

# IMAS Mine Risk Education Best Practice Guidebook 10

## COORDINATION

*International  
mine action standards*



*United Nations*

# **IMAS**

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## **COORDINATION**

*Geneva, November 2005*

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## Foreword

Over the last few years the mine action community has taken major steps towards professionalising its mine risk education (MRE) projects and programmes. A central element in that process has been the development of international standards for MRE by UNICEF, within the framework of the International Mine Action Standards (IMAS), maintained by the United Nations Mine Action Service (UNMAS). In October 2003, UNICEF completed seven MRE standards, which were formally adopted as IMAS in June 2004.

The MRE component of the IMAS outlines minimum standards for the planning, implementing, monitoring and evaluation of MRE programmes and projects. The IMAS are largely prescriptive, advising operators, mine action centres, national authorities and donors on *what* is necessary for the development and implementation of effective MRE programmes. They do not, however, guide stakeholders on *how* they might adapt their programmes and projects to be more compliant with the standards.

To facilitate the implementation of the MRE standards in the field, UNICEF entered into a partnership with the Geneva International Centre for International Demining (GICHD) to develop this series of *Best Practice Guidebooks* to provide more practical advice on how to implement the MRE standards. A total of 12 Guidebooks have been developed, using expertise from a variety of different people, countries and contexts. The Guidebooks address a wide range of areas covered by the MRE IMAS, including:

- ◆ How to support the coordination of MRE and the dissemination of public information;
- ◆ How to implement risk education and training projects;
- ◆ How to undertake community mine action liaison; and
- ◆ What elements should be considered to implement effective MRE projects in emergencies.

The primary aim of these Guidebooks is to provide practical advice, tools and guidance to undertake MRE programmes that are compliant with IMAS. They are

also meant to provide a framework for a more predictable, systematic and integrated approach to risk education, and are intended for use by anyone engaged in planning, managing or evaluating mine risk education programmes and projects, such as government ministries, mine action centres, United Nations agencies and bodies, and local and international organisations. Donors may also find them useful in assessing proposals for mine risk education projects and programmes.

But while the Guidebooks seek to provide practical advice for the design, implementation, monitoring and evaluation of programmes and projects, they remain general in nature and will need to be adapted to each new situation in its specific cultural and political context. UNICEF and the GICHD hope that they will prove a useful tool in making mine risk education more effective and efficient.

In addition to being distributed in hard copy, the *Best Practice Guidebooks* can be downloaded free of charge from the Internet at [www.mineactionstandards.org](http://www.mineactionstandards.org) as well as the GICHD website [www.gichd.ch](http://www.gichd.ch) and the UNICEF website [www.unicef.org](http://www.unicef.org).

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# Introduction

## Introduction to the Series

According to the IMAS, the term “mine risk education” refers to “*activities which seek to reduce the risk of injury from mines and ERW by raising awareness and promoting behavioural change, including public information dissemination, education and training, and community mine action liaison.*”<sup>1</sup> MRE is one of the five components of mine action. The others are: *demining* (i.e. mine and explosive remnants of war [ERW] survey, mapping, marking and clearance); *victim assistance*, including rehabilitation and reintegration; *advocacy* against the use of anti-personnel landmines; and *stockpile destruction*.<sup>2</sup>

The first two editions of the IMAS – in 1997 and 2000 – did not include MRE-specific standards and guides. In 2000, the United Nations Mine Action Service, the focal point for mine-related activities within the UN system, requested UNICEF to develop international standards for MRE. UNMAS is the office within the UN Secretariat responsible for the development and maintenance of international mine action standards. UNICEF is the primary actor within the UN in undertaking mine risk education.

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

- ◆ *IMAS 07.11: Guide for the management of mine risk education;*
- ◆ *IMAS 07.31: Accreditation of mine risk education organisations and operations;*
- ◆ *IMAS 07.41: Monitoring of mine risk education programmes and projects;*
- ◆ *IMAS 08.50: Data collection and needs assessment for mine risk education;*
- ◆ *IMAS 12.10: Planning for mine risk education programmes and projects;*
- ◆ *IMAS 12.20: Implementation of mine risk education programmes and projects; and*

- ◆ *IMAS 14.20: Evaluation of mine risk education programmes and projects.*

To facilitate the implementation of the MRE standards in the field, in 2004 UNICEF contracted the Geneva International Centre for International Demining to develop a series of best practice guidebooks for MRE programmes and projects.<sup>3</sup> The following 12 *Best Practice Guidebooks* have been developed:

- ◆ *1: An Introduction to Mine Risk Education;*
- ◆ *2: Data Collection and Needs Assessment;*
- ◆ *3: Planning;*
- ◆ *4: Public Information Dissemination;*
- ◆ *5: Education and Training;*
- ◆ *6: Community Mine Action Liaison;*
- ◆ *7: Monitoring;*
- ◆ *8: Evaluation;*
- ◆ *9: Emergency Mine Risk Education;*
- ◆ *10: Coordination;*
- ◆ *11: The Collected IMAS on Mine Risk Education; and*
- ◆ *12: Glossary of Terms and Resources.*

The *Best Practice Guidebooks* seek to address the particular needs of MRE as an integral part of mine action. Each Guidebook is intended to serve as a stand-alone document, although some include cross-references to other Guidebooks or to other sources.

## Introduction to Guidebook 10

This Guidebook, number 10 of the Series, is designed to facilitate national coordination of MRE. All of the IMAS dealing with MRE address coordination issues in one form or another. In addition, IMAS 07.31 governs the accreditation of MRE organisations, one of a number of specific coordination functions.

### *What is national coordination of MRE?*

Coordination is generally defined as the “*harmonious functioning of different inter-related parts*”. Coordination is one of the guiding principles of the IMAS on MRE.

MRE coordination requires ensuring the coherent and effective involvement of all relevant actors in every component of the MRE programme cycle: planning, implementation, monitoring and evaluation of strategies and activities. This is ideally done through a national mine action coordination body. The national mine action authority is normally responsible for coordination of strategy and policy<sup>4</sup> whereas the national mine action centre is responsible for operational, day-to-day coordination of activities.

MRE should also be coordinated with all other mine action activities, and with other relief and development efforts, in order to achieve its goals of minimising the number of victims, reducing the socio-economic impact of mines and explosive

remnants of war (abandoned explosive ordnance – AXO, and unexploded ordnance – UXO), and promoting development.

### *Why coordinate MRE?*

Coordination is often seen as peripheral to the main task of delivering MRE. Yet there are several reasons why coordination is essential to the implementation of an effective MRE programme.

1. To provide a common understanding of the needs and context of MRE, and the sharing of information and expertise. This is particularly important where information is scarce, resulting in an uncertain operational environment for MRE organisations.
2. To ensure that resources are directed in the most efficient and effective way, through coordinated planning. This means making sure that the best use is made of organisational competencies and that activities are not duplicated. Duplication of activities not only wastes resources, it also imposes unnecessary burdens on the beneficiaries and may reduce their willingness to cooperate with MRE implementation.
3. To plan and implement MRE in coordination with the beneficiaries. This helps to ensure that their needs are taken into consideration. By working with local partners, the programme will be community-based, and therefore sustainable, and more likely to meet their needs.
4. To increase MRE's contribution to the reduction of the impact of mines and explosive remnants of war (ERW), by linking it with mine action and other development interventions.
5. To create a learning environment through sharing findings from evaluations and from other stakeholders' experiences in implementing MRE.
6. To involve stakeholders at all levels so they can feel some ownership of the programme, helping to ensure its success.
7. To ensure that risk reduction messages delivered to affected communities are consistent and do not contradict each other (this may be done by developing a national core curriculum).

## Layout of the Guidebook

There are ten sections to the present Guidebook.

**Section 1** describes the national mine action coordination structures. MRE coordination is best implemented through a central coordination body. This section explains the role of such a coordination body . . . and the systems and tools it can use to maximise coordination.

**Section 2** explains the responsibilities of MRE-implementing organisations and provides examples of the need for coordination among implementing organisations.

**Section 3** looks at some of the key coordination functions at national level, including the development of national standards and curricula and the accreditation of MRE organisations.

**Section 4** provides examples of practical tools that can be used to improve coordination, such as coordination meetings, thematic and other workshops, and joint training courses.

**Section 5** explores how MRE should be coordinated with other aspects of mine action within the context of the national programme.

**Section 6** similarly explores how MRE should be coordinated with other relief and development activities, providing examples of possible cross-sectoral coordination.

**Section 7** provides an overview of coordination in the MRE project management cycle.

**Section 8** summarises general principles of best practice in coordinating MRE.

**Section 9** offers advice on resource mobilisation, in particular on how to work effectively with donors.

**Section 10** identifies training and capacity-building needs that enable coordinating bodies to function effectively.

Two annexes complete the Guidebook. **Annex 1** gives advice on running an effective meeting. **Annex 2** provides guidance on organising effective workshops.

A glossary of abbreviations and acronyms, the IMAS definition of key terms, and a selected bibliography and list of resources for all the *Best Practice Guidebooks* in the Series can be found in *Best Practice Guidebook 12*.

## Who should read the Guidebook?

This guidebook is addressed primarily to those responsible for national mine action coordination. It is also useful for technical advisers working with national mine action counterparts. Implementing organisations may also wish to familiarise themselves with the roles and responsibilities of coordinating bodies, which, as well as helping them to know what to expect from such a body, will help them to be sympathetic to the coordination challenges that must be faced.

## Endnotes

<sup>1</sup> IMAS 04.10, Second Edition, 1 January 2003 (as amended on 1 December 2004), 3.157.

<sup>2</sup> *Ibid.*, 3.147.

<sup>3</sup> For the purpose of the IMAS and these Guidebooks, a project is defined as an activity, or series of connected activities, with an agreed objective. A project will normally have a finite duration and a plan of work. An MRE programme is defined as a series of related MRE projects in a given country or area.

