11. ANALYSIS AND FOLLOW UP

At the end of each month, the IP will be responsible for identifying if any, a list of all serious concerns and recommendations for corrective action or improvements, changes in the programme curriculum, refresher training, etc.

Twice a year meeting/workshops for all the IP monitoring staff should be held by the MACCA to share lessons learnt and other relevant information. MRE Working Group meetings will be the forum for this discussion.

3.12. SUPERVISION CAPACITY

Every IP should sufficient supervision and management structures trained and capable of supervising every Team at least once a month.

4. EVALUATION OF MRE AND VA OPERATIONS

MRE and VA organisations are to include evaluation as part of their operational and implementation plans. Evaluation of the quality of MRE or VA activities will ensure progress in achieving programme objectives.

4.1. WHAT IS EVALUTATION

Evaluation is a process that tries to determine as systematically and objectively as possible the worth or significance of an intervention or policy. The appraisal of worth or significance is guided by reference to defined criteria such as *relevance, efficiency, effectiveness, impact and sustainability*. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of programme partners and donors.

Evaluations may be conducted at a pre-determined point during the project, at the end of the project or some time after project completion.

An evaluation should be conducted internally following transparent procedures.

4.2. REASONS FOR EVALUTATION

- 4.2.1. To measure the outputs, outcomes and impact of a completed or on-going MRE or VA activity. These three different results refer to the immediate provision of activities, good and services (outputs), the apparent result of the outputs in the short term (outcomes) and the longer-term sustained changes (impact);
- 4.2.2. To improve the programme or project being evaluated;
- 4.2.3. To understand the dynamics of the project/programme within a wider context and among relevant stakeholders. Not only in terms of integrated Mine Action but also how MRE has coherence with other Humanitarian Interventions;
- 4.2.4. To generate knowledge and learning for wider application (lessons learned and missed opportunities);
- 4.2.5. To make project results transparent and accountable.

4.3. EVLAUATION ACTIVITIES

In carrying out evaluations MRE and VA organizations are to ensure that:

- Relevant stakeholders are involved in the evaluation process.
- Evaluators/supervisors, including external consultants, are properly briefed and supported and behave in a professional and impartial way.
- The results of evaluation are provided to the MAPA and other stakeholders, including other MRE and VA organizations as required.
- Those results of the evaluation are applied to future MRE and VA activities or projects in Afghanistan

4.4. REPORTING SYSTEM AND RECORDS

4.4.1. EVALUATION REPORTS

All evaluation activities are to be documented and recorded at regional or headquarter offices and information made accessible to MACCA QMIT section on request. See AMAS Chapter 7.

Annex E – MRE/VA Monitoring/QA Checklist

Form name:	<u>MRE/VA Monitoring/QA Checklist</u>
When:	Each time a MRE/VA activity is monitored.
<p>This checklist aims to measure the quality of the content, methodology and organization of the MRE/VA activities (CBMRE, Direct Presentation, Encashment Centre and Mobile Cinema etc. is implemented by the MACCA MRE and VA Implementing Partners and Community Volunteers in the target communities.</p>	

General Information

NGO Name: _____	NGO Supervisor Name: _____
Team No.: _____	NGO Trainer: _____
Province: _____	District: _____
Village/ Town: _____	Location (School, private house, etc): _____
Date: / / 2007	Time (Session/activity duration): _____

PARTICIPANTS

Boys	Girls	Men	Women	Total

CLASS SETUP

Arrangements:	V. Good	Good	Sufficient	insufficient	Not done
Location condition (calm, safe, etc.)					
Weather condition (warm, cold, etc.)					
Seating arrangement					
Position of trainers in the class					
Location of training Aids					

LESSONS CONTENT

General Introduction:	V. Good	Good	Sufficient	insufficient	Not Done
Self and general introduction					
Goal and Objective of the Session					
What is MAPA					

Recognition of Mines/ ERW:	V. Good	Good	Sufficient	insufficient	Not Done
Common Shapes/ Sizes/ Colours of Mines/ ERW					
Danger and action of Mines/ ERW					
Difference between Mines and ERW					

Effects of Mines and ERW:	V. Good	Good	Sufficient	insufficient	Not Done
Physical/ Economical/ Psychological effects of Mines and ERW on the society					
Real stories from students solicited					

