

RISK EDUCATION UNDER THE MINE BAN TREATY

Providing an immediate and effective warning to the population

KEY FACTS | Landmine Monitor 2021 data



28 States Parties to the Mine Ban Treaty

were known to have provided risk education to mine/ERW affected populations in 2020.



16 States Parties to the Mine Ban Treaty

reported having risk education included within their mine action strategy or as a separate strategy or workplan.



19 States Parties to the Mine Ban Treaty

had a national standard on risk education in place.



21 States Parties to the Mine Ban Treaty

reported on risk education in their Article 7 reports for 2020, but the level of detail varied.



13 donors reported specific risk education

funding and contributed US\$9.3 million in 15 countries in 2020 (compared to US\$13.3 million in 2019).

Donors: Australia, Canada, Germany, Japan, Luxembourg, Norway, Poland, Slovenia, South Korea, Sweden, Switzerland, United Kingdom, and UNICEF.

Recipients: Afghanistan, Cambodia, Chad, Colombia, Iraq, Jordan, Lao PDR, Libya, Myanmar, Nigeria, Palestine, Somalia, Syria, Ukraine, and Yemen.

				Afghanistan
				Angola
				Bosnia and Herzegovina
				Burkina Faso
				Cambodia
				Chad
				Colombia
				Croatia
				Cyprus
				Dem. Rep. Congo
				Ecuador
				Eritrea
				Ethiopia
				Iraq
				Mali
				Mauritania
				Niger
				Nigeria
				Palestine
				Peru
				Senegal
				Serbia
				Somalia
				South Sudan
				Sri Lanka
				Sudan
				Tajikistan
				Thailand
				Turkey
				Ukraine
				Yemen
				Zimbabwe

INFORMATION MANAGEMENT AND PRIORITIZATION

- Risk education should be designed based on an understanding of casualty data, contamination, and the knowledge and behavior of at-risk populations and based on needs assessments such as Knowledge, Attitudes, Practices and Behavior (KAPB) surveys.



Afghanistan

In 2020, UNMAS Afghanistan hired a behavior change communication company to research psychological, social, and environmental factors influencing behavior change related to mines/ERW risk.



Colombia

In 2020, Colombia enhanced its reporting and monitoring tools through interactive digital public dashboards, including maps, graphics and disaggregated data on risk education and casualties.



Nigeria

In early 2021, UNMAS implemented a risk education KAPB study in Borno state in eastern Nigeria.



Cambodia

In 2020, Cambodia undertook a country-led retrospective review of its mine risk education program, supported by UNICEF, to provide lessons learned and recommendations for risk education going forward.



Iraq

In 2021, HI released a study looking at the impact of mine/ERW contamination in populated areas in Ninewa governorate in Iraq with recommendations for the mine action response, including risk education.



Ukraine

In 2020, UNDP in Ukraine completed a KAPB survey of risk education in government-controlled areas in Eastern Ukraine to provide a project baseline for risk education.

RISK GROUPS



IDPs, refugees, returnees, and host communities

- Lack of familiarity with areas they move through or where camps are situated.
- Returning to familiar areas that have been contaminated.
- May be hard-to-reach in conflict and emergency settings.
- Job scarcity and livelihood insecurity may force them to engage in intentional risk-taking activities.



Migrants, itinerant workers, and pastoral and nomadic communities

- Entering and working in unfamiliar areas.
- Crossing borders, often at informal crossing points.
- Drivers and travellers are particularly at risk due to the contamination on roads and use of short cuts.
- Transit across contaminated land looking for grazing and water for their animals.



People living in poverty and lacking reliable livelihood alternatives

- Poverty forces people to knowingly or unknowingly access contaminated areas.
- Increased demand for land pushes poorer households into contaminated areas.



Humanitarian aid staff

- Working in areas with contamination and/or insecurity.
- Need to operate safely and pass on messages to people they work with.



Diverse community

- Population with different ethnic groups living in contaminated areas require risk education delivery appropriate to their language, culture, and society.

DELIVERY METHODS



Interpersonal

[in 77% of States Parties to the Mine Ban Treaty]

- Often provided by specialized liaison teams.
- Mixed gender teams and materials and delivery in different languages to ensure all groups in the population are adequately reached.
- Distribution of small and printed materials (e.g. leaflets and posters).
- Provision through interactive means, such as mobile cinema, puppet shows, and theatre.
- The COVID-19 pandemic added restrictions in interpersonal risk education delivery.



Community volunteers or networks

[in 23% of States Parties to the Mine Ban Treaty]

Maintains risk education in hard-to-reach areas and is provided by trusted community members.



Partnership with the national police or emergency services

[in 14% of States Parties to the Mine Ban Treaty]

Supports national police and emergency services in the provision of safety messages and advice.



Training of trainers

[in 20% of States Parties to the Mine Ban Treaty]

Training and building local capacity to deliver risk education.



Traditional mass media

[in 60% of States Parties to the Mine Ban Treaty]

- Delivery of risk education using mass media (e.g. billboards, radio, and TV).

Digital and social media

[in 43% of States Parties to the Mine Ban Treaty]

- Increased use of digital media and mobile application, particularly in remote and challenging contexts.
- The COVID-19 accelerated innovation in the use of online/digital delivery.



Integrated into survey and clearance work

[in 60% of States Parties to the Mine Ban Treaty]

Supports community understanding of land release activities and reporting of ordnance.



Integrated into the humanitarian and protection sectors

[in 31% of States Parties to the Mine Ban Treaty]

Combines risk education with humanitarian and stabilization activities.



