



Practical guide

Implementing Armed Violence Prevention activities in emergency and open conflict contexts

Operations and Technical Resources Division
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This guide is aimed at any HI professional who has responsibility for developing, implementing or analysing Armed Violence Prevention activities. It is not to be regarded as a recipe book but more as a list of ingredients to use to 'prepare' the special relationship between HI professionals and local issues. If you have any queries about the operational strategy outlined in this guide, please do not hesitate to contact the Technical Advisers on Armed Violence Prevention.

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Foreword

Armed violence destroys lives and livelihoods, breeds insecurity, fear and terror, and has a profoundly negative impact on human development. Aiming at reducing armed violence means addressing the cause, the immediate effects and long-term impact. It is about keeping the communities safer through different prevention and risk reduction activities implemented before a conflict occurs, during a conflict and in a post-conflict context. The Organisation distinguishes two sectors of intervention that can be implemented in any of the context mentioned above. The only difference remains in the methods and tools that will be used to achieve the goal of reducing the impact of armed violence.

The two sectors are the following:

1. **Armed violence prevention (AVP):** Armed Violence Prevention interventions aim at keeping communities safer from the risk related to arms. It involves changing behaviours and capacity building of individuals to find suitable and safer alternatives to improve their safety and security. It also aims at addressing structural and social root causes by challenging injustices and restoring human relations and it deals with ethical and value-based dimensions.
2. **Arms safety management and disposal (ASMD)** can be divided in two sub-sectors:
 - **Arms safety management (ASM):** Effective ASM extends to safe storage, surveillance, transport and disposal. It ensures that all facilities and equipment are safe and secure according to internationally accepted standards. Through a regular inspection program, potentially dangerous ammunition is segregated and disposed of before it can become hazardous.
 - **Explosive ordnance disposal (EOD):** EOD involves the detection, identification, evaluation, render safe, recovery and disposal (destruction) of explosive remnants of war (ERW). In practice, ERW found during EOD operations comprises of mines (including improvised mines), munitions and sub-munitions, projectiles and mortar bombs, hand and rifle grenades, guided missiles, rockets, and aircraft bombs.

The relevance and impact of our action depend on a common understanding of our final objective; this practical guide addresses the need expressed for a better comprehension and appropriation of technical and operational methods of the first sector of intervention in a specific context: the implementation of armed violence prevention activities in emergency and open conflicts.

Handicap International (HI) since its beginning has implemented a multidimensional response to reduce the impact of arms on civilian populations. In light of difficulties faced by civilians during open conflicts in Syria, Libya, Iraq or Afghanistan, amongst others, the organisation deploys a comprehensive response to arms-related issues. When clearance is not yet an option, Armed Violence Prevention activities save lives. They serve as an entry point of a Linking Relief Rehabilitation and Development (LRRD) continuum: planning – taking action – preparing the future.

HI 2016-2025 strategy highlights 3 priority actions:

- Including people with disabilities and vulnerable populations;
- Providing inclusive emergency responses adapted to the needs of the population;
- And reducing the impact of conflicts on civilians.

Emmanuel SAUVAGE - Head of Armed Violence Reduction Technical Unit

What is this armed violence prevention practical guide?

This guide is meant to give a theoretical and practical support to **teams implementing Armed Violence Prevention projects** in emergency and open conflicts contexts. It contains **minimum standards required** at project/programme level to implement properly prevention activities.

Based on HI Professional Publication, it follows Practical Guides' structure:

- The **principles and benchmarks** part presents key information and basic understanding to implement Armed Violence Prevention activities.
- The **practical guide** part is a set of factsheets on activities and transversal approaches, detailing their key steps and essential components.
- The **toolbox** part provides different tools, linked to factsheets, to be used and tailored according to the context and programme needs.

If this guide offers tips and can strengthen know-how regarding Armed Violence Prevention, it does not detail all notions related to Armed Violence Reduction. For instance, you will not find any factsheets regarding technical survey, clearance or land release process or physical security and stockpile management. Also, Armed Violence Reduction activities deployed in development or chronic crises contexts, such as Conflict Transformation activities, are not presented in this guide focusing on emergency and open conflict contexts.

Use of this guide is not meant to be linear; you can directly access the Toolbox, skipping the Practical Guide section, or Principles & Benchmarks. And vice versa.

Why?

Open conflict contexts like Syria, Libya or Iraq demand new approaches to the topic and this guide is meant **to clarify** how HI operates in Armed Violence Prevention : **what we do and how**. It also includes transversal approaches, advice on remote operations and a continuous integration of HI's Project Planning, Monitoring and Evaluation (PME) policy. This guide also draws from a **lessons learning process** lead on Afghanistan, Iraq, Libya, Mali, Palestine (Gaza), Syria, Ukraine and Yemen projects, done during 2016 summer and **covering the past 2 years** (2015-2016).

Who is concerned?

This guide is intended for:

- Primarily, **project managers and their teams**, at every step of the project cycle;
- **Programme managers**, to have a comprehensive understanding of Armed Violence Prevention projects and technical requirements needed;
- **Desks** supporting Armed Violence Reduction projects;
- Implementing **partners**;
- And **all of HI staff** interested in better understanding such actions.

To understand the topic - Principles and benchmarks

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Understanding the vocabulary

A. Armed violence and its reduction

HI defines **Armed Violence** as the intended or unintended use of weapons, threatened or actual, to inflict injury, impairment, death or psychosocial harm, which undermines the safety, security and development of individuals and communities. **Armed Violence Reduction (AVR) and Prevention programmes aim to reduce the risks and effects of armed violence**, thus contributing to a wider outcome: **building resilience and socio-economic development**¹.

B. Focus terminologies of arms

Conventional Weapons: Weapons that are not weapons of mass destruction (e.g. nuclear, chemical and biological):

- **Mine:** arm designed to be placed under, on or near the ground or other surface area and to be exploded by the presence, proximity or contact of a person or a vehicle.
- **Explosive Remnants of War (ERW)** refers to explosive munitions left behind after a conflict has ended, and includes both Unexploded Ordnance (UXO) and Abandoned Explosive Ordnance (AXO).
- **Unexploded Ordnance (UXO)** refers to bombs, rockets, grenades, mortars and other types of explosive weapons which have failed to explode when fired or on impact, and lie on the ground in a dangerous, sensitive state, able to explode at any moment.
- **Abandoned Explosive Ordnance (AXO)** refers to unused munitions left behind when a conflict ends, which are no longer under the control of the combatants who left them there.

Small Arms and Light Weapons (SALW):

- **Small Arms:** any man-portable lethal weapon designed for *individual* use that expels or launches, is designed to expel or launch, or may be readily converted to expel or launch a shot, bullet or projectile by the action of an explosive.

¹ Inspired from:

- The Geneva Declaration “Global Burden of Armed Violence”, Geneva, 2008:
<http://www.genevadeclaration.org/measurability/global-burden-of-armed-violence/global-burden-of-armed-violence-2008.html>
- The OECD policy paper “Armed Violence Reduction, Enabling Development”, 2009:
<https://www.oecd.org/dac/conflict-fragility-resilience/docs/armed%20violence%20reduction.pdf>

- **Light Weapons:** any man-portable lethal weapon designed for use by two or three persons serving as a crew (although some may be carried and used by a single person) that expels or launches, is designed to expel and launch, or may be readily converted to expel or launch a shot, bullet or projectile by the action of an explosive.

Ammunitions:

- **Ammunitions (munitions)** refers to complete devices charged with explosives, propellants, pyrotechnics, initiating composition, or nuclear, biological or chemical material for use in military operations, including demolitions.
- **Cluster munition** refers to a conventional munition that is designed to disperse or release explosive sub-munitions each weighing less than 20 kilograms, and includes those explosive submunitions.

Improvised Explosive Device (IED): A device placed or fabricated in an improvised manner incorporating destructive, lethal, noxious, pyrotechnic or incendiary chemicals and designed to destroy, incapacitate, harass or distract. It may incorporate military stores, but is normally devised from non-military components. Within the umbrella term 'IED' there lies a wide variety of devices, of different sizes, purposes, construction, sophistication, complexity, life-span and emplacement (again much as with ERW). IEDs can be classified into five main categories based on their means of initiation:

- **Time initiated:** A method of a time delay is set, when that time has passed, the device functions.
- **Command initiated:** Require a physical link (i.e. command wire and power source) or non-physical link (remotely initiated, i.e. mobile phone) to be initiated.
- **Victim operated:** Initiated by the presence, proximity or contact of a person or animal.
- **Projected IED:** A direct (i.e. improvised rocket) or indirect explosive device (i.e. improvised mortar) that can be initiated by victim, command or time.
- **Suicide IED:** An explosive device that is hidden on or near the person and is initiated by that person in an attempt to kill themselves and others.

For HI for instance, victim operated IEDs and anti-personnel landmines definitions are quite similar as they fall under the current Anti-Personnel Mine Ban Convention.

C. Focus terminologies of Humanitarian Mine Action

Mine Action (IMAS 04.10)

Mine action is not just about demining. It is also about people and societies, and how they are affected by landmine and explosive remnants of war (ERW) contamination. The objective of mine action is to reduce the risk from landmines and ERW to a level where people can live safely; in which economic, social and health development can occur free from

the constraints imposed by landmine and ERW contamination, and in which the victims' different needs can be addressed.

Mine action comprises five complementary groups of activities (the 5 pillars of Humanitarian Mine Action):

- **Mine Risk Education:** activities which seek to reduce the risk of injury from mines/ERW/IEDs by raising awareness of men, women, and children in accordance with their different vulnerabilities, roles and needs, and by promoting behavioral change through **public information dissemination, education and training, and community liaison.**
- **Humanitarian demining:** activities which lead to the removal of mine and ERW hazards, including technical survey, mapping, clearance, marking, post-clearance documentation, community mine action liaison and the handover of cleared land. Demining may be carried out by different types of organizations, such as NGOs, commercial companies, national mine action teams or military units. Demining may be emergency-based or developmental.
Note: in IMAS standards and guidelines, mine and ERW clearance is considered to be just one part of the demining process, and demining is considered to be one component of mine action.
- **Victim Assistance²:** refers to all aid, relief, comfort and support provided to victims (including survivors) with the purpose of reducing the immediate and long-term medical and psychological implications of their trauma.
- **Stockpile destruction:** the physical destructive procedure towards a continual reduction of the stockpile of explosive ordnance.
- **Advocacy:** in the context of mine action, the term refers to public support, recommendation or positive publicity with the aim of removing, or at least reducing, the risk from, and the impact of, mines and ERW.

D. Focus terminologies of surveys

Pre and Post Impact Assessment (PIA) KAP-oriented: PIA aims at measuring the impact of Armed Violence Reduction intervention on the affected community and more specifically on the evolution of their Knowledge, Attitudes and Practices (KAP oriented assessment) related to armed violence. It consists of a baseline/pre-assessment and one or more endline/post-assessments. PIA uses a nonrandomised sampling method, which targets indirect beneficiaries of armed violence reduction (AVR) activities and should be representative in terms of target groups, age and gender.

² For more information, see: Victim Assistance in context of mines and explosive remnants of war, Policy Paper, Handicap International, 2014:

http://www.hiproweb.org/uploads/tx_hidrtdocs/PP11VictimAssistance.pdf

Contamination Impact Survey (CIS): Quickly assesses the extent of potential contamination from mines/ERW/IEDs after conflicts. The survey maps, and when possible marks, potential dangerous areas and also gathers data from the community such as socioeconomic blockages resulting from actual or perceived contamination.

