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Knowledge, Attitudes and Practices for Risk Education: how to implement KAP surveys

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GUIDELINE FOR KAP SURVEY MANAGERS

Knowledge, Attitudes and Practices for Risk Education: how to implement KAP surveys

HANDICAP INTERNATIONAL

Author: Fabienne Goutille for Handicap International

With contributions from:

Valentina Crini – HI Risk Education Technical Advisor
Patrick Jullien – HI Epidemiology Technical Advisor

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Contact: mineactionunit@hanidcap-international.org

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Contents

Acronyms and abbreviations

CBRE	Community-Based Risk Education
CDC	Centers for Disease Control
DAM	HI Mine Action Department
E-MINE	Electronic Mine Information Network
ERW	Explosives Remnants of War
FGDs	Focus Group Discussions
HI	Handicap International
IDP	Internal Displaced People
IMAS	International Mine Action Standards
IMMAP	Information Management & Mine Action Programs
KAP	Knowledge Attitudes Practices
KAPB	Knowledge Attitudes Practices Beliefs
LIS	Landmine Impact Survey
MAC	Mine Action Center
RE	Risk Education
RE KAP	Risk Education Knowledge, Attitudes and Practices
META	Monitoring Evaluation and Training Agency (Afghanistan)
NGO	Non Governmental Organisation
ToR	Terms of Reference
UNICEF	United Nations Children's Fund
UNMAS	United Nations Mine Action Service
UXO	Unexploded Ordnance
WHO	World Health Organization

About this guide

What is the purpose of this guide?

- To facilitate the implementation of a KAP survey
- To provide a systematic basis for the collection and use of data on knowledge, attitudes and practices (boosting the technical aspect of KAP studies)
- To increase awareness of the KAP project cycle with a view to ensuring its successful implementation
- To promote understanding of the way a RE KAP is implemented at Handicap International
- To ensure KAP surveys are conducted in line with RE requirements (evaluate+inform) and that they are incorporated in the 5 pillars of mine action
- To enable individuals to discuss, share, present and capitalize on HI KAP projects

Who can use this guideline?

- KAP project managers
- KAP teams
- KAP methodological assistant
- KAP consultants
- RE project managers
- RE technical advisors

What are the limitations of this guideline?

- It is designed for project managers, teams and consultants familiar with fundamental research methods, possessing solid knowledge of data collection and who have already carried out activities linked to mine risks.
- The guideline outlines KAP methodology and is not a detailed methodological guide to subjects such as sampling, the interview, monitoring, training, data entry or data analysis.

How should this guideline be used?

- The guide is organised into 6 key steps, from the conceptual consideration of the goal of the KAP survey to the analysis and use of collected data.
- Certain elements collected during previous work in the field or certain ideas suggested for KAP questionnaires as featured in the appendices can be borrowed and adapted to conduct new KAP studies.
- A list of further documents is provided to help the reader complete a number of points covered in this guideline.

To note: this resource is not an exhaustive document on how to conduct a KAP survey, but a toolbox providing a theoretical structure, practical suggestions and a list of useful resources.

Summary of contents

This guideline breaks down the practical orientations for implementing a mine action KAP survey into six steps:

Step 1: Take on the project and define the survey objectives - contains information about how to access existing information, determine the purpose of the survey and main areas of enquiry, and identify the survey population and sampling plan.

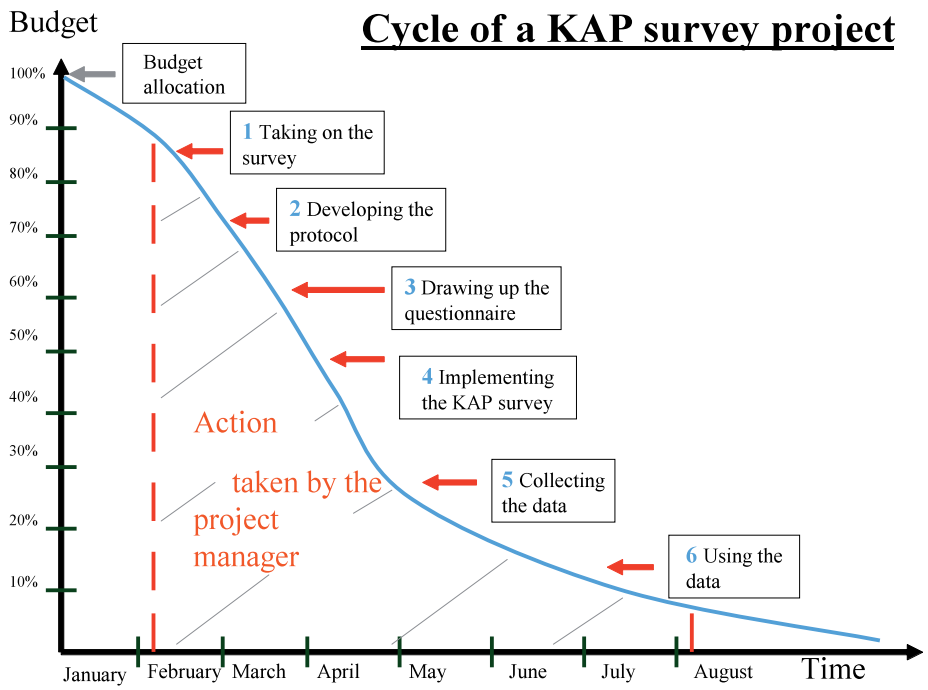
Step 2: Develop the survey protocol - outlines elements to include in the survey protocol and suggestions to help identify the key research questions. Determining whether the survey needs ethical review is critical to this step, as well as creating a work plan and budget.

Step 3: Draw up the questionnaire - suggests important measures for the development, pre-test and finalisation of the questionnaire, and for the implementation of a data analysis plan.

Step 4: Implement the KAP survey - Implement the KAP survey - includes considerations for choosing survey dates, recruiting and training survey supervisors and interviewers, and managing survey implementation.

Step 5: Analyse the data - consists of entering and checking the quality of the survey data, and implementing the data analysis plan created in Step 3.

Step 6: Use the data - highlights ideas on how to translate the survey findings into action, elements to include in the survey report, and how to disseminate the survey findings.



Introduction

A. WHAT IS A KAP SURVEY?

The KAP is a representative survey conducted on a particular population to identify the knowledge (K), attitudes (A) and practices (P) of a population on a specific topic – landmines and Explosive Remenenets of War (ERW) in our case. In the majority of KAP studies, data are gathered orally by an interviewer who uses a structured, standardised questionnaire. These data can then be quantitatively or qualitatively analysed according to the objectives and the ins and outs of the survey. A KAP survey can be specially designed to collect information on the issue of, but it is also possible to include general questions on practices and beliefs.

B. WHAT IS THE PURPOSE OF A KAP SURVEY?

KAP survey data are essential to help to plan, implement and assess RE.

- A KAP survey is a means to collect information on the way in which interviewees experience the presence of mines/ERW, but more specifically on interviewees' knowledge of this danger and how this knowledge is translated into action, or not as the case may be. The KAP survey can identify a lack of knowledge, operating procedures or cultural beliefs, thereby enhancing understanding and action targeting stumbling blocks in the reduction of mine or UXO-related accidents. In a way, this survey can highlight factors which influence "bad" behaviour, such as the reasons behind certain attitudes and the reasons and methods behind certain practices relating to mines/ERW.

- The KAP survey can also pinpoint communication networks (when or how is information received/disseminated and by whom). These networks are vital for the preparation and dissemination of prevention messages. KAP studies are used to identify needs and problems. Obstacles can also provide solutions to improve the quality and accessibility of RE projects.

- The KAP survey and, more generally, the dissemination of its findings, provides an occasion to pool different local players involved in mine action (local and international NGOs, government, MACs, associations and communities).

- The collected data enable these players to:
  - Create a database on RE knowledge levels and measure resulting changes,
  - Set mine action priorities (to work on the most prevalent problem or to identify specific sub groups whose prevention needs differ from those of other groups),
  - Estimate the resources required for the different activities,
  - Select the most effective communication networks and messages,
  - Highlight the scope of the problem, and thereby raise awareness about the need for resources.

C. WHEN SHOULD A KAP SURVEY BE CONDUCTED FOR RE?

• Risk Education

Risk Education targets civil populations living or operating in a mined region. These programmes help reduce the number of victims and enable inhabitants to manage the risk by acquiring knowledge and skills to live with the threat of mines/ERW and adopt suitable behaviour. Prevention campaigns are launched through posters, televised adverts, radio messages and education programmes directly provided at community level and sometimes even included in the school curriculum.

The Knowledge, Attitudes and Practices survey on populations for education on mine accident prevention, also called a "RE KAP survey", is a key step in the process of dissemination, adaptation and evaluation of prevention messages and programmes. The results of the KAP survey provide a means to launch, target and shift the focus of RE to suit the context:

• Before Risk Education: The baseline KAP

The KAP conducted in a region not yet been covered by RE is called a "baseline KAP". It is a sort of exploratory survey used to identify RE needs and which provides the information required to implement RE. It endeavours to identify the most effective communication networks to disseminate information and measure the scope of the mine problem by covering areas where it would be possible to conduct RE programmes. As it gathers information on the level of knowledge as well as on the attitudes and practices of the different populations with respect to mines/ERW, it is a useful mine action database.

The findings of the baseline KAP provide a solid basis for planning future prevention initiatives as well as being a benchmark for the evaluative KAP.

• After Risk Education: The evaluative KAP

The KAP can be a significant tool to evaluate RE when it measures its impact and efficiency after the event by assessing changes in the level of knowledge, attitude and practices. This is known as the evaluative KAP. A comparison of its results with those of the baseline KAP shows which of the RE programmes were the most effective, which should be repeated and which were unsuccessful. It can be subsequently used to support requests for subsidies to conduct targeted RE tailored to the local context.

• The frequency of KAP studies

The more frequently a KAP survey is implemented, they more effective it can be in mine action. Firstly, by measuring changes in knowledge, attitudes and practices every two/three years at most, it provides an element of objectivity for RE teams about their practices and enables them to shift the focus of their action to suit the real needs of populations affected. Secondly, when several quantitative KAP studies have been previously conducted, the KAP survey can take a more qualitative form and inform individuals involved in RE about what renders prevention messages ineffective. In other words, why certain populations have very good knowledge of mine risks but continue to adopt dangerous behaviour.

A frequently conducted KAP provides an up-to-date database about knowledge, attitudes and practices, as well as about more qualitative information on the problems facing populations affected by mines/ERW.

D. WHO CONDUCTS A KAP SURVEY?

A KAP survey requires not only internal human resources, but also the specific skills of an external specialist. Technical advisors or project managers themselves are often too busy to take charge of certain aspects of the KAP survey and the support of a methodological assistant at the outset then at certain key points of the process can be a great help to them. It may be necessary to collaborate with individuals or agencies to determine the sampling (the number of people and zones to be interviewed), create/adapt questionnaires, conduct interviews in the local language and enter or analyse data. NB: calling on consultants for the final phase of the survey (data analysis, writing up of the report, etc.) means involving them as early as possible. They must be kept abreast of the objectives of the survey, its implementation and its progress to be able to act where they deem it necessary. This reduces the risk of finding incomplete or inaccurate data at the end of the survey.

POINTS TO REMEMBER: INTRODUCTION TO THE KAP SURVEY

General objectives

- Assess current Knowledge, Attitudes and Practices regarding mine hazards for vulnerable populations.
- Measure the impact of Risk Education programmes.
- Provide recommendations for the implementation of future RE projects.

Expected results

- New information on current knowledge, attitudes and practices regarding mines/ERW must be collected and analysed (to identify prevention requirements).
- Better understanding of the key socio-cultural or socio-economic issues which influence hazardous behaviour and practices.
- A contribution to the prevention programme strategy by identifying the appropriate communication networks for the target population.
- An evaluation of prevention activities.
- A guideline for the orientation and evaluation of future RE methods and activities.

Part 1

Take on the project and define the survey objectives

Part 1

1. Conduct a review of existing documentation

Before developing the tools used to conduct the survey, it is advised to research all existing data on the subject in order to avoid replicating work already done or collecting unnecessary data.

- Rapidly reading the documentation on the subject is a way to find out what is already known and may highlight fields which deserve further research. **Start with the "Landmine Monitor Report" (LMR) and the "Landmine Impact Survey" (LIS), and the national monitoring system** if one so exists, to understand the context of mines/ERW in the country.

- Then research any given qualitative or quantitative survey which may have been published on the subject, or which includes a topic related to the issue under examination (statistics linked to mines/ERW, etc.).

- Search the internet for studies conducted on the population you are interested in (literacy rate, etc.).

- Ask your colleagues from other organisations as well as local stakeholders if they have any information, materials or experiences to share with you.

Collaboration is a vital aspect of the KAP survey and using existing institutional resources is a means to launch the survey in a strategic manner. According to existing data, one will be able to identify shortcomings which could be overcome via the KAP findings. Knowing from the beginning of the survey which given population (children, herdsmen, smugglers, etc.) is most affected by the mines/ERW allows focus on the survey on this population or organise specific activities (workshops, Focus Groups, interviews) to collect further information about this target population. The means of collecting information may also depend on certain cultural factors. It follows that by obtaining information about the cultural identity of a given population, a suitable data collection strategy can be developed[1].