Mine/ERW risk avoidance:	V. Good	Good	Sufficient	insufficient	Not Done
Mines/ ERW dangerous areas					
Mine/ ERW clues					
Conventional and non conventional Mine/ ERW Marking Signs					
Risky behaviours					
Safe Practices in contaminated areas					

Response:	V. Good	Good	Sufficient	insufficient	Not Done
What to do if you come across a mine/ ERW					
What to do if there is a mine/ERW incident					

Additional topics: (add eventual additional topic)	V. Good	Good	Sufficient	insufficient	Not Done

TRAINER'S PERFORMANCE AND BEHAVIOR

	Excellent	Good	Sufficient	insufficient
Relationship with participants				
Trainer involvement (active)				
Trainer's ability to listen the participants				
Ability to link lessons with community				

situation				
Able to answer to all questions				
Clarity of explanation				
Class control				
Voice Tone				
Timing (time balance between topics)				
Use of teaching material				
Encouragement (to act and participate)				

CLASS INVOLVEMENT

	Excellent	Good	Sufficient	insufficient
Group behaviour (discipline)				
Group interest				

Teaching Methods used

Lecture/ Presentation	Y/ N	Question and answer	Y/ N
Small group's work	Y/ N	Role play/ demonstration	Y/ N
Story telling	Y/ N	Activity Cards	Y/ N
Drawing	Y/ N	Community mapping	Y/ N
Practical Activities	Y/ N	Games	Y/ N
Lectures	Y/ N		

Training materials used

Mines/ ERWs models	Y/ N	Games	Y/ N
Mine/ERW Posters	Y/ N	Works Books	Y/ N
Silkscreen	Y/ N	Leaflets/ Brochures	Y/ N
Pictures/ Photos	Y/ N	Audio Tapes	Y/ N
Magazines	Y/ N	More. _____	
Films	Y/ N		

Monitor General Comments (try to highlight Strengths and weaknesses of the MRE Session)

Monitor Feedback and Corrective actions suggested to the NGO

NGO Comments

NGO Representative

Name: _____

Signature: _____



Monitor

Name: _____

Signature: _____

Date: / /2007

Annex F - MRE-VA Activity Reports

 																			
Mine Risk Education/Victim Assistance IP Weekly Activity Report Form												Code: AR1							
Team ID:												Implementing Agency:							
Team No	Start Date	End Date	Location				Programme	Activity	Training Type	Audience	Number of Courses/Sessions	Age Group	Youth		Adult		Materials Distributed		Data Collection
			Province	District	Village	Place							M	F	M	F	Type	Number	Form Type
TOTAL:																			
Programme:	Place:	Activity:					Training Type:	Audience:			Age Group:	Materials type:	Data Form Type:						
MRE	Healthcare Centre - HC	Community Based - C					Direct Presentation - DP	Health Worker - HW			Youth	Brochure - B	Victim Data - V						
MRE/VA	Encashment Centre - EC	Returnee/IDP - R					Peer to Peer - PP	Aid Worker/National - AWN			Adults	Poster - P	Munition - M						
VA	Mosque - M	TOT - T					School Based - SB	Aid Worker/International - AWM				Flyer - F	Incident - I						
	IDP Camp - IC	Exhibition - E					Community Based - CB	School Teacher - ST				Booklet - BK	Suspected Area - S						
	School - S	Other - O					Emergency Response - ER	Returnee - R				Film - FM	Other - O						
	Village Centre - VC	Mobile Cinema-MC					Community Volunteer - CV	Community Member - CM				Radio/Cassette - R/C							
	Agency Office - AO	Community Liaise-CL					Other - O	Mine Action Personnel - MA				Other - O							
	Other - O	Landmine Safety Programme-LSP						Student - S											
								Military - M											
								IDP - I											
								Government Official - GO											
								Religious Leader - RL											
								Women's Group - WVG											
								Ex-Combatant - EXC											
								Disabled Persons Organization-DPO											
								Other - O											

ANNEX G- Mine Risk Education and Victim/Disability Assistance Communications Development Guideline

The aim of this guideline is to provide a simple tool for the development of effective Mine Risk Education (MRE) and Victim/Disability Assistance (VA) communication materials within the MACCA and MAPA programmes.

Understanding the audience

Understanding the target audiences for these activities, their needs and appropriate methodologies of communication is paramount to providing suitable materials and messages for advocacy, awareness and prevention. Answering *who, why, and how* will help develop communication materials that are both suitable and relevant to programmatic needs.