<sup>4</sup> A strategy is, simply put, a method that is determined for attaining broad objectives. A policy is a course of action or principle put forward by a body or entity. In mine action, at governmental level, this body would normally be the national mine action authority. Thus, a country's national mine action policy should lay out publicly the strategy that it is pursuing in seeking to tackle a problem of mines and/or ERW, as well as the principles that underpin that strategy.

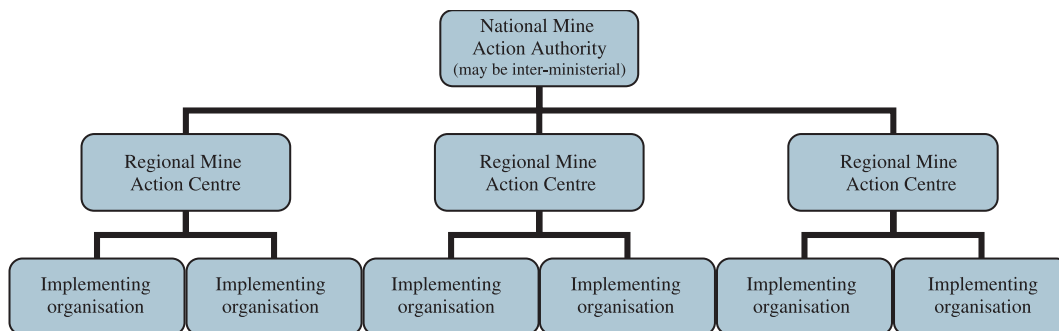
# 1. National mine action coordination structures

Mine risk education is best coordinated within a mine action structure, rather than separately. This helps to ensure that MRE is integrated with the other “pillars” of mine action: demining (including clearance, survey and marking); victim assistance; advocacy; and stockpile destruction.

In accordance with the recommendation in the IMAS, overall responsibility for the national management of mine action, including MRE, normally rests with a national mine action authority (NMAA). The NMAA, typically, sets overall mine action policy and strategy for the country. It may also coordinate operational mine action activities, although this role is usually devolved to a mine action centre (MAC), which reports to the NMAA. The MAC may, in turn, fulfil its tasks through several regional MACs.

Roughly half of the world’s mine-affected nations have such institutions, although the precise structures vary from country to country. NMAAs and MACs are also known under various other names, such as a national demining office or mine action coordination centre (MACC). For the purposes of this Guidebook the two main coordination bodies will be referred to as the NMAA and the MAC, and MRE responsibility will be assumed to fall within the MAC.

Figure 1. A possible mine action coordination structure



Often the national authority is an inter-ministerial body. Whether or not policy, regulation, and operational coordination are handled by the same body, it is advisable to avoid mixing coordination and implementation to enable impartiality in resource allocation and quality assurance.

Usually, mine action coordination bodies are run by the national government, where they may fall under the responsibility of a ministry. This varies widely from country to country. For example, Lebanon's National Demining Office belongs to the Ministry of Defence; Iraq's National Mine Action Authority is in the Ministry of Planning; and Columbia's Anti-Personnel Mine Observatory reports to the Office of the Vice-President.

In the initial stages of mine action in a country, particularly in an emergency, the government may request the United Nations to establish a mine action coordination body. This is established with the intention of eventual transfer to national management, and the UN conducts capacity-building to facilitate this.

## 1.1 MRE within the NMAA

For MRE to receive the time, resources and attention it needs, the senior management of the NMAA should recognise the benefits that MRE brings to the other sectors of mine action. These benefits include the provision of information for planning and prioritisation, and facilitation of mine clearance and survey, as well as the more obvious reduction of hazardous activities. Yet MRE is often misunderstood to be the simple production and distribution of attractive leaflets and posters: in the early stages of a programme it may be beneficial to have an experienced international technical adviser attached to the NMAA.

With regard to MRE specifically, the primary responsibilities of the NMAA are to:

1. Coordinate MRE;
2. Establish national standards and/or guidelines, or put the international standards into effect in the country and ensure that national law enforces the MRE standards;
3. Design a system for the accreditation of implementing organisations and review applications for accreditation;
4. Develop, or organise the development of, a national core curriculum for MRE, which should form the basis for all MRE messages;
5. Develop a national strategic plan for MRE;
6. Ensure that the NMAA's central information management system (such as the Information Management System for Mine Action – IMSMA), meets the needs of MRE organisations;
7. Ensure that MRE is integrated into overall mine action (*see Section 5*);
8. Liaise with other development actors on strategic planning (*see Section 6*);
9. Liaise with donors and other supporters, such as capacity-building providers, advocacy organisations and the media;
10. Strive to provide MRE with adequate resources, based on the needs identified in the national strategic plan;
11. Organise external evaluations of the MRE programme as a whole; and
12. Possibly, provide funding for MRE activities.

## 1.2 The MRE department of the MAC

Mine risk education should be located within the Operations Department of the MAC, in order to facilitate integration with demining and victim assistance activities. The MRE staff must, of course, be appropriately experienced and trained (*see Section 10*).

There may be several regional MACs reporting directly to the NMAA, or they may be coordinated by a national MAC. MACs should take responsibility for:

1. Identifying and deploying MRE resources according to the national strategic plan;
2. Ensuring that MRE activities are implemented according to national policies, strategies and standards;
3. Managing the accreditation process (if it exists) for MRE organisations on behalf of the NMAA;
4. Ensuring that MRE is fully integrated into mine action;
5. Coordinating MRE implementation through regular coordination meetings;
6. Monitoring MRE activities;
7. Managing the collection of data related to MRE;
8. Providing an information service to mine action organisations and the wider development community;
9. Reporting on MRE activities to the NMAA;
10. Coordinating the implementation of a needs assessment;
11. Recommending policies, strategies and standards to the NMAA;
12. Managing the development of a sustainable national operational MRE capacity through local and international MRE partners;
13. Providing updates on MRE activities to the public relations department;
14. Producing regular reports on MRE for stakeholders;
15. Liaising with other development actors at field level; and
16. Providing training and capacity building (either directly or through advisers or contracted implementing organisations) to MRE implementing organisations.

## 1.3 Other methods of MRE coordination

In addition to coordinating MRE through an NMAA, MRE organisations should also participate in other coordination mechanisms, such as national or regional non-governmental organisation (NGO) coordination bodies or UN coordination bodies.

In countries where no effective mine action coordination mechanism exists, groups of MRE organisations may develop their own informal coordination group. This has happened, for example, in Nepal (facilitated by UNICEF).

## 1.4 Examples of coordination of MRE

The Landmine Monitor ([www.icbl.org/lm](http://www.icbl.org/lm)) and the UN mine action website ([www.mineaction.org](http://www.mineaction.org)) provide detailed information on the coordination mechanisms

in each mine-affected country, with a history of their establishment. Box 1 sets out three examples of national coordination mechanisms.

### Box 1. National coordination of mine action: three case studies

#### *Afghanistan*

Afghanistan has one of the oldest and largest mine action programmes in the world. The body responsible for coordination of mine action in Afghanistan is a government organisation, the Mine Action Programme for Afghanistan (MAPA). In 2003, MAPA accredited approximately 16 NGO implementing partners. Day-to-day coordination is provided by eight Area Mine Action Centres (AMACs).

At present, the MAPA is overseen by the United Nations Mine Action Centre for Afghanistan (UNMACA), which has responsibility for planning, management and oversight of all mine action activities on behalf of the Government of Afghanistan. However, planning is currently under way to transfer the coordination of mine action from the UN to the national government.

The recently established Mine Action Consultative Group (MACG), chaired by the Ministry of Foreign Affairs and including other ministries, UN agencies and mine action implementers, is tasked with developing a national mine action policy. A draft plan calls for the establishment of a national mine action authority directly under the President of Afghanistan's office in 2005.

Afghanistan has a mine action strategic plan, which is aligned with the government's overall reconstruction and development goals. MRE is included as an integrated activity, to achieve the objective of reducing injuries and casualties from explosive ordnance.

#### *Bosnia and Herzegovina*

The Bosnia and Herzegovina Mine Action Centre (BHMIC) was originally established by the UN in June 1996 and then handed over to the national authorities in July 1998, although UNDP and UNICEF continue to provide finance and technical assistance. BHMIC falls under the Ministry of Civil Affairs.

In 2002, a three-member Demining Commission was established to provide senior-level political guidance on mine action. The BHMIC is its operating arm with implementation by the Bosnian armed forces, civil protection organisations, NGOs and private contractors.

BHMIC has produced yearly national strategic plans, into which MRE is integrated.

#### *Cambodia*

The Cambodian Mine Action and Victim Assistance Authority (CMAA) was established in September 2000 to coordinate mine action and to assist the government in policy formation and the development of a regulatory framework for mine action management. Its tasks are:

- Accreditation and licensing of mine action operators (principally those involved in mine and ERW clearance);
- Advocacy work in relation to the elimination of landmine stockpiles;

- Development of national standards;
- Maintenance of a national mine action database;
- Dissemination of mine action information; and
- Acting as a focal point for the implementation of the national law concerning mines.

The CMAA has produced a five-year national MRE strategy to 2009. MRE organisations are not accredited. MRE coordination is now conducted by the CMAA, following technical support from UNICEF.

Implementation is conducted by three main organisations: one national (the Cambodian Mine Action Centre – CMAC) and two international organisations (Mines Advisory Group – MAG and HALO Trust), plus a number of smaller organisations.

CMAC was established in 1992 under the United Nations Transitional Authority in Cambodia (UNTAC). In February 1995, by royal decree, it was given the authority to coordinate and execute all mine action programmes. However, problems occurred and in 2000 funding was withdrawn. The CMAA was then established to respond to the need to separate the functions of a regulatory authority and supervision of mine action from the government's implementing agency. Today, the CMAC no longer coordinates, but conducts MRE, survey, mine and ERW clearance and training in mine clearance.