USEFUL SOURCES OF INFORMATION TO START THE SURVEY:

- Landmine Monitor Report and LIS,
- Publications and documents published by partner organisations,
- Local newspapers,
- Websites in general and websites dedicated to mine action (E-MINE, IMAS, IMMAP, UNMAS, etc.),
- Surveys and studies (local, national and international),
- Local informants and resources.

1. During the "Kurdistan KAP Survey", information was collected while respecting the gender of interviewees. By way of example, "female interviewees" were interviewed by "female interviewers" for cultural reasons.

Landmine Impact Survey (LIS):
"Handicap International identifies and evaluates the social and economic impact of the presence of mines/ERW on affected communities. Impact surveys provide a global vision of the scope and magnitude of the pollution. The collected and processed data are used by the main sectors of mine action for the strategic planning of risk prevention education, in-depth technical surveys, marking and demining, as well as for victim assistance. National impact surveys were conducted by Handicap International in Chad in 2001, Bosnia in 2003, Senegal (Casamance) in 2006 and Sudan in 2008".

The Landmine Monitor Report:
"The Landmine Monitor Report works in good faith to provide factual information about issues it is monitoring, in order to benefit the international community as a whole.
The Landmine Monitor system features a global reporting network and an annual report. A network of 59 Landmine Monitor researchers from 46 countries, and a 20-person Editorial Team gathered information to prepare the annual report.
The 2008 Annual Report contains information on 120 countries and other areas with respect to ban policy, use, production, transfer, stockpiling, demining, mine/ERW risk education, casualties, victim assistance, and support for mine action. It covers affected countries, States Parties with major outstanding treaty implementation obligations, and states not party to the Mine Ban Treaty. It includes a summary and analysis of trends in ban policy, mine action, mine/ERW risk education, casualties and victim assistance, and support for mine action."
Extract from the Landmine Monitor Report 2008, www.icbl.org/lm/2008

Part 1

2. Identify the goal of the survey

After completing a "review of existing documentation", the project manager must clarify the initial and end aims of the survey due to be implemented. **The general objective of the KAP project is set by the donor requesting the survey or by the organisation requested the financing to carry it out**. The project manager must then rely on the Terms of Reference (ToR) (context, purpose, general objectives, etc.) to identify the goal of the survey.

The project manager taking on the survey must consider the question: *"What do I hope to accomplish by implementing this KAP survey?"*

- **To explore an issue:** (baseline KAP) the goal of an exploratory survey is to gather information on the particular population or on a little known subject. This type of survey tends to lean more towards qualitative data than quantitative data to provide statistics. The preparation of questions is one of the major keys.

- **To test a hypothesis:** (evaluative KAP) the KAP survey can be used to test the acceptability of messages or a proposed intervention strategy. Ensure that the questions correspond to activities which are possible to put in place.

- **To build a database:** (comparative KAP) data are collected at a 'T' moment. Data can then be collected again at a moment T+1 to compare, measure or evaluate change. Sampling must be rigorously designed so that T data can be compared to T+1 data. To compare one's own work to someone else's, similar definitions must be used and it must be clearly specified how this population/survey is similar/different from other populations/surveys which have been assessed.

"To compare two studies on a single population, the conditions for data collection must be strictly comparable (population, sampling, environment, risk factors, health indicators, etc.). Only the risk or protection factor studied can be different, which is precisely the challenge of the comparison. There is no ideal situation, outside of so-called experimental surveys. We can therefore accept differences between the two surveys, subject to sufficient reasoning[2].

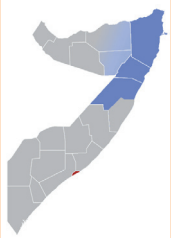
2. "The epidemiological survey", Handicap International, France 2006 by Patrick Jullien

We can often have different objectives in mind, such as collecting information for the formulation and dissemination of prevention messages and at the same time creating a database on the level of knowledge and behaviour regarding mines/ERW. This can be beneficial but having two different objectives can also lengthen your survey and make it more complex. When the survey has several objectives (baseline and evaluative, for example), it is advised to set priorities and to avoid handling too many aspects in a single survey as it may damage results linked to the general objectives. Surveys with too many research purposes, "target populations" or with sweeping considerations are unfeasible and quickly become impossible to transpose into a single survey. The simpler the purpose, the more chance the results have of being clear and viable.

It is strongly advised to write one or two sentences on the objectives of your survey. This written document can be consulted during data analysis, and more importantly can be used as a basis for discussions and reviews with the different players involved in the KAP survey (technical advisors, stakeholders, consultants, KAP team).

EXAMPLES IN THE FIELD: SET THE KAP OBJECTIVES

2 KAP surveys on 1 country at 2 different periods



KAP in North West Zone Somalia
Handicap International,
2002

Objectives

"As the first step to determine a Risk Education programme tailored to Somalia, Handicap International and UNICEF conducted the Knowledge, Attitudes and Practices survey in three regions in the North West Zone. The three regions of Awdal, Galbeed and Togdheer were identified as zones where communities run a very high risk with regard to mines/ERW and Unexploded Ordnance. **The goal of the survey was to collect information on the current practices of communities regarding mines/ERW and UXO as well as to gather information on communication practices**. The information collected during this survey supplies **a basis to better understand and select** communities and will be used to steer the planning and implementation of a Risk Education programme customised to the local context".

KAP in North West Zone Somalia
Handicap International,
2007

General Objectives

- "Measure the impact of the HI Risk Education project with respect to the population as a whole.
- Evaluate the Knowledge, Attitudes and Practices of the target population in North West Zone Somalia (Self-declared Republic of Somaliland) with respect to the threat of mines/ERW and UXO.
- Adapt a suitable RE strategy with the intention of broadening its scope to cover the entire North West Zone Somalia".

Specific objectives

"**Compare the results with the results of the KAP survey obtained in 2002**, with as much statistical validity as possible, to measure the impact of RE projects conducted by HI on target communities in urban, rural and nomad areas in the regions of Galbeed and Sahil in North West Zone Somalia (self-declared). Constructed on the previous evaluation, **the main goal of this survey was to supply data and information to promote a better understanding of Knowledge, Attitudes and Practices** in the field of safety and the prevention of mines/ERW and UXO. In addition, the survey aspired to establish the most effective communication means which could be used for the Risk Education programme. It is important to underscore that this survey did not attempt to conduct a quantitative assessment of contamination by landmines/ERW and UXO, the impact of accidents and deaths caused by mines/ERW and UXO, or to measure the economic impact of contamination by mines/ERW and UXO. This need for precise data has already been fulfilled by the Danish Demining Group (DDG). The comprehensive "Landmine Impact Survey" (LIS) pools the most precise and credible information to date, and provides a baseline from which progress can be measured".

3. Define the specific objectives of the survey

"What do we want to demonstrate and what am I looking for exactly?"

KAP SURVEYS ARE A MEANS TO:

- Gather a broad range of information on belief systems and values relating to mines/ERW and UXO, as well as on how beliefs and values influence their habits.
- Determine factors which influence the habits and opinions of communities affected by the hazard of mines/ERW and UXO.
- Identify why risks are taken, or why aspects of "safe" behaviour promoted by RE programmes may not be adopted entirely.
- Identify stakeholders.
- Discover the target population's habits concerning the use of different media.

The goal of the survey, the possibilities of RE and the way in which information can be used by RE actors determine the data that you must collect.
It is advisable to make a list of the main points involved and to prioritise the two or three most important.

The majority of fields of research should include:

- Common beliefs about mines/ERW and knowledge of their effects
- Factors which incite people to take risks either individually, socially or external factors
- The most suitable communication networks to disseminate RE messages

Through a KAP study, one gets an indication of the percentage of the popualtion who have the knowledge, attitudes and practices which either encourage or limit their ability to adopt safe behaviour in a contaminated environment
If the existing documentation (see Step 1) already reveals cultural differences between populations regarding mines/ERW, the KAP survey can add further data which details how an approach can be devised, tailored to these differences. The survey can explore knowledge and the transmission of this knowledge of the danger of mines/ERW for the target group. If the focus is on risk-taking, the question will be how attitudes differ depending on communities, social spaces, family members, occupation and the socio--economic situation. If the KAP is more geared towards identifying sources of information and how information is circulated, the aim will be to find the best means of communication, identifying the most solicited networks, the most appropriate times, the effect of different types of messages, the weight of social influences (friends, religious community, and family) and select the most suitable methods for the dissemination of safety messages.

Proposed methodology for the each element of KAP[3]:

	Definitions	Observations	Analysis tools	Assessment criteria
Knowledge	Body of information acquired by people on a given subject.	One can precisely measure the knowledge level regarding information acquired by a population, then compare (before– after, here – there). Ensure that the tools used are properly suited to the people in question. (See point 1 below).	**Quantitative data:** • Closed-ended questions («yes / no» or multiple choice). • Statistical comparisons between two places or periods.	Prevalence, incidences, rates of «correct» answers according to the group, comparisons, etc.
Attitudes	People's perceptions about the contamination, what they say about their intentions, understanding difficulties and obstacles to changing practices.	Attitudes are the «gap» between knowledge and practices, and results of various restrictions people are bound by. It is a question of understanding how people relate to the contamination.	**Quantitative data:** • Measurement scales for intentions, perceptions, obstacles. **Qualitative data:** • Elements of understanding by gathering information on what people say, adjustment and observation tools.	Statistical trends, comparisons. Qualitative measures.
Practices	Real acts carried out by people in the situation, in their context.	Field of direct observation, facts seen by the observer. We are frequently in the field of anthropology and rarely in epidemiology. Measurable results indicators are only a reflection of this.	**Qualitative data (See point 2):** • Interviews, questioning and direct observation where possible. **Quantitative data:** • Via indirect measures: either speaking (what I say I do), or results (See point 3) of practice (consumables, disease, death, etc.).	Qualitative measures Statistical trends, comparisons.

1. For example:
- In cases where written form is not the best way of asking questions (illiteracy),
- In cases where freedom of speech is difficult, or when the subject is taboo.

2. Anthropological/sociological questions about attitudes and practices are not necessarily different: interviewees may describe their practices while explaining it in terms of obstacles and facilitators.

3. Results – such as disease and death – may be the real objective of the project: ultimately, knowledge and practices are used to find these results. So please note that a KAP survey is not necessarily an evaluation of results (the results of a project may only bear on the improvement of practices and/or on health indicators).

3. "Building the terms of reference of a KAP survey", Handicap International, France 2007.

4. Identify the population to be interviewed

Risk Education is geared towards different audiences, as the KAP survey for RE should also be! In some cases, a review of existing documentation may reveal groups of the population who have not yet been interviewed despite being affected by mine risks (namely in recently cleared/released areas). However, as a general rule, the population of the survey is predefined according to the prevention programme in force.

THE RESEARCH POPULATION IS GENERALLY DEFINED IN TERMS OF:

- Demographic characteristics, (sex, age, religion, urban/rural background, income, social status, education, main occupation, ethnic/ tribal group, dialect, etc).
- Professional categories (teachers, deminers, farmers, students, civil servants, etc.)
- Other characteristic traits: individuals or groups who may be particularly affected by the contamination (populations living on conflict borders, displaced populations, smugglers, nomadic herdsmen, etc.)
- Secondary targets: must include people who could exert influence or provide you with people you would like to interview as part of the "first target" (community leaders, political authorities, local experts, etc).

Knowledge, attitudes and practices may vary substantially depending on social, cultural and economic characteristics of the social group. This must be taken into account if the survey endeavours to establish differences in order to facilitate prevention. It is important to segment the survey population so that prevention activities can be tailored to different cross-sections of the public. The question must be asked: "*Which particular characteristics make up the population providing information for the survey?*".For sampling, the population's characteristics can be put in perspective with the geographical location of this population, its religious or ethnic affiliation, its dialect or language, its age, its socio-economic situation or according to the density of the mined area in the vicinity.

Potential social groups for interview

- Men and women in general
- Young people, adults and older people in general
- People who frequently cross contaminated areas
- Displaced populations returning home
- People who have survived a mine or ERW accident
- Family members, friends, neighbours of a victim/survivor
- Deminers
- Teachers
- Religious leaders
- The police
- Village or traditional leaders

Identifying the population to be interviewed is a key stage of research as it is used to determine the size of the sample, the time required to collect data, the type of interviews and the number of questionnaires to be drawn up. For example, the questionnaires must be tailored to the type of public that hoped to meet (professionals, children, families, etc.) and be drawn up according to specific information that to be gathered from each population group.

5. Select the sample

The survey sample is the series of interviewees selected from a larger population to participate in the survey. The interviewees are questioned to obtain information which is representative of the population as a whole. By defining who is included in the survey and how many people are required, sampling is a means to obtain a general overview (extending it to the total population) and ascertain results. The precision and general scope of the survey will not be the same depending on "who" and "how many people" are included in the survey: "how the survey is defined" and "how people are chosen in the field" (refer to Step 2) may minimize the bias and enable the results to be more or less extended to a larger population.
Sampling is important for data collection as well as for the analysis and interpretation of results. The choices made (the people interviewed or when, about which topic and why) may limit the conclusions drawn, the confidence with which you ask questions and the credit that others accord them. Sampling strategies may seem initially comple. However, this is not the case if you take the time to carefully plan your survey and clearly establish what you want to achieve. It is important to distinguish between sampling strategies. Some are more geared towards "representativeness" while others focus more on "variability". Often, combined or mixed sampling strategies are used in a single survey with a view to answering different questions.

The different forms of sample construction[4]:

Simple random sampling	Individuals are randomly selected from an identified population in a single operation. Each person has the same chance of being part of the sample and each person can only be chosen once.
Stratified random sampling	This method requires: the use of an exhaustive list and good knowledge of the composition, studied by stratum in relation to the survey ojbjective. The number of individuals to be interviewed per stratum (sex, age, etc.) must be determined. The size of the sample is set in proportion to the overall population and a random selection is conducted in each stratum.
Random cluster sampling	This method is used when it is difficult to procure an exhaustive list of the population studied. Firstly, the population must be split into clusters, namely geographical (e.g. neighbourhoods), then certain clusters are selected at random. Finally, a census must be taken of all the individuals in the chosen clusters. If an exhaustive list cannot be drawn up in one of the clusters, a different cluster will be selected at random.
Quota sampling	The quota method is based on the known division of the population according to a certain number of traits (sex, age, social / professional category, etc.). The sample is formed in line with the distribution of the population and it is chosen to achieve as faithful an image as possible of the total population.
Snowball sampling	On the basis of a sample with a select number of people, units are added with who the initial people are in contact.
Judgement sampling	A sample formed on the basis of the sufficiently informed opinion of one or several people to identify units which adequately represent the population. It provides a clear advantage when competent individuals have relevant experience but it is difficult to objectively assess to what extent the sample is representative.

The scope of the survey depends entirely on its representativeness. KAP surveys which have a statistically representative sample provide a means to determine which percentage of the population in the global population involved (or in the global population affected by mines/ERW) has reported knowledge, attitudes or behaviour with a certain degree of confidence. If possible, the assistance of a statistician or an epidemiologist is recommended to calculate the "precision" and the "confidence rate" of the sample required for the survey. The broader the sample, the more precise the data will be, but it will be more costly in terms of time and budget than a smaller sample.

If it is planned to include in the analysis the comparison of different groups of the population, then samples must be calculated proportionally. The comparisons one hopes to make in the analysis must be established before the questionnaires are drawn up or adapted and before the sample is formed, and they must be included in the planning of data analysis.

A statistician or a methodological assistant may advise on an appropriate sampling technique to avoid a bias (according to the type of survey). A bias is an under- or over-estimation in measurement linked to the sampling selection method. **The survey protocol must specify which method will be used to guarantee the representative selection of interviewees and whether it is a case of "random sampling" or "quota sampling"**.

4. For more information you can consult: "How to build a sample?", Europaid.

There are important steps to be observed when deciding on the number of people to be included in your survey and the selection criteria:

- **Step 1:** Demarcate the boundaries of your survey site. Perhaps the area has already been divided up in order to distinguish sectors or projects in progress from those where projects have been completed or which have not yet been the object of a project. Or the population under study maybe divided by using existing political/administrative boundaries (regions, districts, divisions, communities and sub-communities); or according to the magnitude of the contamination by mines/ERW and UXO (low, medium or high impacted areas).

- **Step 2:** Identify how many social groups make up the whole and determine the relevance of each in relation to the questions the survey is designed to answer. You can then take samples or representations of the whole and include them in the survey.

EXAMPLES IN THE FIELD: SAMPLING TECHNIQUE

KAP in Afghanistan: INTERSOS/META, 2005

In Afghanistan, random sampling was not possible as there was no population census to identify interviewees. As an alternative, interviewees were selected using the «quota method». Quota sampling provides a cross-cutting or comparative analysis of quotas with sufficient representativeness of the target population. The data collection in the KAP survey conducted by the "Monitoring and Evaluation Training Agency RE" team and assisted and led by a RE advisor from INTERSOS and a RE coordinator from UNICEF. A researcher supervised the proces and analysed data, including results from secondary data sources.

KAP in Northern Iraq (Kurdistan region): Handicap International, 2008

"In Kurdistan, random sampling was not possible as there was no census to identify interviewees. As an alternative, for the purposes of this survey interviewees ("opinion leaders", children, and households) were selected via a method combining quota sampling and snowball sampling".

Stages of the sampling strategy:

1. Selection of the number of interviewees for each target population; according to the representation of the target population with regard to the total population and specific research goals, researchers identified the following numbers of interviewees for each target:

TARGET POPULATION	QUOTA
Opinion leaders	47
Children	262
Households	646
Vulnerable groups	71

2. Selection of departments: In each area, HI chose highly and moderately affected areas using the random strategy. To this end, we used LIS data.

3. In the field: Selection of the number of houses highly or moderately affected in each village. HI chose:
- 3 houses if there were more than 10 houses in the village
- 2 houses if the village had less than 10 houses
- 1 house if the village had 5 houses or less.

4. In the field: Selection of interviewees. HI used the snowball sampling method.
Step 1: Introduce oneself to the village leader;
Step 2: Select the first house to be interviewed;
Step 3: Conduct the interview and leave RE brochures;
Step 4: Ask the first house to suggest the following ones.

2 "Control groups" (households and children who have never had RE) were also chosen to assess and compare the possible effects of RE programmes.

POINTS TO REMEMBER:TAKE ON THE PROJECT AND DEFINE THE SPECIFIC OBJECTIVES OF THE SURVEY

- Begin the survey with the right information: To avoid duplication of data, consult different secondary data sources like local NGO documents on the subject, the Mine Action Centre statistics, local qualitative studies, etc.

- Ask the question: "what does the organisation hope to accomplish by conducting this KAP survey". Sum up the goal of the survey in two or three sentences.

- Draw up a list of main questions which the survey will answer and prioritise them in order of importance.

- Select the population to be interviewed with the objectives and possibilities of RE programmes in mind. Be specific when determining the characteristics of the public being interviewed.

- The size of the sample will depend on the subject of the survey. If the aim is to test a hypothesis or make further comparisons, a larger sample is recommended. If the primary aim is to provide descriptive data for the programme decision-making process, a smaller sample may be more suitable. Consult a statistician to calculate the size of the sample required by the KAP survey.

- Establish a sampling strategy to reduce or minimise bias. Consult a statistician to determine the method best suited to your goals, objectives and potential resources.

Part 2

Draw up the protocol

Part 2

1. Organise the content of the protocol / data collection

Once the specific objectives of the survey have been determined, you can then prepare its implementation by drawing up “the protocol”. The survey protocol outlines the different steps in the survey and determines the “who” and “what” is under study and “how”, “when” and “where” the survey will be conducted. The protocol must clearly and concisely explain the purpose of the survey and if it will be exploratory, evaluative, informative or comparative, etc. The protocol is an essential tool to structure and organise the KAP survey. It is primarily an internal background paper, but it can also be submitted to external stakeholders.

At a minimum, the protocol must include a description of the following elements:

- Title of the survey
- A statement of the problem or its background
- The goal of the survey and key research questions
- The population of the survey and sampling
- The area involved in the survey (geographical)
- The methods used for data collection and follow-up
- The data analysis schedule
- The schedule for analysis of the ethics of the research protocol in order to
  - Guarantee the confidentiality of interviewees and their consent
  - Weigh up the pros and cons for participants
- Budget (allocation)
- Project schedule
- Description of the use and dissemination of survey results
- Questionnaires and interview forms must also be included in the appendices of the survey protocol

HOW TO DESCRIBE DATA COLLECTION IN THE PROTOCOL?[5]

The method used to select interviewees should be transparent both for the population and for the interviewers. Nothing should be left up to the interviewer to decide, in order to limit bias.

The data collection protocol must specify:

- Which area to visit, which homes to interview,
- The interviewers introduction narrative (organisation, objectives),
- Who is part of the sample (population, age bracket, sex, etc)
- Process of replacing a refusal, an absence or an individual who does not fit the criteria.

If the sampling is conducted directly in the field, the interviewer must know to the process of selecting the interviewee. Where to start? What direction should be taken? At which homes must he or she stop? Which person should be interviewed? Where should he or she go after? If the interviewer finds a home closed, he or she there should be an established process of whether to come back later, the next day, or whether to go to another home immediately, the first one on the right or the left or on the next floor.
There should be an understood process that if the first person in a selected home refuses to participate in the suvey, should the interviewer ask another person in the same home with the same selection protocol, or go directly to another home?

5. "The epidemiological survey", Handicap International, France 2006 by Patrick Jullien.

Part 2

2. Define the key research questions

When the survey protocol has been drawn up, the next step is to identify the key questions needed to be answered by the KAP survey. The "goal of the survey" and the "specific objectives of the survey" must be referred to as a guide. The key research questions must evolve according to the fields wishing to be covered with the KAP. The list of questions to be answered can be listed with reference to the "specific objectives" defined in Step 1.

The survey design will have to take into account the sub questions to which the KAP survey should respond.
Examples of questions:

- **What knowledge is to be evaluated?**
  - Is the risk of contamination known by the target population?
  - What knowledge does the population have of mines/ERW? How can this knowledge be spread? Are the effects of a mines/ERW known?
  - Do the population know the dangerous areas and the signs indicating them?

- **Which attitudes are to be evaluated?**
  - How is the presence of mines/ERW perceived?
  - Which attitudes do people have about mines/ERW? Do people claim to take risks? Do people claim to avoid risks?
  - Do the population feel endangered? Do they believe they are well informed enough?

- **Which practices are to be evaluated?**
  - What behaviour does the population when encountering mines/ERW?
  - Which practices do the different types of populations adopt with respect to contamination?
  - To what extend are socio-economic and cultural practices affected by the presence of mines/ERW? What are the changes of habit? How people may take or avoid risk? What are the factors which lead communities to take the risk?

EXAMPLES IN THE FIELD:
DEFINE THE KEY RESEARCH QUESTIONS

KAP in Afghanistan

INTERSOS/META, 2004

Objectives:

- Identify the level of knowledge
- Measure the impact of RE activities
- Supply key information for effective methods and activities in Risk Education

KAPB (Knowledges, Attitudes, Practices and Beliefs) in Afghanistan

INTERSOS/META, 2005

The 2005 KAPB survey was conducted using a quantitative approach; however, based on the experience and the lessons learned from the 2004 KAP, changes were made to the questionnaire and the sampling. The KAPB questionnaire enabled the programme to continue and improve according to the needs and the challenges facing Afghan communities affected by landmines/ERW and unexploded ordnance.

To improve the questionnaire, questions were added about the beliefs and the role of fatalism in communities. In the KAP 2004 questionnaire, no indicator had been included to take into account cultural factors. These factors are important aspects concerning individual risk perception. A number of questions were removed while others were altered. These changes simplified the language and improved the data.

3. Work on the ethics of the survey

If the KAP survey consists of research on people, one should take into account the fact that it must be approved by an ethics committee. Committees which examine the ethics of the research review the survey protocols to ensure that the procedures will adequately protect the participants. If you are unable to submit your protocol to the ethics committee in the relevant country, you can always submit it to locally involved stakeholders. This is why the survey protocol must include not only the "objectives of the survey" but also the method used to gain the consent of interviewees, the confidentiality of data collected and a measurement of the pros and cons of the interviewees' participation.

- What will be done with the research results?
- What will be the end purpose of of the research?
- For whom will the results be beneficial?
- What action is expected to come out of the results?

THERE ARE INTERNATIONAL STANDARDS ON RESEARCH ETHICS:

Voluntary and informed consent:
The interviewer must explain the subject of the survey and obtain the interviewees consent. This procedure is called "informed consent". Interviewees are entitled to decline or stop the interview at any given moment of the survey without any negative consequences for them. In some cases, oral consent may suffice, particularly if providing a signature or the written language is not culturally appropriate, or if the recording of written consent puts the interviewee at risk.

Protection of interviewees:
The safety of each takes interviewee priority over the potential benefits that the population may gain from the survey. People cannot be "sacrificed" to conduct an experiment.

Confidentiality: All data shall remain confidential and shall not be used so as to inflict injury on any given person. It is always important to preserve the confidentiality of answers. Where possible, it is preferable to encode the participants' name. Each participant must know that the information he / she supplies shall be kept and used while respecting confidentiality. The data collected shall therefore be placed in a safe place where there is no chance of them being used by a third party (without the participants' consent). This is particularly crucial if the survey involves a population which could be endangered due to the disclosure of certain information (use of mines/ ERW, political dispute, etc.)

Potential referral:
Any person so requiring it must be able to be referred to a competent service for care or rehabilitation, without any false promises during the survey operations.

Disclosure of results:
All interviewees must be infromed of how the data given will be used and who will be party to the data."

The broad principles above do not cover all "best practices" for epidemiological survey. To this end, refer to the "Guide to Ethics and Good Epidemiological Practice".

4. Create the work plan

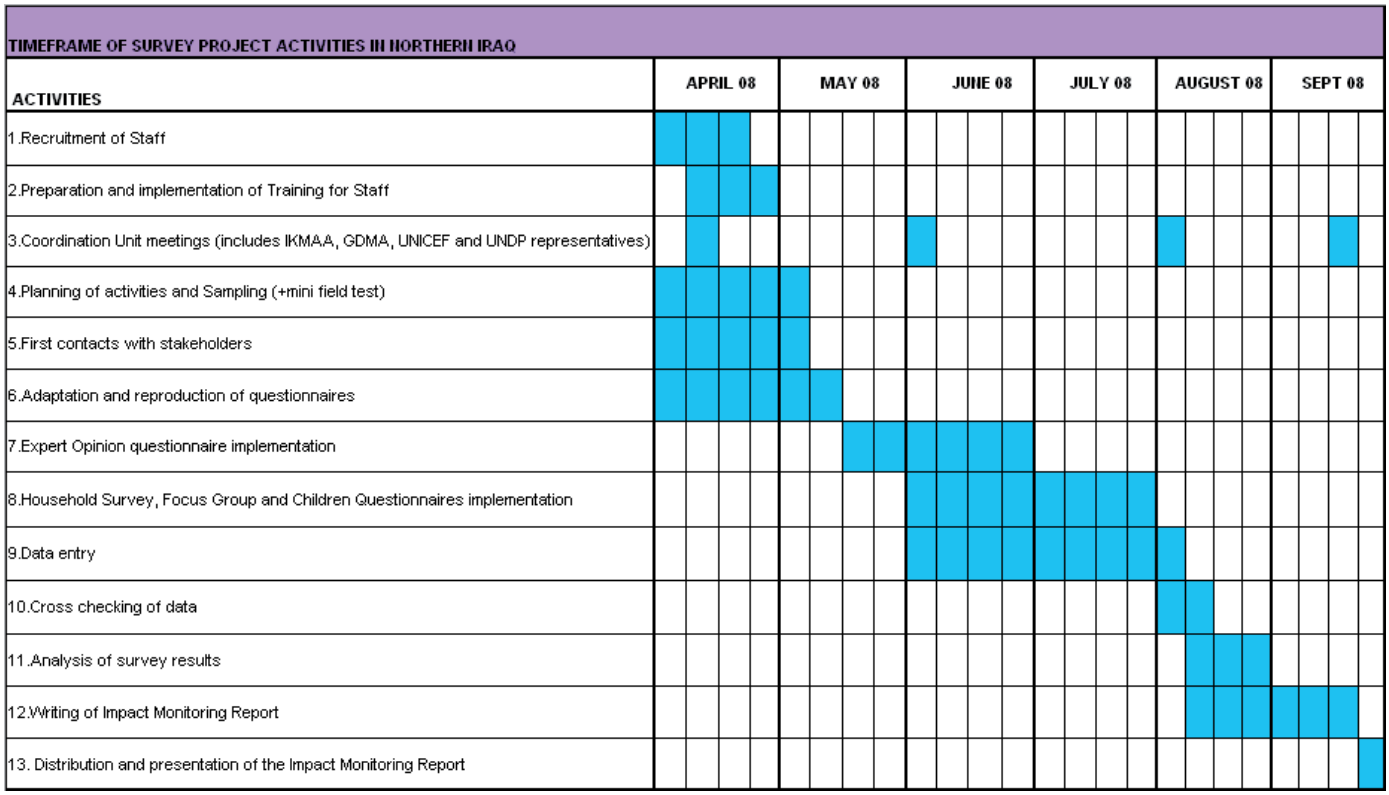
To allocate sufficient and reasonable time to each step of the KAP survey, it is advised to create a work plan outlining the time allocated to the completion of each step. This work plan may include a detailed list of activities, the date by which they must be completed and the name of the person in charge.

The work plan is a useful management tool and can be particularly useful to schedule meetings with the stakeholders, calculate the number of days / weeks required for different activities and plan the analysis and dissemination of results.

KAP projects generally last from 4 to 6 months at a minimum but the activities may not all take place in the field.

The drawing up of the protocol, the customisation / translation of questionnaires, selection of areas of intervention, recruitment of consultants (local or otherwise) and the training of interviewers may take over a month. Data collection generally takes place over several weeks (approximately 2 months) and the analysis (approximately 1 month) and writing of the report (approximately 1 month) must also be allocated sufficient time. Creating a work plan enables the manager to estimate the total time required to complete the KAP survey and enables the stakeholders involved in the survey to track its progress.

Example of a KAP survey work plan[6]



6. KAP survey conducted by HI in Iraq (Kurdistan), 2008

Part 2

5. Plan the budget and logistics

Planning the survey budget should include costs of office rent, consultant salary, survey team salaries etc. All the necessary resources for the implementation of the survey and the costs incurred by the survey must be taken into account.

- The staff costs of the support team (administrator, logistician, etc.),
- Consultants (individuals) or subcontractors (recruitment agencies),
- Training costs,
- Creation of the database, data entry and analysis,
- Writing/editing for the final publication,
- Translation of questionnaires and survey report (if required) into the local language,
- Equipment (computers, cameras, stationery, mobile telephones, dictaphones, 1 satellite telephone or other necessary equipment),
- Communication (telephone card, internet connection, fax),
- Travel related costs (flights, car hire, fuel, per diem, room and board),
- The organisational cost of meetings with the stakeholders or the dissemination of the survey in general (research ethics, stage of progress),
- Printing of questionnaires, the interview material and the final report,
- Contingencies fund (for unforeseen events like having to return to the field to collect further information),
- Field test costs,
- Other (hire of rooms, offices, etc.).

Think of the internal personnel required to plan and implement the survey (trainers, supervisors, interviewers, communications manager), external technical experts who must be hired (trainers, supervisors, interviewers, data entry and analysis personnel) as well as the additional administrative costs linked to the management of the survey.

POINTS TO REMEMBER: DRAW UP THE SURVEY PROTOCOL

- The survey protocol must be in keeping with the goal and the specific objectives of the survey
- If possible identify a suitable legal review committee or research ethics expert to assess the ethics of your survey
- Use a work plan in order to allocate a sufficient number of days and weeks to each step of the survey and track the progress of its implementation
- The budget forecast must cautiously reflect the internal and external expertise required to plan, conduct and manage the KAP survey, as well as any other ancillary expenses.

Part 3

Draft the questionnaire

Part 3

1. Draft the KAP survey questionnaire

The KAP project manager can use this guideline and, more specifically, the copy of the KAP questionnaire featured in the appendix to draw up the survey questionnaire(s). The examples of questions provided can be copied to create or alter the questionnaire but the list of questions in the data collection tool must be prepared bearing the "key research questions" (see Step 2) in mind. The essential data to RE activities and their scheduling must be collected, while including required questions/information to decide on the implementation of programmes and questions/information it would be interesting to know. One must ask: "how can this information be used?", "What is the strategic value of this information?"

QUESTIONNAIRE[7]

The questionnaire may already exist or be created for the occasion. An already existing questionnaire is used for two reasons:

1. There is already a questionnaire in keeping with the objectives. In this case, the costs and the analysis of the survey are reduced.

2. The aim is to conduct a comparison between two different places, or between before and after. In this case, even a flawed questionnaire can be used for such comparisons.

In both cases, the questionnaire must satisfy the objectives of the survey and be customised as much as possible to:

- There are just as many situations as preparations and different implementation methods (survey in a tropical area, in the rainy season, survey in partnership with a corrupt administration, survey where anonymity not culturally normal, survey requested by a very active social government.),
- The people concerned, who always have characteristics to be taken into account. (Illiteracy, few telephones, lack of data, low rate of participation),
- The interviewers, (data entry and analysis).

The questions asked must satisfy the survey objectives. No more, no less. It may be tempting to find out about different, complementary aspects. The risk is that the quality of survey results may suffer. It must be drawn up according to the requirements inherent in the analysis plan. A questionnaire "copy and pasted" from another survey is unlikely to be able to satisfy the objectives.

7. "The epidemiological survey", Handicap International, France 2006 by Patrick Jullien

The questions provide a means to obtain information about the obstacles facing individuals or communities linked to the socio-economic and cultural system that listed in the "survey protocol" by determining the "key research questions" (seen Step 2 page 21). The questions should examine the knowledge, attitudes and practices of the interviewees. People's knowledge, attitudes and practices are general categories encompassing more complex social dynamics and psychological considerations, like the ability to confide or to suffer peer group pressure. Understanding these dynamics may help to draw up the questions used to collect useful information for decision-making within RE projects.

Several theories on behavioural changes highlight the determining factors which can potentially help or hinder people seeking protection. The most well known determining factors are:

- Risk perception ("might I be the victim of a mine accident?"),
- Perception of the seriousness ("what would be the gravity of a mine:ERW accident on my life?"),
- Social acceptance ("how do influential people in my life perceive mines/ERW and the risk of mines/ERW?"),
- Perception of effectiveness ("how difficult is it for me to adopt safe behaviour with respect to the danger of mines/ERW?"),
- Access ("do I know where I can find information on mines/ERW and where the mines/ERW are, and can I receive information on mines/ERW in my village?").

Determining factors affecting behaviour are found on an individual, social and environmental levels. To identify determining factors which hinder or instigate a change of behaviour, the KAP survey must include questions which highlight which of these determining factors influence perception and the actions adopted by interviewees, regarding mines/ERW contamination.

A questionnaire is more effective when it puts forwards different types of questions. **Questionnaires must concentrate on closed-ended questions as much as on open-ended questions.** Open-ended questions are questions to which there is no predetermined answer, while closed-ended questions have a set of predetermined answers from which the interviewee can choose. Closed-ended questions are easier to encode/exploit and lend themselves more to statistical analysis. The two types of closed-ended questions are: "closed-ended multiple choice questions" and "Likert scale questions"[8]. Ordinal, categorical (e.g. gender) and numerical (e.g. age) classifications are other types of closed-ended questions that you can use. Closed-ended questions also let the interviewees cite different possible answers (not pre-set) by playing on the possibility of ticking the "no answer" box and asking the interviewer to write down the interviewees' words.

8. Likert scale: 1. Complete disagreement; 2. Not agree; 3. Neither agree or disagree; 4. Agree; 5. Complete agreement.

EXAMPLE OF MULTIPLE CHOICE QUESTIONS

Q30. What are the main ways for you to get NEW information about health, agriculture or other issues that are important to you and to your community? *[Read answers and choose only up to 3]*[9]

1. ☐ Radio broadcast messages
2. ☐ Billboard advertising
3. ☐ Speakers
4. ☐ Health centre
5. ☐ TV
6. ☐ Posters
7. ☐ Play/theatre
8. ☐ Mosques
9. ☐ Parents/family
10. ☐ Don't know
11. ☐ Leaflets
12. ☐ Specialist visiting door-to-door
13. ☐ Community gathering
14. ☐ School training
15. ☐ Other (specify)

_____

_____

Some survey questionnaires use filters; filter questions avoid sequences of questions which fail to correspond to the interviewee[10]. In the below example, the interviewee who has never witnessed a mine accident goes directly to question number eighteen and answers "what he would do if he witnessed an accident" instead of "what did he do on witnessing an accident".

Q16. Have you ever witnessed an accident caused by a mine or UXO?

1. ☐ YES
2. ☐ NO *[Go to Q18]*

Q17.(If so) What is the first thing that you did, *[do not suggest items]. Note the order in which the interviewee's answers are given*

1. ☐ Ran away
2. ☐ Called for medical assistance
3. ☐ Don't remember
4. ☐ Kept to the same path
5. ☐ Called the deminers
6. ☐ Other (specify) _____
7. ☐ Ran to the victim to help
8. ☐ Stayed still and looked around

Q18. If an accident were to happen in front of you, what is the first thing you would do? *[do not suggest items]. Note the order in which the interviewee's answers are given*

1. ☐ Run away
2. ☐ Call for medical assistance
3. ☐ Don't know
4. ☐ Keep to the same path
5. ☐ Call the deminers
6. ☐ Other (specify) _____
7. ☐ Run to the victim to help
8. ☐ Stay still and look around

9. Extracts from the 2008 KAP survey questionnaire used by HI in Iraq (Kurdistan).
10. Filter questions can be used in a questionnaire to "direct" the subject according to the answers of the interviewee. These questions are specifically designed to clarify a matter and develop it. It is not so much a type of question as an «option» which can be added to a type of question.

The questionnaire cannot be exactly the same from one survey to the next. The context and changes in practices mean that it must be tailored to each country, each period and to each survey. **However, a KAP questionnaire must be drafted in compliance with certain rules in order to obtain and analyse quality data within a limited period:**

1. Initial questions at the start of the questionnaire:
(To be filled out before meeting the interviewee)

- Name of the place where the interview takes place + indication of whether it is in a rural or urban area;
- Name of the district, region, country;
- Sample number;
- Give a brief overview of the survey and state that it is anonymous
  (to be filled out at the interviewee's home);
- Gender of the interviewee;
- Age of the interviewee;
- Marital status;
- Number of children ;
- Main occupation of the interviewee;
- Mother tongue;
- Language(s) written and spoken.

2. **During the data analysis, these marker questions provide a means to determine knowledge, attitudes and practices with respect to the danger of mines/ERW according to sex, age, area of socialisation, main occupation or the geographical area to which the interviewee belongs.** Resulting statistical regulations will be used to build a database for players involved in RE to customise and disseminate prevention messages.

3. **The rules governing the interview process must be identifiable by the interviewers on each question** (do not read the answers; suggest possible answers; specify the purpose of the interview; etc.).

4. **Answers must be "precoded" wherever possible.**
   This means that all possible answering methods have been previously thought of (the pre-test is also a means to find out new answering methods). In the previous section "Examples of questions", the possible answers have been precoded:

1. ☐ Radio broadcast messages 2. ☐ Billboard advertising 3. ☐ Speakers 4. ☐ Other answers

All of the possible answers have been predefined and a number is attributed to each of the possible answers.
Open-ended questions must be precoded like closed-ended questions but they differ as they are only available to the interviewer and are not put to the interviewee.
Precoded answers facilitate "data entry" and enable the questionnaires to be processed rapidly.

5. **Do not create too long a questionnaire.**

6. **The survey can be conducted in more than one language but in this case, each questionnaire must be translated. If the questionnaire is translated into a local language, organise a second translation in order to double check the accuracy of the translation.**

EXAMPLES IN THE FIELD: DRAFTING THE QUESTIONNAIRE[11]

KAP in North-East Iraq (Kurdistan region)
Handicap International, 2008

Main points to be taken into account

1. Homogenising the interview process by stating the approach to follow for each question for the interviewer:
2. Changing the form of the questionnaire to improve data entry on paper then on a computer.
   E.g. addition of frames, answer lines, numbering of answers, etc.
3. Adding and creating options for answering open-ended questions to facilitate data entry on a computer and reduce the scope for interpretation.

Campaign 1: "Q1. Do you know what landmines/ERW are?" (Please explain it to us)
Campaign 2: "Q1. Do you know what landmines/ERW are?" (Show the pictures)

☐ Yes ☐ No (Please explain it to us) [Skip to Q2]

Q1.A (If yes) what landmines are? (Be careful, don't read the answers)

1. ☐ Dangerous object/weapon	2. ☐ Disables us
3. ☐ Kill us/ Lead to death	4. ☐ Injure us
5. ☐ Tears us into pieces	6. ☐ Harms us
7. ☐ Explodes	8. ☐ Mines
9. ☐ Game	10. ☐ Other (Describe) _____

NB: the options are not read out by the interviewer. The "other" option is added (the interviewer specifies the expression used by the interviewee). The question becomes an "open-ended multiple choice question" to facilitate and accelerate data entry (answer options have been created on the basis of answers given spontaneously in campaign 1 and answer options proposed in other KAP surveys or in RE campaigns).

4. Reformulating questions:
Some questions have been reformulated as they lead to erroneous results.

E.g. "Did you ever throw things towards mines/ERW and ERW" (Campaign 1)
"Did you ever see someone/ friends throw things to mines/ERW/UXO?" (Campaign 2)

99 % of children said no during campaign 1

E.g. "What did you do then?" (Campaign 1)
"Do you remember exactly what you did then?" (Campaign 2)

For this same question asked in the future tense, the answers were given in the past tense.

5. Opening the *"other"* option:
All closed-ended multiple choice questions in campaign 1 had an *"other"* option which was often ticked and never specified. Opening the "other" option was a means to obtain new information.

6. Changing the order of questions: In a questionnaire, the order of questions must funnel down from the most general questions to the most personal. Themes must be created and questions must be organised accordingly to avoid the interviewee becoming confused.

11. Kurdistan RE KAP survey 2008, Methodological advice & support by Fabienne Goutille.

SIX HINTS TO DRAFT SURVEY QUESTIONS[12]

1. Bear in mind the goal of the survey
Each question must correspond to the objectives of your survey. They must be devised with reference to the objectives and the fields of the survey, as determined in the previous step.

2. If you have a doubt as to the effectiveness of the question, delete it
Delete all unnecessary questions…If you cannot see how it is beneficial to the research, do not use the question.

3. Make the questions as simple as possible
A question must not be open to different orientations or interpretations. It must concentrate on a single issue. Overly long and complex sentences require the interviewee to digest a lot of information, which generally gives rise to uncertain answers. A good question is one which does not have any complex ideas but which remains simple, clear and concise.

4. Focus – Avoid vague questions
If you ask: "When did you receive information about the danger of mines/ERW?" You mayl obtain an answer on the most recent time the interviewee heard a radio announcement whereas you actually needed to know when the interviewee received information for the first time. Avoid imprecise language and double negatives.

5. Avoid leading questions which influence answers
It is misleading to draft a question to which the interviewee is led to give a specific answer, such as "After discovering a mine/ERW, calling the local authorities is the best course of action, do you agree?", "Many people think that it is very dangerous to go to a mined area; do you agree?" Asking questions which influence the answers gives rise to bias and consequences as to the accuracy of survey results.

6. Ensure that the interviewee has sufficient information
Asking interviewees: "how effective was the RE project?" is less effective than: "for several years, Risk Education programmes have been set up in the region. Did you know this? If so, have you noticed any beneficial effects due to the creation of these programmes?".

12. "The epidemiological survey", Handicap International, France 2006 by Patrick Jullien

2. Draw up a data analysis plan

Drawing up the analysis plan will help you to examine the data in more depth and ensure that the information collected is directly linked to the objectives of the survey. A data analysis plan describes the stages and the conditions of analysis which will take place when the data are available.

Standard stages in data management include:
- Managing to collect the data;
- Entering and cleaning the data;
- Analysing the data;
- Interpreting the data;
- Selecting the format for presenting the data;

The data analysis plan must provide the following details:
- Describe how to implement each stage of data management;
- Specify statistical analyses due to take place (description of hypothetical tests influencing factors), including the types of analysis and in relation to statistical tests;
- Identify the number and the qualifications of people involved in data entry;
- Describe the software requirements (e.g.EpiInfo or MODALISA).

EpiInfo is the software in the public domain which is free of charge and freely available to one and all. The software and its user guide can be downloaded from the Centers for Disease Control site. Other statistical analysis programmes include SPSS, SYSSTAT, STATA, SASS, KwikStat or MODALISA. They can be used to analyse the data and produce data charts which can be used for the final report.

For more information, consult the following websites:
Http: // www.cdc.gov/epiinfo
Http://www.modalisa.com/
Http://www.epiconcept.fr

ANALYSIS PLAN

It is preferable to define the nature and the form of results analysis from the outset:

- **Definition of categories:** a health (or protection) indicator or a risk factor can be used in a continuous way or by categories.

Example of the definition of classes for age:

☐ From 0 to 9 years old
☐ From 10 to 19 years old
☐ From 20 to 50 years old…

- **Frequency table:** This provides an overview of the division of obtained data and sheds light on the composition of the frequency table. It also lets certain categories to be grouped together. It also puts non-responses into figures and highlights certain inconsistencies.

- **Data comparison:** Useful comparisons will be organized where possible. An empty two-way frequency table will be used to present due data.
  NB: Any interpretation of a two-way frequency table requires statistical analysis (e.g. X^2 test to compare percentages).

Part 3

3. Conduct a pre-test and finalise the questionnaire

Once the questionnaires have been drawn up, pre-test each one separately to find out if the questions are fully understood by the interviewers and by a cross-section of interviewees.
The pre-test is a key step to determine whether the data collected are useful and if there are questions to be ammeded before the questionnaires are printed.

Steps for pre – testing:

- Check that the instructions are clear for the interviewer. Also check that those concerning the voluntary participation of interviewees and the confidentiality of their answers are read out.
- Read the questionnaire aloud to check if the questions follow on naturally from each other and if they read well.
- If it is in another language, have it read by several people to understand the meaning they attach to each sentence and to gauge whether the translation is the best. The questionnaire must be pre-tested in all of its versions including each translation.
- Ensure that the questions are not complex and that the answer to each question corresponds to the information that is required.
- The questionnaire must be reviewed if one of the elements is missing.
- Conduct the questionnaire on a small number of individuals chosen at random from the population chosen for the survey. E g. 10-30 people: (these individuals should not be included in the final survey sample). If necessary, ask the opinion of a statistician to find out how to select the participants and how many people are to be interviewed.

The pre-test helps to discover:

- Which questions the interviewers or interviewees did not understand and which questions cause confusion;
- Which questions seem redundant or unnecessary;
- How to improve the way questions are formulated.

This step is of vital importance as shortcomings in the survey design must logically be identified at this point. A test must be conducted to test **all** aspects of the survey (logistics, financial, questionnaire, training of interviewers and data entry and analysis). This test may be done on a number of questionnaires but must also be done on an **actual survey scale**. The test procedure must be strictly identical to that of the survey and can provide the occasion for interviewers/supervisors to train in how to conduct the questionnaire. Ideally, it should take place on a population not interviewed by the survey, but which is similar on every point. If the test is conducted on the same population, care must be taken to interfere as little as possible with people involved in the actual survey (at a minimum, do not interview the test individuals in the survey a second time). If time and financial resources are limited, a minimal pre-test must be conducted by gathering a select group of interviewees and asking them to read through the questionnaire to discuss their reactions. One may collaborate with a local partner organisation to conduct the pre-test. The partner may assist the recruitment process as they are locally based.

All of the elements of the survey must be able to be altered after the test. The interviewers, the population or its representatives and the secretariat in charge of processing the questionnaires may also help alter the survey.

KEY POINTS FOR A SUCCESSFUL PRE-TEST:

1. The interviewee must know that it is a pre-test questionnaire and that you want feedback if the questions seem unclear.
2. Interviewees will be critical when it comes to understanding the questions. You will therefore have to decide which of their suggestions to bear in mind and which are not viable.
3. Study each answer to each open-ended question carefully. Are the answers as detailed as you want them to be? If not, be sure that the wording, the positioning or the space of questions is satisfactory.
4. Are there many "don't know" answers? If so, this means that the questionnaire has not been drafted properly and that some questions are unclear or have poorly chosen wording.
5. Check if certain items received a large number of answers or non-responses. In this case, the answer options must be re-examined and redefined.
6. Check that the interviewees/interviewers have no problem following the logic of the questionnaire, the instructions and the filters.
7. Check the average time required to conduct a questionnaire. Overly long questionnaires may distract your interviewees and make your interviewers less effective.

POINTS TO REMEMBER: TO DRAFT THE QUESTIONNAIRE

- Keep the questionnaire as short as possible. An overly long questionnaire will tire your interviewees and your interviewers.
- Do not ask several questions within one question.
- Draft questions simply, paying attention to ensure that everyone – even the least well educated, can understand them.
- If you are going to conduct the KAP on different target groups, tailor the questionnaire to the needs of each target group.
- Search for data software in advance and include important information about the choice of software in the data analysis plan.
- Pre-test the questionnaire to ensure that it can be easily understood by interviewees and that it corresponds to the research requirements.

Part 4

Implement the KAP survey

Part 4

1. Choose the dates and the duration of the survey

To choose the dates, ask yourself:

- Are the holidays or special celebrations at the time you want to schedule the survey?
- What are the weather conditions during the planned survey period? For example, avoid collecting data during the rainy season.
- What is the potential availability of interviewees? For example, during certain seasons farmers (rural) are less available than during others.
- Will there be other activities implemented on the same date which could go against or, on the contrary, be synergized with this action?
- How many days of training are required for the interviewers and supervisors?
- How many days will the interviewers be in the field on average?
- How many days will the data analysis require?

2. Recruit interviewers and supervisors

To employ someone, it is feasible to list qualities and qualifications to help you to choose interviewers and supervisors. The manager can tailor the qualifications listed below to the survey needs. If recruitment of a specialised team of consultants to conduct the survey in the field is planned, they will be in charge of choosing candidates. It may help to discuss with them the criteria they will use for the recruitment process and how they plan to recruit candidates.

An interviewer's qualifications	A supervisor's qualifications
• Can read and write the appropriate local language • Speaks the local language fluently • Knows the geographical area of the survey • Enjoys working in a team • Is able to demonstrate knowledge of research in general and the specific objectives of the survey • Good listening and communication skills • Is well organised Experience of community survey	• Knows how to read and write English or relevant international language • Has good knowledge of local languages • Has experience of team management skills in the field • Has previous experience of working on a survey (KAP, ethnographical, demographical, epidemiological, etc.) • Knows the geographical area • Is available for the entire duration of the project • Excellent communication and observational skills • Is patient and used to giving constructive feedback to employees

To find interviewers and supervisors, vacancies can be posted in the local mass media, (e.g. local newspapers or radio broadcast), depending on the available media facilities of the country. If relevant, the secretariat of universities can be contacted. Do not forget to contact partner organisations which have perhaps already conducted similar research in the past. Pre-selecting candidates by telephone or email before meeting them is a useful option. The candidate must be interviewed about his or her past experiences and a checklist or an interview guide should be used to assess all candidates in the same way. It is wise to select and train more interviewers than are necessarily required to ensure stable work in the field and to build up teams in the case of absence/withdrawal.

Do not forget to take into account the specific cultural features of the place where the survey is taking place, even for the recruitment of candidates. For instance, take into account gender and if it is culturally acceptable for a woman to be interviewed by a man and vice versa, or the circumstances that would make contact between opposite genders permissible.

Students of public health, sociology, anthropology, linguistics or medicine may prove to be excellent candidates for the position of interviewer. They have the advantage of being inexpensive, committed (the KAP survey can be used in their own research) and perhaps have experience of process of surveys. They will certainly be familiar with the language and the local culture. It all depends on the available training time and the interviewing experience required (a qualitative survey requires a higher skill level).

CHOICE AND TRAINING OF INTERVIEWERS[13]

The choice of interviewers is often one of two solutions. Either local interviewers are taken without necessarily being professionals, or professional interviewers are chosen who are not necessarily local.
Non-local professional interviewers will be used to the survey process and stricter with its application. They will accept the principle of quality control more easily. They will be less sensitive to pressure (emotional or social) and can be trained more rapidly.
Non-professional local interviewers have in-depth knowledge of the culture, the language, problems of acceptability and the optimal conditions for the application of the survey and they know how to fit in with different people in order to obtain good participation rates. The cost of their work could be lower (compensation, travel, skills).

The choice will be made according to the situation. Local interviewers are often chosen. They require more in-depth training if they have never taken part in a survey.

