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Angola LIS: Guidelines for Using LIS Results in Mine Action Annual Planning

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The Survey Action Center and Comissão Nacional Intersectorial de Desminagem e Assistência Humanitária carried out the Angola Landmine Impact Survey. In July 2006, SAC sent the author on the first of three planned missions to Angola as Technical Advisor to support the LIS. The article explains the Provisional Provincial Reports, which contain a section of guidelines on the use of LIS results for operational planning. The National Mine Action Strategy for Angola was developed based on internal LIS results, and the detailed data supporting those results are made freely available to all interested parties.

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Guidelines for the Use of LIS for Operational Planning

The Provisional Provincial Reports contain a section of guidelines on the use of LIS results for operational planning, developed by the author and reproduced in the following paragraphs. The guidelines are meant to provide practical guidance to make better use of the LIS information. Comments and suggestions to improve these guidelines and make them more useful are welcome, as are examples of similar guidelines that may have been developed in other countries.

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Summary

The Provisional Provincial Reports provide guidelines on the use of LIS results for operational planning. These guidelines are based on the Provisional Provincial Reports and the National Mine Action Strategy for Angola. The guidelines are intended to help operational planners to better use the LIS results in their planning process.

Conclusion

To ensure realism and a greater chance of success, each task should include a quantifiable indicator (e.g., a percentage of cleared ground). The LIS results are as useful as possible. Changes in the LIS scores provide a measure of the impact of mine action; it is a measure of “outcomes” and not merely “output” like measures of area cleared or mine risk.

To provide feedback to the National Mine Action Strategy for Angola, the LIS results are made freely available to all interested parties. The preceding “guidelines” are recommended as ways to identify and meet local priorities and national strategic goals.
News Brief

Canadian Mine Survivor Gets Custom Motorcycle

When Canadian Master Corporal Jody Mitic lost both his feet after stepping on a landmine in Afghanistan, Mitic never thought he would be able to ride a motorcycle again. After months in recovery at Toronto’s St. John’s Rehabilitation Hospital, Mitic had two new prosthetic feet and was walking with just a cane but still had little hope of ever riding a motorcycle. Having contacted the Barrie Harley dealership before his accident about purchasing a bike, Mitic had to write back and say, “Things have changed.”

In April, owners of the Harley Davidson in Barrie, Ontario, Canada, presented Mitic with a custom-made chopper.

Community organizers heard of Mitic’s situation and raised more than CN$50,000 for the custom motorcycle, which includes a hand-operated shifter and a hand brake that works both front and rear brake. To supplement the funding shortfall, bike builders from the Barrie Harley dealership donated 260 hours in labor to build Mitic’s perfect custom Harley.

The Child to Adult Method in Mine Risk Education

The author explains a child-to-adult approach to mine-risk education and how it uses the power of children as “little” MRE instructors in their communities. As part of this method, children use MRE lessons to teach adults and peers in their homes about the dangers of landmines and unexploded ordnance.

by MuthuAr Aziz Hamad (Ajko) [Iraq Kurdistan Mine Action Agency]

Mine risk education is a program carried out at the community level in which MRE operators exchange information with the community to help reduce the risk of death or injury by mines or explosive remnants of war. In many communities, children may not count as the group at highest risk as young men often face the most danger from ERW. However, the risk from mines/UXOs may be one that becomes more relevant to the children as they get older, and it is easier to reach them and influence their behavior while they are young.

What is Child-to-Adult?

Child-to-Adult is an approach used to train children to be teachers in their homes teaching family members about MRE messages and instructions. The aim of this approach is to establish a community-based MRE program and to make use of the emotional relationship between the child and his/her parents in order to get parents and other adults to change their attitudes toward mines and ERW.

After IKMMA tested the Child-to-Adult method in a mine-affected village, it became clear that children not only looked after younger siblings but that they could also have a powerful influence on their peers, their parents and even the communities in which they live. The way in which messages are transmitted from children to others differs greatly depending on the experience and skills of the child and the group they may be asked to influence. The easiest group for children to reach is generally their peer group and the hardest is their parents. It is not normal in most cultures for children to “teach” their parents, however, children can involve their parents in activities that indirectly help to educate the parents or inspire them to seek further information. The situation may be different if parents are literate and they regard their children as important sources of information.

Child-to-Adult: A Different Approach to Learning

The child-to-adult method is an approach to learning that involves children as full participants in learning about and promoting MRE messages to their families, friends and communities. It demands that the children:

1. Participate in developing and designing activities
2. Link what they are learning with problems they face
3. Involve their family members and others outside the immediate learning environment

Child-to-Adult method has powerful links to the United Nations Convention on the Rights of the Child. It is a practical way in which a child’s right to participate in decisions that affect him or her can be truly implemented.

Why is the Child Selected?

The MRE department at IKMMA selected children to deliver MRE through Child-to-Adult approach because:

• Most of the time he/she is available for training and living in the community.
• He/she has more time to meet and participate in different activities.
• He/she is able to stay focused on and easily understand the messages and retain them for a long time.
• He/she follows the adults in their daily activities such as collecting wood and herbs, cultivation, grazing animals, etc.

Which Child is Selected?

Additionally, the MRE operators should look for the following characteristics when selecting a child. The child has to be:

• Between 9 and 15 years old
• Literate
• Clever and active
• Able to relay MRE messages and instructions to his/her family members in an effective way
• Able to use posters, leaflets or any education materials
• Recommended by his/her family to be involved in this method
• Able to take on the role of leader or instructor