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## 2. MRE implementing organisations

The myriad bodies involved in implementing MRE potentially make coordination rather complex.

They can be split into several types:

- ◆ Governmental organisations;
- ◆ NGOs (national and international);
- ◆ International organisations (e.g. the International Committee of the Red Cross – ICRC);
- ◆ Intergovernmental organisations, especially the UN;
- ◆ Commercial companies; and
- ◆ Civil society organisations (sometimes also known as community-based organisations).

Implementing bodies may be national or international. They may be organisations established to conduct MRE (and possibly other mine action activities), or they may be organisations that primarily serve other functions but also disseminate MRE messages. Examples of these are:

- ◆ Schools;
- ◆ Health and rehabilitation centres;
- ◆ Development agencies and NGOs;
- ◆ Women and youth groups;
- ◆ Community and religious organisations;
- ◆ Cooperatives;
- ◆ National Red Cross or Red Crescent societies (often with the support of ICRC);
- ◆ Individual community members, for example, the local mayor, priest or religious leader, or simply an ordinary member of the community;
- ◆ Local media and media production companies; and
- ◆ Local theatres and artists.

MRE facilitators may be paid, full-time employees of a mine action organisation (including MAC personnel). They may be teachers, youth, community or health

workers who provide MRE as an integrated part of their job. Or they may be community volunteers, such as religious leaders who provide the messages as part of their responsibilities towards their congregations.

## 2.1 Responsibilities of MRE-implementing organisations

Organisations implementing MRE should expect to:

1. Implement activities according to the national strategic plan, in agreement with the NMAA;
2. Provide information to the coordination body on strategic and operational plans, and keep the coordination body informed of any changes;
3. Provide data collected on the needs of communities, victims, dangerous areas and risk-taking activities to the NMAA;
4. Coordinate with other actors prior to conducting data collection and activities;
5. Meet national standards and curriculum requirements;
6. Contribute to the development of standards and curriculum;
7. Seek opportunities to share resources with other mine action organisations; and
8. Conduct internal monitoring and evaluation and share the lessons learned, and cooperate with external evaluations.

## 2.2 Technical working groups

The MAC may choose to establish a MRE working group (WG), consisting of all organisations involved in MRE implementation. In cases where no MAC exists, a group of organisations involved in MRE may come together and establish an informal WG.

The WG should be made up of all organisations involved in MRE implementation, both governmental and non-governmental. It is also important to include clearance organisations, which can provide valuable information on contamination. Community members, including landmine survivors, may also be keen to be involved and can provide advice on what will and will not work in the field.

The WG may be involved in some or all of the following activities:

- ◆ Development of a national strategic plan;
- ◆ Development and periodic review of national standards;
- ◆ Development and periodic review of the national curriculum;
- ◆ Development of MRE methodologies and materials;
- ◆ Prioritisation of activities and operational planning;
- ◆ Development of mass media campaigns;
- ◆ Identification of changing needs, and the capacities to respond to them;
- ◆ Allocation and sharing of resources;
- ◆ Planning needs assessments, including developing research tools;
- ◆ Analysing data;
- ◆ Development of materials; and

- ◆ Organising field testing of materials.

The WG may consist of sub-working groups to address particular issues.

Terms of reference (TORs) should be developed to outline the responsibilities of the WG.

The TORs should include:

- ◆ The role of the WG and its objectives;
- ◆ The members of the WG;
- ◆ The structure of the WG (e.g. the Chair may be the NMAA or it may be a revolving Chair);
- ◆ How often the WG will meet (How will regional groups coordinate? Will there be regional and national meetings?);
- ◆ Decision making. (Will this be by consensus? Will there be a vote?); and
- ◆ Will members be reimbursed for costs of attending the meetings if they have to travel far?



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## 3. Developing national standards for MRE

Standards are required to ensure that consistent, safe and relevant messages are provided in a professional way. Standards also help to ensure that MRE is coordinated and implemented effectively, making the best use of available resources.

International standards for MRE are developed and maintained by UNICEF and are available on the website [www.mineactionstandards.org](http://www.mineactionstandards.org). The IMAS for MRE (see generally *Guidebook 1 and Guidebook 11*) are based on eight guiding principles for MRE: stakeholder involvement, coordination, integration, community participation and empowerment, information management, appropriate targeting, education and training. The standards were developed by UNICEF at the request of UNMAS, using a consultative process which began in 2001, and the first versions were approved in mid-2004. There are currently seven MRE IMAS, based on the project cycle:

- IMAS 07.11 *Guide for the management of MRE;*
- IMAS 07.31 *Accreditation of MRE organisations and operations;<sup>1</sup>*
- IMAS 07.41 *Monitoring of MRE programmes and projects;*
- IMAS 08.50 *Data collection and needs assessment for MRE;*
- IMAS 12.10 *Planning for MRE programmes and projects;*
- IMAS 12.20 *Implementation of MRE programmes and projects; and*
- IMAS 14.20 *Evaluation of MRE programmes and projects.*

While international standards may be used, national standards based on the international standards can better reflect the needs and realities of the country concerned. It is for the NMAA of each country to decide whether or not to develop national standards.

### 3.1 How to develop national standards

The responsibility for the development of national standards belongs to the NMAA. The NMAA may be supported by external technical assistance or it may choose to contract an organisation to do this.

### 3.1.1 *Method of development*

Ideally, the development process should be consultative, possibly through the MRE WG, if one exists. The WG should, as a starting point, make itself familiar with the international standards. All relevant organisations and departments should be consulted: the MAC's victim assistance, survey and clearance (operations) departments, and other organisations, such as the Ministry of Education.

A workshop may be useful to start the process of deciding the content and format of the standards, perhaps through brainstorming of the subjects to be addressed. Once a draft of the standards has been produced, all the relevant organisations should be given a genuine opportunity to review it carefully and provide feedback. This may be done informally, through emails, or, preferably, through a single workshop or series of workshops.

### 3.1.2 *Defining the remit of the standards*

A decision has to be reached on whether – and how – the standards are to be strictly enforced. The power to enforce standards is obviously greatly enhanced if national legislation is in place regulating mine action. However, successful coordination takes place in a context of minimum regulation, and standards should not inadvertently hinder the implementation of MRE, or place too many controls on implementing organisations.

### 3.1.3 *Content of the standards*

The content of the national standards will depend on the needs of the country. They do not need to slavishly follow the same format as the international standards, but the following is suggested:

- ♦ Follow the process of the MRE project cycle – needs assessment, planning, implementation, monitoring and evaluation;
- ♦ Reflect the IMAS's eight guiding principles of MRE;
- ♦ Define the responsibilities of the coordinating body and the implementing organisations; establish the limits of what the national authority will and will not do, and establish a procedure for NGOs to complain if the NMAA and MAC are not fulfilling their obligations;
- ♦ If it is decided to implement accreditation of MRE organisations, set in place the accreditation requirements and process; and
- ♦ Include a national core curriculum for MRE.

### 3.1.4 *MRE standards as part of national mine action standards*

The MRE standards must be compatible with other national mine action standards. However, they should not be made to conform to a framework that is inappropriate. MRE is a complex subject that deals with people and communities, and the standards do not require the rigid technical conformity that is necessary

for technical disciplines such as minefield clearance. The WG should check that community liaison is adequately addressed in the non-MRE sections of the national mine action standards.

#### 3.1.5 Language

The standards must be made available in the relevant languages. If they are produced in one language (e.g. English) and then translated, it must not be assumed the translation is adequate. It should be checked through reverse translation of the document back into the original language.

A glossary of mine action terms in English and national languages should also be produced.

#### 3.1.6 Finalising the standards

It need not take long to produce an initial version of the MRE standards. Once they are in place, they may remain “provisional” or “draft” for a period of time (e.g. six months or one year) to give implementers a chance to test them in practice. Once the standards are finalised, a review should be conducted, at least once every three years, to take into account both lessons learned from implementation and changing needs.

## 3.2 The adoption of a national MRE curriculum

The IMAS call for the development of a core curriculum as part of the national standards, tailored to the needs of the country. The curriculum is intended to ensure that a set of appropriate messages about mine risks is disseminated consistently by all organisations. It is particularly helpful for non-specialist assisting organisations that are to deliver MRE. While stating some clear “do’s” and “don’ts”, it should be flexible enough to allow for regional variations in need.

The curriculum should ideally be developed using the results of a needs assessment. For information on what type of messages should be included in such a curriculum refer to *Guidebook 4: Public Information Dissemination* and *Guidebook 5: Education and Training*.

A similar method to that used for standards development should be used for core curriculum development. Again, it should be a consultative process conducted through the WG. It must also be field tested prior to finalisation (*see Guidebooks 5 and 6 for details of field testing*). Once finalised, it should be reviewed regularly, through the WG, in order to use lessons learned in implementation and to adapt to changing needs.

Once developed, specialised curricula for particular audiences, such as school curricula, may also be elaborated based on the core curriculum and tailored to each age group. The relevant organisations must be involved in this. For example, if it is a school curriculum, include the Ministry of Education. Also include experts, such as child education specialists.

The following is a suggested outline of the curriculum:

1. Introduction.

2. Planning an MRE session.
3. Identifying the target audience and their needs: which messages should be used.
4. Strategies for using the core curriculum available in the country (person to person, small and traditional media, mass media).
5. MRE messages based on:
  - types of contamination,
  - risk-taking behaviour, and
  - local resources available (e.g. reporting mechanisms, clearance capacity).
6. Success criteria.