"Hiring professional RE interviewers for the RE KAP, often teachers, is often one of the solutions chosen as they have the vocabulary and knowledge and seem to be more able to conduct this kind of interview. But isn't there a risk that this solution influences the RE evaluation? Shouldn't these surveys be conducted by more "neutral" individuals? If a teacher has provided RE and who interviews the same population for a KAP survey, namely the same children that he or she "educated", is this not liable to influence the KAP interviewees? Will the children feel free to say that they defy taboos in front of their teacher?"[14]

13. "The epidemiological survey", Handicap International, France 2006 by Patrick Jullien
14. Mission Report on Methodology of the 2008 KAP in Iraq, Handicap International, by Fabienne Goutille.

3. Train interviewers and supervisors

Schedule a training scheme lasting several days to prepare the interviewers and supervisors for work in the field. This training will be particularly necessary for interviewers who are unfamiliar with mine action, or who have a limited experience of surveys. The training is also time for the team to absorb the survey objectives, its content, and the way in which it will be implemented.

There will be then two main phases of the interviewers training:

1. the general project presentation, to inform participants about the organisation, their roles and responsabilities and to let them understand the importance of the data collection exercise for a high-quality implementation of RE activities;
2. the specific training on questionnaire, to let them understand and exercise on project tools.

It's always a good rule to include in the training all the project team, particularly people that will have to work at the data entry phase (e.g. the data entry officer will be able to explain how he/she will use the data and why he/she needs some specific details of the people interviewed and of their answers.

At a minimum, the training must cover:

- The goal of the survey (KAP definition, etc.);
- The roles and responsibilities of the interviewer and the supervisor;
- The content and use of questionnaires and survey materials (prospectus, photography, etc.) ;
- A complete examination of each question, item by item, without forgetting filter questions and the various instructions for the questionnaire process;
- The interviewee's selection procedure;
- The consent and confidentiality procedure linked to data collection;
- A summary of frequently asked or suggested questions and answers;
- Personal interview techniques, with a list of the interviewer's golden rules (do's and don'ts);
- An explanation of supervision and quality control procedures governing work in the field;
- A demonstration of an interview/questionnaire process which functions with different scenarios allowing people to pass on question via various filter questions;
- Role plays and interview simulation 2 by 2;
- The last questionnaire pre-test;
- Logistical planning.

Ensure that sufficient training time is scheduled for interviewers to work with the manager if they consider an element unclear and more importantly, to conduct the questionnaires properly via role plays or simulation exercises. This enables the trainers to observe the performance of interviewers to give them critical and constructive feedback afterwards on an individual basis to ensure they improve their interviewing techniques. If the survey involves people particularly affected by mines/ERW, or people required to pass through contaminated areas, the interviewers must be sufficiently informed to ask the right questions to explore the possibilities without confronting interviewees.

At the end of each training day, the team of trainers must have time to share their observations, assess participants' progress and identify the problems to be explored the next day. The team of trainers must select the team of interviewers and the supervisors according to their linguistic skills and observations of the each of the participants' skills during the training.

Before the team of interviewers work in the field, the team of trainers must have completed the following procedure:

- Determine the composition of each team;
- Agree on the number of hours and the days reserved for the questionnaire process in the field;
- Share the allocation of different sites;
- Ensure that all the administrative and logistical arrangements are in order;
- Distribute all the necessary information and material to interviewers and supervisors.

Part 4

4. Guarantee the quality of data collection

The most important aspect of data collection is “quality control”, which must be managed by supervisors. Before being used in the field, a clear, suitable strategy must be adopted by supervisors to support interviewers in order to settle problems in the field and assess and maintain the quality of data collection.

Every day before leaving the field, supervisors must check the following points:

- The selection of interviewees must strictly follow the sampling protocol drawn up in detail in the survey protocol;
- Each questionnaire must be completely filled out;
- If the interviewee cannot be contacted, then the questionnaire should be invalidated and will be replaced the same day in the same village where possible.

The team of interviewers must meet at the end of each day to share their experiences and submit their observations and completed questionnaires to the supervisors. The supervisors must then examine all of the completed questionnaires and remove invalid/incomplete questionnaires **before data collection can begin.**
To help them organize work in the field, we can offer supervisors a list to keep updated on transport (car, driver, fuel); the provisions (water, first aid kit, pens, files) and survey materials (additional copies of questionnaires in each of its forms, cards or signs required by the interview process, etc.)
While the teams are in the field collecting data, the arrangements must be finalised concerning data entry and analysis and the dissemination of results by the project manager.

QUALITY CONTROL

Tools are required to check the questionnaires with the interviewees and interviewers must be made aware of this.
It is possible to:

- Select some questionnaires at random and check their validity with individuals, by visiting them or by telephone. This verification can be done on the entire questionnaire or on certain key questions.
- Draw statistical comparisons between the results of the different interviewers. If answers are too varied, this could call for more thorough verification.
- Check the internal consistency of questionnaires.

POINTS TO REMEMBER: IMPLEMENT THE KAP SURVEY

- Take into account the number of interviewers, climate conditions and the length of interviews to calculate the number of days and the period of the year when the field survey will take place.
- Practice, practice, practice! Give interviewers sufficient time during training to practice the questionnaire process in a role play in front of the different members of the team of trainers.
- Ensure that all supervisors have a common understanding of their role in data quality control. For example, ensure that each questionnaire has been filled out correctly in its entirety before leaving the place of interview.

Analyse the data

Part 5

Part 5

1. Enter and clean data

In order to be able to analyse the data, firstly they must be entered into a computer then organised. "Cleaning" the data consists of identifying and correcting errors before analysis, in other words, this homogenises the data to make them exploitable. Cleaning the data guarantees their integrity by deleting duplicates, correcting spelling and deleting or completing fields which have not be filled out. Cleaning operations can also identify places where questions have been jumped inappropriately or where there are illegible words and wrong codes. It also reduces or deletes inappropriate items or inconsistent or unexploitable answers for each question with a conflicting answer. Once the database has been properly organised, the software calculates and establishes frequencies for each of the entered answers. It is then very easy to identify missing answers and items chosen rarely/often.

Remember to made additional copies of data and keep the main files in a safe place.

QUESTIONNAIRE DATA ENTRY

This task must be taken into account from the moment the paper questionnaire is devised. A number of software options can be used for this task (e.g. Excel, Access, Modalisa, SPSS and Epi-Info).

To note: It is not sufficient to be proficient in the use of statistical software to understand how numbers are handled. The help of an epidemiologist or a statistician is very often necessary.

There are several options for good data entry:
• The data entry **template** must resemble the questionnaire. The chronology of questions, their titles, the position of areas to be filled out and the method for filling them out (text, box to be ticked, yes/no answer, etc.) must be the same.
• The **encoding** must be conducted before data entry. It can be carried out by the interviewer or by someone else.
• Open-ended questions are interpreted either by interviewers according to a common, detailed blueprint, or by a single person.

E.g. the "sex" variable cannot only accept set values: 1 and 2, or M and F.

• **An online data entry verification** avoids non-viable data.
• Each questionnaire must be registered **via double data entry** by two different people or the same person at two different times. The comparison of the two data files thus obtained provides a means to correct potential data entry errors (it is unlikely for the same error to happen twice).
Double data entry with corrections is therefore a good quality criterion. Certain software provides this option and the production of a comparison report between the two files (Epi-Info for example).
• A frequency table process sometimes avoids inconsistencies in data entry.

2. Set up a data analysis plan

The goal of data analysis is to obtain answers to the questions set at the start of the survey process. Consult the "key survey questions", which will be very useful for interpreting and drawing conclusions about the data.

To analyse the data, adopt the following procedure:

- **Encode data**

It is common to convert non-numerical data and each possible category of answer into a unique numerical code. Numerical codes must then be listed separately with a description of each variable (question transformed for the database) and each value (possibility of answers) that each variable can accept. **This list allows re-examination of the construction of your data even some time afterwards and to remember how the data was developed during the analysis. This also enables other people to interpret the work.** It is essential to create a good encoding system in the event of the KAP survey being repeated at a later date. Each data adjustment must be noted.

- **Find the difference between the different groups in the survey population**

Each obtained result can either apply to the whole population or differ substantially according to the sub-groups of the survey population.
If the survey is quite large and representative, cross-tabulation will highlight differences between sub-groups. For instance, "Does knowledge about the danger of mines/ERW really differ between men and women?", "Are there different attitudes to mines/ERW depending on whether you live in a mountainous region in the north or a city in the south?"

- **Find statistical matches**

The link between two variables can be established. For example, "Is the fact of having received RE linked to knowing how to recognise a mine or a UXO?", "Is gender linked to the fact of having already handled a mine or a UXO in one's life?"

- **Choose the data presentation format**

The data presentation format must be tailored to the public taking part in the survey. This generally includes tables of statistics, commentated interpretations and charts.

DATA ANALYSIS

This phase, which seems simple, requires a statistical approach. At a minimum, the following must be conducted:

- A verification of the representativeness of the sample compared to the source population, E.g. the sex ratio is 0.45 of the general population and 0.54 in the sample (random sample of 100 people).
  Can a significant difference be shown?
  Answer: no difference can be shown ($p > 0.05$ for a risk $\alpha = 5\%$). The sample can therefore be considered representative.

Non-responses and unexploitable data:
These two categories by their absence can lead to bias if their characteristics are statistically linked to the intervention or to the results.

Different techniques can assist this verification, like researching a difference between this group and interviewees on general characteristics (sex, age, address, etc.).

- A verification of non-responses or unexploitable responses, to find out whether this group could cause bias by being excluded,
  E.g. the general population of country X includes 1.7% amputees.
  The local sample includes 2.5%. Is the difference significant for a random sample of 1,000 people?
  Answer: no difference can be shown ($p > 0.05$ for a risk $\alpha = 5\%$). The sample does not show a difference in the proportion of amputees.

- Comparisons planned with the reference population.

The RE Impact survey consists of three main stages:

- Gather data on the Risk Education Level (REL) among the population;
- Compare the distribution of the REL with the number of men, women, boys and girls who followed RE sessions: the goal is to assess the contributions of the RE Level compared to the number of people who followed RE sessions.
- Compare the distribution of the REL with the distribution of the number of accidents.

3. Interpret the results

Data analysis can be very long and can provide very diverse results. The goal of the survey and the key research questions will enable to rapidly discern the main survey findings.

The end aim of data analysis might be to identify factors which hinder an individuals' access to RE sessions. In this case, interpreting the results could enable you to identify the specific barriers reported by interviewees. The survey may also have revealed factors which encourage populations to gain access to RE sessions.

One of the golden rules is to ask oneself if the results obtained confirmed the initial hypotheses and support all of the information you obtained throughout the duration of the project (by qualitative methods or otherwise).

If possible, meet the RE teams and gather the interviewers together again to share their impressions and ideas about the results. During the discussion with personnel and consultants, remember to identify the fields (or the "key research questions") which deserve further exploration through qualitative research.

POINTS TO REMEMBER: ANALYSE DATA

- Identify errors which occurred in the field or during data entry before analysing the data.
- Remember to make reference to the survey objectives, the key survey questions and an analysis plan during the data analysis phase.
- Use cross-tabulation to highlight differences between groups/categories of participants in the survey.
- Determine the statistical results which deserve further exploration through qualitative research.

Part 6

Use the data

Part 6

1. Translate the results into action

According to the goal and objectives of the survey, the results may give rise to RE initiatives or simply provide a means to build an image of the reality of populations with respect to the danger of mines/ERW. In all cases, the priority must be placed on the specific problems which could be tackled by a RE projects and making recommendations to conduct RE in the most appropriate way by overcoming certain barriers.

The results of the survey must be analysed and laid down in a final report which will be disseminated to stakeholders in a meeting and most certainly included in the national mine action programme.

2. Compile the survey report

Once the analysis has been completed, the various survey results are combined in the report. **The final report must take stock of the different processes and results involved in the KAP survey**. The results must be presented both in the form of charts (bar charts, diagrams) and in the form of a narrative description. The goal is to make the most appropriate recommendations.

To compile the report, the different players to whom it will be sent must be taken into account, namely donors, partner organisations, researchers and the national Mine Action Centre.

A standard KAP report generally contains in its board outline:

- A cover page with the title of the survey
- A table of contents, a list of acronyms and abbreviations and a credits page (thanking all survey participants)
- An executive summary of the KAP results
- The project background
- The objectives of the survey
- A description of the methodology used:
  - Population of the survey,
  - Areas concerned by the survey,
  - Sampling,
  - A brief description of the ethics and consent procedure regarding interviewees,
  - Training,
  - Data collection and quality control,
  - Data analysis.
- Results (substantial body of text)
- Discussions
- Conclusion and recommendations
- Bibliography
- Appendices
  - Tools involved in the survey (questionnaires, leaflets, etc.),
  - A summary of data tables (statistical analyses),
  - Map of the country or areas covered by the survey,
  - Table detailing the composition of interviewees if it has not been included in the Method section (number of interviewees, by gender, age, place, etc.),
  - List of people who participated directly or indirectly in the survey and the role they played,
  - The training programme.
- The main part of the survey concerning its procedure and the methodology used can be drawn up on the basis of the “survey protocol”
- The results section is generally the most important and the longest part of the report which must feature charts, as previously stated, in order to underpin the commentary
- Another part must include the interpretation of survey results, a comparison with other documentation on the matter and discussions on the implications of the results
- The bibliography must list the data on the survey population, the survey methods and the comparison data used

Part 6

3. Disseminate the results:

The final survey report must be prepared but also distributed to the different individuals and organisations concerned by the survey. It may useful for sponsors, government stakeholders, non-profit organisations and mine action programmes to participate in the meeting providing feedback on the results for two reasons: firstly, in order to hear a presentation of the results and secondly, to take part in discussions on recommendations linked to the KAP survey findings. This feedback meeting involving stakeholders must be considered a complementary activity as regards the survey (we will come back to this in the next part of this guideline). This type of forum encourages discussions and calls for the contribution of different experts, which ultimately benefits the planned contribution on the basis of shared mine action knowledge. It is also possible to provide feedback on the survey results to the members of the interviewed population. Indeed, this may be used as a tool to involve communities or individuals in the planning of more targeted awareness-raising initiatives, more appropriate media campaigns or in other community-based activities.