School based

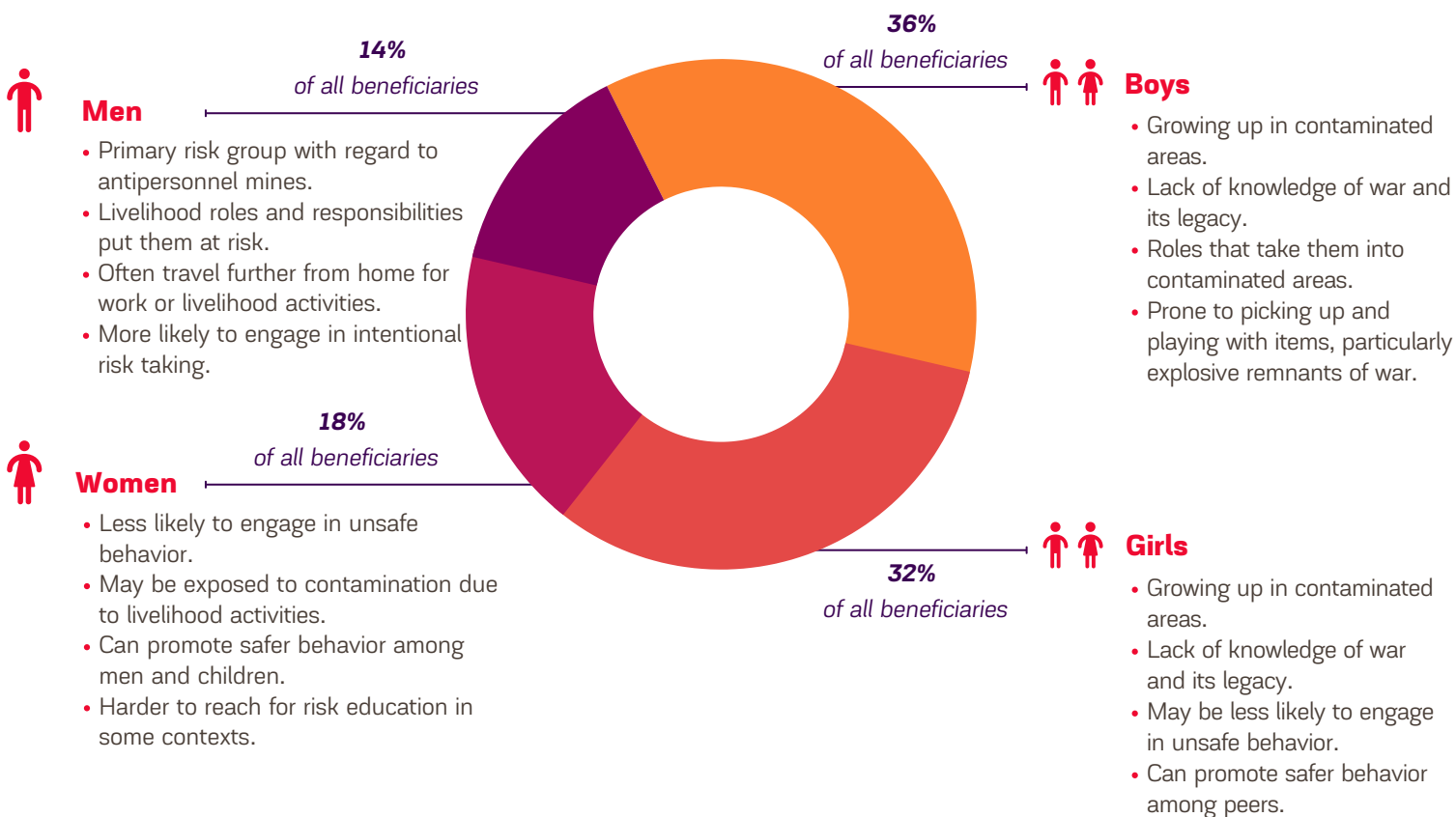
[in 54% of States Parties to the Mine Ban Treaty]

Implemented within or outside of the formal curriculum.

Data on delivery methods is for the following States Parties: Afghanistan, Angola, Bosnia and Herzegovina, Burkina Faso, Cambodia, Cameroon, Chad, Chile, Colombia, Croatia, Cyprus, Democratic Republic of Congo, Ecuador, Eritrea, Ethiopia, Iraq, Mali, Mauritania, Niger, Nigeria, Oman, Palestine, Peru, Senegal, Serbia, Somalia, South Sudan, Sri Lanka, Sudan, Tajikistan, Thailand, Turkey, Ukraine, Yemen, and Zimbabwe.

BENEFICIARIES | By age, gender, and disability

Beneficiaries refers to people who have received risk education safety messages.*



Persons with Disabilities

[32% of respondents reported provided beneficiary data on persons with disabilities reached]

- Face barriers to access assistance, including risk education.
- Operators are beginning to collect data on persons with disabilities who receive risk education and to design appropriate delivery methods to reach them better.

Notes:

ERW=explosive remnants of war.

*Direct beneficiaries are defined as those who receive safety messages through interpersonal risk education, mass and digital media, and training of trainers. See, DanChurchAid (DCA), Danish Demining Group (DDG), Swiss Demining Foundation (FSD), The HALO Trust, Humanity & Inclusion (HI), Mines Advisory Group (MAG), and Norwegian People's Aid (NPA) "Standardising Beneficiary Definitions in Humanitarian Mine Action: Second Edition 2020," p. 9, October 2020, <https://bit.ly/StandardisingBeneficiaryDef>.

Direct beneficiary data was reported by 53 risk education respondents covering 24 countries and other areas. Standard Beneficiary Data was used by 49 of the 53 respondents.

Landmine & Cluster Munition
MONITOR

Explore more risk education data at:
<https://bit.ly/LM2021Report>