### 3.3 Accreditation of MRE organisations

An accreditation process ensures that only suitably qualified and experienced organisations with sufficient resources are implementing MRE. Accreditation is a way of enforcing compliance with the standards. IMAS lay out a process for the accreditation of MRE organisations, which national authorities can choose to adopt. There is, however, no consensus that accreditation for MRE is necessary, and effective accreditation procedures depend on the capacity and transparency of the NMAA.

#### 3.3.1 *Establishing the legal framework*

Before an accreditation process can be established, the legal framework on which it is based has to be established. There needs to be a process backed by national law whereby the NMAA can bind the MRE implementing organisations to meet accreditation requirements. It is the responsibility of the NMAA to make sure this is in place.

#### 3.3.2 *Scope of the accreditation*

The standards should define exactly which classes of organisations are required to be accredited. There may be some organisations that fall outside the authority of the NMAA, even with legislation in place, such as other government organisations or bodies such as the ICRC. In addition, the accreditation process should not stifle community-based implementation of MRE. One suggestion is to apply accreditation to the following:

- ♦ Specialised MRE organisations that conduct MRE directly or through local partners (by providing training of trainers, monitoring and evaluation);
- ♦ Education organisations that include MRE as part of a wider training programme; and
- ♦ Media companies developing mass media campaigns.

Accreditation could apply just to those organisations that must be registered with the national government, where NGO registration is required. Accreditation need not then be imposed on community-based organisations, or individuals such as religious leaders and community volunteers.

### 3.3.3 *Development of the accreditation process*

Again, the WG should be involved in the development of the accreditation process, and it should be tested and revised in the light of lessons learned and feedback from implementing organisations. The accreditation process suggested by the IMAS can be found in IMAS 07.31.

MRE should not be made to fit into an unnecessarily prescriptive technical mine action framework. For example, it may not be necessary to demand MRE standard operating procedures. Instead, approval of a good project plan and examples of training curricula may be sufficient.

### 3.3.4 *Implementation of accreditation*

The accreditation process should be simple and straightforward, requiring minimal paperwork. The NMAA may appoint a body to conduct accreditation on its behalf or to do monitoring and evaluation for accreditation purposes. This body must be impartial and apolitical. It is important that the accreditation body or quality assurance body has a good understanding of MRE, and that the personnel have been adequately trained (*see Section 10*).

### 3.3.5 *In the absence of accreditation*

If the NMAA chooses not to set up an accreditation procedure, it may consider establishing Memorandums of Understanding (MoUs) with implementing organisations. In addition, in the absence of accreditation, leverage over implementing organisations may be provided through the withdrawal of access to funding if performance is poor.

The MoU should cover the following points:

1. The parties involved;
2. The activities to be implemented under the MoU and the intended outputs;
2. The responsibilities of each party;
3. Finance: who is paying for what, and how much;
4. Reporting requirements and schedules;
5. Issues of confidentiality.
6. Duration of project;
7. Procedure by which amendments may be made to the MoU;
8. How to resolve any disagreements between the parties involved.

It is advisable to seek legal advice on such documents.

## Endnote

<sup>1</sup> This IMAS is in the process of being reviewed.



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## 4. Practical tools for MRE coordination

One of the key components of coordination is communication and sharing of information. This alone is often sufficient to avoid duplication of effort. The following activities have the effect of enabling communication between the coordinating body, MRE implementing organisations, other mine action actors and development actors.

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### 4.1 Regular coordination meetings

Coordination meetings may be held weekly, monthly or quarterly, depending on the need. During the early stages of establishing an MRE programme, more frequent meetings will be required. The coordination body should chair the meetings. Meetings may be held at national or regional level or both. All MRE implementing organisations should attend these meetings. If one or more is absent, it can be hard to reach effective agreement on issues.

If attendance is low, the coordination body should explore the reasons why. Maybe the meetings do not meet the needs of the MRE implementing organisations, or they are too frequent or at an inconvenient time. It is a good idea to vary the location, and to sometimes hold the national meeting in a regional office, to make participation easier for those organisations based further away from the MAC.

Advice on running an effective meeting is given in Annex 1.

### 4.2 Workshops

Workshops may be used for a variety of activities: planning needs assessments, analysing needs assessment data, strategic planning, developing curricula and materials, and developing or reviewing standards.

Workshops help to facilitate stakeholder participation. They may be the only opportunity for everyone to get together, share ideas, hatch plans and form networks. Much of this may be done outside the formal workshop environment.

Working together in groups and socialising at mealtimes also reduces conflict between individuals and organisations, and improves cooperation.

In fact, workshops are one of the most important components of running an effective MRE programme, and MACs should ensure that adequate resources are devoted to this.

Advice on running workshops is provided in Annex 2.

### 4.3 Joint training courses

Running training courses jointly with other organisations maximises the use of resources. Costs may be shared between the organisations, or covered by the coordination body or a donor.

The training may be externally provided, or one MRE organisation with a particular field of expertise (e.g. child-to-child methodologies) may provide training to the other organisations. As with workshops, joint training courses have the added benefit of improving personal relationships between the members of different organisations.

### 4.4 Regular reports and newsletters

Produce regular reports of plans and activities to distribute to all stakeholders. This will help to ensure that duplication is avoided, and is particularly useful in countries where it is difficult to meet on a regular basis, maybe for logistical or security reasons. These reports can be posted on a website and/or distributed by email. They may be produced at a national or regional level.

It may be useful to produce different levels of reports: one for those organisations involved in implementing MRE to deal with coordination details, and another that serves a public relations function, providing information on MRE in general to government bodies, donors and local communities. This latter type of report should exclude operational details and facts that might be sensitive to some parties, such as plans that are still at a tentative stage.

A report should always make it clear who issued it, and provide contact details for further information. It should be available in the relevant languages.

### 4.5 The Internet

The Internet is an excellent way of disseminating information, particularly in countries where the postal service is weak or it is difficult to meet regularly for logistical or security reasons. The NMAA may have a website to which an MRE page could be added. This could include information about meetings, regular reports, the standards and curriculum. It may also include downloadable materials for use by MRE trainers.

The MAC MRE Officer should maintain an email distribution list with the contact details of all individuals involved in managing MRE, for the distribution of reports, minutes, notices and items of interest.

Internet discussion groups are a good way of sharing ideas if it is difficult to meet face to face and are a useful way of keeping different regions in touch with

each other. In addition, Internet telephone and voice facilities are also improving and help to keep costs down.

### 4.6 Central MRE database

A mine action database, such as IMSMA, should be used for centralising mine action data on victims, contaminated areas and MRE activities. A special database for MRE needs assessment data may also be developed. Avoid the establishment of parallel database systems, which can make it difficult to analyse data and may result in duplication of data collection.

A common complaint of NGOs is that they often provide data, but do not receive any in return. Data should be made available to stakeholders on request. A data request form can be developed, which requires information on the type of data requested (e.g. size of map, location, and dates). The Information Management department of the MAC should monitor requests for information, as this will help them to improve the service.

### 4.7 Resource library

Maintain a library of useful resources. These may include: training materials, MRE guides, examples of MRE materials from other countries, and guides on NGO management and participatory research techniques. Also included should be national reports, such as the landmine impact survey (if conducted), and local or national needs assessment reports and evaluations. Where possible, these should be made available in the appropriate languages.

### 4.8 Participation in other coordination mechanisms

Many countries have a national NGO coordination body which NGO MRE organisations should join. In addition to improving the coordination of operations and integration with development, the NGOs may benefit from improved access to donors, access to capacity-building support and training courses to improve the general management of the NGOs.

The UN may also facilitate coordination through meetings. In some countries there is a cluster system for coordinating between different UN agencies. A cluster consists of several agencies responsible for an issue, and mine action may be one of the clusters.

### 4.9 Database of organisations

The MAC should keep a database of all the organisations involved in MRE, with names of all the individuals and their contact details, including telephone numbers and email addresses. This should be updated regularly, as there may be a rapid turnover of players.

## 4.10 Database of MRE projects

The MAC should maintain a database of MRE projects for planning, monitoring and evaluation purposes, as well as general coordination. It should include the type of project, the region covered, the implementing organisation, the donor and the cost. Data from monitoring reports can also be included.

## 4.11 Informal communication

In addition to coordination meetings and workshops, regular one-to-one meetings should be held between MRE implementing organisations and the MAC. Frequent communication should also be maintained with other government departments, donors and the media. In addition, the occasional social get-together greatly increases collaboration among organisations.

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## 5. Integration of MRE with the national mine action programme

Good integration of MRE with overall mine action activities results in a better response to clearance requests put forward by mine-affected communities. However, although it is regarded as best practice to integrate MRE into mine action, in many countries this does not actually take place. Fortunately, it has increased in recent years and of the 63 countries that conducted MRE in 2004, the following are reported by the Landmine Monitor to have integrated MRE successfully into mine action: Afghanistan, Angola, Bosnia and Herzegovina, Cambodia, Croatia, Eritrea, Ethiopia, Iraq, Lebanon, Mozambique, Nicaragua, Sri Lanka, Sudan and Uganda.

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### 5.1 The role of MRE in mine action

MRE aims to minimise the risk to communities affected by mines or ERW. It is an essential link in a two-way information flow within and outside mine action. First, it provides information to at-risk communities to help them to live safely with (or at least significantly reduce) the threat. Second, it channels information from the communities to other mine action agencies and bodies, to help implementation and improve targeting.

Because MRE requires information to be able to address its target group effectively, it collects information directly from the community (primary data) and uses information from the MAC (secondary data), often from surveys, such as those described below. MRE also brings stakeholders into the process, particularly local communities.

Thus, MRE is able to help direct mine action towards its community development goals and the reduction of the socio-economic impact of mines and ERW. It can contribute towards the prioritisation of mine and ERW clearance activities.

## 5.2 The five pillars of mine action and the integration of MRE into each pillar

There are five pillars in mine action: demining (including clearance, marking and survey), victim assistance, advocacy, stockpile destruction and MRE. In this section, integration of MRE with the first three is explained.

### 5.2.1 Clearance, marking and survey

All these activities take place in and around mined areas and areas affected by other explosive ordnance to support the process of actually removing and destroying mines, booby-traps and ERW. They aim to clear land so that civilians can return to their homes, or continue their daily activities without the threat of mines or ERW.

Throughout the following processes, MRE teams or members of the demining organisation should conduct community liaison, gathering general information about where dangerous areas are located and their impact. They should also inform people about the clearance or survey processes so they understand what is happening, and are able to support it. MRE also can contribute to the development of a system for marking, and encourage people to respect marking signs and leave them in place. Community liaison is an important component of MRE and is covered in *Guidebook 6: Community Mine Action Liaison*.

There are different types of survey. One is a **landmine impact survey** (LIS), which uses participatory methods to collect data from mine- and ERW-affected communities on the location of mines and ERW and their humanitarian impact. Basic information is collected on recent victims (defined as those in the last two years), and the survey identifies blockages to resources and infrastructure (for example, agricultural land may be contaminated, or access to a water source may be blocked by mines). This survey information can contribute to MRE planning by identifying high priority areas and giving some indication of the nature of the problem. When an LIS is being planned, the MRE WG should review the questionnaire and see if any questions related to MRE could be usefully included.

Another type of survey is a **technical survey**. This is used for area reduction, to locate the perimeters of the minefield, and is accompanied by marking of the dangerous area. The technical survey provides the demining teams with information about the type of contamination and the terrain and conditions, to help determine the best method of clearance.

The area may then be cleared, depending on the priority allocated to it. Three main methods are used. First is manual clearance, which involves the removal of mines by trained deminers using specially designed metal detectors and prodders to locate the mines, which are then destroyed by controlled explosion. This is a slow, painstaking process. Second, mines may be detected using dogs trained to sniff out the explosives contained in mines. Once a mine is found, the deminers remove the mine. Finally, mechanical devices, which include flails, rollers, vegetation cutters and excavators (often attached to armoured bulldozers) destroy the mines in the ground. Often, these machines are not 100 per cent reliable and

clearance must be checked by other means. The choice of clearance method depends on the resources available, and the type of terrain and the weather.

**Quality assurance** should be conducted to check the land is clear of mines to national or international mine action standards, and is safe to be returned to the community. This handover process must include community liaison/MRE.

In the case of ERW (AXO or UXO), explosive ordnance disposal (EOD) is required to destroy or otherwise render safe these munitions. This usually requires a higher level of technical expertise than demining.

### 5.2.2 *Victim assistance*

Implementation of victim assistance services is not a direct responsibility of mine action, although some MACs choose to get involved with victim assistance services, and some mine action organisations directly provide assistance to victims. The needs of mine and ERW victims are similar to those of people disabled by other causes, and thus victim assistance should be fully integrated into the health care system.

Mine action needs to understand the needs of victims and coordinate with the health service and other providers to meet the needs of survivors and their families. The term *victim* is used to refer to individuals who have been killed or wounded by mines or ERW. Some organisations use the term *survivor* for those who were injured rather than killed by the accident. Individuals or communities affected by the general incidence of mine accidents are referred to as indirect victims.

Victim assistance includes the following: rescue, first aid, surgical care, physical rehabilitation and prosthetics, psycho-social support, vocational training and social reintegration, and advocacy.

Victim surveillance involves the establishment of a system for the collection, storage, analysis and use of information concerning mine victims and accidents. Data collection may be done by specially trained MRE/community liaison personnel. These data are not only useful for victim assistance, they are essential for planning and monitoring of all aspects of mine action, and for determining the target group, and thus the appropriate messages, for MRE. MRE facilitators should also provide information to victims and their families on where they can access services. This is another aspect of community mine action liaison, and is dealt with further in Guidebook 6.

### 5.2.3 *Advocacy*

Advocacy to stigmatise the use of landmines is still necessary as, despite significant reductions in use globally, landmines are still being deployed in a number of countries. MRE organisations can support advocacy work through the provision of information to national governments and the international community about the effects of mines and explosive remnants of war on communities, and the particular needs of the country concerned.

Advocacy work also calls for the international community to meet their obligations – moral and legal – to reduce the impact of all explosive remnants of war. Several mine action NGOs are involved in a campaign to restrict the use of

cluster munitions. Mine action advocacy also includes advocacy for the rights of mine and ERW victims.

Where the NMAA is an inter-ministerial body it can advocate on mine action at the national government level to influence government policy, such as the allocation of resources, the use of weapons, and disability rights.

Finally, MRE can use advocacy not only to pursue broader mine action goals but also to indirectly promote safe behaviour. MRE is, in part, about keeping the issue on the public agenda and in the public mind.

### 5.3 Integrating MRE with national mine action

As already mentioned, MRE should be based within the Operations Department of the MAC to facilitate integration into the broader mine action programme, and there should be regular consultation and information exchange between the survey, clearance and victim assistance sections of the MAC.

The MAC should hold regular coordination meetings with all mine action organisations, and MRE organisations should participate actively in these. The MRE WG should include members of the clearance and victim assistance organisations.

MRE facilitators may train clearance staff members on MRE, particularly in community liaison. Conversely, MRE staff should be given the opportunity to observe and learn about other mine action activities, such as clearance and victim assistance services.

Some mine action organisations have MRE as well as clearance capacities. These organisations may use the information gathered by their MRE teams to prioritise their own work. However, if this prioritisation is done at the organisation rather than the MAC level, this should be in full consultation with the MAC, and information should be shared so that activities can be monitored.

MRE organisations can help to identify, plan and implement mechanisms by which people can report problems with mines and ERW, particularly in emergencies. MRE organisations can also help to develop methods by which the response can be made, for example by working through police or civil defence stations, or establishing a telephone helpline.

#### Box 2. An example of MRE integrated into mine action: Afghanistan

In Afghanistan, Red Crescent Society volunteers pass clearance requests from communities to 10 demining agencies. Handicap International also provides reports of contamination to the Area Mine Action Centres. However, due to the limited capacity of other agencies to respond, Handicap International has developed an explosive ordnance disposal capacity in response to clearance requests through the MRE programme.

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## 6. Integration of MRE with other development activities

As mentioned earlier, to reduce the socio-economic impact of mines and ERW, MRE must work closely with the wider development community. The sectors include: education, health, water and sanitation, housing, refugees, reconstruction, electricity, transport and agriculture. Coordination is required to determine ways in which mine action interventions can support development initiatives and to explore integrated ways of implementing MRE. Coordination is needed by all actors for the prioritisation and sharing of resources.

MRE may not be a community priority, and MRE organisations should recognise and respect this. If this is found to be the case during an MRE needs assessment, the communities' priorities should be made known to the development actors.

### 6.1 Examples of possible cross-sectoral coordination

The following are a few examples of possible cross-sectoral coordination:

- ♦ Schools may be contaminated with ERW, and MRE organisations can collect information on this to facilitate clearance. Teachers can help to disseminate MRE messages and pass reports of mine and ERW problems from children. MRE can also be implemented through adult education programmes and informal education programmes (e.g. for street children).
- ♦ To deal with vulnerable refugees and internally displaced people (IDPs), it is important to work with agencies providing relief for these people – maybe providing MRE at transit centres for refugees, or putting emergency MRE materials in food rations. The Office of the United Nations High Commissioner for Refugees (UNHCR) usually includes MRE in its plans to support at-risk groups.
- ♦ MRE organisations can work with the Ministry of Health, both to disseminate messages through health centres and to collect information on victims and their needs.

## 6.2 How cross-sectoral coordination may be achieved

The NMAA should ideally be an inter-ministerial body, which meets regularly to look at how mine action can facilitate other government activities. Coordination of development interventions may also be led by the UN. In addition, implementing organisations may be members of other development coordination bodies, such as a national NGO coordination body.

The MAC should provide information on the location and impact of contamination to help with national planning in other sectors. Other sectors should also provide information to the MAC on ways in which mines and ERW are obstructing their development goals.

At local level, community liaison teams should endeavour to make an effective link between affected communities and relief and development actors.

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## 7. Coordination in the MRE project management cycle

The MRE project management cycle consists of a needs assessment, planning, implementation, monitoring and evaluation.

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### 7.1 Coordination of needs assessments

#### 7.1.1 *Developing a coordinated needs assessment plan*

The international standards call for a needs assessment to be conducted prior to implementation of MRE (*see Guidebook 2 for details of how to conduct a needs assessment*). A needs assessment could be conducted on a national or a regional basis, but either way it is recommended that the needs assessments be coordinated through the NMAA and the MAC, if they exist. There are three reasons for this. First, all stakeholders should be involved in developing the needs assessment plan, so that it meets their needs. Second, resources should be used effectively so that duplicate research is not done and so that data can be compared across different regions. Third, it will assist the national authority to manage the dissemination of information to all relevant organisations. If a MAC does not exist, those planning to implement MRE may develop an informal WG to plan the needs assessment.

An assessment plan should be developed in a collaborative manner. One method of doing this is to hold a participatory workshop involving key stakeholders. This, at the minimum, should include the coordinating body and the MRE implementing organisations who will conduct the needs assessment. It may also include donors, MRE implementing organisations which may not be directly involved in data collection and community members. The level of participation will depend on the urgency of the needs assessment and the resources available.

Those involved developing the assessment plan need to consider:

1. What data are needed by each of the end users?
2. What data currently exist, who has them and how can they be shared?
3. What methodology and forms will be used to collect data?

4. Who will be responsible for collecting what data, where and when?
5. Who will take the lead on managing the data collection process?
6. Who is responsible for data analysis?
7. Who is responsible for disseminating the information?
8. What is the timeline?
9. What financial and other resources and training are required and who can provide them?