Be prepared to publish the results of the KAP survey so that they can also be used by a broader public. Local, national and international conferences, articles in mine action reviews and information bulletins to be published online may be a solution.

4. Use the KAP to schedule RE

Programme directors and project managers can use the survey data once they have been analysed in many different ways. The way in which you use your data is related to the goal of your survey. Presenting the KAP data may give credit to the requirement for RE among politicians, civil servants and journalists, and demonstrate why action to reduce accidents caused by mines/ERW is necessary. The data also enable RE to target messages in order to overcome certain barriers revealed by the survey which prevent behavioural changes with regard to mines/ERW.

The next section presents examples of the way in which data illustrating trends identified in the KAP survey can be translated into action in order to plan RE.

The data can be used:

- For inclusion in statistical data on knowledge, attitudes and practices on the internet.
- To inform political leaders and encourage them to pay due attention to mine action.
- To highlight the lack of knowledge and identify the specific needs of populations.
- To create targeted messages to ensure people adopt safe behaviour.
- To develop educational materials and messages to encourage families to take part in mine action.
- To identify the most popular community events for your programme to raise awareness about prevention (Community Liaison, emergency RE, or community-based RE).
- To enable local communities to participate.
- To use the most accessible and preferred media networks, as identified by the KAP survey.

The survey results identify obstacles which prevention programmes could come up against. For example, the KAP survey results could be used to provide services better tailored to the needs identified by communities.
According to the data collected, the results may highlight the importance of reorganising RE by targeting one public rather than another through coordination with other mine action activities or by changing the periods or seasons when such activities take place. Improving these aspects of operations will render RE more effective by improving access and use.

Part 6

5. Capitalize[15]

Another way to use the data is to describe difficulties or leverage encountered when implementing the survey. Indeed, to take account of the implementation experience on previous areas, these areas must be capitalised on. You are therefore asked to draw up a field report. This internal document will be used in addition to this guideline to enable future RE KAP project managers to benefit from your experience. Lessons learned on the pros and cons of a given method to choose, collect, monitor, clean, analyse or disseminate data would enable subsequent teams to be more efficient in the fight to reduce mine accidents.

POINTS TO REMEMBER: USE THE DATA

- Ensure that the survey report is detailed so that third parties can understand the methods, the reason behind the choice of population, the findings and conclusions.
- Organise a meeting with stakeholders to disseminate the results of the KAP and collect suggestions and recommendations from local government or non-governmental partners.
- Use the KAP data to influence the allocation of resources, implement Risk Education campaigns, choose the right communication channels and choose the content to train or involve RE actors or other members of the public.

15. Support for the Implementation and Follow-Up of an Approach based on Capitalization of Experiences", Coordination Sud, 2004, 5 p. ZIEGLE Cécile. This document presents the questions to be asked in a capitalization approach. http://www.coordinationsud.org/IMG/pdf/demarche_capi_site_15_07.pdf

Additional research activities

Additional research activities may include qualitative or quantitative measures. The selection of methods may depend on available budget and available time, but should ultimately be correlated to the type of information required for RE. Surveys which use closed-ended questions are limited in their capacity to explore the «how and why» with probing questions. They may, however, reveal sectors which must be studied in more depth using qualitative methods with semi-structured interviews and a smaller sample. Qualitative measures which require less time and fewer financial resources can provide insight into the same questions on knowledge, beliefs and practices. However, qualitative measures are not designed to product numerical assessments and statistical tests.
The majority of the most commonly used qualitative research methods include focus group discussions, in-depth interviews, and observations of interaction during RE activities and meetings with stakeholders. These methods are summarised below.

A variety of other qualitative approaches (like case studies, reports and community mapping) are more limited but can be extremely useful when it comes to meeting specific research objectives. Each method has its benefits and drawbacks and the use of certain methods over others may provide the triangulation required by all research. The advantage is that it makes work more consistent, it reveals issues and new fundamental questions required to develop a mine prevention strategy.

- Focus group discussions

These are short in-depth discussions about the opinion and experience of the different participants. Unlike the conventional KAP survey, this method highlights group dynamics as well as interaction and exchange between peers on mines/ERW. Focus group discussions enable in-depth data to be gathered via open-ended questions which go beyond superficial answers to answers which deal with participants' feelings. These discussions are particularly interesting to answer "how" and "why" questions when certain trends and quantitative data have already been identified via the KAP survey.
Focus groups led by a facilitator, generally bring together different key groups of the public that need to be included in RE programmes. This may be people who are exposed to or have been explosed to the danger of mines/ERW, those managing prevention activities or people recognised as experts by communities; focus groups discussions are sometimes less effective when tackling certain personal or culturally sensitive issues.

DISCUSSION GROUP[16]

Objective

To use the group discussion to collect general information, specify details or gather opinions on a specific point from a small group of selected individuals representing different points of view.

This method can also be used to reach a consensus. For the purposes of follow-up-assessment, discussion groups are useful for assessing opinions on change, the quality of project services or service providers and to list fields in which an improvement has been observed.

How to proceed

1. Choose the participants (ideally, four to eight people). According to the objective set, one may work with a homogenous group or a mixed group. Several discussion groups may be used, each of which is fairly homogenous but very different from each other. This gives interesting comparisons.
2. Ask the group a fairly general question (e.g. «What impact do you think a particular intervention had on the sutstainable use of land?»).
3. Discuss this question during the pre-set time period, one or two hours at most. The facilitator will intervene only rarely to ensure that all those who wish to express an opinion have the opportunity to do so. It may be necessary to repeat the question from time to time using different words or to check that everything is clear.
4. Take detailed notes about the discussion. It is easier to lead a discussion group when there are two people involved; one to lead the discussion, and the other to take notes. You can also record the discussion but you then come up against the usual problem of transcription which takes time and has a stifling effect on the group.
5. A means to ensure that the information collected is accurate is to organise different group sessions until the collected data becomes repetitive.

Practical hints for use

If the group is properly led, this method provides detailed information. It generally gives rise to insightful answers and provides a precious occasion to observe discussions and understand behaviour, attitudes, language and feelings.

However, leading a discussion group requires considerable know-how, both to coordinate the group and to produce a faithful report of the answers. The group dynamic, namely the impact made by shy, dominating, disruptive types, etc. may upset the smooth running of the discussion and so needs to be carefully facilitated.

This method can be used to reach a consensus. However, a small group cannot be representative of all the opinions of an organisation or a community, for example. Furthermore, if the group is not sufficiently homogenous, there can be major disagreements. Think long and hard about its composition.

This method can provide targeted information more rapidly and generally at a lesser cost than calling on a series of key informants or more structured social surveys.

16. “PSEP- Electronic guide for participatory information exchange, planning, monitoring & evaluation for impact ».

- **Individual interviews**

Individual interviews are generally conducted by an interviewer using a semi-structured interview guide. Individual interviews with key informants (like decision-makers, community leaders or religious leaders) may be particularly useful to explore their individual opinions and their experiences as to the hazard of mines/ERW in their country or community. Individual interviews can be more useful than focus group discussions to obtain information on sensitive topics, like people needing to pass through mined areas or handling UXOs to recover the metal or the explosive. Interviews can be conducted to learn the original reason pass through contaminated areas,how the danger of mines/ERW are perceived, why certain ordnance are not perceived as a genuine hazard for them, how parts of ERW or mines can be recycled for alternative purposes, and so on.
Interviews are important to reach an in-depth understanding of qualitative questions in particular. They are used to understand (and not to measure) customs and traditions linked to the presence of mines/ERW and because it is a free discussion (albeit led by a series of questions) these interviews are useful to assess unforeseen (positive or negative) repercussions, for instance, and garner opinions about the relevance and the quality of interventions, etc.

- **Work meeting with stakeholders**

Meetings with current or potential stakeholders can be held either before or after the KAP for different reasons. Mine action partners (NGOs, MACs,; other local government departments and community leaders) must be strategically chosen.
These discussions provide a means to present the KAP survey and provide them the chance to help develop the implementation strategy. Group exercises/workshops can also be organised during these meetings in order to strengthen initiatives in a cooperative manner. These workshops are a means to explore opportunities for new involvements and partnerships, while increasing information on existing resources, sharing information and increasing collaboration.

- **Direct observation**

Direct observation can provide information on real behaviour, such as topics discussed in families or communities on the topic of mines/ERW. The observation can help to discover how the players observed interact, who the spokespeople are, which information is transmitted and what non-verbal communication could reveal their relationship.

All of these methods require thorough reading up on the matter and the appropriation of qualitative analytical methods. Each method corresponds to a certain type of question and must be used according to its benefits and drawbacks when implementing your survey.

SEMI-STRUCTURED INTERVIEWS[17]

How to proceed

1. Define the purpose of the survey and the information that you want to obtain and draw up a list of open-ended questions for the interview. The questions must be formulated so as to let interviewees express their opinions during the discussion. Presenting the questions in a logical sequence will ensure that discussions run smoothly. See the table 'Examples of question wording, 'Questionnaires and survey method', for ideas on how to word questions properly.
2. Decide who will be interviewed, how many people must be included in the sample and if the interviews must be conducted individually or in groups.
3. Form a team and ensure that its members are trained so that they can grasp the purpose of this work and acquire the appropriate skills (how to stimulate discussions or take precise and useful notes, etc). Where possible, semi-structured interviews should be conducted by two people: one to lead the discussion and the other to take detailed notes. Interviews can be recorded, but this may cause interviewees to hold back and the subsequent transcription is very time-consuming.
4. Test the questions beforehand to ensure that they are appropriate and specific enough and that the answers lend themselves to practical analysis.
5. If group interviews are conducted with more than one interviewer, it may be worthwhile to organise a short internal discussion after the interview on the interview dynamic to assess the validity of answers and decide whether the questions or their order should be reconsidered.
6. Analyse the information collected during interviews.

a) Draw up a brief summary of what each person said.

b) Examine the answers. Once you have examined roughly 25% of the answers, note the most frequently mentioned points. Then use each of the answers and record how many people spoke of each of these main points. Or divide the answers, for example, into "for' and "against", or divide them up so as to show the various degrees of enthusiasm on a topic.

c) Note down any important quote to highlight certain points.

d) Ask someone else to read through the answers thoroughly to avoid you subjectivity taking over in the interpretation of results.

e) Number each interviewee.

f) Following the list of points you drew up in step b) above, number the main points. Using this encoding system, rank them in order of priority and summarise then analyse the information.

17. "PSEP- Electronic guide for participatory information exchange, planning, monitoring & evaluation for impact ».

PRACTICAL TIPS FOR USE

Semi-structured interviews can easily be used in conjunction with another method. For example, you could follow a transect (see the 'Transects' method) in association with producers which whom you are conducting a semi-structured interview. The s emi-structured interview can be a more relaxed means to obtain information than by questionnaires. In addition, unscheduled topics can come to the fore and prove to be very interesting. However, this information may not be sufficiently precise to allow for statistical analysis.

In addition to the time issue, it is also more difficult to summarise information taken from open-ended questions in order to gain precise results. It may also be difficult to keep the focus during the interview, which makes comparison between different interviews difficult. Good note-taking is particularly important to make interpretation possible.

Invest times and money in the training of those set to lead semi-structured interviews. The training should involve the preparation of the team, the interview content, listening skills, interviewing skills, the ability to assess answers, take notes and conduct critical self-examination**.

The teams in charge of group interviews must be attentive to certain details. For example, they must use simple language and avoid jargon or technical expressions to ensure that all members of the group understand the questions properly. They must find out in advance what may be politically or culturally sensitive, as these types of subjects can spark strong emotions and lead to conflict within the group.

Conclusion

The KAP survey is directly linked to the planning and assessment of educational activities linked to the prevention of mine/ERW accidents. The data collected in KAP surveys are required for use in an information database and as evidence to place the priority on certain courses of action and collect specific information about the knowledge, attitudes and practices of communities affected by mines/ERW.

The implementation of a KAP survey enhances and guides the implementation of mine action initiatives and provides managers of projects and organisations striving to reduce mine/ERW related accidents with a credible basis for strategic decision-making. KAP surveys provide the baseline and complementary indicator measures in order to implement RE.

The six steps and tools laid down in this guideline must be adapted to satisfy the requirements of programmes. This guideline also encourages the use of additional research methods (such as observation or group discussions) to supplement the data collected in the KAP survey questionnaire. The use of a questionnaire combined with more qualitative additional research provides more comprehensive results which can be used as an effective means to support action strategies for local, national and international mine action.