Who:

MRE and VA programmes have more than one audience. It is important to understand who the target group or groups are as communication methodologies will be different for different audiences such as:

- Community members (Men, Women, Girls and Boys);
- Teachers, community and local leaders, and religious leadership;
- Government, policy and decision makers; and
- Mass media and press.

Why:

MRE and VA programmes communicate information to different audiences targeting a particular need, threat or social circumstance.

- MRE messages seek to prevent new incidents and the associated deaths, disabilities and community impact.
- VA messages aim to change attitude and raise awareness to the rights and dignity of people with disability thus encouraging the reintegration of landmine survivors and other people with disability into Afghan society.

How:

How messages are communicated often dictate the success of MRE and VA strategies.

Four main forms of communications are used in Afghanistan MRE and VA programmes:

- Person to person: direct interventions that allow for questions to be asked and answered.
- Traditional media: theatre, story telling, and drama.
- Small media: video presentations (mobile cinema), audio cassette presentation, posters, leaflets, magazines, comic books, children's magazine, and flipcharts.
- Mass Media: radio broadcast and television

Also to be considered when choosing a communication methodology is the access to the media type, understanding it, trusting it, and believing it. (Ex: regional or provincial radio in Afghanistan is considered more reliable (trusted) for local information than the national and international radio broadcasting systems.)

Some factors to consider when choosing a communications methodology:

- Knowledge of the issues;
- Literacy and education levels;
- Cultural restrictions;
- Sources of information;
- Media availability and habits;
- Working hours; and
- Social attitudes.

Developing MRE and VA messages

Once the target audience (who), the threat or issue (why) and the methodology (how) are identified and understood, developing MRE and VA messages can proceed. The next steps should be considered:

- Message concepts that will elaborate a desired behaviour change or relevant issue;
- Selecting how to appropriately communicate the message (See the above typical methods in the How section.). Also to be considered are access to a communication methodology, understanding it, trusting it and believing it;
- Ensuring message appeal.

Good messages should:

- Reinforce positive attitudes and safe behaviours;
- Address misunderstandings and gaps in knowledge;
- Elaborate the benefits of behaviour change;
- Encourage specific actions to be taken;
- State where to find services or help that has been promoted;
- Address barriers to action

Professional writing and communication skills should be employed to ensure that messages are communicated in simple everyday language and in the languages of the target group/population this would include regional variation in official national languages and the minority languages in some parts of the country. Additionally, messages should be short, relevant, and generate interest in the subject.

Process used in communications material development:

The following steps shall be used for the development of all MRE/VA communication materials:

- Step 1: A producer or agency should discuss the basic concept, relevance, need and contents of the materials with MACCA MRE/VA department.
- Step 2: A first rough draft of the communications material (text, drawing, script, storyboards) should be developed and presented to MACCA for technical review and advice, this step may be repeated as required.
- Step 3: Once the first draft is approved, a final draft utilizing photography and illustrations, audio or video shall be presented for a brief review to MACCA prior to field testing
- Step 4: The communication materials should then be field tested according to the below procedures. All field testing results must be submitted to the MACCA and changes to the materials done accordingly.
- Step 5: Communications materials are then submitted to the Communication Materials Review Committee (CMRC) for final technical review and recommendations if required. The CMRC will submit to the MACCA a recommendation or approval form for further action. (Annex J)
- Step 6: Approval by the MACCA is based on the CMRC approval of the material and its intended audience.

Field-testing communication messages and materials

Field-testing must be done among the group targeted for the distribution of materials to ensure the message and material will be effective.

Field-testing will help determine if the messages and materials are:

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

(See Guideline: Field-testing and Sample Questions, AMAS Chapter 7, Annex G)

MACCA Communications development and production approval for MRE and VA materials

To ensure that MRE and VA materials are developed according to the above guidance, a technical review and approval process has been instituted under the guidance and direction of the MACCA. All materials to be used within the MAPA programme must receive MACCA approval prior to production and/or broadcast. (See Terms of Reference for MRE and VA Materials Review Committee, annex I)

Responsibilities for MRE and VA Communications and Materials Public Information dissemination:

MACCA

The UN Mine Action Centre for Afghanistan will ensure that messages and communications approaches are coordinated, not only within the Centre and its regional AMAC offices but among the implementing partners working in MRE, VA and mine clearance. MRE and VA programme and project personnel will have the direct responsibility for ensuring that all aspects of internal and external communications reflect the overall strategy of the MACCA and MAPA.