The national authority may take the lead role in managing a national needs assessment or it may delegate this task to another organisation.

### 7.1.2 *Coordination of data collection*

It is essential to coordinate data collection otherwise there is a danger of wasting resources, and of communities suffering from survey fatigue (a situation where communities become reluctant to cooperate with data collectors as a result of over-subjection to assessments, particularly if these are not followed up by action).

The Information Management System for Mine Action (IMSMA) is a database for storing mine-action-related data that is used in many mine-affected countries. Data that MRE organisations might collect for storage in IMSMA includes victim and MRE activity data. Data may be entered at the MAC or by the implementing organisation itself. Either way, both the MRE organisation and the MAC should have access to the data.

Organisations should aim to collect data in a consistent format, coordinated through the MAC. For example, data that can be entered into IMSMA may be collected using IMSMA forms, adapted for use in the country concerned, or in a format that can be exported into IMSMA. If the MAC develops a database for MRE data that cannot be entered into IMSMA, NGOs should coordinate to use the same forms and methodology.

Data collection for MRE could be integrated with other data collection activities: for example, general socio-economic surveys could include basic information on mine and ERW contamination. However, there is a danger of trying to add too much to a survey, rendering it cumbersome and difficult to implement.

Organisations must also ensure that they have permission to collect data. It may be necessary to obtain a letter from the local authorities granting MRE organisations access to areas, or asking local leaders to cooperate. Data on specific subjects should be coordinated with the relevant authorities: for example, victim data collection should be coordinated with the health authorities.

### 7.1.3 *Sharing information*

Information from needs assessments, victim data and dangerous area locations should be shared with all relevant organisations. If a report is written it should be made readily available in the relevant languages. Also organisations should be able to submit requests to the MAC for information to help with planning.

However, a note of caution is necessary concerning confidentiality. If, during a survey, the informants have been told that the information will be confidential,

then this *must* be respected. In particular, information that discloses the identity of casualties should not be disseminated without the express permission of the survivor or their next of kin. Particular care should be taken that personal details that could cause distress are not disseminated to journalists or organisations that may misuse them. It may be necessary to develop a Memorandum of Understanding (MoU) for the sharing of data, to ensure that those receiving it have a valid reason for doing so and will use it responsibly.

## 7.2 Coordination of planning

### 7.2.1 Strategic planning for MRE

National strategic planning for MRE should be conducted in a participatory manner through the WG, with the consultation of all relevant stakeholders. These are the NMAA, the MAC, relevant ministries and NGOs, mine action organisations and representatives of the affected communities. The MRE strategic plan must be integrated into the overall national mine action plan.

The strategic plan should include a needs assessment (*see above*). Once a needs assessment has been conducted, the strategic plan should be adapted to reflect the results of the assessment.

Although the national plan is the responsibility of the national authority, it should be developed in a way that empowers communities and involves stakeholders, according to the IMAS MRE guiding principles. However, there may be conflicting interests and priorities that will have to be resolved through negotiation (e.g. tribal representatives may want MRE focused on *their* communities at the expense of others).

### 7.2.2 Operational planning and prioritisation

Operational plans will be developed by the implementing organisation, in coordination and agreement with the MAC. The MAC may have priority tasks, based on information it has received, and may request implementing agencies to conduct these. NGOs may also identify their own priorities. Where these conflict, compromise may be required.

Coordination of operational planning reduces the duplication of effort, and tasks can be allocated depending on the strengths of each MRE implementing organisation (e.g. one may be particularly experienced in working with children). Operational planning may be discussed at the regular WG meetings, and should be regularly revised as required.

## 7.3 Coordination of implementation of MRE

### 7.3.1 Mass media

If a mass media campaign is part of the national strategic plan, this should be carefully coordinated. Not only is there a danger of issuing conflicting messages through the media, which will create confusion, but resources may be wasted. For

example, it is not helpful for several organisations to approach the same radio and television stations for the dissemination of messages.

It is also important to consider logos for the media campaign, and what effect they will have on the credibility of the messages. The media campaign may be conducted under the name of the NMAA, with the support of the Technical Working Group for material development and field testing.

### 7.3.2 *Person-to-person communication*

The IMAS state that person-to-person MRE may be direct or indirect. Direct means that MRE is provided to a community through presentations from specialised MRE teams, usually staff of an MRE organisation. Indirect MRE is provided through networks such as those described in Section 2 (e.g. schools, health centres, or religious leaders).

There are advantages and disadvantages to both approaches. Direct MRE provides the implementing organisation with greater control over the dissemination of messages, helping to ensure they meet the requirements of the national standards and core curriculum. It can also be used when coordination with other bodies to implement indirectly is not possible. However, direct MRE is less community based and sustainable than indirect MRE through local networks.

Using schoolteachers, health centres and community leaders, instead of paid MRE facilitators, reaches a far wider audience and can be cheaper, though it does require substantial monitoring and follow-up by the organisation that has trained them.

The planning process should consider how coordinated use of resources can provide MRE training to community based organisations, and who will provide it. One option is to use MRE organisations to provide training of trainers (indirect MRE), and to monitor and evaluate the implementation through national networks. Alternatively the training may be provided directly by the MAC.

### 7.3.3 *Small media*

Research has shown that excessive resources are devoted to the development of small media, such as leaflets and posters, in comparison to their actual effectiveness.<sup>1</sup> Coordination can reduce the amount of time and money spent.

Materials, if needed, can be developed through the WG, which can also organise field testing. Coordination helps to maximise the use of resources developed, as different NGOs working in different geographical locations may be able to use them in their areas of operations, provided they are appropriate.

The issues of logos and the ownership of the materials also have to be agreed on. Sometimes organisations are prevented from making use of materials because of the logos they bear.

## 7.4 Coordination of monitoring of MRE

NGOs should provide regular reports of their activities to the MAC. IMAS 7.41 states that: “*The NMAA shall develop a system for the reporting of MRE activities*

*and should involve MRE implementing organisations in the process of developing the system*". It is preferable if implementing organisations conduct monitoring in a way that is compatible with other organisations in order to facilitate national strategic planning and review of achievements. This could be done using the IMSMA activity report form, which needs to be adapted for use in each country. Note that it should be field tested before use.

The MAC may also conduct external monitoring. Lessons learned should be shared. However, monitoring reports should be "in-confidence" while there is need for corrective action.

### 7.5 Coordination of evaluation of MRE

Again, it is important that evaluations are coordinated at a national level and that significant results are shared, so all can learn from them. Wherever possible, internal evaluations by MRE organisations should be shared with the NMAA, donors and implementing partners, as well as the communities and other interested groups. Findings should be taken into account in national strategic planning.

Evaluations should involve stakeholders, including the beneficiaries. Mine action organisations should be accountable to the public and, where possible, the results should be shared with them. The public are often overlooked, and this might make them less willing to cooperate in future activities. This could be done through the dissemination of findings in a report format in the relevant language, through a presentation or a press release.

If the NMAA decides to conduct an evaluation of the national MRE programme, then the NGOs must cooperate.

## Endnote

<sup>1</sup> See for instance GICHD (2002), *Communication in Mine Awareness Programmes*.



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## 8. General principles of MRE coordination

For MRE to reap the benefits of coordination, a number of good practices need to be followed. This section includes reiteration of many of the points made throughout this guidebook.

♦ **MRE organisations should cooperate willingly with each other and other stakeholders.** The terms coordination and cooperation are often used interchangeably, but they are not the same. *Cooperation* is defined in standard dictionaries as, «working together for the same purpose or in the same task», whereas coordination is “the harmonious functioning together of different interrelated parts”. *Coordination* may be imposed through standards; genuine cooperation is voluntary, but is vital for good practice of MRE.

♦ **Implementing organisations and donors should respect the coordinating body’s role and facilitate its work.** They also have a responsibility to support the coordinating body, particularly if it is new.

If the coordinating body is perceived as ineffective, it can be tempting for implementing organisations to sideline it. However, it is worth investing effort in cooperating with the coordination body, because coordination is so essential to an effective MRE programme. International NGOs, in particular, have a responsibility to cooperate with the national authority as well as local NGO partners.

Organisations that conduct capacity-building should focus not just on their own partners but on the mine action community as a whole.

♦ **National authorities should strive to create an enabling environment for implementing organisations,** and avoid restricting the freedom of implementing organisations by exerting strict control, which is often a drawback of centralised coordination mechanisms.

Various ideas of what coordination is and how it should be conducted will be reflected in different national and organisational cultures. Nevertheless, the NMAA should respect the limits of the authority it has over implementing organisations. NGOs are autonomous, and should make their own decisions on where and how they work, as long as this is coordinated and meets the national standards and

strategy. Negotiation on some issues between the national authority and the implementing agencies may be necessary.

- ♦ **National authorities should establish workable systems that do not burden implementing organisations with bureaucracy.** Whatever processes are developed, they should be designed to help, not hinder, implementation.

- ♦ **Coordinating bodies and implementing organisations should be transparent and accountable.** Stakeholders should be aware of their own, and others, hidden motives or agendas, which can hamper coordination. In particular, political or financial motives may affect an organisation's or individual's behaviour, which could run counter to the interests of the intended beneficiaries.

- ♦ **All stakeholders should be involved in the coordination process.** Where possible decision-making should be participatory, in particular involving mine- and ERW-affected communities.

- ♦ **Information should be shared by both coordinators and implementers.** Most information on mine- and ERW-affected communities will be generated by the implementers. It is the coordinator's responsibility to ensure that this is disseminated appropriately. There can be a temptation to withhold information (after all, knowledge is power!). However, if the ultimate objective is to benefit people affected by mines and ERW then information should not only be shared, but the coordinator should proactively disseminate information.