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- Evaluating the Impact of MRE Projects, HI's experience,

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- Draft MRE Policy Statement, Handicap International, August 2007,

- International Mine Action Standards Mine Risk Education Best Practice Guides book 8 Evaluation, Geneva November 2005,

- Methodological Guide, Impact Assessment, Consideration of Impact and the Construction of Impact Indicators. Basis for the Promotion of Prior Cross-Functional Surveys and Assessments, June 1999,

- Evaluation of the UNICEF Mine Accident Prevention Programme in Senegal (Casamance) 1999-2005, Main Conclusions and Future Strategies, December 2005, Ziguinchor. UNICEF.

► FOR ADDITIONAL RESEARCH ACTIVITIES

- "PSEP- guide électronique d'information- planification, suivi-évaluation participatifs au service de l'impact" (Electronic Guide on the participative process regarding information-planning, follow-up-evaluation to increase impact)
  http://portals.wi.wur.nl/ppmefr/?Entretiens_semi-structurés

- Participatory Survey Methods for Gathering Information
  http://www.fao.org/docrep/W8016E/w8016e01.htm#knowledge,%20attitude%20and%20practice%20surveys

► TO FIND OUT MORE ABOUT RESEARCH ETHICS

- Comité d'éthique de la recherché avec des êtres humains de l'Université Laval (Laval University Ethics Committee)

http://www.cerul.ulaval.ca/

Ethics live! @IRSC
http://www.cihr-irsc.gc.ca/f/29083.html

► FOR EVALUATION TECHNIQUES

- VILLEVAL Philippe. Learning and sharing experience: lessons for learning processes in NGOs/Capitalisation d'expériences... expérience de capitalisations : comment passer de la volonté à l'action ? in Traverses, n° 15, Octobre 2004, 46 p. (Localisation : 516.VIL)
  Based on experiences of HI and the GRET, this document provides insights conceptual and methodological benchmarks for implementing approaches of «capitalization of experience.»
  In english : http://www.handicap-international.fr/fileadmin/documents/publications/TraversesUK.pdf
  A partir d'expériences de HI et du GRET, ce document apporte des éclairages conceptuels et des repères méthodologiques pour mettre en œuvre des démarches de « capitalisation d'expérience ».
  En français : http://www.handicap-international.fr/fileadmin/documents/publications/Traverses.pdf

- ZIEGLE Cécile. **Appui à la mise en œuvre et au suivi d'une démarche de capitalisation d'expériences**, Coordination Sud, 2004, 5 p. (Support for the Implementation and Follow-Up of an Approach based on Capitalization of Experiences)
  This document presents the questions to be asked during a capitalization approach.
  Accessible on the internet:
  http://www.coordinationsud.org/IMG/pdf/demarche_capi_site_15_07.pdf

► FOR SAMPLING TECHNIQUES

- http://www.statcan.gc.ca/edu/power-pouvoir/ch13/prob/5214899-fra.htm
  - Simple random sampling;
  - Systematic sampling;
  - Sampling with probability proportional to size;
  - Stratified sampling;
  - Cluster sampling;
  - Multi-stage sampling;
  - Multi-phase sampling.

► TO DRAW UP THE QUESTIONNAIRE:

- http://coe.sdsu.edu/eet/Articles/surveyquest/index.htm
- http://translate.google.fr/translate?hl=fr&sl=en&u=http://coe.sdsu.edu/eet/Articles/surveyquest/start.htm&sa=X&oi=translate&resnum=1&ct=result&prev=/search%3Fq%3DLikertscale%2Bquestion%26hl%3Dfr

► FOR DATA QUALITY CONTROL

- http://www.childinfo.org/files/Survey_Quality_Control.ppt#261,6,Non Responsesurvey quality control

Appendix A

HOW TO KNOW WHAT TYPE OF QUESTIONS TO USE ?

Type of question	Best used for
Open-ended question	Breaking the ice in an interview; when respondents' own words are important; when the interviewer doesn't know all the possible answers.
Closed-ended question	Collecting rank ordered data; when all response choices are known; when quantitative statistical results are desired.
Likert-scale	Assessing a person's feelings about something.
Multiple choice	A finite number of options (remember to instruct respondents as to the number of answers to select).
Ordinal	Rating things in relation to other things.
Categorical	Answers when they are categories and each respondent must fall into exactly one of them.
Numerical	Real numbers, like age, number of months, etc.

Appendix B

THE KAP PROJECT CYCLE

- Determine goals and objectives
- Identify target groups
- Determine questions to be answered
- Create data collection instrument
- Determine best sampling method
- Carry out sampling
- Identify survey workers
- Train survey workers
- Supervise survey teams
- Enter data into computer
- Analyse data
- Write report
- Present results

Appendix C

EXAMPLE OF A KAP QUESTIONNAIRE

In light of the Mine and Unexploded Ordnances Presence
Chechnya, RF
Survey on Knowledge, Attitudes, Practices
2004, UNICEF

Questionnaire N°:
Date of interview: _____
Name of the interviewer: _____

Presentation of the interviewers: hello, how are you ? Our names are X and Y, we're working for the Ministry of Education, the NGO? and UNICEF. If you agree, we would like to ask you some questions in order to know how to prevent certain type of injuries. This questionnaire is used with other people chosen randomly in the area but also all over Groznenskyi district. It will not be used at an individual level and it is not a test. We do not need your name or address, so it will be confidential, feel free to speak! Try to answering as exactly and as honestly as possible and do not hesitate to tell us if a question or a word is not clear... we can explain them to you! Are you ready to take part in the interview?

1. Among the list of problems mentioned below, according you, which are the two main problems that affect the most your village/town/city?

☐ Disease
☐ Crime
☐ Lack of freedom for movements
☐ Mines and unexploded ordnances (uxos)
☐ Lack of entertainment
☐ Drugs
☐ Bombing, fighting and other attacks/aggression related to the conflict
☐ Lack of financial resources
☐ Alcohol
☐ Unemployment
☐ Don't know

2. Since 1996,

A) Have you already been in an abandoned building (or factory)?
B) Have you already been into a forest?
C) Did you already collect scrap metal?
D) Have you already been in abandoned military place or battle area?
E) Did you already see somebody playing with an uxo?
F) Did you already take abandoned tracks?
G) Did you already take an uxo in your hands?
H) Have you already been in an unused field out of the village/city?

Yes, No, Don't
once several times never remember

Now, I will ask you several questions about the problem of mines and uxos...

3. in the area where you live, are there places where you can't go because of the mines or uxos?

☐ **Yes If yes, A) what kind of places? :**

_____

☐ No _____
☐ Don't know

B) Despite this situation, have you been in this (these) place(s)?
☐ Yes, once
☐ Yes, several times
☐ No, never
☐ Don't remember

4.Please, give two examples of indications that an area may be affected by landmines:

A) _____
B) _____
☐ Don't know

5. "If one day you see an anti-personnel mine on your way, to prevent you from an incident, you will not approach it but carefully go round it and continue your way". Do you agree with this?

☐ Yes, fully agree
☐ Yes, fairly much agree
☐ No, fairly much disagree
☐ No, completely disagree
☐ Don't know

6. Do you have mine victim(s) [not uxo-victims] in your family?

☐ Yes If yes, whom? [no names]: _____
_____

☐ No

7. Do you have mine victim(s) [not uxo-victims] among your friends?

☐ Yes
☐ No
If yes, how many? : _____

8. Did you already see a real landmine?

☐ Yes, once
☐ Yes, several times
☐ No, never
☐ Don't remember

If yes, A) Describe the object(s) [shape, colours]:
_____
_____

If yes, B) In which sort of place(s)?:
_____
_____

9. Imagine you find an attractive uxo, what would you do? (only one answer)

☐ Carefully take it and bring it to adults
☐ Throw it away
☐ Carefully, try to dismantle it UNICEF North-Caucasus - Mine Action - KAP survey 39
☐ Carefully, try to burn it in order to destroy it
☐ Carefully, hide it in a safe area
☐ Leave it there and report the information to the adults
☐ Don't know what I would do in this kind of situation
☐ Other: _____

10. Did you already see a [real] warning sign for mines?

☐ Yes, once If yes, where? : _____
☐ Yes, several times
☐ No, never what kind of signs? : _____
_____

☐ Don't remember

11. Have you already done something to avoid a mine-uxo incident?

☐ Yes
☐ No
☐ Don't remember

If yes, what kind of action? :

_____

_____

12. Has anyone you know done something to avoid a mine-uxo incident?

☐ Yes
☐ No
☐ Don't remember

If yes, what kind of action? : _____

_____

13. Did you get any sort of information or lesson about the danger of mines and uxos?

☐ Yes
☐ No
☐ Don't remember

If yes, explain what was the source of information (several answers possible):

☐ People, Whom? (give details):_____

_____

☐ Material, What kind? (give details): _____

_____

☐ Activities, What kind? (give details):_____

_____

☐ Others, What kind? (give details):_____

_____

14. If yes, considering ALL of sources of information you could have on MRE, how often have you been informed for the last 12 months?

☐ Around daily
☐ Around weekly
☐ Around monthly
☐ Around once during the last 12 months
☐ Around twice during the last 12 months
☐ Around three to ten times during the last 12 months
☐ Not these last 12 months
☐ Don't remember

Surveyor : Read the boxes, do not give examples

15. If you have received material about the danger of mines and uxos, do you still have this material?

☐ Yes If yes, which material? : _____

_____

☐ No
☐ Don't remember

16. If yes, do you use it?*

☐ Yes If yes, how do you use it?: ……
☐ No
☐ Don't remember

17. The messages you have learned about the mines and uxos are useful for you (they can really
help you to avoid an incident)?

☐ Yes, fully agree
☐ Yes, fairly much agree
☐ No, fairly much disagree
☐ No, completely disagree
☐ Don't know

18. Nowadays, to save yourself from a mines-uxos incident, what is the most important message you should apply?

_____

_____

19. Why do you think some people your age don't apply the safety messages to prevent mines/uxos incidents?

_____

_____

20. Do you think you need more MRE?

☐ Yes
☐ No
☐ Don't know

21. Do you know a mine affected village/ town/city who have succeeded in protecting themselves from mine incidents?

☐ Yes
☐ No
☐ Don't remember

A) If yes, what was the problem? :

_____

_____

B) What has been done to solve the problem? :

_____

_____

22.Age: _____

23.Sex:_____

24.District origin: _____

25. Is there any comment or concern you would like to add about the subject of mines and uxos?

_____

_____

UNICEF North-Caucasus - Mine Action - KAP survey.

_____

_____

After the completion of the interview, if the student has responded with wrong messages (related to wrong behaviours), do not leave him with them. Correct verbally each message!

However, it is possible to group together population categories according to their shared characteristics and conduct a single questionnaire per category ("male category" and "female category", "experts", "local authorities", "deminers"). It all depends on the context of the survey and the type of information you hope to obtain!

The data could then be analysed separately. The same questionnaire can, of course, be used for "men", "women", "couples", and "family members". The same applies for "experts", "local authorities" and "deminers".

Appendix D

EXAMPLES OF QUESTIONS ON KNOWLEDGE, ATTITUDES, PRACTICES AND BELIEFS

General perception of what mines and UXO are and their effects: Q1 & 4

1. Do you know what Mines and UXO are?

Source of MRE info Q.2

2. From what source did/do you receive information about Mines/UXO?

3. Are mines/UXO currently a problem for you and your family, are they affecting normal life?

4. What can Mines/ UXO do?

5. Where mines and UXO are most likely to be?

6. Wich are the signs that indicate you that there are Mines or UXO in a certain area?

The impact of mines in everyday life: Q3 Q7 Q8 Q9 Q13

7. Are there Landmines/UXO in your village or in the surrounding areas?

8. How do you know that ?

9. Did Mine/UXO accidents occur in the past in or around your village?

11. What would you do if you think you are in a Minefield?

12. If you see a friend or family member lying injured in a Minefield, what would you do?

13. Some people take risks going into dangerous areas, according to you why does this happen?

14. How can you avoid a Mine/UXO accident?

Perception of Mines Risk Education Q15&Q16

15. Have you changed your behaviour in any way after a Mine awareness presentation?

16. Have you seen evidence of changes in behaviour by other people around you directly as a result of a Mine Risk Education presentation?

General perception of what mines and UXO are and their effects: Q1 & 2

1. Do you know what Mines and UXO are?

2. What can Mines/ UXO do?

Source of MRE info Q.3

3. From whom did you receive information about Mines/UXO?

The impact of mines in everyday life: Q4 Q7 Q8 Q9 Q16

4. Some people think Mines are problem, other don't. Are mines/UXO currently a problem for you and your family, affecting your normal life?

The casual attribution and feeling about mines/UXO: Q.10-11

Attitudes and believes

10. Do you believe everything happen because of : Choice, Lack of knowledge, The destinity/ Fate, God will, Other(specify)

11. How do you feel when there is a Mine incident? (anger, sadness, fear, resignation, indifference, other)

12. In your opinion, who is responsible for Mine incident? (yourself, demining organization, the government, the destiny, God, others)

16. Some people take risks going into dangerous areas, according to you why does this happen?

HANDICAP INTERNATIONAL
14, avenue Berthelot
69361 Lyon Cedex 07
Tel.: + 33 (0) 4 78 69 79 79
Fax: + 33 (0) 4 78 69 79 94
E-mail: contact@handicap-international.org

HANDICAP INTERNATIONAL

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