

## Mine Risk Education Technical Working Group Meeting

Held at Dushanbe Ismaili Centre on November 27-28, 2012

**Objective:** To promote MRE National Partners to coordinate activities and integration planning in the period of 2013 for the safety of inhabitants living in contaminated areas.

### Participants:

Names & Surnames of participants	Positions / Organizations
Saidumar Jononaev	Field Officer/ ICRC
Ulmasjon Davlatov	MRE Coordinator/Red Crescent Society of Tajikistan
Myriam Hugon	Regional Director of Handicap International based in Dushanbe
Saidumar Sadirov	Specialist of the Department on Science & Innovation, Ministry of Education
Zuhro Bedimoghova	Head of Emergency Situation & Civil Defense/Committee of Women & Family Affairs
Zarina Juraeva	Monitoring & Evaluation Officer / Communities Program/UNDP
Valijon Ranoev	DRMP / UNDP
Mahmadullo Davlatov	Trainer on Gender in MRE, Psychologist / Tajik State University
Tojigul Madaminova	Executive Secretary of the Red Crescent in GBAO / Regional MRE Focal Points
Gulsara Avazbekova	Executive Secretary of the Red Crescent of Rushon District/ GBAO/ MRE Volunteer
Lutfiya Amirova	MRE Inspector of the District Education Department in Shuroobod / Khatlon
Zarrina Odinaeva	Executive Secretary of the Red Crescent in Hamadoni / Khatlon/ MRE Volunteer
Iftikhor Alamshoev	Mine Risk Education Volunteer / Teacher in Kumsangir / Khatlon
Abduhakim Begmatov	Executive Secretary of the Red Crescent in Tursunzoda / MRE Volunteer
Rafoat Qurbonova	Mine Risk Education Volunteer / Trainer / Asht / Soughd
Shamigul Ghafurova	Executive Secretary of the Red Crescent / MRE Volunteer
Ismatullo Azizov	World TV Jahonnamo / MA Journalist
Amriddin Muminov	Committee of Emergency Situation of the Republic of Tajikistan
Shahriniso Davlatova	MRE Officer TMAC / UNDP
Kholmuhammad Mansurov	National MRE Expert TMAC / UNDP
Sebastian Kasack	Chief Technical Advisor, TMAC/UNDP
Muhabbat Ibrohimov	National Manager of TMAC
Christoph Waldmeier	UN Volunteer, TMAC

1 <sup>st</sup> Day	
Subject of Agenda	Remarks
<b>Item 1.</b>  <b>Opening &amp; Welcome, Introduction with Participants</b>	<p>TMAC MRE Officer welcomed all participants. She introduced objectives of the workshop and the agenda. Main emphasis is on the development of the coordination and collaboration among MRE partners with the aim of integrating MRE plans and activities for 2013. TMAC MRE as coordinating pillar appreciates and supports partners to have joint meetings and discussions related to MRE projects in the country. Greeting addresses were made by the Chief Technical Advisor, TMAC/UNDP and the National Director of TMAC. They pointed out the role of MRE partnership, collaboration, community network for the prevention of mine/ERW accidents.</p>
<b>Item 2.</b> <b>Why MRE is important?</b> <b>Program review, challenges and opportunities</b> <b>Issues addressed by MRE: Mine, ERW, Cluster Bombs, Small Arms &amp; Light Weapons</b>	<p>PP presentation (Tajik language) was given on the importance of MRE by TMAC MRE Officer. The ways of educating inhabitants at risk, further prevention of casualties among inhabitants living in contaminated areas.</p> <p>For integrating activities, partnership with the national partners, namely education, health, agrarian, transport, construction, environment, sport/tourism, teenagers/youth centres &amp; mass media was discussed.</p> <p>Currently the collaboration and partnership with the Program on Disaster Risk Management &amp; Rapid Response by RCST and its voluntary network, involvement of the MoE and Committee of Emergency Situation was shared with participants.</p>