- ♦ **The coordinator should strive to be impartial in dealings with implementing organisations.** There should also be no discrimination in terms of politics, religion, culture or gender. This is particularly important in a post-conflict environment, especially if the coordinating body is also a channel for funding.

MRE organisations should, in principle, be willing to work with all partners – e.g. military, former warring parties, commercial firms. However, the coordination body should respect the policies and principles of organisations, which may make it difficult to them to implement certain activities.

- ♦ **The coordination body should establish effective coordination mechanisms:** policies and strategies, accreditation process, standards, and curricula. They should seek feedback on them from the implementing organisations.

- ♦ **MRE should be integrated with other mine action and development activities.**

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## 9. Resource mobilisation

Prior to any efforts to access resources, a strategy should be developed to determine the goal and objectives of the MRE programme or project, how they will be achieved, and thus what level and kind of resources are required. Even in an emergency, if a full strategic plan cannot be done, some assessment of needs must be made.

Remember: resources are required for coordination (*the activities mentioned in Sections 1 and 4, and particularly workshops*) as well as for implementation.

Implementing organisations may access resources directly through donors. If they approach donors directly, (which may be easier where a well-established relationship exists), they should at least keep the MAC informed about their plans and their progress on obtaining funding.

The NMAA may also act as a channel for funding of MRE organisations. Some national governments have sufficient funds of their own to support mine action, or they may access international donations. The UN recommends that the NMAA establish a trust fund or funding committee.

Donor conferences are one way of mobilising resources, which should be conducted within the broader framework of a national development plan, if one exists. It should be borne in mind that mine action is competing with other sectors for resources, and it may not (for good reason) be high on the priority list of the national government or donors. It is important to understand how mine action fits into a national development or emergency assistance plan, and into the wider coordination mechanisms in place for the country. For this information, visit the UN country website, if one exists, and consult the national government.

In addition to financial support, the provision of “in-kind” donations should not be overlooked. These may consist of staff, premises, facilities, transportation, communication, consultancy and training.

## 9.1 Working with donors

It is important to get to know the donor and its policies, objectives and reporting requirements. Most donors have specific budgets and priorities. Donors respond to requests from field representatives, but it is also important to liaise with the donor at the headquarters level. At the beginning of a mine action programme a lack of data can prove a challenge to resource mobilisation. If the UN has conducted a rapid assessment, this will provide some information.

Some points to remember when submitting proposals to donors:

- ♦ Do not assume that they understand what MRE is (for instance, that it includes community liaison); explain what the need for MRE is, what it does, and how it is implemented;
- ♦ The proposal should show that the project was planned within the context of the national strategic plan, in coordination with all stakeholders, and that it is endorsed by the national government;
- ♦ It should target the donor and be presented in an organised manner;
- ♦ It should include a detailed budget;
- ♦ It should provide a timeline; and
- ♦ It should define the inputs and outputs.

Once funding is obtained, the reporting requirements of the donor must be followed.

### 9.1.1 Assistance in accessing resources

One of the key roles of the UN in mine action is facilitating access to resources for national programmes, both for the coordinating body and the implementing organisations. Detailed information can be found on E-MINE ([www.mineaction.org](http://www.mineaction.org)), or through the country office of the United Nations Development Programme (UNDP) or UNICEF. As UNICEF often has the UN mandate to lead on MRE, usually it takes primary responsibility for resource mobilisation for MRE, in coordination with the UN Mine Action Service (UNMAS) and UNDP.

The following are some of the mechanisms that are in place:

1. The **UNMAS mine action portfolio** is produced on an annual basis, in consultation with all UN departments, agencies and funds involved in mine action. This portfolio outlines mine action programmes and projects supported by the UN and NGOs and is intended to promote field level coordination and to mobilise contributions to expedite their successful completion. It can be found at the E-MINE website, given above.
2. The **Voluntary Trust Fund for Assistance in Mine Action (VTF)**, managed by UNMAS. The VTF was established in 1994 and provides resources for mine action projects or programmes where funding is not immediately available.
3. Country-specific trust funds, in general managed by UNDP.

### 9.1.2 Direct government support

Other donors that have supported MRE in the past are the European Union and national governments. Governments which have significantly contributed to

mine action include: Canada, Denmark, Germany, Japan, the Netherlands, Norway, Sweden, the United Kingdom and the US. In the field, they may be approached through embassies.

### 9.1.3 Donor responsibilities

Donors should ensure that an organisation or project that they fund meets the following requirements:

1. A project should address the goals and objectives of the national strategic plan. If no strategic plan exists, the organisers should consult with the NMAA, UN and implementing organisations to ensure it is meeting a need and not duplicating other efforts.
2. An organisation must meet the national standards and accreditation requirements, or have access to capacity building in order to do so.
3. An organisation must be willing to coordinate with the national coordination body.
4. An organisation will use the funding efficiently and responsibly, provide regular reports, and establish internal monitoring and evaluation processes.



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## 10. Training and capacity-building for MRE coordination

In order for a national authority to effectively manage an MRE programme, capacity-building may be required, which can be provided through international assistance.

All countries where mine action is taking place have suffered conflict. In some countries, the national government may be impoverished or may have comparatively limited authority. The government may have a military or religious background and be relatively inexperienced in managing civilian affairs. Infrastructure may have been destroyed and political problems may have not been resolved. There may even be ongoing fighting. Years of conflict often disrupt education, resulting in a low level of management and administration skills.

Despite these potential challenges, mine action management is best conducted nationally, by people who understand their own country, but are willing to be assisted by international expertise. Even when a mine-contaminated country does not suffer these problems, it is likely to be able to benefit from international experience in the specialised area of MRE.

Capacity-building must go beyond addressing the technical requirements of MRE and must support all aspects of MRE organisation development. In addition to helping the NMAA and the MAC, international organisations can help national NGOs to become sustainable.

Capacity-building in mine action is usually provided through technical advisers. Where possible, these should provide training, advice and mentoring, rather than directly doing the work. However, a balance needs to be struck between providing the capacity and ensuring that, in the short term, vital work to reduce deaths and injuries is also conducted. It is also important that technical advisers to the MAC develop a consistent approach to capacity-building and work together as a team. There are various views on the best ways to build capacity. These should be discussed and a suitable capacity-building plan should be developed for the country. Often UNICEF advisers do not work directly with the MRE department but at a higher level, to ensure the right organisational capacities are in place to implement MRE.

It is also useful to look at the experience of other countries in managing mine action programmes. Detailed information on country programmes can be found in the Landmine Monitor ([www.icbl.org/lm](http://www.icbl.org/lm)) and at E-MINE. UNDP arranges exchange visits to mine action programmes of other countries. There is an MRE Internet discussion group co-convened by UNICEF and the ICBL. To join this group contact the mines department of Handicap International Belgium or the Landmine and Small Arms Team in UNICEF. The group can be used to share information and exchange ideas at an international level.

## 10.1 Skill areas

The staff of the MRE department at the NMAA and MAC typically need the following skills, experience and competencies:

- ♦ Field experience in conducting MRE;
- ♦ A relevant background, e.g. education, psychology, media, communications, development;
- ♦ Good communication skills;
- ♦ Good computer skills;
- ♦ Good research and analysis skills;
- ♦ Experience of managing an organisation;
- ♦ Report writing skills;
- ♦ The ability to manage budgets; and
- ♦ The ability to quickly acquire new skills and understand new concepts.

Once appropriate staff have been selected by the NMAA, a training needs assessment should be conducted by the technical adviser. The following areas should be considered:

General skills:

- ♦ Project management;
- ♦ Finance management;
- ♦ Human resource management;
- ♦ Administration;
- ♦ Logistics;
- ♦ Strategic planning tools, including logical framework planning;
- ♦ Monitoring and evaluation;
- ♦ Organisation governance;
- ♦ Fundraising and project proposal writing;
- ♦ Computer skills;
- ♦ English language training (useful for accessing international guides and participating in conferences, workshops, or trainings);
- ♦ Knowledge of the principles and techniques of
  - community participation and stakeholder involvement;
  - participatory training, and
  - gender and minority group participation;
- ♦ Experience in running meetings and facilitating workshops; and
- ♦ Awareness of disability rights.

Mine action skills:

- ♦ Overview of the five pillars of mine action, including observation of field work;

- ◆ IMAS for MRE, including the guiding principles of MRE;
- ◆ Principles and tools for participatory community data gathering;
- ◆ Communication strategies;
- ◆ Training of trainers;
- ◆ Knowledge of the IMSMA; and
- ◆ Experience of MRE training, including:
  - mines and ERW present in the country,
  - international safety messages,
  - theory of risk taking,
  - target groups,
  - tackling behavioural changes,
  - psychological, social and economic impact of mines and ERW,
  - communication channels and methodologies,
  - development of materials for target groups,
  - field testing, and
  - working with networks.



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## Annex 1.