Non-Technical Survey (NTS) (IMAS 04.10): Refers to the collection and analysis of data, without the use of technical interventions, about the presence, type, distribution and surrounding environment of mine/ERW contamination, in order to define better where mine/ERW contamination is present, and where it is not, and to support land release prioritisation and decision-making processes through the provision of evidence.

Technical Survey (TS) (IMAS 04.10): Refers to the collection and analysis of data, using appropriate technical interventions, about the presence, type, distribution and surrounding environment of mine/ERW contamination, in order to define better where mine/ERW contamination is present, and where it is not, and to support land release prioritisation and decision making processes through the provision of evidence.

Small Arms and Light Weapons (SALW) surveys (ISACS 01.20): Collection and analysis of comprehensive quantitative and qualitative information on small arms and light weapons within a specific geographical area (e.g. region, country or community) with a view to determining the need for and nature of safe, effective and efficient interventions by appropriate stakeholders.

They seek to determine:

- The nature and extent of the spread and impact of small arms and light weapons;
- Public and stakeholder perceptions regarding small arms and light weapons, armed violence and related issues;
- The capacity to respond to the challenges posed by small arms and light weapons.

SALW surveys are sometimes referred to as “baseline assessments”, “mappings” or “national assessments”.

SALW control: Activities which aim to reduce the social, economic and environmental impact of uncontrolled SALW proliferation, availability, accessibility, use and misuse on individual, community and national safety and security.

Legal framework and international standards: Quick reminder

A. Main International and Humanitarian Law Instruments

Armed Violence Reduction is supported by many legal instruments at international level.

The Declaration of the Agenda 2030 for Sustainable Development³: “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels” (**Goal#16**)

- “16.1: Significantly reduce all forms of violence and related death rates everywhere.”
- “16.2: End abuse, exploitation, trafficking and all forms of violence against and torture of children.”
- “16.4: By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime.”
- “16.a: Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime.”

International Humanitarian Law⁴:

- “The principle of **distinction** requires that the parties to an armed conflict distinguish at all times between civilians and civilian objects on the one hand, and combatants and military objectives on the other, and that attacks may only be directed against combatants and military objectives. The purpose of this is to protect individual civilians, civilian property, and the civilian population as a whole. Under this principle, indiscriminate attacks are prohibited.”
- “The principle of **proportionality**, a corollary to the principle of distinction, dictates that incidental loss of civilian life and property or injury to civilians must not be excessive in relation to the concrete and direct military advantage anticipated.”
- **Protection** of civilian population and vulnerable people, including those in occupied territory is mentioned in **Geneva Convention IV⁵**.

Charter on inclusion of persons with disabilities in Humanitarian Action⁶ (2016)

This charter has been developed in advance of the World Humanitarian Summit (23rd and 24th of May 2016, Istanbul) by over 70 stakeholders from States, UN agencies, the international civil society community and global, regional and national organisations of

³ <https://sustainabledevelopment.un.org/post2015/transformingourworld>

⁴ <https://www.icrc.org/en/war-and-law>

⁵ <https://ihl-databases.icrc.org/applic/ihl/ihl.nsf/INTRO/380?OpenDocument>

⁶ The Charter: <http://humanitariandisabilitycharter.org/>

persons with disabilities. Revolving around 5 core principles (non-discrimination, equal access to services for everyone, full participation of persons with disabilities in crisis decision-making, development of global guidelines and policies, sharing of expertise and cooperation between all actors), it aims at lifting barriers persons with disabilities are facing in accessing relief, protection and recovery support and ensuring their participation in the development, planning and implementation of humanitarian programmes. It has been endorsed by 140 signatories (as of August 2016).

Examples of others instruments

- **International Criminal Tribunal for the former Yugoslavia (ICTY)**⁷, about the legality of the use of explosive weapons.
- **The Geneva Declaration on Armed Violence**⁸, which is a diplomatic initiative aimed at addressing the interrelations between armed violence and development.

B. Disarmament Treaties and Instruments

Ottawa Convention / The Mine Ban Treaty (MBT, 1997)⁹, is about Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines, and their Destruction. **The Maputo Action Plan 2014-2019**¹⁰ (adopted at the Third Review Conference) aims for significant and sustainable progress towards the commitment to ending the suffering and casualties caused by anti-personnel mines for all people for all time.

Convention on Certain Conventional Weapons (CCW, 1980) and its five Protocols of 1980 (I, II and III), 1995 (IV), and 2003 (V)¹¹: Prohibits and restricts the use of certain conventional weapons which may be deemed to be excessively injurious or to have indiscriminate effects. Divided in five protocols, two of them are related to mine action: Protocol II deals with landmines, booby-traps and other devices, and Protocol V deals with the problem of explosive remnants of war (ERW).

⁷ See PAX, “Unacceptable risk: Use of explosive weapons in populated areas through the lens of three cases at the ICTY”, 2014: <https://www.paxforpeace.nl/stay-informed/news/pax-explosive-weapons-pose-unacceptable-risk-to-civilians>

⁸ <http://www.genevadeclaration.org/home.html>

⁹ Full text of the MBT: <http://www.icbl.org/en-gb/the-treaty/treaty-in-detail/treaty-text.aspx>

¹⁰ Full text of Maputo Action Plan: <http://www.maputoreviewconference.org/fileadmin/APMBC-RC3/3RC-Maputo-action-plan-adopted-27Jun2014.pdf>

¹¹ Full text of the CCW and its Five Protocols:

[http://www.unog.ch/80256EE600585943/\(httpPages\)/4F0DEF093B4860B4C1257180004B1B30?OpenDocument](http://www.unog.ch/80256EE600585943/(httpPages)/4F0DEF093B4860B4C1257180004B1B30?OpenDocument)

Oslo Convention on Cluster Munitions (CCM, 2008)¹² prohibits all use, stockpiling, production and transfer of Cluster Munitions. Separate articles in the Convention are about assistance to victims, clearance of contaminated areas and destruction of stockpiles. The **Dubrovnik Action Plan 2015-2020**¹³ was adopted at the First Review Conference of the Convention and seeks to ensure effective implementation of the provisions.

Arms Trade Treaty (ATT, 2013)¹⁴ aims to reduce the countless deaths and suffering caused by the transfer of conventional arms across the borders by asking signatory countries to put in place standards for their international sale. This includes an assessment system that evaluates the risk that arms could be used for war crimes and crimes against humanity.



Human Rights Treaties and Instruments

- **Universal Declaration of Human Rights (UDHR, 1948)**¹⁵: Article 3: Everyone has the right to life, liberty and security of person.
- **UN Convention on the Rights of the Child (CRC, 1989)**¹⁶: Article 6: 1. States Parties recognize that every child has the inherent right to life. 2. States Parties shall ensure to the maximum extent possible the survival and development of the child.
- **Convention on the Rights of Persons with Disabilities (CRPD, 2006)**¹⁷: This convention depends on a vision of an inclusive society in which everyone has the same rights and opportunities.

C. Main standards

In arms-related fields, it is crucial to know, understand, respect and apply international, national and the organisations' standards.

International Mine Action Standards (IMAS)¹⁸ have been developed to improve safety, efficiency and effectiveness in mine action and to promote a common and consistent approach to the conduct of mine action operations. IMAS provide guidance, establish principles and, in some cases, define international requirements and specifications¹⁹.

¹² Full text of the CCM: <http://www.clusterconvention.org/the-convention/convention-text/>

¹³ Full text of Dubrovnik Action Plan: <http://www.clusterconvention.org/wp-content/uploads/2016/04/The-Dubrovnik-Action-Plan.pdf>

¹⁴ Full text of the Arms Trade Treaty: <https://www.un.org/disarmament/convarms/att/>

¹⁵ The UDHR: <http://www.un.org/en/universal-declaration-human-rights/>

¹⁶ The CRC: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

¹⁷ The CRPD:

<http://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx>

¹⁸ IMAS: <http://www.mineactionstandards.org>

¹⁹ In this case, international requirements and specifications refer to those treaties, international laws and conventions, international agreements, international ISO standards etc. that have already been agreed to by participating nations.

They provide a frame of reference, which encourages the sponsors and managers of mine action programmes and projects to achieve and demonstrate agreed levels of effectiveness and safety. They provide a common language, and recommend the formats and rules for handling data, which enable the accurate and timely exchange of important information. The standards in force for all UN mine action operations are listed²⁰. Humanitarian Mine Action (HMA) operators have to comply with IMAS requirements when National Mine Action Standards are not defined or do not exist.

National Mine Action Standards (NMAS): Agreements that set the minimum requirements for mine action in a given country. They adhere to the principles of IMAS, reflect local laws and conditions, drafted through a consultative process involving all stakeholders, and are endorsed by the National Mine Action Authority.

Standard Operating Procedures (SOPs): Instructions that define the preferred or currently established method of conducting an operational task or activity at programme/country level. Their purpose is to promote recognisable and measurable degrees of discipline, uniformity, consistency and commonality within an organisation, with the aim of improving operational effectiveness and safety. SOPs should reflect local requirements and circumstances.

International Ammunition Technical Guidelines (IATG)²¹ provide a frame of reference, which encourages national authorities responsible for conventional ammunition stockpile management to achieve and demonstrate effective levels of safety and security. They provide a common language, are based on sound and accepted explosive science, recommend an integrated risk and quality management system, and allow for a progressive, integrated improvement in safety and security in line with available resources.

International Small Arms Control Standards (ISACS)²² are voluntary international standards that provide practical guidance on putting in place effective controls over the full life-cycle of small arms and light weapons so as to reduce the risk of their falling into the hands of those who would misuse them. They seek to provide clear, practical and comprehensive guidance to practitioners and policymakers on fundamental aspects of Small Arms and Light Weapons (SALW) control. The standards fit within the global framework created by the UN Programme of Action, the International Tracing Instrument and the UN Firearms Protocol and the Arms Trade Treaty; and build upon best practices elaborated at regional and sub-regional levels.

²⁰ List of IMAS: <http://www.mineactionstandards.org/standards/international-mine-action-standards-imas/imas-in-english/>

²¹ IATG: <https://www.un.org/disarmament/un-safeguard/guide-lines/>

²² ISACS: <http://www.smallarmsstandards.org/>


Stakeholders

Armed Violence Prevention activities involve many stakeholders at different levels. In order to organise the activities and avoid mistakes, it is important to study which actor will regulate, validate, be responsible, operational, facilitator or will have a consultative part. Depending on the context, the programme/project managers will have to properly assess and analyse their roles, interactions, their different interests and influences, through the [initial diagnosis](#) and [surveys](#).