<p><b>Item 3.</b> MRE in Tajikistan (Brief inputs by MRE providers):</p> <ul style="list-style-type: none"> <li>➤ <b>Community Based MRE</b></li> <li>➤ <b>School Based MRE</b></li> <li>➤ <b>Media-based MRE</b></li> <li>➤ <b>Risk Reduction</b></li> <li>➤ <b>Emergency MRE</b></li> </ul>	<p>In this session participants contributed very actively. The moderator first explained sharing examples on MRE works in community, school. Participants have given their opinion on the main source of info coming from the school. Because schools are the main education resource in the villages (with parents committees, students clubs) they are instrumental for MRE sustainability. But, for the impact by local mass media they concluded to write articles, use local broadcasting, etc.</p>
<p><b>Item 4.</b> What is good MRE? Work in groups  Presentation by groups</p>	<p>Participants were divided in 3 groups and each group worked on a different question:</p> <ol style="list-style-type: none"> <li>1. <i>What is good media-based MRE?</i></li> <li>2. <i>What is the role of schools on reducing mine/ERW risk?</i></li> <li>3. <i>What is voluntary action on community level regarding MRE?</i></li> </ol> <p><u>Outcomes of the 1<sup>st</sup> group:</u> - involve national radio/TV/paper for joint participation; training for their staff; development of informational materials, use widely traditionally-cultural village media, encourage students/teachers to write poem, scenarios, establish local puppet theatre &amp; school mobile theatre; dedicate paper page to MRE and other life-threatening issues. Use summer camps to reach students for MRE messages</p> <p><u>Outcomes of the 2<sup>nd</sup> group:</u> - plan to present in school morning assembly by teachers/students; conduct open lessons on safe life skills, change behaviour to improve students awareness against mine/ERW hazard; organize MRE school/class corner; use of interactive methods; conduct events of writing essays, stories, poems, scenarios with encouragement; educate students to play roles and preparing puppet theatre; drawing, sport games, quiz; invite parents committees, local authorities to attend the school/class events; organize MRE lessons in safe play area; document all MRE school events. Choose senior students in schools to act as MRE volunteers/focal points for younger students. Integrate MRE into military preparatory lessons in school. Hazard mapping should take place in schools in all communities and school ways of children should be made safe. Furthermore, as villagers around hazard areas live in constant fear, an emphasis shall be put on psychosocial intervention.</p> <p><u>Outcomes of the 3<sup>rd</sup> group:</u> - plan to meet with local authorities (jamoat level), identify villages at risk, list all village official &amp; cultural institutes, integrate MRE event into the plan of community event. Discuss MRE teaching in the teachers' conference taking place before the start of each school year. Determine the best time of the year to reach all villagers and integrate MRE into community development plan. Visit families of herdsmen/shepherds to educate them on safe behaviour.</p> <ol style="list-style-type: none"> <li>1. Community risk assessment based on mapping</li> <li>2. Development of Action plans together with communities</li> <li>3. Follow up and monitoring</li> </ol>
<p><b>Item 5.</b> Further Planning on MRE for 2013 – 2015</p> <ul style="list-style-type: none"> <li>➤ <b>Country Strategy</b></li> <li>➤ <b>Mine Action ProDoc</b></li> <li>➤ <b>AWP</b></li> </ul>	<p>A presentation was made by CTA/UNV to share main parts of these documents.</p>
<p><b>Item 6.</b> Development of Effective Partnership on MRE Integration (Brief inputs by participants, 5 minutes each, followed by plenary discussion) - <b>Red Crescent Voluntary Network</b></p>	<p>The moderator explained partnership as the main approach to educate all members of mine/UXO/ERW &amp; cluster bombs affected villages within 25 districts. Partners play main role to implement field activities and follow up transparency for the sake of safety environment. Beneficiaries of partners: ICRC/RCST – communities members (adults &amp; children); MoE- teachers &amp; schoolchildren; Border Committees – Border Patrols; Mass-Media- Tajikistan Community; Committee of Women &amp; Family Affairs – village/community women/girls councils; Since 2000, ICRC funds MRE RCST projects, covering areas according to the needs of inhabitants living in contaminated areas. ICRC supports 43 MRE RCST volunteers. The head of Emergency Situation of the Committee of Women &amp; Family Affairs concentrated on</p>

<ul style="list-style-type: none"> <li>- Structures of the MoE / Inspectors of the Districts Education Departments / Teachers/Districts Teenagers Centers</li> <li>- CoES – Regional &amp; Districts Departments</li> <li>- State Border Committee</li> <li>- Local Authorities</li> <li>-District/Community/ Village Women Councils</li> </ul>	<p>the role of women/girls to be trained as MRE educators as men are often migrants and far from the family or in contaminated areas.</p>
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<p><b>Item 7.</b> MRE &amp; National Mine Action Strategy</p>	<p>Participants have learned that TMAC strives to be nationalized. MRE partners will be able to plan and coordinate activities in MA under the national structures.</p>
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<p><b>Item 8.</b> MRE Action plan 2013-15 with a focus on 2013</p>	<p>The UN Volunteer presented the main points of the MRE Long-Term Action plan 2012-15. This Plan has been elaborated by MRE working group in 2011. LTAP mainly focuses on 4 components: Mine Risk Education Management; MRE Networking and Capacity Building; MRE Delivery to all at-risk groups; Improvement of MRE Knowledge, Communication.</p> <p>Participants were divided into 3 groups to develop their own input for an MRE plan for 2013:</p> <p>The question was given to the groups by category (teachers, Volunteers, CoES staff) <i>What shall we do for MRE in 2013?</i></p> <p style="text-align: center;">1<sup>st</sup> Group</p> <table border="1" data-bbox="479 882 1409 1396"> <thead> <tr> <th>Types of Activities</th> <th>Activities Area</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>Develop Community MRE Annual Plan</td> <td>Village, schools, etc.</td> <td>Jan-Dec</td> </tr> <tr> <td>Workshops in 6 villages</td> <td>Sub-district, mosque, schools, farm, pasture</td> <td>March-Oct</td> </tr> <tr> <td>MRE Lesson for Students</td> <td>School Safe Areas</td> <td>Sep-May</td> </tr> <tr> <td>3 Round Tables</td> <td>Communities Institutions</td> <td>March, June, Sep</td> </tr> <tr> <td>Dissemination MRE Materials</td> <td>Community</td> <td>Regular</td> </tr> <tr> <td>MRE Community Forum</td> <td>Community</td> <td>June</td> </tr> </tbody> </table> <p style="text-align: center;">2<sup>nd</sup> Group</p> <p>This group described the aspects of its plan.</p> <ol style="list-style-type: none"> <li>1. Collect data on social, economical situation of the affected areas.</li> <li>2. Mapping of hazardour areas.</li> <li>3. Indicate role of local authority and access to ist support/contribution.</li> <li>4. Organize various explanatory sessions among school, land, health, media structures.</li> <li>5. Exchange visits to other neighbour community.</li> </ol> <p style="text-align: center;">3<sup>rd</sup> Group</p> <table border="1" data-bbox="479 1780 1328 1921"> <thead> <tr> <th>Types of Activities</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>Hold mtg, focus group discussions with teachers, parents committee</td> <td>2ce per month</td> </tr> </tbody> </table>	Types of Activities	Activities Area	Period	Develop Community MRE Annual Plan	Village, schools, etc.	Jan-Dec	Workshops in 6 villages	Sub-district, mosque, schools, farm, pasture	March-Oct	MRE Lesson for Students	School Safe Areas	Sep-May	3 Round Tables	Communities Institutions	March, June, Sep	Dissemination MRE Materials	Community	Regular	MRE Community Forum	Community	June	Types of Activities	Period	Hold mtg, focus group discussions with teachers, parents committee	2ce per month
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	Quarterly mtgs with volunteers, teachers & other stakeholders	4 times per year	
	Organize various quiz, competition among schoolchildren	1ce per month	
	Invite CoES, RC,media, agrarian, health, militia staff to school events	According to the needs of the activities	
<b>Item 9.</b> Discussion & Suggestions	The day concluded with a discussion on the importance of involvement of all local institutes to support villagers living close to hazard areas.		

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<b>Item 2.</b> What is Community Liaison?	<p>The term of community liaison was defined and discussed.</p> <p>Participants mostly from rural communities gained sufficient information about their role in community liaison. In order to consolidate the awareness of the participants question were given them to work in 3 groups, see Item 4.</p>																
<b>Item 3.</b> Land Release <ul style="list-style-type: none"> <li>➤ <b>What is land release, how does it work?</b></li> <li>➤ <b>Cooperation with communities at risk: before, during and after land release</b></li> </ul>	<p>Land Release Officer made presentation on general role of land release pillar and explained the initial process of work with community authorities.</p>																
<b>Item 4.</b> Community Liaison: MRE & Land Release and MRE & Community Development Activities Work in groups	<p>Participants were divided in 3 groups and worked on 3 questions by using flip charts: <i>1. Your experience on community liaison? 2. How to plan events on community liaison? 3. Community liaison linkage on land release in contaminated areas?</i></p> <p><u>Outcomes of the 1<sup>st</sup> group:</u> data collection on inhabitants (men, women, boys, girls); Identify hazardous area; collect data on mines/ERWs/cluster bombs/ SALW victims; Needs assessment on communities problems; Mapping of the pastures, orchards, forests, hills, etc.); collaboration with local authorities (village leader, heads of the traditionally-cultural sectors); monitoring &amp; evaluation; planning; report on results and learned lessons; documentation of the activities;</p> <p><u>Outcomes of the 2<sup>nd</sup> group:</u> Develop plan of the annual community events and present it to officials of the local authorities, education/health/social/cultural departments, CoES, land committee &amp; mass media. The developed plan consist of 2 columns:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Plans of events/activities</u></th> <th style="text-align: left;"><u>Authorised institutions</u></th> </tr> </thead> <tbody> <tr> <td>1. Develop plan to meet with district authority</td> <td>Hukumat of district</td> </tr> <tr> <td>2. Develop technical map of community</td> <td>Land committee</td> </tr> <tr> <td>3. Develop plan of events with involvement of the local authorities, women councils, associations of farmers, water users, herdsman</td> <td>Officials of the sub-district, village leader</td> </tr> <tr> <td>4. Organize various school events.</td> <td>education sector</td> </tr> <tr> <td>5. Plan to educated target group on Psychological support.</td> <td>public health sector legal sector</td> </tr> <tr> <td>6. Access to pre &amp; after land release info.</td> <td>CoES &amp; Civic Defence</td> </tr> <tr> <td>7. Conduct community forums with</td> <td>RCST, MoE, local NGOs</td> </tr> </tbody> </table>	<u>Plans of events/activities</u>	<u>Authorised institutions</u>	1. Develop plan to meet with district authority	Hukumat of district	2. Develop technical map of community	Land committee	3. Develop plan of events with involvement of the local authorities, women councils, associations of farmers, water users, herdsman	Officials of the sub-district, village leader	4. Organize various school events.	education sector	5. Plan to educated target group on Psychological support.	public health sector legal sector	6. Access to pre & after land release info.	CoES & Civic Defence	7. Conduct community forums with	RCST, MoE, local NGOs
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	<p>Contribution of the implementing partners. Women Council</p> <p>9. Plan to celebrate 4<sup>th</sup> April – International Mine Action Day</p> <p><u>Outcomes of the 3<sup>rd</sup> group:</u> Plan of work; Include role of national structures in the plan; collect data on inhabitants, their problems impacted by mine/ERW; trainings for the inhabitants; cooperate with land release staff; play central role on prevention explosions; support land release workers on installation metallic signboards; attend meetings by land release management; promote traditional collaboration to support staff of the land release; take part in monitoring and quality clearance; get access on certification on community liaison.</p> <p><u>Project on community development:</u> Project title: <i>Safe Drinking Water / Drinking Water Pipelines</i></p> <p>Objective: Provide villagers with clean water</p> <p>Target bens: all members of the village, health, school, etc.</p> <p>Problem identification: conduct needs assessment, pre (before &amp; after project) evaluation.</p> <p>Activities: train target groups on voluntary action (<i>hasher</i>), identify contribution by local institutions.</p> <p>Resource: fundraising, purchase of water pipes, tools</p> <p>Expected outcomes: quality access to safe water</p> <p>Documentation: report with description of the quantities &amp; qualities indicators.</p> <p>Seasonal control of water channels &amp; water pipes against insects &amp; corrosion</p>
<p><b>Item 5.</b> MRE Good Planning and Coordination, Data Needs</p> <ul style="list-style-type: none"> <li>➤ <b>IMSMA and MRE data</b></li> <li>➤ <b>MRE data collection</b></li> </ul>	<p>This part dedicated on good planning, coordination and data management in MA, mainly MRE. Data collection, measurable indicators are the central activities of each project. IMSMA – Information Management System on Mine Action enables management and coordination, transparency &amp; accountability, monitoring &amp; evaluation, reporting, audit &amp; control of all pillars. IMSMA is designed to support TMAC for planning, prioritization, tasking, analyzing, and reporting. IMSMA assist on proper management of data collection, data storage, data analysis, information dissemination. IMSMA supports to submit the reports of the Government of Tajikistan, report to Donors (UNDP, ICRC Donors), and Ottawa Treaty reporting obligations. The new MRE activity form has been drafted and is being tested by volunteers now before implementation in 2013. There will be a common form for all organizations involved in MRE in Tajikistan. Data need to be sex- and age disaggregated (gender disaggregated) for meaningful analysis.</p>
<p><b>Item 6.</b> Presentations of the Groups in a “Media Round Table”</p>	<p>Game was played to organize “Media Round Table” with 6 participants and 2 interviewers.</p>
<p><b>Item 7.</b> Discussion &amp; Suggestions</p>	<p>Participants discussed project related to development sector as the way to solve the problems in community and reduce number of casualties. The following suggestions were made towards next meeting for 2013 by participants:</p> <ul style="list-style-type: none"> <li>- Weekly MRE workshop outside of the city</li> <li>- Practical MRE lessons by knowledgeable trainer</li> <li>- Training on aspects of community liaison</li> <li>- Training of effective communication</li> <li>- Organize field visit to MRE area</li> <li>- Experience visits to MRE area, countries with the best MRE skills</li> <li>- Provide participants with records of the weekly workshop, documental films, info-educational and promotion materials</li> <li>- Encourage MRE trainees with certification and field trainings kits</li> <li>- Training on monitoring &amp; evaluation</li> <li>- Training on writing project proposal about development activities (agrarian, industrial, construction, etc.)</li> </ul> <p>Evaluation of the workshop</p>

<p>Feedback on MRE in Tajikistan in 2012</p>	<p>MRE Annual Working Plan for 2012 aimed to educate adults and children within selected villages and schools under mine hazard in 25 districts. Activities were realized with the involvement of RCST, MoE and CoE and National Mass Media. MRE achievements for 2012 were:</p> <ul style="list-style-type: none"> <li>• <i>727 communities' members (target was: 600) and members of the community-based organizations received necessary information through the workshops, trainings and dissemination materials for providing MRE in their vicinities.</i></li> <li>• <i>5 MRE safe playgrounds built for the safety of school children.</i></li> <li>• <i>70 local MRE volunteers (43 male and 37 female) passed the refresher MRE trainings and enhanced constantly communities' awareness against mine/ ERW/ UXO/SALW/CM.</i></li> <li>• <i>165 teachers of 111 schools and 27 DED instructors used effectively method of teacher to child, peer-to-peer education, drawing, messaging, role play and storytelling on prevention mine/UXO hazards.</i></li> <li>• <i>129 of staff and volunteers (men and women) of CoES staff educated through MRE trainings and provided with materials.</i></li> </ul> <p><i>10 777 MRE materials (posters &amp; brochures with Tajik &amp; Uzbek distributed via voluntary networks and teachers.</i></p>
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