### Advice for running an effective meeting

The following is a list of key issues to consider in ensuring that you run an effective MRE meeting:

1. Distribute an agenda to all participants prior to the meeting and invite them to add agenda items.
2. Ensure participants are informed about the meeting well in advance, and given correct information on the time and venue.
3. The MAC may wish to consider covering the travel expenses of organisations on very low budgets.
4. Make clear what the purpose of the meeting is, and what its format will be. If there is a lot of information to go through and little time, a detailed agenda may be appropriate. If there is only a small group of participants and the meeting is to discuss the development of ideas and planning, you may choose to have a less structured meeting. Be flexible: you may find halfway through the meeting that you need to adapt the format.
5. Set the ground rules if necessary. Some individuals may not be used to attending meetings. Explain the role of the chair, and the need to raise questions or make comments through the chair. Require people to arrive on time and to switch their mobiles off.
6. Start the meeting on time, even if some of the participants are late. This helps to get them into the habit of arriving on time. In turn, also make sure you end the meeting punctually. You can have informal discussions before or after the formal meeting.
7. Some participants need firm management! It takes practice, but be strict with people who dominate meetings: the other participants will appreciate it. There may be particularly difficult characters that tend to stray off the subject at hand and talk for too long. On the other hand, keep an eye out for people who may be trying to speak, but get pushed out. Are women being ignored? If so, address a woman by name and invite her to contribute directly. Watch for cultural issues. In some cultures it is very rude to

- interrupt, which could make it hard for some participants to contribute to conversations where people are talking all at once.
8. If more than one language is used in the meeting, it is important to have effective interpreters, and to have the agenda and minutes translated into all languages. If everyone agrees to settle on using one language, make sure all speak slowly and clearly if this is a second language for some people.
  9. One person should be assigned as minute taker. Make sure they understand what is required. Distribute the minutes soon after meeting. Keep minutes as brief as possible, cover the decisions made and action points. At the start of the next meeting ask people to approve the minutes, and check on the follow-up of action points. The minutes should include a list of all the participants.
  10. It is useful to distribute a contact list, particularly early in the programme, while the participants are getting to know each other. Circulate a table for people to fill in their names, job titles, organisation, and phone number and/or email address. Either photocopy it and distribute it at the end of the meeting, or email it to participants.

## Annex 2. Workshops

The importance of workshops in MRE was explained in Section 4.2.

Workshops are perhaps the most important single tool of MRE coordination and can be used for the following: training and development, developing strategies, developing standards, developing curricula, planning needs assessments, analysing needs assessment data, developing a mass media campaign, and development of materials. However, although MRE should involve all participants, in emergency situations it should be borne in mind that consultation does slow things down.

The following is not a detailed guide to conducting a workshop. It is here to provide the MAC with an overview of what needs to be taken into consideration when planning a workshop. The facilitator should be experienced in running workshops, and there are numerous detailed guides available, many of which are specialised for development organisations. Some are listed in the bibliography.

A particular value of workshops is that they promote ownership of decisions. If a group has collectively studied a problem and worked out a solution, they are far more likely to cooperate in implementation of the action plan than if it is handed down by authority or offered by an outside body. Another special value of workshops is that they help actors in MRE to get to know each other, which fosters future cooperation.

### Planning the workshop

The planning and preparation can take up to twice as long as the workshop itself. The following issues need to be considered:

- Who has overall responsibility for the workshop?
- How long should the workshop be?
- Where will the meeting be held? Will the workshop be held at the MAC or elsewhere? On-site is cheaper and the organiser has more control over the facilities. However, off-site venues take the participants away from day-to-day distractions and provide them with the opportunity to concentrate on the task at hand.

- Who will be invited? Which organisations are the most important? If possible, check that suitable representatives of the invited organisations attend. Unfortunately, sometimes the chance to visit an exotic location, or to obtain a certificate, may influence the decision over who will attend, rather than suitability. Check that women, minority ethnic groups, and disabled people (including mine and ERW survivors) have been included, and that the facilities meet their needs.
- Who will cover the costs of the workshop, and how much will it cost? Will participants be expected to cover all or some of their own costs?
- Invitations must include the date, times, location, purpose of workshop, a draft agenda, costs to participants, provisions made for meals and overnight accommodation, and who else will be attending. They should also state who is responsible for the workshop.
- Liaise with the local authorities.
- Who will facilitate the workshop? Will there be an external facilitator, and will this be a mine action expert (this is not necessary), or will the facilitator be a member of one of the participating organisations? Will the facilitator also provide training if they are a specialist in MRE?
- Which languages will the workshop use? Does the facilitator speak the local language? If not, can you get simultaneous translation?
- This sounds obvious, but double check that the funding is available, rooms have been booked, that invitations have been received, equipment is available, and that refreshments, meals and accommodation are organised.

## The facilitator

A workshop facilitator guides the participants through the process to help them achieve the objective of the workshop (e.g. produce a five-year plan). Facilitation is quite different from teaching or managing, and is a specialised skill requiring training and experience. In addition to the facilitator, there should be a workshop organiser, to take responsibility for all the “housekeeping” aspects of the survey: making sure the meals and refreshments are provided, that the training room is ready with all the necessary equipment, taking care of finance, and resolving problems that may arise during the workshop itself.

The facilitator should be clear about the objective of the workshop. He/she should then decide the methods by which the workshop will achieve its goal. The best workshops provide the participants with the opportunity to come up with their own ideas and plans, rather than be subjected to long lectures. The facilitator should also do as much research as possible about the subject at hand. If s/he is not from the country, s/he should research the background to the context and the mine/ERW problem (as much as this information is available), as well as finding out as much as possible about the participants in advance.

The facilitator may well choose to set the participants a task to complete before the workshop. This can save time during the workshop. For example, they could be asked to read a draft copy of the standards to speed up discussion. They could be asked to prepare a five-minute presentation about one aspect of their organisation’s work. Bear in mind, though, that many participants may still arrive at the workshop unprepared.

## Room layout

Options for room layout vary. In part, the choices depend on the size of the room, the number of participants, and the tables and chairs available. However, the following suggestions are made:

For groups of up to 16 people, a U-shaped layout of tables is best. It enables participants to feel equally involved and allows the facilitator to make eye contact with each participant.

For groups of 15 to 30, try for a number of smaller tables with about half a dozen participants at each one. This is sometimes called the ballroom layout, and is especially good if break-out groups are to work on sub-tasks.

## Starting the workshop

- Introduce the person responsible for the workshop and the organiser.
- The MAC Director may make a welcome speech (try to keep this relatively brief, though this might be difficult!).
- Explain the background and purpose of the workshop.
- Give timings of the workshop. State clearly the end time.
- Do the “housekeeping” e.g. where the toilets are, and where the coffee is.
- Go through the topics to be covered.
- State the rules – e.g. people can talk openly and disagree with each other but must respect other participants’ views, no mobile phones, good timekeeping.
- Introduce the facilitator.

## Ways of working

Various formats may be used to facilitate participation:

**Group work – “breakout groups”.** This allows people more “air time” (though they should normally be in the same room to minimise loss of time). Also allows groups to tackle different issues in parallel.

**Pair work.** These provide more opportunity to talk, though fewer people to share ideas in each group.

**Role plays.** These should be used with caution as some people are not comfortable with role plays. However they can be useful during a training or development workshop to teach new skills, or for making participants understand a different point of view.

## Capturing the information

It is important to capture the information generated during the workshop, and to record decisions made and action points. One or several people can be rapporteurs, to collect the information, either handwritten for tidying up later, or for transcription directly onto a laptop.

Groups can write up their feedback on a flip chart, or make PowerPoint presentations. These could be collected by the facilitator at the end. Alternatively,

the facilitator (or a rapporteur) writes up the information as it comes up, or once it is agreed by the group, on flipcharts or onto PowerPoint.

## Tools for the workshop

Here are examples of tools that may be used. Refer to the guides listed in the bibliography for more details on their use:

### Strategic planning

**SWOT diagram.** This explores the Strengths, Weaknesses, Opportunities and Threats to an organisation.

**PEST diagram.** This analyses factors that may affect the external environment around the MRE programme: Political, Economic, Social and Technological.

**Diagnostic window.** This looks at what is good and what is bad about a situation, and considers what aspects can and cannot be changed. It helps to focus on priorities for action.

**Stakeholder analysis.** There are several variations on this, but all help the group to identify all the different stakeholders involved and their types. Stakeholders can also be analysed further into different power groups and their levels of importance and influence.

**Logical framework (“logframe”) analysis.** Logframes are often used in planning development activities (see *Guidebook 3: Planning*). A logframe usually consists of a 4x4 matrix with columns for goals, objects, outputs and inputs, and rows for indicators, means of verification and assumptions in the rows. Logframes can seem rather daunting to the inexperienced, and their format varies. It is therefore important for the facilitator to be comfortable with using logframes. A logframe may be made for a programme or a project, and developing one in a workshop enables many stakeholders to be involved.

### Problem solving

**Cause and effect:** as the name suggests, this analyses the cause and effects of problems. It is important to try to understand underlying causes to problems, rather than just addressing the symptoms, and equally important to understand the effects. A variation of this is the problem tree, which looks at a problem and attributes other problems to it. Conversely, each problem statement can be flipped round to be a solution tree. However, the participants must check that the solutions are viable.

**Forcefield analysis:** looks at “helping forces” and “hindering forces”, as an organisation tries to move from the current situation to the goal situation.

### Turning ideas into plans for action

Action planning is where groups think about the specifics of how ideas should be executed:

- What needs to be achieved?

- How will it be achieved?
- What resources are needed?
- Who will do this?
- When will it be done by?

### **Making decisions**

Discussions should throw up many ideas, but the purpose of a workshop is to identify a course of action to follow.

Decision making tools:

- Pros and cons;
- Voting;
- Prioritisation matrix (high impact, low impact/high effort, low effort);
- Ranking;
- Sanity check – what do we think of our final decision? Does it feel right? Do we all agree that this is best option? (And what do we do if we do not?)

### **Dealing with problems**

All kind of problems may arise during the workshop:

- Loud participants;
- Quiet participants;
- Rebellious participants;
- Activities taking longer than planned;
- Periods of the day when people cannot concentrate;
- The equipment breaks down.

Workshop guides provide good advice on how to cope with these and many other challenges that may arise.

### ***At the end of the workshop***

- Collect feedback from the participants on what they found useful and what they did not, and how it can be improved next time;
- Produce a brief, agreed report of the workshop for the donor and the NMAA; this should also include the results of the feedback;
- Make sure the intended outputs are produced by a set deadline: e.g. a strategy document, needs assessment report, standards;
- Encourage networking by providing all participants with a contact list; and
- Certificates of participation – decide if you will give these (do the participants want them?) and who will sign them.





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