Government

Governments and their officials can play a key role in successful behavioural changes. When government is neither enthusiastic nor supportive of MRE and VA initiatives, local communities and their leadership will act accordingly.

Implementing Partners

Implementing Partners have the responsibility to utilize materials produced by the MACCA and government appropriately and within the target groups intended. All materials produced by implementing partners must be developed in accordance with MACCA guidelines, field-tested and approved through the mechanisms described above.

Annex H - Guideline of Pre-test of Mine Risk Education (MRE) and Victim Assistant (VA) Materials in Afghanistan

The aim of this guideline is to ensure all MRE and VA communication materials used by the MACCA and its implementing partner agencies throughout Afghanistan are effective and convey appropriate messages to the intended target audiences in accordance with the MRE VA Communication Development Guideline.

Process used in communications material development:

The following steps for pre-testing of the materials are recommended for all communication media including printed materials, radio drama and movie materials:

- ① A producer or agency discusses the basic concept and contents of the materials with MACCA.
- ② The first rough draft of material (text or script) should be developed and it should be thoroughly reviewed by the MACCA to ensure that the content is technically correct.
- ③ A second rough draft of the revised material should be presented again to the MACCA for technical review.
- ④ When written scripts have been reviewed and finalized, material producer work on photography and illustrations (print materials), story line (audio) and story board (video).
- ⑤ The products should be reviewed by MRC. They should also be field-tested on people representing a cross section of the target audience to establish whether they can be understood and are culturally appropriate.
- ⑥ As a result of review from MRC and field-testing, the products are revised and the concepts/ideas refined further. The final samples of actual products should be presented to MACCA for the final approval.

3. Methods used for field-testing:

One-on-one interviews are the methods most commonly used in field-testing of MRE and VA materials developed in Afghanistan. Field-test should be conducted by the third party agency besides MACCA and producer in the following steps:

- ① MACCA and producer presents the concept and messages of the newly developed materials to the field-test conductor.
- ② The field-test questionnaire should be developed in collaboration with MACCA technical group, material producer and field-test conductor.
- ③ Field-test conductor should prepare both male and female interviews for respondents in both genders. They should fully understand the objectives of field-testing and materials. Producer should prepare full color samples in case of field-test of printed materials.
- ④ Interviews should select 3 locations for field-testing: 2 villages and 1 in the cities. They have to select respondents in each location after obtaining permission from the local leaders or authorities. Minimum 120 samples should be collected from target audiences. 30 samples equally from each gender and age groups are recommended.
- ⑤ Field-test conductor should present the results and analysis to both MACCA and producer.

4. How many times should educational materials be field-tested?

Educational materials should be pre-tested and revised as many times as will make them understood and accepted by most members of the key target audience. Over 75% of correct understanding in average during the interviews is mandate for the newly developed MRE and VA materials in Afghanistan. Where time and funding are limited, each piece of educational material should still be pre-tested and revised at least twice.

5. Questions to be asked during field-testing:

5-1. Questions to ask when field-testing illustrations and photography:

Ask respondents:

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

5-2. Questions to ask when field-testing texts:

Interviewers should ask respondents to read the texts aloud and note any word they may find difficult to read Ask respondents:

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

Usage of graphic images such as illustration and photography are highly recommended for education materials in Afghanistan since there is high rate of illiterate population exist particularly in villages. Each graphic image should be presented large and clear with minimum portion of texts, considering both child and adult illiterate audiences.

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

Sample Questions for Field Testing MRE/VA Communication Materials

Questions should be developed to indicate understanding of ideas, images and messages. Questions should be simple, brief and clearly stated. Questions also should be kept to a minimum to avoid interview fatigue¹.

¹ Interview fatigue occurs when an interviewee is subjected to multiple questions for long periods of time. The interviewee become disinterested in participating and will not take care in answering questions leading to unreliable information.

Literacy rates are low in Afghanistan, so questions will likely need to be provided orally. Care should be taken to ask questions clearly and with unbiased attitudes. Field testing personnel should be trained in survey work.