Also refer to:

- ➔ Transversal factsheet 3 - [Inclusion: Gender, age and disability](#)
- ➔ Transversal factsheet 4 - [Participatory approach](#)

Stakeholders and their roles depending on level

STAKEHOLDER	ROLE
	
INTERNATIONAL	
International NGOs and organisations	Operators / Service providers / Advocacy
UN agencies (UNMAS, UNHCR, UNICEF, etc.)	Donors / Service providers / Decision-makers
ICRC	Operators / Service providers
Institutional and private donors	Donors / Decision-makers
Academic & Research institutions and organisations	Technical & Quality support / Partners
Commercial companies	Operators / Service providers
AVR / Mine Action organisations (HI, MAG, Halo Trust, NPA, DDG, DCA, AAR, SAS, AOAV, HRW, Amnesty International, ect)	Operators / Service providers / Advocacy



NATIONAL

Government, ministries and institutions (Defence, Education, Social Affairs, Home Affairs, etc.)	Decision-makers / Users
National Mine Action Authorities (NMAA) and Mine Action Centres (MAC)	Decision-makers / Service providers
Health structures	Service providers
Civil society organisations	Partners / Advocacy / Users
Mine Action organisations (national)	Operators / Service providers
ICRC and National Red Cross and Red Crescent Societies	Service providers
Academic & Research institutions and organisations	Technical & Quality support / Partners
Commercial companies	Service providers



LOCAL

Local authorities	Decision makers / Users
Communities' members and leaders	Users / Direct actors
Service providers (Health structures, INGOs, NGOs, CBOs...)	Operators
Non-state armed groups & Gangs	Perpetrators of violence / Services users

The Armed Violence Prevention (AVP)

A. An Armed Violence Reduction (AVR) Unit within Handicap International

The AVR Unit is responsible for the development and application of policies and standards related to Armed Violence Reduction. It mobilises programmes and missions to apply the unit's guidelines and ensure that quality requirements are met. It encourages and supports the development of innovative methods and techniques to improve AVR.

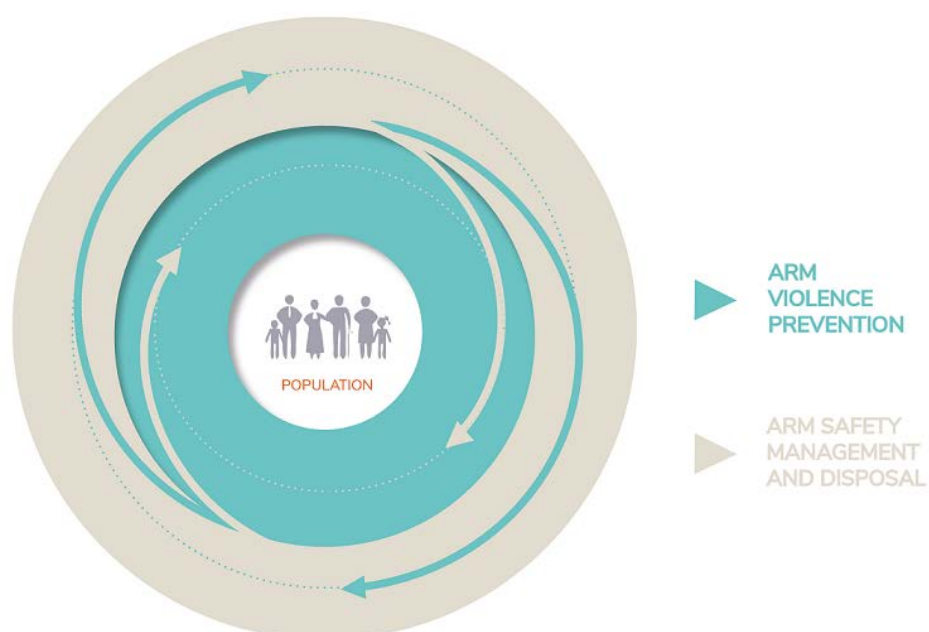
Two sectors compose this Unit: the **Armed Violence Prevention (AVP) sector** and the **Arm Safety Management and Disposal (ASMD) sector**. They provide technical assistance, advice, support and guidance to programmes and projects (currently 20 countries).

They are responsible for:

- Supporting the strategic development of AVP/ASMD programmes, projects or activities;
- Ensuring quality control and evaluation;
- Capacity development;
- Innovation and knowledge management;
- Networking and external relations.

Through capacity building and a participative approach, **AVR activities** implemented in emergency and open conflict contexts aim at changing behaviours and involving the community to take over this safety dynamic. It empowers people to break the cycle of violence, feel safer and socio-economically resilient. It mitigates the short and longer-term effects of the conflict.

Armed Violence Reduction Technical Unit



B. The activities of Armed Violence Prevention

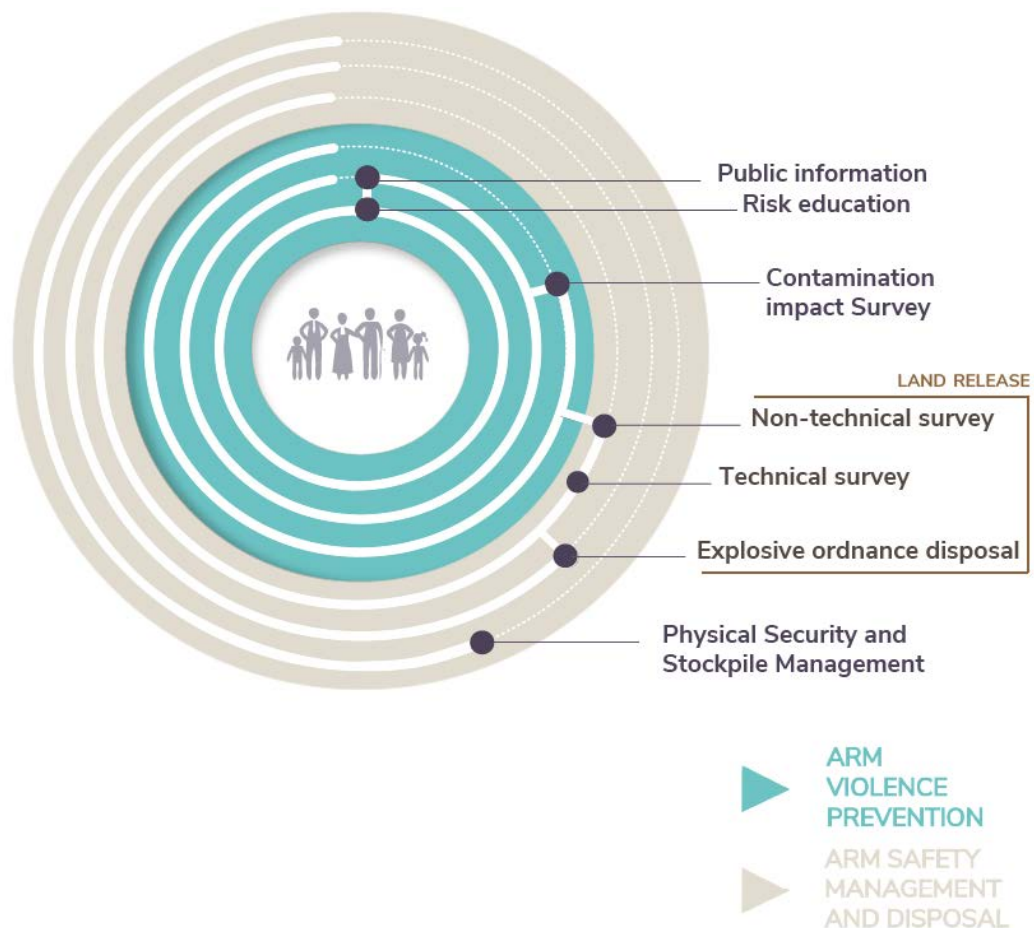
This guide is about the prevention sector of armed violence reduction (AVR): **The green part of the diagram.**

Activities related to Armed Violence Prevention are developed in many projects, many contexts and take many forms, keeping the same objective: **To keep the population safer from risks related to arms by changing their behaviours.** Thus contributing to a wider outcome: **Building resilience and socio-economic development.**

The Armed Violence Prevention sector has three main interventions:

- On a wide level: public information through mass media;
- Risk education on a more specifically targeted context and its at-risk populations;
- A contamination impact survey will allow marking the threats and prioritising the technical intervention according to the community's socioeconomic needs.

Operational breakdown of AVR Unit



To define and prepare these three main interventions, factsheets are proposed in the next part (Practical guide) to help project managers implement Armed Violence Prevention activities.

The first factsheet - **Initial diagnosis** - will help project managers, coordinators and all people involved in writing a project to assess the needs and build a project addressing those needs, in accordance with basic quality standards.

→ See Activity factsheet 1 - [Initial diagnosis](#)

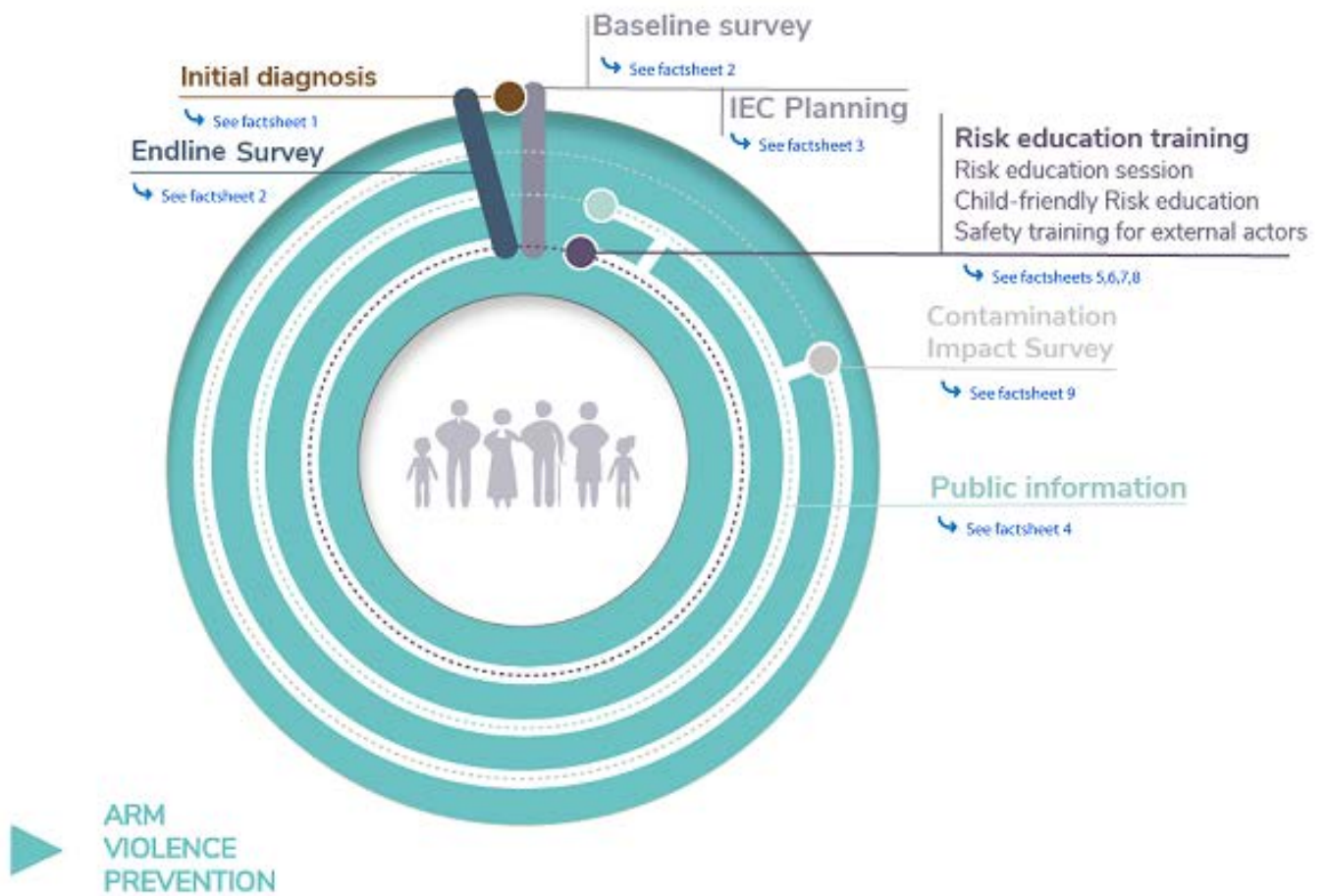
After that, the factsheets detail **activities to be implemented** according to the considered response:

- **Impact assessment** (baseline & endline surveys, KAP-oriented)
 - See Activity factsheet 2 - [Baseline and endline surveys](#)
- **Information, Education and Communication (IEC)**
 - See Activity factsheet 3 - [IEC planning](#)
- **Public information**
 - See Activity factsheet 4 - [Public information](#)
- **Risk Education** (training and direct group sessions)
 - See Activity factsheet 5 - [Risk education training](#)
 - See Activity factsheet 6 - [Risk education sessions](#)
 - See Activity factsheet 7 - [Child-friendly risk education](#)
 - See Activity factsheet 8 - [Safety training for external actors](#)
- **Contamination Impact Survey**
 - See Activity factsheet 9 - [Contamination impact survey](#)

During these activities, **several transversal elements and approaches must be used**:

- To **achieve consistent quality** throughout the entire operation
 - See Transversal factsheet 1 - [Quality management](#)
- To **collect, record, report, analyse, use, disseminate and maintain information**
 - See Transversal factsheet 2 - [Information management](#)
- To **take into account gender, disability, age** and adapt project, methodologies, processes and accessibility consequently
 - See Transversal factsheet 3 - [Inclusion: Gender, age and disability](#)
- To **take into account the point of view of everyone who has a stake in the intervention**
 - See Transversal factsheet 4 - [Participatory approach](#)
- To **create synergies between HI's different responses to vulnerable people** (rehabilitation, livelihood, psychosocial support, advocacy)
 - See Transversal factsheet 5 - [Synergies with victim assistance activities](#)

Activity factsheets and their tools



To implement the activities - Practical guide

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Introduction

This part of the guide is made of 9 activity factsheets and 5 transversal factsheets. They all refer to tools in the third part: the toolbox. These tools are available from: https://publications.handicap-international.org/AVR/AVP_PGGM_27/

The **9 activity factsheets** are built with the following components:

- **What is it?** Definition
- **Targets:** With/for whom to implement the activity/approach
- **What for?** Expected results and outcomes
- **How?** Key steps, process, tools, final products and validation (internal/external)
- **Main standards and policies:** International or internal references to comply with
- **MEAL:** Monitoring, Evaluation, Accountability and Learning references
- **Tips:** On transversal approaches, including recommendations gathered from lessons learned

The **5 transversal factsheets** are built with the following components:

- **What is it?** Definition
- **What for?** Expected results and outcomes
- **How?** Key steps, process, tools
- **Main standards and policies:** International or internal references to comply with

Activity factsheet 1 - Initial diagnosis

What is it?

An initial diagnosis is gathering enough secondary and primary data in order to assess the needs and build a project addressing those needs, in accordance with basic quality standards: effectiveness, efficiency, relevance, sustainability and impact.

Targets

HI operational and technical project teams, Mine Action and local authorities, future involved stakeholders and communities.

What for?

The key objective of an initial diagnosis is to feed strategic programming related to armed violence reduction (AVR) interventions, covering HI scopes of activities. It enables to evaluate the environmental and human impacts of arms (mines/ERW/SALW/IED) to better inform stakeholders, allocate suitable resources and tailor appropriate responses.

This diagnosis allows to:

- Better understand the **legal framework** applicable in the country/area.
- Evaluate the **human and environmental impacts** to better understand the context and identify related needs in order to feed further programming:
 - Identify **contamination** type, nature and coverage;
 - Evaluate the **sociological, economic and human impacts**;
 - Identify **risk factors**, motivations, and **at-risk groups** to sharpen the project's targeting;
 - Elaborate stakeholders' mapping and available capacities to **coordinate properly and define HI perspectives according to the findings**.
- Contribute to **feed the Communication and Advocacy** units.

How?

The method used is a combination of secondary data review and semi-structured interviews (primary data collection). The assessor identifies a set of questions he/she wants to cover during the course of each meeting according to the interviewee's profile and specific area(s) of knowledge/intervention. All information collected must be precisely sourced.

Process	Required documents	Validation
<ul style="list-style-type: none"> Conduct the needs assessment according to protocol → See Tool 1: Initial diagnosis package Define your project → See Tool 2: Project indicators package → See Tool 3: Human Resources package 	<ul style="list-style-type: none"> Initial diagnosis report Concept note 	Internal: Technical Advisors assess the relevance and feasibility to launch the design phase of the project

Main standards and policies

All sources of information collected during the initial diagnosis must be properly referenced. Refer to IMAS [01-10](#); [02-10](#); [04-10](#); [07-30](#) and to related NMAS.

Monitoring, Evaluation, Accountability and Learning references

→ See Transversal factsheet 2 - [Information management](#)

Tips

Remote activity	Focus on data accuracy and on information sources' quality and transparency
Synergies	Refer to HI Initial diagnosis practical guide (coming soon) to liaise with other HI sectors, avoid overlaps, optimize data management and findings analysis
Inclusion	<p>It is the basis for an inclusive project: disaggregate all data:</p> <ul style="list-style-type: none"> Identify the different target groups; Ensure participation of all by adapting the methodology to allow the widest range of participation: make it child-, disability-, age- and gender-sensitive. <p>It will result in building a project on relevant data, thus leaving no one behind.</p> <p>→ See Initial diagnosis phase, in Toolbox PME (Project Planning, Monitoring and Evaluation) on GRAASP²³</p>

²³ Ask access to HI PISE Unit.

Activity factsheet 2 - Baseline and endline surveys

What is it?

The purpose of this type of survey is to provide an information basis, a *baseline* that will allow:

- Monitoring and assessing an activity progress and effectiveness during its implementation and once it is completed (endline).
- Adjusting the project activities to the findings.

Targets

HI operational and technical project teams, Mine Action and local authorities, future involved stakeholders and communities.

What for?

To inform the whole project, it is mandatory to know who is concerned, where, what is the level of knowledge, what attitudes and practices is the population adopting and why. The baseline survey is also a way to better understand and identify which communication channels can be used, cultural sensitivity, obstacles, constraints and opportunities to implement properly an armed violence protection (AVP) project. Baseline surveys' key findings enable HI to adapt and tailor its activities to the actual needs of affected communities and endline surveys allow to measure activities' impact and the related behaviour changes.

How?

The method used is interviews based on a tailored questionnaire and Focus Groups Discussions developed thanks to a Pre and Post Impact Assessment protocol. All information collected should systematically be precisely sourced, results should be analysed, key findings must be evidence-based and presented into the final report. Analysis should include recommendations for further programming and activities' tailoring.

Process	Required documents	Validation
Fill out the protocol and develop the questionnaire to conduct the survey → See Tool 4: Pre and post impact assessment package	<ul style="list-style-type: none"> • Survey protocol completed • Survey Questionnaire • Pre and/or Post Impact Assessment Analysis report 	Internal: Technical Advisors assess if survey protocol and questionnaire satisfy quality requirements and assess the relevancy of the survey's analysis report

Main standards and policies

Refer to IMAS [05-10](#), [14 -10](#)

Monitoring, Evaluation, Accountability and Learning references

This survey is a tool to document project indicators 'Means of Verification'.

It should be closely linked with project monitoring and evaluation plan for any mid-term review, when the activity is being assessed for the activity completion report and for any subsequent evaluations.

- See **Tool 2: Project indicators package**
- See Transversal factsheet 1 - [Quality management](#)
- See Transversal factsheet 2 - [Information management](#)
- See HI Practical Guide 22: **How to conduct a qualitative/quantitative study? From planning to using findings** on [SkillWeb](#)

Tips

Remote activity	Focus on data accuracy, information sources' quality and transparency.
Synergies	Refer to other baseline and endline surveys carried out to liaise with other HI sectors, avoid overlaps, optimise data management and findings analysis.
Inclusion	Based on the relevance of the initial diagnosis, keep collecting disaggregated data through an inclusive methodology (child, gender, disability and age-sensitive).

Activity factsheet 3 - IEC planning

What is it?

It is the first step of an armed violence protection (AVP) project, based on initial diagnosis and then completed with the baseline key findings and all new relevant information; it is about **adjusting** and **planning** your project. It is establishing a strategy on **how to inform, educate and communicate** (to whom, when, where) **to prevent and reduce arms-related risks**, thus keeping at-risk groups safer with a sustainable impact.

Targets

Project team, key stakeholders: affected communities, community representatives, international and national NGO, authorities (enhancing participative approaches and accountability).

What for?

AVP projects are mainly relying on Information Education Communication (IEC) activities, materials and tools development to reach their goals. Having a properly built IEC strategic planning will allow activities such as Risk Education and Public Information to have the best possible impact.



Lesson learned

Often, projects' teams have rushed through IEC planning to start these activities, and failed to reach their goal: material not appropriate or not approved by the competent authority; trainings not adapted; failure to reach the most at-risk population.

How?

Using participatory approaches, by involving relevant and key stakeholders such as final beneficiaries, community members, decision makers (authorities, community's representatives, schools, health centres, etc.) through workshop sessions, to start brainstorming on IEC strategic planning and define the appropriate tools, materials and futures activities to be created or implemented.

➔ See **Tool 6: IEC material production package**

Process	Required documents	Validation
<p>Based on initial diagnosis and baseline survey key findings, design programme's IEC planning with a participatory approach</p> <p>➔ See Tool 5: IEC planning package</p>	<ul style="list-style-type: none"> A tailored IEC strategic planning 	<p>Internal: Technical Advisors assess participatory approach process and relevancy of IEC strategic planning</p>

Monitoring, Evaluation, Accountability and Learning references

➔ See Transversal factsheet 4 - [Participatory approach](#)

Tips

Remote activity	Involve partners and affected communities in workshops to design appropriate and tailored IEC materials, field tests must be implemented systematically – using appropriate media: Skype, WhatsApp, etc.
Synergies	<p>Victim Assistance (VA): IEC materials must be disability inclusive; liaise with Inclusive Education or Psychosocial support (PSS) teams for a “do no harm” approach.</p> <p>Explosive ordnance disposal (EOD): Liaise with EOD team to get accurate pictures and information regarding mines, ERW, IEDs and SALW existing threats.</p> <p>Advocacy and communication: Share production with advocacy when relevant.</p>
Inclusion	The communication must not reinforce stereotypes or prejudice (on women, disability, etc.), but rather demonstrate inclusion, empowerment and diversity.

Activity factsheet 4 - Public information

What is it?

Public Information aims to address a wide audience with life-saving messages on arms threats through mass media such as TV, radio, social media, magazines, newspapers and phones (SMS campaign). It is one of the ways to implement your Information Education Communication (IEC) planning by tailoring safety messages to maximize their impact.

Here are some examples:

- In case of bombing/shelling: quick and massive distribution of awareness materials (leaflets, flyers, stickers);
- In case of mass IDP/refugees displacement: set up billboards in strategic places;
- In case of sporadic attacks with specific explosive remnants (cluster munitions, IEDs): emergency SMS campaign with short life-saving messages;
- Others: spreading awareness to specific at-risk groups (age groups, risk takers): using social media, radio spots, broadcasting of TV spots.

Targets

General public, all affected population (threatened by arms), specific at-risk groups (age groups, IDPs, refugees, risks takers...).

What for?

Public Information is developed to quickly reach a wide audience by using mass media, either to reach inaccessible areas or to strengthen Risk Education activities.

How?

The messages and media should already be identified in your IEC planning.

➔ See Activity factsheet 3: [IEC planning](#)

A quick study of successful previous mass media campaigns (famous comic books, characters, and advertising campaigns in the country, etc.) as well as currently available and accessible media (in case phone network is interrupted for instance) will help define the best methods and choose the media. Selection of service providers must be done according to logistic procedures. Depending on the timeframe and contexts, involve relevant and key stakeholders (beneficiaries, users, designers, authorities) to design and develop your public campaign with a participatory approach and make sure to follow validation process.

➔ See **Tool 7: Public information package**



Lesson learned

Projects' teams have often rushed through this activity and failed: both quality and quantity of material produced is not appropriate, not approved by the competent authority, etc.

Remember to provide community focal points, HI partners and authorities with a contingency stock to react quickly in case of emergency. Always keep in mind all logistic and financial aspects to stay in line with allocated budget – but do include enough financial provision in project proposals for IEC material production!

Process	Required documents	Validation
Based on IEC planning, design and produce appropriate public information materials → See Tool 6: IEC material production package	<ul style="list-style-type: none"> • IEC material production workshop's report (including field tests results) • Public Information produced material/ prototype 	Internal: Technical Advisors assess participatory approach process, quality of workshops' outputs and final material example/prototype

Monitoring, Evaluation, Accountability and Learning references

- See **Tool 2: Project indicators package**
- See Transversal factsheet 1 - [Quality management](#)
- See Transversal factsheet 2 - [Information management](#)

Tips

Remote activity	Involve partners and affected communities in workshops to design appropriate Public Information materials and field test it! Use appropriate media such as Skype, WhatsApp, etc. Plan a contingency stock of materials for partners or Community Focal Points (CFP) working in remote settings.
Synergies	Victim Assistance (VA): Public Information materials should be disability inclusive: liaise with Inclusive Education and Psychosocial support (PSS) teams. Basic needs: Public Information products can be set up or distributed on NFI/food distribution sites (in IDPs/refugees camps, public places). Safety messages can be printed on distribution bags or materials (buckets, shelters sheets, etc.). Explosive ordnance disposal (EOD): Liaise with EOD team to get accurate pictures and information regarding mines, ERW, IEDs and SALW existing threats.

	<p>Advocacy: Share testimony production with advocacy.</p> <p>➔ See Tool 10: Testimony package</p>
Inclusion	<p>Make sure the messages do not convey stereotypes or discrimination.</p> <p>Try as much as possible to let the voice of affected people be heard.</p> <p>Think of accessible and alternative formats of communication (gender, age, literacy, language and disability-sensitive).</p>

Activity factsheet 5 - Risk education training

What is it?

Risk Education (RE) training seeks to build capacity of people in charge of delivering qualitative Risk Education sessions (see Activity Factsheet 6: [Risk education sessions](#)), in order to collect accurate data and report on Risk Education activities. Upon completion, trainees will be accredited to conduct sustainable RE sessions among at-risk groups. This certification can be delivered by HI and/or by the National Mine Action Authority and/or UNMAS.

Targets

HI partners, HI agents, Community Focal Points & key community members (local leaders, teachers, health workers...).

What for?

RE training aims at building technical and pedagogical capacities of key community members to spread awareness regarding the threat posed by arms, increase durably the capacity of affected communities to prevent accidents and to adopt life-saving behaviour.

How?

Based on the HI Risk Education generic training curriculum, the project manager must adapt and tailor the RE training according to the contexts and needs. He/she must as well review, adapt or produce related Information Education Communication (IEC) materials & tools and data collection forms. Participatory teaching methods (practical exercises) must be included all along the training period and trainees have to pass a final test to get a certificate.

➔ See SkillWeb page on **ToT trainings**: <http://www.hiproweb.org/en/home/trainings-methods-and-technics/tools-for-trainers.html>

➔ See **HI Platform: Learn & Go**: <http://hilearngo.handicap-international.org>

Process	Required documents	Validation
Adapt RE training curriculum and training material	<ul style="list-style-type: none">• HI RE SOP• Tailored RE training package	Internal: Technical Advisors assess if the RE training package fulfils quality requirements, prior to the training

→ See Tool 8: RE training material courses package	<ul style="list-style-type: none"> • List of Trainee's certificates delivered • Records of Training's evaluation 	External: MAC/UNMAS/Ministry of Education may assess if HI RE training package satisfies quality requirements and is in compliance with local standards; accreditation of trainees may occur
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Main standards and policies

Prior to implementing RE training, HI shall be accredited (or granted authorisation) from local authorities. In case of a training of teachers, the activity must be supported by a proper Memorandum of Understanding (MoU) with the Ministry of Education. Refer to IMAS [06-10](#) and related NMAS as well as HI RE SOP.

Monitoring, Evaluation, Accountability and Learning references

- See Tool 2: **Project indicators package**
- See Transversal factsheet 1 - [Quality management](#)
- See Transversal factsheet 2 - [Information management](#)

Tips

Remote activity	Adapt the remote RE training to the appropriate communication channel (Skype, etc.) and make it user-friendly and accessible. Enrich your training with interactive tools (videos, quiz games, group discussions, and role plays) and use feedbacks to evaluate level of understanding and assess learning process.
Synergies	Victim Assistance (VA): Include Psychosocial support (PSS) modules. → See Tool 8 - Day 4: Psychological first aid documents
Inclusion	Think accessible space, time and language(s). → See Tool 8: Training accessibility checklist Ensure diversity of trainers and trainees (age, gender, disability, ethnicity, etc.). Highlight participants point of view and interests in order to make the training as participative as possible.

Activity factsheet 6 - Risk education sessions

What is it?

Risk Education (RE) Sessions are organised in the communities with a group of people or at house level with a family to inform on explosive remnants of war and arms threats. They provide life-saving messages and Information Education Communication (IEC) materials to prevent and reduce the risk of accidents (death and/or injuries). RE Sessions are tailored to promote individual and community life-saving behaviours of women, men, girls and boys in accordance with their different vulnerabilities, roles and needs.

Targets

All affected population (threatened by arms), specific at-risk groups (age groups, IDPs/refugees, risk takers).

What for?

The goal of Risk Education is to reduce the risk of accidents, promote safe behaviours to minimise the negative impact posed by arms.

How?

RE Sessions are conducted by qualified and trained people (See Factsheet 5: [Risk education training](#)) in dedicated places (refugees or IDPs camp, market, school, religious place, social centres, homes, etc.), using passive and participatory methods, and using tailored IEC materials. RE Sessions must be tailored to the audience profiles (gender, age group, type of risk takers) and duration must be adapted to the local context (from 20 minutes to 1 hour), with a maximum of 20 to 25 persons per session. Above these time and number, the quality and impact of the session will decrease as well as key messages memorization.

Process	Required documents	Validation
Adapt RE session curriculum to local context and target groups Develop IEC appropriate tools & materials	<ul style="list-style-type: none">• HI RE SOP• Tailored RE session curriculum• IEC material production	Internal: Technical Advisors assess if RE session curriculum, pre-post

Develop pre-post tests to measure knowledge and effect of activity → See Tool 9: RE group sessions package → See Tool 6: IEC material production package → Tool 17: Pre & post RE sessions knowledge assessment package	workshop's report (including field tests results) <ul style="list-style-type: none"> • IEC material/prototype produced • Pre-Post RE session Test protocol and form 	tests and related IEC material fulfil quality requirements
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Main standards and policies

Methods and operational procedures to conduct RE sessions are included into internal Standard Operating Procedures (SOPs) in the chapter on RE activities. Refer to IMAS [12-10](#) and related NMAS.

Monitoring, Evaluation, Accountability and Learning references

- See Tool 2: **Project indicators package**
- See Tool 17: **Pre & post RE sessions knowledge assessment package**
- See Transversal factsheet 1 - [Quality management](#)
- See Transversal factsheet 2 - [Information management](#)

Tips

Inclusion	<p>It is important to remember that Risk Education Sessions in a context of emergency are a step leading to many other activities, including a more qualitative Risk Education, that will better target at-risks population with their specificities (gender, age, disability, etc.) and will anchor in the communities, capacitating people to protect themselves.</p> <p>Tools and methods used for RE sessions must take into account the vulnerabilities and be disability inclusive. Check the space used for the session (is it possible to circulate with a wheelchair?), use a sign language translator if needed (ask your technical adviser about the RE script for persons with hearing impairment developed in Gaza and the targeting of “specialised and mainstream school”), etc.</p> <p>Cultural and social norms must be respected: in many contexts, men and women should be addressed in separate groups, and the RE agent should</p>
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	<p>have the same gender as its audience.</p> <p>→ See Transversal factsheet 3 - Inclusion: Gender, age and disability</p> <p>For children and youth:</p> <p>→ See Activity factsheet 7 - Child-friendly risk education</p>
Synergies	<p>Liaise with other HI sectors of activities to identify synergies.</p> <p>Mainstreaming RE when relevant: for instance, during clearance and/or non-technical survey (NTS).</p> <p>A RE session is also a key moment to identify victims, assess their needs and refer them to appropriate services.</p> <p>→ See Transversal factsheet 5 - Synergies with victim assistance activities</p>
Communication and advocacy	<p>A RE session is a key moment to gather testimonies to feed the advocacy and communication units.</p> <p>→ See Tool 10: Testimony package</p>

Activity factsheet 7 - Child-friendly risk education

What is it?

Child-friendly Risk Education seeks to support the children learning process of basic safety messages. Risk Education (RE) must be tailored for children according to their age groups (6-11 and 12-17 years old), taking into account what material and messages can be used and what is the best way for children to learn and memorize safety messages. Location and time are crucial elements.

Targets

Children from 6 to 11 and from 12 to 17 years old.

What for?

Specific child-friendly factsheet and tools have been developed to answer the fact that often, the impact of RE, if not adapted, is lower with children, and the adult format of session can be traumatic to them. Risk Education for children aims at teaching in a friendly way safe behaviours to adopt when living in mine/explosive remnants of war-contaminated areas or when threatened by arms in general, to reduce the risk of accidents. Children are often the most at-risk groups because of their natural curiosity and their lower capacity to understand and analyse dangerous vs. safe situations.

How?

Child-friendly activities can be co-developed with teachers, social/youth workers, national/local authorities (Ministry of Education) as well as with the children themselves (child-to-child), to foster their participation and interest in the matter. They can be combined with a direct Risk Education group session (See Factsheet 6: [Risk education sessions](#)), tailored for each age group. Child-friendly activities are conducted by qualified and trained people (See Factsheet 5: [Risk education training](#)), using mostly participatory methods. They can be implemented in schools, public spaces, and child-friendly spaces (CFS). Activities duration (20 minutes to an hour) must be adapted to the local context and age groups, and the number of children participants should be kept as low as possible (i.e. maximum 20 to 25 people for RE group sessions), to optimise audience control and memorization process. RE child-friendly activities are often developed in contexts where populations are suffering

of psychological trauma (conflict/post conflict) so we recommend as much as possible to request and include the support of Psychosocial support (PSS) officers all along this activity implementation.

Process	Required documents	Validation
Tailor appropriate Child-friendly RE activities → See Tool 11: Child-friendly approaches package	<ul style="list-style-type: none"> • HI RE SOP including Child-friendly related activities • Tailored Child-friendly activities curriculum • Information Education Communication (IEC) Child-friendly material production workshop's report & related material/prototype produced 	Internal: Technical Advisors assess if Child friendly RE activities satisfies quality requirements

Main standards and policies

Methods and operational procedures to conduct RE activities among children must be include into internal SOP - Refer to IMAS [12-10](#) & and related NMAS.

Monitoring, Evaluation, Accountability and Learning references

- See **Tool 2: Project indicators package**
- See Transversal factsheet 1 - [Quality management](#)
- See Transversal factsheet 2 - [Information management](#)
- See Transversal factsheet 4 - [Participatory approach](#)

Tips

Quality management	Sustainability: Appropriate training for teachers and provision of tailored teacher manual allow quality and sustainability. Involve Ministry of Education (liaise and get the validation) or other international and local NGO dedicated to children aids (Save the children, War Child, UNICEF, etc.) to get technical support and external quality assessment.
Inclusion	Ensure boys and girls can participate equally to activities. Take into account different types of activities according to gender (i.e.

	<p>who goes in the field/ to get water, education and socialisation places, etc.).</p> <p>Ensure involvement of family members in charge of education-related activities.</p> <p>→ See Transversal factsheet 3 - Inclusion: Gender, age and disability</p>
Participation	<p>Involve children into project and activities design and implementation. If relevant and possible with the context (security, sensitivity), encourage community participation by involving parents and by encouraging children to spread messages and develop activities in their community.</p>
Communication and advocacy	<p>Train your RE agents into collecting testimonies that show the impact of child-friendly activity for the individual and for the community.</p> <p>→ See Tool 10: Testimony package</p>

Activity factsheet 8 - Safety training for external actors

What is it?

When HI implements armed violence reduction (AVR) projects, it becomes a reference for other humanitarian actors. Consequently, teams are often solicited to train other field aid workers (and journalists, etc.) operating in contaminated areas. This training is intended to provide safety information and to promote safe behaviours to minimise the risk of accidents.

Targets

INGOs/NGOs/local organisations employees, specific groups: journalists, health workers, etc. This “duty of care” extends to all who work in areas where there is a threat of either mines, explosive remnants of war (ERW) or IEDs.

What for?

Providing safety training to humanitarian workers regarding the risks posed by ground contamination enable them to know how to avoid mines, ERW and IEDs accidents. They will learn how to adopt safe behaviours and how to mitigate the risk of accidents when travelling to an affected area, as well as how to behave during bombing or shelling situations. Beyond each person’s responsibility regarding their own security, employers do have a responsibility to ensure that all staff receives proper safety training before they commence working in a new environment. While Risk Education sessions intend to reach the general public in affected communities, safety trainings are meant to target institutions and their staff working in hazardous settings.

How?

HI must get official requests from organisations to conduct safety trainings and then keep proper record of it. Relevant authorities should be informed on a regular basis of type and number of people trained. The safety-training package (curriculum, courses material, practical exercises, and evaluation tests to get the certificate) must be adapted and tailored according to the local context.

➔ See **Tool 8:**

- Day 3 and Day 4: **Safety documents.**

- Day 4: **Security material:** Zones under fire or bombardments (including terrorist attack); Mines and explosive remnants of war; Demonstrations and civil unrest; Crossing a checkpoint.

Process	Required documents	Validation
Adapt safety training curriculum and training material to local context: → See Tool 8 - Day 4: Landmines, explosive remnants of war and IED safety handbook (UNMAS) → See also Safety training applications: online courses (UNMAS)	<ul style="list-style-type: none"> • HI SOP Safety training chapter • Tailored Safety training curriculum 	Internal: Technical Advisors assess if HI safety training fulfils quality requirements, prior to training External: MAC/UNMAS (or relevant authorities) check if HI safety training fulfils quality requirements and control the quality of safety trainings delivered by HI

Main standards and policies

Prior conducting safety trainings, HI must get the official accreditation (or authorisation) from local/national authorities (MAC, UNMAS...) to implement it. Refer to IMAS [10-10](#), [10-20](#) and related NMAS as well as HI SOP Safety training chapter.

Monitoring, Evaluation, Accountability and Learning references

- See Tool 2: **Project indicators package**

Tips

Inclusion	Only for adults – try to liaise with inclusion officers/PM to make it more inclusive. Include the basis of inclusion principle in the key messages.
Remote activity	Can be achieved through partners, with proper training.

Activity factsheet 9 - Contamination impact survey

What is it?

It is a survey, based on primary and secondary data²⁴ collection and analysis, to locate and mark contamination hazards, to inform local population and improve their safety. It also gathers useful information to prioritize further technical interventions (NTS, TS, mines/ ERW /IED clearance and disposal).

Two types of data collected:

- Evidence of hazards, number and type of accidents to evaluate the threat level
- Local socioeconomic impact of this contamination to inform and prioritize further humanitarian intervention (i.e. schools, health centres, roads, areas with economic potential).

In emergency and open conflict, the team will focus on preventing accidents by marking hazards and informing local residents based on evidences.

Targets

All affected population, Mine Action and local authorities, future involved stakeholders and communities.

What for?

To improve human security, socio-economic situation of target-communities living around hazards, by allowing them to adopt safer behaviours and safer livelihood strategies.

How?

The methodology to implement Contamination Impact Survey (CIS) is inspired from Non-Technical Survey (NTS) methods and standards but, unlike NTS, it does not form part of the land release process.

➔ See [Focus terminologies of surveys](#)

²⁴ Primary data: first-hand information – Secondary data: from previous surveys and files.

It consists of 3 steps:

- The first step is to conduct a **desk assessment** of available information. This involves collecting information from past records (where these exist), seeking information from central institutions and other relevant sources of information such as the police, military, hospitals, local authorities, other local groups, etc.;
- The second step of the contamination impact survey is to **visit the targeted area** to meet with woman, girls, boys and men in the local community, **conduct interviews and inspect**, from a safe distance, any areas that may be contaminated by mines/ explosive remnants of war;
- The third step is to **analyse the information** in order to distinguish between irrelevant information and **important evidence**.

Process	Required documents	Validation
Adapt training curriculum and training material → See Tool 12: CIS/NTS training package → See Tool 13: CIS/NTS: Methodology and SOP examples → See Tool 16: Impact, Monitoring & Evaluation package	<ul style="list-style-type: none"> • Contamination impact survey / Marking SOP • Tailored contamination impact survey training package • List of trainee's certificates delivered 	Internal: Technical Advisors assess if contamination impact survey training package fulfils quality requirements External: MAC/UNMAS assess contamination impact survey training package satisfies quality requirements, is in compliance with IMAS/NMAS and they control the quality of contamination impact survey training conducted by HI

Main standards and policies

The methodology to implement contamination impact survey refers to some extent to the NTS methodology, which is explained in details into IMAS, and must be developed based on NMAS and integrated into internal Standard Operating Procedures (SOPs).

Monitoring, Evaluation, Accountability and Learning references

- See Tool 2: **Project Indicators package**
- See Transversal factsheet 1 - [Quality management](#)
- See Transversal factsheet 2 - [Information management](#)
- See Transversal factsheet 4 - [Participatory approach](#)

Tips

Synergies	<p>Risk Education (RE): Contamination impact survey is combined with RE activities where local population is informed about hazards, marking signs, and safe behaviours to adopt.</p> <ul style="list-style-type: none">➔ See Activity factsheet 5 - Risk education training➔ See Activity factsheet 6 - Risk education sessions➔ See Activity factsheet 7 - Child-friendly risk education <p>Victim Assistance (VA): Collection information about victims and accidents is part of contamination impact survey, do transfer the information to VA actors.</p> <p>Advocacy: Share key findings if relevant.</p>
Inclusion	<p>Keep in mind that women, men, girls and boys, and persons with disabilities, must all be included: they have different roles and experiences to share and as such, complementary information to give.</p>

Transversal factsheet 1 - Quality management

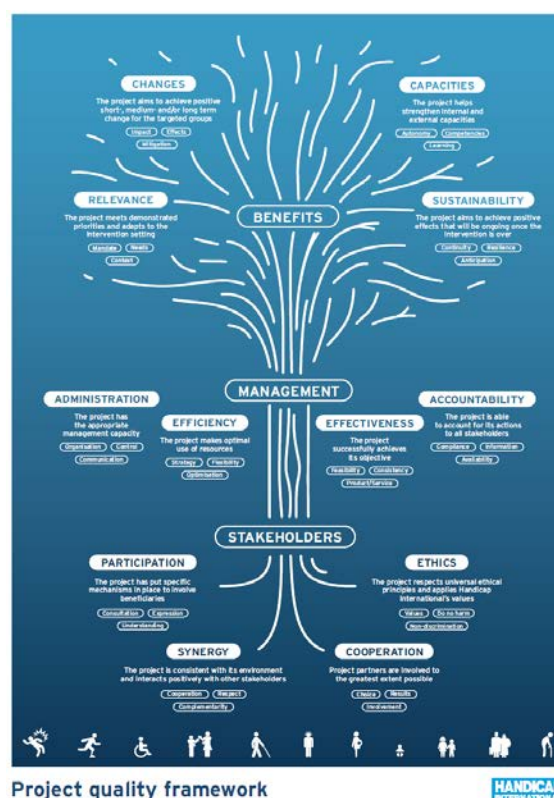
What is it?

HI Planning, Monitoring and Evaluation Policy divides this notion into three constituent parts:

- **The quality of processes** (implementation, support, steering systems and measurement), which helps to implement the various constituent activities of a project in a fluid and cohesive manner;
- **The technical quality**, which mainly concerns a project's products and/or services, with reference to the standards and norms specific to each domain or sector of activity;
- **The quality of the response** to identified needs, which examines the way in which HI helps to introduce positive changes for the benefit of target populations.

HI “Project quality framework”²⁵ encompasses:

- The roots/Stakeholders: Participation, Synergy, Cooperation, Ethics
- The trunk/Management: Administration, Efficiency, Effectiveness, Accountability
- The branches/Benefits: Relevance, Changes, Capacities, Sustainability



In armed violence reduction (AVR), following the IMAS, **Quality Management** is the process and procedures that aim to achieve a continuous improvement of operational practices. The intention is to achieve consistent quality throughout the entire operation.

²⁵ http://www.hiproweb.org/uploads/tx_hidrtdocs/PosterQualityFrameworkHI.pdf

Quality Management = Quality Assurance + Quality Control	
<p>Quality Assurance (QA): During the activity: checking the process - “Check if what we do is what we are supposed to do”.</p> <p>QA is here to confirm that management practices and operational procedures for AVR programmes are appropriate, are being applied and will achieve the stated requirement in a safe, effective and efficient manner, providing confidence that quality requirements will be fulfilled.</p>	<p>Quality Control (QC): During and at the end of the activity: Checking the final product - “Check if what we get is what we wanted”.</p> <p>QC is to make sure the organisation has actually fulfilled quality requirements and relates to the inspection of a finished product.</p>

What for?

Quality Management aims to:

- Boost the organisation's **continuous improvement approach**, with particular regard to **the management of performance and project results**;
- Guide the Planning, Monitoring and Evaluation practices of our projects;
- Ensure that **projects meet the quality, learning and accountability challenges** that sit at the very heart of our institutional procedures, including HI's Principles of Intervention.

How?

Quality is the responsibility of all HI team members. In the Quality Management process, each one has a specific role to play, whether in establishing the process, applying it or controlling it. Depending on the activity (project activities as well as internal or partner's management), it is important to know what part each one must play.

- Identify Quality Management process, formalise or adapt it if necessary
- Check the chain of responsibilities, and assign roles to each team member
- Check the respect of the process and control if services/products are in compliance with the initial requirements
 - ➔ See **Tool 14: Quality management package**
- Design and file your Quality Assurance (QA) and Quality Control (QC) monitoring forms

- Depending on what comes out of the review of the QA/QC: adjust your activities or even the process and its application; this may lead to corrective measures or disciplinary reviews
- File/archive properly all Quality Management process documentation.

Main standards and policies

- ➔ See and Refer to IMAS [07-10](#) Quality Management and also IMAS [01-10](#), [07-40](#), [14-10](#)
- ➔ See HI standards: [Brief Project Planning, Monitoring and Evaluation Policy](#)

Monitoring, Evaluation, Accountability and Learning references

- ➔ See **Tool 15: RE SOP examples**
- ➔ See HI [Project Planning, Monitoring and Evaluation Policy](#)
- ➔ See HI [Project Quality Framework](#)

Transversal factsheet 2 - Information management

What is it?

Information is one of the essential aspects for effective management of armed violence reduction (AVR) programmes. The scope of Information Management (IM) involves the collection, recording, reporting, analysis, use, dissemination and maintenance of information. It covers all phases and facets of a programme.

What for?

The purpose of Information Management is to enable organisations to utilise information towards **evidence-based** decisions and a **results-based** management.

The IM cycle ensures the right dimension of the IM system: appropriate method and format of data collection, as well as proper means to treat and analyse information in order to have enough evidence to use for project dimension, advocacy, communication and coordination.

IM is the process of turning data into useful, usable and trustworthy information²⁶.

How? The information management in practice (based on IMAS requirements)

With the support of key stakeholders, HI programmes must agree on the way to analyse information gathered through recurring assessment:

- Define the outputs of information required by involved stakeholders, today and in the future;
- Define data to be collected, at which frequency, and in what format and medium;
- What processes need to be in place to ensure the quality of the incoming data;
- Ways the incoming data will be analysed to ensure consistency in the output information;
- Formats and means of internal and external information dissemination and reports;
- Qualitative and quantitative key performance indicators used.



²⁶ Based on GICHD definition.

1) Define data requirements

- Define the purpose of the data to be collected as well as the appropriate data collection method;
- Design and create data collection forms;
- Define and customize data management system (how to do data and information treatment and analysis to have enough evidences).

2) Data collection

It concerns all quantitative and/or qualitative data collected during any kind of field assessments and surveys such as initial diagnosis, needs assessment, baseline and endline impact surveys, focus group discussion or testimony. The data collection phase identifies where and how to gather the required data, and how to validate it. It should be designed to meet the intended use of the data, and consideration should be given to ethical principles such as maintaining respect for confidentiality and privacy.

- ➔ See **Tool 4: Pre and Post Impact Assessment package**
- ➔ See **Tool 10: Testimony package**
- ➔ See **Tool 16: Impact, Monitoring & Evaluation package**
- ➔ See **Tool 17: Pre & post RE Sessions Knowledge Assessment package**

3) Data capture and entry

It is central to agree on data capture & entry policies such as:

- Sex, age and disability disaggregated data collection (SADDD);
- Uniformity and standardization of the data collection process;
- Inventory of information sources (classification and reliability of sources);
- Data collection quality management process (standardized forms, data entry fields and data reconciliation, approval process);
- Define methodologies and relevant criteria for data consistency as well as data accuracy (validation and verification), completeness and links to other existing information.

4) Data process and analysis management

The main objective is to reduce the subjectivity and increase the consistency of the output information. HI should ensure that policies and standards for analysis include:

- Technical definitions of key terms such as victim (direct and indirect), cancelled, released or cleared area, etc.;
- Methodologies with relevant criteria for identifying trends based on established indicators;
- Methodologies with relevant criteria for managing low quality information such as duplicate, incomplete, out-of-date or non-primary source information;

- Policies and methodologies for cross-referencing information from key stakeholders and sources;
- Methodologies involving relevant stakeholders during the process of analyzing the information, in order to take advantage of their experience and personal interpretation.

5) Reporting and presentation

HI should ensure that policies and standards for reporting and report production include:

- Methodologies for grouping and structuring data by using summarized statistical reports and maps;
- Methodologies on the processes of information sharing and the methods of communication and reporting (type of information, dissemination formats, frequencies), making sure that it is in line with national standards.

6) Data use & information dissemination

Information dissemination to internal and external users must be readily and easily used by stakeholders. Key consideration when planning for information dissemination:

- **Whom:** To which stakeholders the information will be distributed;
- **What:** Which type of information each stakeholder will receive;
- **How:** How the information is presented and disaggregated (SADDD, summary, statistics, maps, etc.);
- **When:** Frequency of sharing the information (yearly, quarterly, monthly, weekly).

Having in mind, for each user/stakeholder with whom the information is shared:

- **Relevance:** Evidence based information, level of details and specifics to stakeholder needs;
- **Security:** Data discretion policies of HI and the involved stakeholder;
- **Sensitivity:** Security issues relevant to data disclosure.

»•« The IM cycle is based on the following principles

- **Transformation:** Continued transformation of data to information and information to knowledge for decision-making;
- **Efficiency:** The management of data and information is conducted with a proactive approach, where the IM staff, based on their experience, foresees the requirements and is ready to address them in a timely manner;
- **Inclusiveness:** Successful implementation of the cycle depends on the active involvement of operations, management and other stakeholders;
- **Quality:** Data is checked and verified at various levels for accuracy and timeliness and organised for analysis;
- **Consistency:** Disaggregated data collection, in combination with agreed technical definitions on key terms, will ensure objective and repeatable results on analytical

queries; this will enable the formulation of fact-based decisions that are more transparent and accountable;

- **Sharing:** Information disseminated to the stakeholders, within and outside the programme, in a standardised way and through various forms of media; sharing information with other stakeholders will encourage them to further participate in the planning, implementation and follow-up process.

Standards and policies

- ➔ Refer to IMAS [05-10](#): Information Management for Mine Action
- ➔ See HI Guidance Note 04: **Studies and research at Handicap International: Promoting ethical data management**, on [SkillWeb](#)
- ➔ See HI Practical Guide 18: **2015 Beneficiary Data Collection: User's Guide** on [SkillWeb](#)
- ➔ See HI Practical Guide 22: **How to conduct a qualitative/quantitative study? From planning to using findings** on [SkillWeb](#)

What is it?

The inequalities based on gender, disability, age or other factors of vulnerability or exclusion (gender identity, sexual orientation, ethnicity, religion, etc.), according to the contexts, hinder the access to humanitarian aid and to the benefits of development processes to certain group of people. **It is important to identify various groups amongst the target population according to their different constraints, roles, needs and capacities.** Taking into account these factors will allow adapting the project (results and outcomes), its methodologies (i.e. programming), processes, targeting (definition of target groups, addressing together/separated) and accessibility (to location and to information).

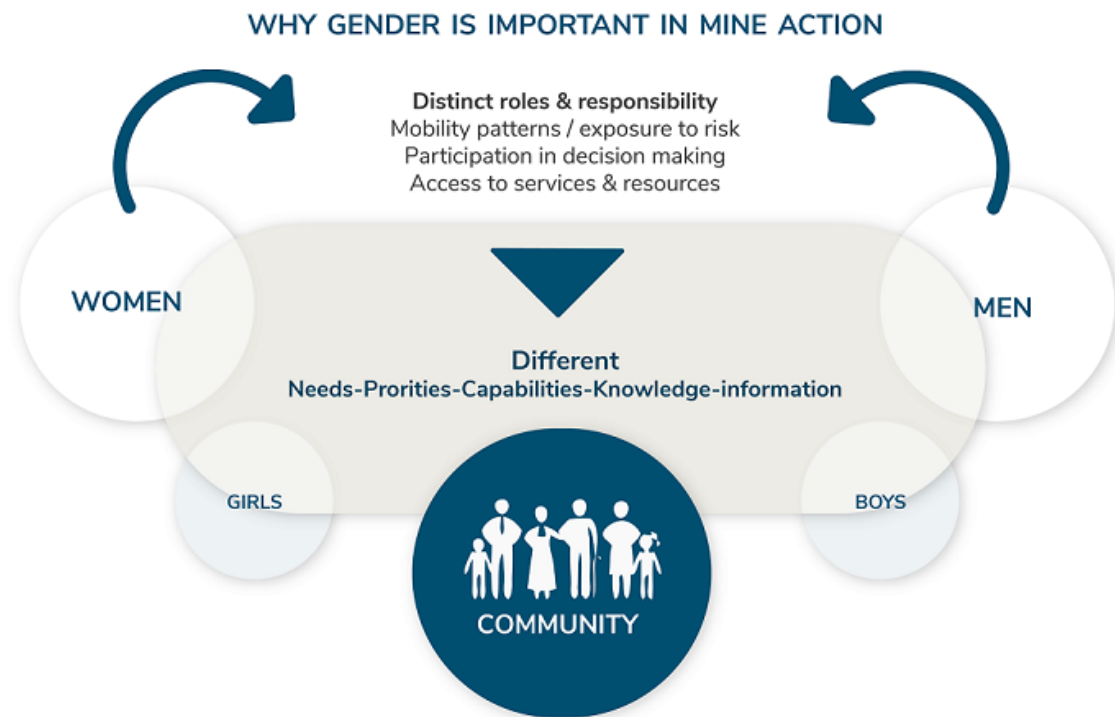
What for?

A project which does not integrate in a conscious and systematic way an analysis of the inequalities related to the social relationship between the genders, age groups, and other exclusion factors, will not only be unable to reduce them, but holds high risk to accentuate them without knowing. Because these inequalities are structural, they are entrenched in the environment in which we act and in the way of acting of all the stakeholders of a project (including the beneficiaries). If not properly planned with these factors in mind, the project will not reach its results and outcomes.

»« Why Gender and Diversity Matter – From Gender and Mine Action Programme (GMAP)

“Mine action does not happen in a vacuum. It takes place in a context where there are differences and inequalities between women, men, boys and girls in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Mainstreaming gender within mine action policies, programmes and operations ensures that the contributions, concerns and needs of all members of affected communities are acknowledged and addressed without bias. It also benefits the community as a whole by ensuring a more coherent, holistic, multi-dimensional response to the different needs of mine-affected women, girls, boys and men. Gender mainstreaming in mine action is not only about equality, but also about quality.”²⁷

²⁷ <http://www.gmap.ch/gender-diversity-matter/>



How?

By applying a constant non-discrimination principle: wherever the activities are, it is critical to understand who is being discriminated (gender, age, disability, ethnicity, religion, etc.) in order to restore the balance in the project activities. The method: systematically plan the activities through an inclusion lens, for both process and expected results.

For instance, during a survey:

- On one hand, gather information from all: including woman, men, boys and girls to have an inclusive survey report;
- On the other hand, plan properly on how to reach all of them: i.e. will women attend a night-time meeting? Will teenagers be in school during harvest season? Etc.

➔ See **Tool 8** - Day 2: **Gender mainstreaming document**

Standards and policies

- ➔ See HI Institutional Policy 02: [Gender Policy](#) (2007)
- ➔ See Gender equality and non-discrimination section on [SkillWeb](#)
- ➔ See [Minimum Standards for age and disability inclusion in humanitarian action](#) (HI, CBM, HelpAge, et al. 2016)
- ➔ See Gender and Mine Action Programme (GMAP) website: <http://www.gmap.ch> (international expert organisation working to make mine action more inclusive, effective, and efficient through the mainstreaming of gender and diversity perspectives)
- ➔ See [Charter on inclusion of persons with disabilities in humanitarian action](#) website
- ➔ See **all Factsheets** of this guide! Check the “Tips” section on Inclusion

Transversal factsheet 4 - Participatory approach

What is it?

A participatory approach is one in which everyone who has a stake in the intervention has a voice, either in person or by representation. For instance, staff of the organisation that will run it, members of the target population, community officials, interested citizens, and people from involved agencies, schools, or other institutions, all should be invited to the table. Everyone's participation should be welcomed and respected, and the process shouldn't be dominated by any individual or group, or by a single point of view.

What for?

The use of the participatory term does not stop at asking for others' opinion. Participation implies involving a large range of stakeholders, including first of all beneficiaries, as contributors for assessment, planning, implementation and evaluation.

The added-value of a participatory project is its ownership by the 3 types of stakeholders (population, decision makers and service providers), its sustainability (exit strategy) and its relevance (better impact). Such project then respects everyone's intelligence, values everyone's ideas and experience, and empowers the community.

A participatory process might take time; yet, overcoming this challenge may tremendously increase the impact and efficiency of the intervention.

How?

There is different level of participation. Each of these levels may be appropriate in different circumstances, or with different groups:

Mandatory:

- Information - The least we can do is telling people what is planned.
- Consultation - Offering a number of options and get feedback.

Actually participatory:

- Deciding together - Encouraging others to provide additional ideas and options, and join in deciding the best way forward.
- Acting together - Not only deciding together, but also forming a partnership to carry it out.

- Supporting independent community initiatives - The project becomes a facilitator to help others do what they want.

➔ See **Tool 8** - Day 2: **Participatory documents**

Standards and policies

- ➔ See [Synthesis of the review of participatory approaches used in Handicap International's programmes](#) (HI, 2015)
- ➔ See [Participation by crisis-affected populations in humanitarian action](#) (ALNAP, 2009)
- ➔ See the Institute of Development Studies (IDS) dedicated website:
<http://www.participatorymethods.org>
- ➔ See [Participatory Approaches](#), Methodological Briefs: Impact Evaluation 5, (UNICEF, 2014)

Transversal factsheet 5 - Synergies with victim assistance activities

What is it?

Victim Assistance (VA) is ensuring access to necessary services for purpose of improving social participation and quality of life of direct and indirect victims of arms.

When a person has an accident with a landmine, an explosive remnants of war, or another arm, the most urgent requirement is generally medical care and rehabilitation. However, VA does not stop there. Medical care and rehabilitation alone will not ensure that survivors are included in society. Practically speaking, victim assistance includes the provision of emergency and ongoing medical care, rehabilitation and prosthetic services, psychological support including peer support, and services that ensure the inclusion in social aspects of life, including education, sports and leisure and in work and employment. HI lobbies to also include the provision of social protection and ensuring of adequate standards of living in this continuum of services.

As such, HI's work in VA liaises closely with a number of other technical domains:

- Rehabilitation
- Mental health: in emergency, namely: Psychosocial support (PSS)
- Social inclusion
- Inclusive education
- Livelihoods.

What for?

The common denominator between armed violence reduction (AVR) and VA is the instrument: arms. The beneficiaries of both sectors will be people or community affected by arms.

AVR and VA are complementary interventions:

- In AVR: preventing the accident, reducing the risk and eliminating the threat of arms;
- In VA: ensuring access to services, and, when necessary, directly providing care to victims of those arms.

They “overlap” during activities such as assessments or Risk Education.

Project teams will meet with affected population and thus could identify victims and their needs, this is where they must feed one another: armed violence protection (AVP) teams

should pass the information in order for the VA teams to address the victims' needs and refer or accompany them towards proper services (or deliver them).

In open conflict or crisis context, with a population potentially traumatised, activities such as Risk Education should be adapted with the support of the Psychosocial support (PSS) team, possibly involving members of the PSS team to join the Risk Education team in delivering their sessions.

How?

First of all: on the field, by creating in the work environment mechanisms of coordination with other teams, to favour exchange and synergies.

Include VA teams in Risk Education trainings (rehabilitation, PSS, etc.). It is a space to brainstorm and be creative around added values of VA and AVR working together. It also important for VA teams to be trained when working on contaminated areas.

→ See **Tool 8: RE training material courses package**

Promote the added value of delivering a **comprehensive answer** to vulnerable people, by organising internal programme capacity training (i.e. AVP team trains others in Risk Education, VA team trains other in Psychosocial support, etc.). AVP teams should be trained in victim identification to be able to refer them to VA teams for instance.

→ See **Tool 8 - Day 4: Psychological first aid documents**

→ See Activity factsheet 8 - [Safety training for external actors](#)

Standards and policy

→ [Factsheets: How to implement Victim Assistance obligations?](#) (HI, 2013)

→ See [Minimum Standards for age and disability inclusion in humanitarian action](#) (HI, CBM, HelpAge, et al. 2016)

Tool templates & protocols - Toolbox

Find these tools on:

https://publications.handicap-international.org/AVR/AVP_PGGM_27/

Tool 1. Initial diagnosis package <ul style="list-style-type: none"> - Rapid assessment - Full assessment
Tool 2. Project indicators package <ul style="list-style-type: none"> - Project indicators dashboard
Tool 3. Human Resources package <ul style="list-style-type: none"> - Team job descriptions - Remote management
Tool 4. Pre and post impact assessment package <ul style="list-style-type: none"> - Survey protocol: Pre and post impact assessment, KAP oriented - Questionnaire: Pre and post impact assessment, KAP oriented
Tool 5. IEC planning package <ul style="list-style-type: none"> - IEC strategic planning
Tool 6. IEC material production package <ul style="list-style-type: none"> - IEC material and tools production protocol - Emergency leaflet template - IEC materials examples (folder)
Tool 7. Public information package <ul style="list-style-type: none"> - Billboards (folder) - Radio spots (folder) - TV spots (folder) - Street art: Syria example
Tool 8. RE training material courses package <ul style="list-style-type: none"> - Training accessibility checklist - Training curriculum (with related tools by training day) - Day1: Mines, ERW, IED, SALW prevention and reduction (folder) - Day2: Participatory, information and quality management (folder) - Day3: Safety messages, IEC material production and teaching methods (folder) - Day4: Monitoring and evaluation, safety security (folder) - Day5: Training evaluation
Tool 9. RE group sessions package <ul style="list-style-type: none"> - RE group sessions curriculum
Tool 10. Testimony package <ul style="list-style-type: none"> - Using testimony: Supporting our denunciation and advocacy actions

<p>Tool 11. Child-friendly approaches package</p> <ul style="list-style-type: none"> - Child-friendly approach in armed violence prevention: Tips and activities
<p>Tool 12. CIS/NTS training package</p> <ul style="list-style-type: none"> - Planning training - Courses (folder) - Tests (folder) - Exercises / Case studies (folder) - Training results / Certificates (folder) - Training report (folder)
<p>Tool 13. CIS/NTS: Methodology and SOP examples</p> <ul style="list-style-type: none"> - Standard operating procedures: NTS (Libya, 2016) (folder) - Standard operating procedures: Risk awareness, urgent warning marking and information management (Syria, 2016) - CIS guidance notes
<p>Tool 14. Quality management package</p> <ul style="list-style-type: none"> - Monitoring / Quality assurance: Report template - Quality management monitoring system
<p>Tool 15. RE SOP examples</p> <ul style="list-style-type: none"> - Standard operating procedures: Conventional weapons, risk awareness and information management in emergency situation (Libya, 2015)
<p>Tool 16. Impact, Monitoring and Evaluation package</p> <ul style="list-style-type: none"> - AVR activity report (minimum set of data, key indicators) - Data collection forms
<p>Tool 17. Pre & post RE sessions knowledge assessment package</p> <ul style="list-style-type: none"> - Level of knowledge assessment tool: Pre and post-test protocol & questionnaire

Acronyms

AVP	Armed Violence Prevention
AVR	Armed Violence Reduction
CFP	Community Focal Points
CFS	Child-friendly Space
CHA	Confirmed Hazardous Area
CIS	Contamination Impact Survey
CN	Concept note
EOD	Explosive Ordnance Disposal
ERW	Explosive Remnants of War
HI	Handicap International
HR	Human Resources
ICRC	International Committee of the Red Cross
IDP	Internally displaced people
IEC	Information Education Communication
IED	Improvised Explosive Device
IM	Information Management
IMAS	International Mine Action Standards
IME	Impact, Monitoring & Evaluation
IMSMA	Information Management System for Mine Action
KAP	Knowledge Attitudes and Practices
LRRD	Linking Relief, Rehabilitation and Development
MAC	Mine Action Centre
MBT	Mine Ban Treaty
MEAL	Monitoring Evaluation Accountability and Learning
MoU	Memorandum of Understanding
NMAA	National Mine Action Authority
NMAS	National Mine Action Standards
NTS	Non-Technical Survey
PIA	Pre and Post Impact Assessment
PM	Project manager
PSS	Psychosocial support
PSSM	Physical Security and Stockpile Management
QA	Quality Assurance
QC	Quality Control
QM	Quality Management
RA	Risk Awareness
RE	Risk Education

SADDD	Sex, Age and Disability Disaggregated Data
SALW	Small Arms and Light Weapons
SHA	Suspected Hazardous Area
SOPs	Standard Operating Procedures
TA	Technical Adviser
TS	Technical Survey
UNMAS	United Nations Mine Action Service
VA	Victim Assistance

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<http://www.mineactionstandards.org/standards/international-mine-action-standards-imas/imas-in-english/>
- **International Small Arms Control Standards**
<http://www.smallarmsstandards.org/isacs/>
- **International Ammunition Technical Guidelines** (2015 updated version)
<https://www.un.org/disarmament/un-saferguard/guide-lines/>

Legal framework

- **Universal Declaration of Human Rights**
http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf
- **The Convention on the Rights of the Child**
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- **The Convention on the Rights of Persons with Disabilities**
<http://www.un.org/disabilities/convention/conventionfull.shtml>
- **The Humanitarian Disability Charter**
<http://humanitariandisabilitycharter.org/>
- **The Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on Their Destruction (Mine Ban Treaty)**
<http://www.icbl.org/en-gb/the-treaty/treaty-in-detail/treaty-text.aspx>
and its **Maputo Action Plan**
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Implementing Armed Violence Prevention activities in emergency and open conflict contexts

This guide is meant to give a theoretical and practical support to teams implementing Armed Violence Prevention projects in emergency and open conflicts contexts. It contains minimum standards required at project/programme level to implement properly prevention activities.

Based on Handicap International Professional Publication, it follows Practical Guides' structure:

- The principles and benchmarks part presents key information and basic understanding to implement Armed Violence Prevention activities.**
- The practical guide part is a set of factsheets on activities and transversal approaches, detailing their key steps and essential components.**
- The toolbox part provides different tools, linked to factsheets, to be used and tailored according to the context and programme needs.**

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