Questions to ask when field-testing illustrations, photography or video:

1. What do you see in the image?
2. What message(s) is the image trying to communicate? (If the interviewee does not understand the message within the photo or illustration, the interview is over.)
3. What do you think about the message?
4. Is there anything you like or dislike about the message?
5. What do you think about the image?
6. What improvement can be made to make the image that could communicate the message better?

Questions to ask when field-testing texts:

Interviewers should ask respondents to read the texts aloud and note any word they may find difficult to read.

Ask respondents:

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

Questions to ask when field testing audio or radio messages:

Play the audio messages to respondents taking care to ensure all participants can hear clearly. Ask respondents:

1. Can you state what you have just heard?
2. What was the audio presentation telling you?
3. Was there any words or messages you did not understand? If yes, please explain.
4. What would you suggest to make the audio message better?

Annex I - Terms of Reference for MRE/VA Communications Material Review Committee (2007/1386)

Introduction:

The Communications Material Review Committee (CMRC) of the United Nations Mine Action Centre for Afghanistan aims to review, check and improve the quality of Mine Risk Education (MRE) and Victim/disability Assistance (VA) communications materials, developed and produced by the MACCA and its implementing partners. The MACCA MRE/VA department along with designated MRE/VA implementing partner representatives will provide technical review of all communications materials to be utilized within MACCA and MAPA MRE and VA activities. This will include all forms of communications including but not exclusive to the following communication methodologies: print materials, radio, video, television, cassette recordings, magazines, etc. CMRC meetings will be convened to review all materials and make recommendations for required improvements and the approval of MACCA for production and distribution.

Objectives:

- To review new MRE/VA materials to ensure audiences are properly targeted and identified, messages are relevant to the issue, risk or behaviour, and the methodology is appropriate for the communication strategies of the MACCA;
- To ensure the need, quality and appeal² of new materials and field-testing prior to production; and
- To ensure use of approved of communications materials within the MACCA, MAPA and government MRE/VA activities.

Timing of CMRC:

The CMRC will be as per the requirements of the programme. Agencies wishing to submit communication materials for review need to provide ample time for committee members to be contacted and a time agreed upon. One to two weeks is recommended for the submission of draft materials to the committee members prior to the committee meeting.

Permanent representatives:

MACCA	AAR Japan	OAMR
HT	DDG	ATC
HI	SAYARA	ICRC
ARCS	NPAD	ABBAR
SERVE	SCA	

Government actors will also be invited to the CMRC as their participation and representatives are established.

Depending on the nature of the materials (MRE/VA) to be reviewed, some permanent representatives of the CMRC will not be invited to review all communication materials.

Communication Materials Review Committee Procedures:

² "Appeal" includes cultural, social as well as design aspects that will be engaging and interesting to the target audience.

- Agencies requiring a review of materials must submit a request preferably two weeks in advance to the MACCA.
- The MACCA will send an invitation letter or similar communication to CMRC members including an agenda for the meeting. If the member cannot attend the meeting an alternate qualified representative may be selected to attend.
- Draft materials should be presented to committee members at least one week prior to the meeting allowing participants to prepare comments and suggestions saving time at the meeting.
- Members are responsible for the review of materials prior to meetings as required and to attend the CMRC meetings on time.
- Committee review of the communication materials will be done following the below phases of review:
 - Phase 1: Desk Review
 - Review of draft materials, scripts, etc. by members prior to CMRC.
 - Phase 2: Committee Review
 - Review based on the below:
 - Do the materials meet the criterion of the objectives? (See above objectives.)
 - Have the materials been field tested with positive results? Are reports complete and properly submitted? (See field-testing guidelines within the MRE VA Communications Development Guidelines.)
 - CMRC completes recommendation form for corrective actions required if needed.
 - Phase 3: (only if required)
 - Resubmission of materials to review committee and repeat of Phase 2
 - Phase 4:
 - CMRC completes approval form and submits to MACCA MRE/VA department for their action.

CMRC Member Qualifications:

- Recognized experience in educational materials development
- Knowledge of materials design
- Knowledge Field-Testing requirements for communication methodologies and materials development
- Ability to provide un-biased and constructive feedback

Annex J - Communications Materials Development Review Report

Agency:

Proposed communications material type:

Target audience:

Review Comments and Recommendations:

Technical review prepared by:

Date:

MACCA Approval by:

Date: