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**HANDICAP
INTERNATIONAL**

Vivre debout

**Knowledge, Attitudes, Practices
related to Landmines and Unexploded Ordnance**

**North West Zone
Somalia**

January 2007



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CONTEXT

Landmine and unexploded ordnance contamination in Somaliland is the result of the 1964 and 1977–78 border wars with Ethiopia and the 1988–91 civil war between the army of the Siyad Barre regime and the Somali National Movement. The Barre regime troops laid most of the mines, using mines to threaten the civilian population and protect military installations and civilian infrastructure against SNM attacks. The Republic of Somaliland declared independence from Somalia in May 1991; however, since the international community does not recognize it as an independent state, it is unable to accede to the Anti-personnel Mine Ban Convention.¹ Somaliland officials have expressed their commitment to the Convention, but no legal measures have been taken to prohibit the use, production, trade or stockpiling of anti-personnel mines. Somaliland has also not formally acceded to the Geneva Call-promoted *Deed of Commitment*² that has been signed by 17 faction leaders elsewhere in Somalia.



¹ Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-personnel Mines and on Their Destruction. Ottawa, Canada. Sept. 18, 1997. http://www.un.org/Depts/mine/UNDocs/ban_trty.htm. Accessed Jan. 5, 2006.

² Geneva Call is an organization with the goal of involving non-state actors in mine action. Signatories of the Deed of Commitment agree to end their use of landmines and begin the process of demining. <http://www.genevacall.org/home.htm>. Accessed May 16, 2006.

ACKNOWLEDGEMENTS

This report, and the survey data on which it is based, was made possible by the contribution of many individuals.

The research process and questionnaire was designed with technical inputs from Hassan Mohamud Mohamed, Program Director, and Sylvie Bouko, MRE Regional Consultant, Dahib Mohamed Odwa, MRE Project Director, Alexandrine Chamussy and Sophie Bonichon, Coordination of Mines, Handicap International Headquarters; and Patrick Jullien , Epidemiologist Handicap International Headquarters, designed the data input format and oversaw the data entry in Hargeisa.

Numerous individuals from many organisations also gave their time and knowledge including: the Somaliland Mine Action Centre, the Landmine Impact Survey Team, Danish Demining Group; Halo Trust; Saint Barbara Foundation; Save the Children; UNDP; NEGAD; and FAO.

Many Handicap International staffs whose names are not mentioned here have contributed to the success of this study. These include the interviewers, supervisors, data input personnel, logistical support, drivers and most importantly the community members in the various areas.

Hani Fares
Epidemiologist
January 2007

LIST OF ACRONYMS

AP	Anti-Personnel mine
AT	Anti-Tank mine
COA	Community Ordnance Awareness
DDG	Danish Demining Group
HI	Handicap International
KAP	Knowledge, Attitudes, Practices
LIS	Landmine Impact Survey
MRE	Mine Risk Education
NDA	National Demining Agency (“Somaliland”)
NGO	Non Governmental Organisation
RPG	Rocket Propelled Grenade
SAM	Surface to Air Missile
SMAC	Somali Mine Action Centre (Hargeisa)
UNDP	United Nations Development Programme
UNICEF	United Nations Children’s Fund
UXO	Unexploded Ordnance

FOREWORD

Mine Risk Education, also known as mine awareness, helps communities at risk of antipersonnel landmines and unexploded ordnance (UXO), especially refugees, internally displaced people (IDPs) and those returning to their homes after conflict, learn how to live with the threat of mines and UXO and develop safe behaviors. It involves campaigns to spread information through the mass media, poster campaigns, television spots and radio messages. It also involves the integration of appropriate programs into the school curriculum, and risk education at the community level.

The greatest impact over the long term is achieved through a learning approach that asks people to participate, so that those who are at risk of landmines and UXO learn by getting involved and decide themselves the best way to pass on the message to others. Rather than passive recipients of information, they become active partners in mobilizing their communities. They review and learn about the need to respect and maintain signs marking unsafe areas, and how to orchestrate a fundamental change in behavior. By adjusting everyday habits, they learn to live with the threat of landmines and UXO.

Handicap International has been organizing campaigns for almost ten years to inform people about the danger of mines. Since its pioneering experience in Mozambique in 1992, Handicap International has called in many types of expertise (from the worlds of education, epidemiology, mine clearance and communication), in seven programs spread over three continents.

In Somalia, there is an identified need to undertake a mine risk education program. Although the quantitative number of landmines and UXO has been reliably established since the Landmine Impact Survey conducted in 2003, it is clear that communities living in particular areas of Somalia have a high perception of living in a mined area. An initial first step in designing an appropriate mine risk education program in Somaliland has been established by Handicap International and UNICEF collaboratively through a survey conducted in 2002, which undertook this Knowledge, Attitudes, and Practices in three regions of the North West Zone. The three regions of Awdal, Galbeed, and Togdheer were identified as areas where communities are at a relatively high risk of exposure to landmines and UXO, and the LIS confirmed it one year later.

To evaluate the impact of the HI's MRE project since 2003 on the population, an evaluation study was realized to gather information on current community practices in relation to landmines and UXO, as well as information on practices related to communication since the starting of HI project. This information was compared to the information gathered during the study of 2002. This study provides a basis for more enhanced understanding of the selected communities and will be used to guide and adapt the planning and the design of a locally-appropriate HI mine risk education program for the future.

We hope the findings and recommendations of this study will be useful to all partners working on issues related to mine action and mine risk education.

OVERVIEW OF THE IMPLEMENTED PROJECT

Monitoring activities of all Mine Action partners is supposed to be part of SMAC work as a coordination body, but due to lack of some capacities and resources, they have not been very effective. HI has been providing strong support and advise to the SMAC.

A monitoring system has been designed by HI with the Mine Action partners to follow up on progress of the MRE activities and their outreach within the target groups:

- ⇒ An MRE reporting form was introduced by HI in November 2005 and was shared with the Mine Action partners involved in MRE. The reporting forms are completed at the end of each month and are eventually given to the SMAC to enter the data into their system.
- ⇒ Additionally the Mine Action partners involved into MRE received in February 2006 a MRE guideline that could assist them with the implementation of their activities.
- ⇒ Regular field visits have been conducted to monitor the outputs and outcomes of the project and to get feedback from targeted communities.

Even though this project was based on experiences gained through HI work in Ethiopian refugee camps for the Somali population, the context in Somaliland proves to be of different nature. This phase of the project has been very successful in the establishment of an appropriate strategy and in mobilizing networks that are willing to contribute to the MRE campaign.

The creation of these networks, development of the appropriate tools and training of an effective MRE capacity within the existing Mine Action and community networks forms an important step towards sustainability. The strategy prepared for the MRE in Somaliland will require additional time to be implemented fully.

The project has so far covered four regions and will need to be extended to the remaining parts of Somaliland (Sool and Sanaag) in order to cover the entire Somaliland. Additionally, HI will extend, in 2007, its MRE activities to Puntland were the Landmine Impact Survey has now been completed.

JUSTIFICATION, OBJECTIVES AND EXPECTED RESULTS

I. JUSTIFICATION

The practice of evaluation is used more and more frequently in the development al programs. It served as a quality control of the programs by being a tool of communication between the actors and specially the donors in order to ensure the appropriateness and efficiency of the implemented activities towards targeted populations.

In 2002, a KAP Survey was conducted in Somaliland by Handicap International and UNICEF, having the objective of providing information towards a greater understanding of the current Knowledge, Attitudes and Practices in the area of mine and UXO safety and awareness in the Awdal, Galbeed, Togdheer, and Sahil Regions

As Somaliland is entering a phase of stabilization of its populations in the newly accessible areas, Handicap International wants to give a full impact to its developing and extending strategy in order to progressively decrease its direct development interventions and hand over the Mine Risk Education program to local actors.

The aim of this study is to evaluate the impact of the MRE project started by Handicap International in Somaliland from January 2005 to August 2006 by gathering information towards a greater understanding of current knowledge, attitudes and practices in the area of mine and UXO safety and awareness in the Galbeed and Sahil regions of the North West Zone of Somalia (self-declared Republic of Somaliland) by comparing it to the starting results given by the previous KAP survey conducted in 2002.

The conclusions and recommendations of this evaluation would be an interesting work in order to capitalize on the Somaliland experience focusing on the HI MRE strategy and on the methodology domain (mainly epidemiology). It is intended to provide a basis upon which to adapt and fine tune an appropriate MRE strategy in the current locations of the project (Sahil, Togdheer, Galbeed and Awdal). The recommendations made by the evaluation mission on the HI project in Somaliland will bring useful orientations for the intended project extension in 2007 to cover the entire Northern Somalia: in the two remaining regions of Somaliland (Sool and Sanaag) and in the South and Western areas of Nugaal and Mudug of the self-declared autonomous regional government of Puntland.

II. OBJECTIVES OF THE SURVEY

★ General objectives

- 1) To measure the impact of the HI MRE project within the general population.
- 2) To assess the current Knowledge, Attitudes and Practices towards the Landmines/ UXO risks within the targeted population of North West Somalia (self-declared Republic of Somaliland).

- 3) To adapt an appropriate MRE strategy with the intention of expanding to cover the entire Northern Somalia.

★ **Specific objectives**

Compare the results this survey with the results of the KAP survey conducted in 2002, as much as possible with a statistic validation, to measure the impact of the HI MRE project within the targeted communities in the urban, rural and nomadic areas of the Galbeed and Sahil regions of North West Somalia (self-declared Republic of Somaliland) through:

- The outcomes (Knowledge, Attitudes, Practices);
- The MRE tools and communication channels;
- The sustainability and efficiency of the partners' networks.

III. EXPECTED RESULTS

- 1) Information on current knowledge, attitudes, and practices related to mines and UXO is gathered and analysed.
- 2) Socio-cultural and socio-economic factors influencing key risky behaviours and practices are better understood.
- 3) Input towards programme strategy extension on MRE interventions, including the identification of appropriate communication channels through which target populations can be effectively reached is provided.
- 4) Baseline information for future monitoring and evaluation is provided.
- 5) Impact of the MRE project implemented so far is measured.

MATERIALS AND METHODS

I. QUANTITATIVE DATA COLLECTION³

The choice of the methodology used for this evaluation helps the strategy of HI to offer a good quality control of the MRE program in Somaliland by offering an epidemiological approach in order to obtain reliable and representative results.

Type of the study: interventional study ‘Before and After’, using a quantitative method.

A **quantitative evaluation** to help us to collect quantitative data easy to measure and compare with the data collected in 2002.

The survey attempts to obtain a level of quantification to the extent to which certain knowledge, behaviors and practices exist especially after MRE program was implemented, by offering **closed-ended questionnaires**. These questionnaires were carefully tested, to ensure that the appropriate categories were provided.

II. CLUSTER SAMPLE SURVEY: THE TARGETED POPULATION

The methodology used for this survey was the cluster sample. It respected hazards rules.

Number of questionnaires	240 = 240 (8 x 30)
Number of clusters villages	30
Number of households	8
Number of days	5
Number of binomials	5
Number of surveyors	10 + 3 supervisors

- Geographical area: The Galbeed and the Sahil regions (urban, rural and nomadic areas).
- Targeted population: Any person over 15 years of age and living in the Galbeed and the Sahil region.

The surveyed population concerned 240 people over 15 years of age, living in the regions of Galbeed and Sahil (urban, rural or nomadic) in December 2006. A number of 200 adults over 15 years old were estimated to be included in the study; an extra 40 people were chosen as a safety margin to reach a precision of 6%.

The household’s survey has been conducted by 10 trained teams of surveyors and 3 supervisors covering 240 households over the regions of Galbeed and Sahil in 30 clusters. The survey has been conducted through individual interviews based on a structured questionnaire. All interviewers were English-speaking, and had 2 days of training in the Cluster-Sampling technique; they were monitored through constant debriefings and guides.

³ For more details, please refer to the Survey Protocol (Annex D)

The household survey aimed first at gathering a level of quantitative baseline data on people's knowledge, attitudes and practices in relation to mines and UXO. Secondly, the household survey aimed at identifying how information is effectively communicated and how efficient it is. The collected data allow us to carry out a better evaluation of the efficiency of the MRE, and its sustainability.

The selection of the sampling for the survey took place in two stages:

⇒ **The first stage** consisted of the random selection of the village clusters in the Galbeed and the Sahil regions from the most recent exclusive list used during the Landmine Impact Survey (LIS) 2004, using probability proportional to size method.

This was carried out by creating a cumulative list of the communities of the Galbeed and the Sahil regions and by selecting a systematic sample from a random start.

This random selection showed 6 nomadic clusters, 11 rural and 13 urban. In conformity with other studies, urban is defined as settlements with 10,000 or more inhabitants; rural sedentary has less than 10,000 inhabitants; and the nomadic population includes people who move from place to place on a seasonal basis, staying on average less than four months in one location.

Based on preliminary findings on landmine/UXO accidents, UNICEF and Handicap International determined in 2002 that Galbeed region (administratively including Sahil region at that time) was one of the areas most affected by Landmines/UXO and therefore data at this time had to be gathered from this region.

Thus, 240 households were enumerated, with an overall average of 8 households per each cluster.

Five binominal teams of surveyors covered 1 or 2 clusters per day (8 questionnaires /cluster) "*One speaks, the other writes, both check*" and once the quota of the day finished, the fulfilled questionnaires were delivered to Handicap International office in Hargeysa.

⇒ **The second stage** of sampling consisted of the actual selection of households in each of the clusters. This second stage of sampling has been done during the fieldwork by choosing a starting point usually the centre of the village (it could also be a religious monument, a crossroads, etc.). The direction to go was randomly chosen using the bottle and dice techniques for the 'cluster step' and then proceeding in successive ways after⁴.

Anonymity was respected. The protocol was decisive in the sense that it enabled us to respect a vital rule in the cluster sampling technique, which is to ensure that each individual stands the same chance of being randomly selected for interview independent from his living place (village), his profession or his sex.

⁴ For more details, please refer to the Survey Protocol (Annex D)

III. KAP SURVEY AND QUESTIONNAIRE

The questionnaire was made of 38 main questions; it was translated twice into Somali, and was tested before the start of the survey. Each questionnaire took about 30 minutes to be filled in.

Through a KAP study method (used by the WHO in the 80's for a HIV evaluation program) the questionnaire aimed at assessing the level of:

Knowledge

- What is the current knowledge about landmine/UXO safety?

Attitudes

- What leads to risk-taking behavior?

Practices

- What are the current practices regarding landmine/ UXO safety?
- Are Landmines and/or UXO reported?
- How is information communicated?
- How do communities alter their behavior in the face of mine accidents, or the risk of accidents, and how appropriate is this behavior?
- Who should be targeted?
- What has been the impact of previous MRE activities (including the relay networks) and tools directed at these communities?

It is important to emphasize that this study did not attempt to quantify the extent of landmine and UXO contamination, the impact of mine and UXO injuries and fatalities, or measure the economic impact of mine contamination.

While elaborating the questionnaire, HI has chosen to repeat some of the same questions that were asked in 2002 to assess the mine and UXO awareness within the population. At the same time, some of the 2002 questions have been adapted and some new questions have been designed by our team in order to gather more information about the efficiency and sustainability of the MRE project on one hand, and to provide more information and systematic data collection to be adapted to each context for other upcoming surveys on the other hand.

IV. CONSTRAINTS AND LIMITATIONS

The intensive Landmine Impact Survey (LIS), developed and tested over a three month period, yielded the most accurate and credible information to date and provided a baseline against which progress can be measured. The methodology included the collection of 'expert

opinions' to establish the location of possible mine-affected communities and a community interview that determined the exact impact that mines/UXO had upon a given community.

The findings of the LIS survey in North West Somalia revealed that 368 communities out of 588 surveyed, were in at-risk areas, which represents about 1,1 million people out of 2 millions. Around 150 communities, located in the Galbeed region (including Hargeysa), are highly or moderated affected. Also, out of these 368 mines/UXO affected communities, 35% had reported clearing minefields and collecting UXO.

The Landmine Impact Survey in Somaliland reported that the recent mines and mainly UXO victims are children and young people in the ages between 5 and 29 that account today for 55% (4-14 years) and 29% (15-29 years). Among them, 78% are male victims and 75% were herding at the time of the accident and were most probably tampering with UXO or AT/AP devices. Herders and travelers, between 14 and 29 years old, who are not aware of the nature and location of the threat, are also a group at risk.

Considering this information, Handicap International started a one-year an MRE project in 2005, targeting herders in affected communities of four regions (Galbeed, Togdheer, Awdal, and Sahil).

This 2006 KAP study was conducted in only 2 regions of the 4 pre-mentioned: Galbeed and Sahil due to difficulties of access, security issues and budget constraints.

The main objective of the 2006 study was to measure/assess the impact of the MRE project by comparing with the results of the 2002 survey. As a matter of fact, the study couldn't evaluate the level of Knowledge, Attitude and Practice of children between 4 and 14 years, as this age group was not taken into consideration in the 2002 survey.

V. STATISTICAL ANALYSIS

The study was conducted in two steps. The first was to compare the results of the 2002 study concerning the level of Knowledge, Attitude and Practice of the concerned population (the criterion of judgment) as well as the communication channels, to 2006 survey. And this in order to measure the impact of the HI MRE project within the targeted regions.

To test if there is a difference between the two studies, a statistical test 'Khi2 for trend or the Fisher exact test with the risk $\alpha = 5\%$ ' was used to be relevant to the hypothesis. A statistical hypothesis test, or more briefly, hypothesis test, is an algorithm to state the alternative (for or against the hypothesis) which minimizes certain risks.

The null hypothesis in our study was that no difference in the level of Knowledge, attitudes or practices can be observed between the population in 2006 and in 2002. Among all the sets of possible values, we must choose one that we think represents the most extreme evidence against the hypothesis. This is called the critical region of the test statistic. The probability of the test statistic falling in the critical region when the hypothesis is correct is called the alpha value (or size) of the test chosen in our study at 5%. When the probability of the difference

between the 2 populations presented by “p” is less than 0.05, the null hypothesis is rejected (there is a difference between the 2002 population and the 2006 population). If the test statistic is outside the critical region, the only conclusion is that there is not enough evidence to reject the null hypothesis.

Some statisticians have commented that pure "significance testing" has what is actually a rather strange goal of detecting the existence of a "real" difference between two populations. In practice a difference can almost always be found given a large enough sample, what is typically the more relevant goal of science is a determination of causal effect size. The amount and nature of the difference, in other words, is what should be studied

The second step consisted of comparing the level of Knowledge, attitude and practice of the population groups according to the area they live (Urban, rural and nomadic).

The communication channels were also evaluated within the population groups in order to identify the adapted tools used for each population group.

Based on the same questionnaire, a Khi2 test for trend or the Fisher exact test with the risk $\alpha = 5\%$ was used for this comparison.

The statistical data analyses was done using the SPSS software.

RESULTS AND DISCUSSIONS

I. POPULATION CHARACTERISTICS

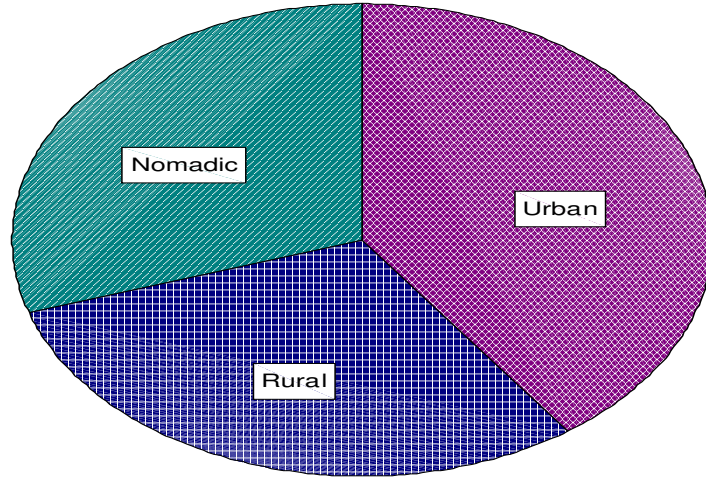
A representative random sample of 240 people was selected. The representativity of the sample was tested using the main sociodemographic characteristics (the sex, the age and the area of living).

A high level of gender balance was achieved: out of these 240 people, 126 (47.1%) were male compared to 113 (53.3%) in 2002 with $p=0.6$.

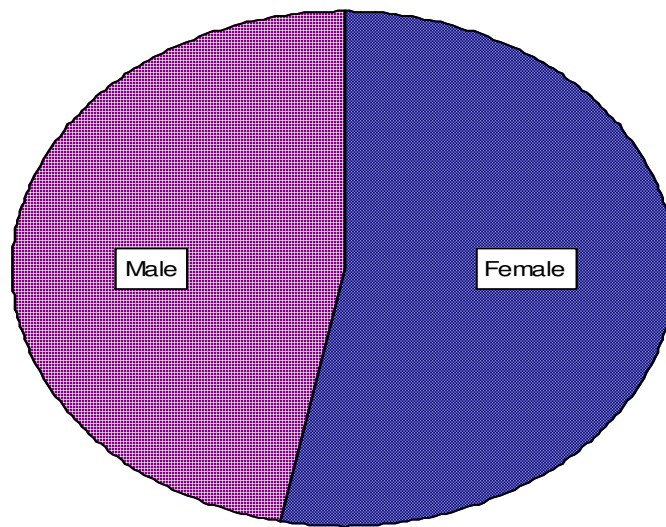
The respondent's age of the populations of the two studies (2002 and 2006) didn't show a significant difference $p=0.9$.

Ninety six respondents (40%) were living in urban area while 72 were living in rural and nomadic area (30% in each area), this result was also not significantly different from the study conducted in 2002 ($p=0.7$). [Table1]

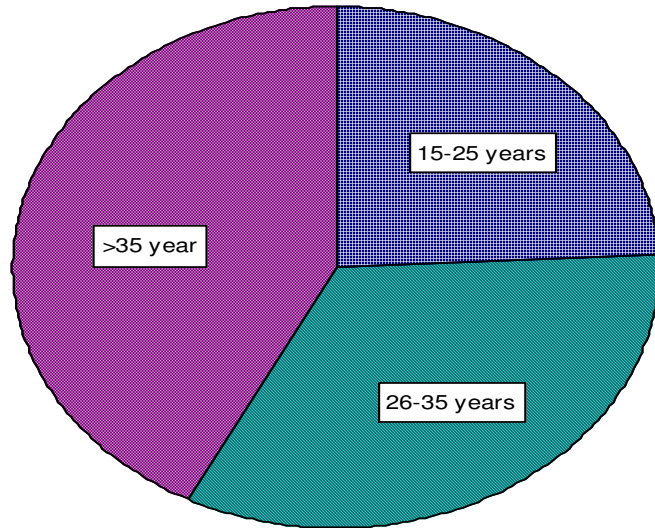
Population Groups



SEX



AGE CATEGORIES



II. COMPARISON OF THE TWO STUDIES

II.i. KNOWLEDGE

“Knowledge is where we take in and understand information about a subject, and then make decisions, form judgments, take opinions or make a forecast”.

The comparison of the level of knowledge was assessed through a group of questions in the questionnaire. [Table 2]

Questions 2 & 5: Have you ever seen something like this before (Landmines/UXO picture) while you were walking?

A significant increase in the number of people who saw Landmines and UXO was observed, compared to the number in 2002. This difference between the two populations was remarkable with the Landmines with a p value <0.0001 , while with UXO the test was on the limit of significantly with a p value $=0.05$.

This increase in the number of Landmines and UXO seen reflects a global result of the activities in the region that the population notices it; the SMAC, HAVAYOCO, HIMRE project and specially the deminers' presence on the field.

While 52,1% of the population in 2006 think that they live in an area that has Landmines/UXO which is not very different from the result in 2002 (52,8%)(Question 8), the statistical test give a p value $=0.06$ signaling a tendency of difference between the 2 population, this difference comes from the 11% of the study population in 2006 who don't know if they are living in an area that has Landmines/UXO, compared to 5% in 2002.

This result comes to continue the results of the questions 2 '**Have you ever seen Landmines while you were walking?**' and 5' **Have you ever seen UXO when you were walking?**'; the '**don't know**' answers do not mean the unawareness of this population about the presence of Landmines/UXO around them but may be the opposite; the population see the deminers working and de-mining their village but the 'after' information is missing. The de-mining activities around the population have its impact which brings confusion on the answers to this question.

Around 19% of the population studied in 2006 has been told about Landmines/UXO, while the 2002 study announced 62% of persons told about Landmines/UXO with a significant difference $p=<0.0001$. (*Question 9*)

This big gap between the two results was expected, as the results of the two studies were incomparable for this specific question. The study in 2002 signaled that the results of this question may have some error in translation in the field as overall 33.5% indicated 'other' in the *question 10* {*Who has told you about Landmines/UXO?*}.

Otherwise, this result stays humble for the project objectives and call for better partnership adaptation in the future specifically concerning Community Liaison activities.

Question 10: shows how the population get information, here the results didn't show any significant difference except for the information got by friends with $p=0.001$, without forgetting that many of the options proposed to the population in 2006 weren't in 2002.

Questions 15, 16 & 17: the high level of disagreement to the incorrect statements illustrates Knowledge of Landmines/UXO danger, only a significant difference was observed in the *question 15* {*Mines are only laid on roads*} where the population in 2002 proved to have a better knowledge towards this question than the population of 2006 (74.5% Vs 43.2% disagreed), with a significant $p=<0.0001$.

This high level of agreement of the population of 2006 observed in *question 15* {*Mines are only laid on roads*}, and translated by a lower 'theoretical' knowledge, can find explanation in the LIS, as we find that out of the 799 minefields reported by the population in 2003, 599 are roads and almost 85 have been identified as military camps areas. Travelers and nomadic often are using long alternative routes (tracks through the hard desert ground) that generally are well known by the affected communities.

Nevertheless de-mining of roads reported by de-mining organizations appears to be the priority tackled after the results of the LIS: seeing de-miners working mostly on the road, gives another explication of these 74.5% agreement on the *question 15*.

<i>Questionnaire</i>	2006 Survey	2002 Survey	p*
15. Mines are only laid on roads			<0.0001
AGREE	54.7% (129)	25.5% (54)	
DISAGREE	43.2% (102)	74.5% (158)	
16. Herding animals in/beside a suspected area is safe.			Ns*
AGREE	5% (12)	6.1% (13)	
DISAGREE	94.2% (225)	93.9% (199)	
17. Following animals is a safe way to travel in an area where there are suspected Landmines.			Ns
AGREE	13.0% (31)	12.3% (26)	
DISAGREE	85.4% (224)	87.7% (186)	

* Non significant test, with a p value > 0.05

II.ii. ATTITUDES

“Attitudes is the readiness of the psyche to act or react in a certain way”(Jung, [1921] 1971:par. 687).

Attitudes are difficult to assess because of subjectivity. So the question is how far we can really count this assessment with the humble information that we have.

Question 12 ‘What will you do if a child brings you this’: shows a big difference between the population in 2006 and that of 2002, 42.3 % were willing to tell the authorities if a child brought them an UXO vs. 5.7% in 2002. And 10.5% of the population in 2006 would tell their children that they are dangerous vs. 2.4%, while only 28% in 2006 would put it in a safe place vs. 65% in the study of 2002.

The overall test confirm this difference with a significant $p < 0.0001$.

12. What will you do if a child brings you this? [UXO picture] (choose only 1)	2006 Survey	2002 Survey	p*
Tell Authorities	42,3%(101)	5.7%(12)	
Keep It	0,4%(1)	0.0	
Put It Outside	7,5%(18)	3.3%(7)	
Put In Safe Place	28,0%(67)	65.1%(138)	
Throw Away	9,2%(22)	20.8%(44)	
Tell Them It Dangerous	10,5%(25)	2.4%(5)	
Other	2,1%(5)	2.4%(5)	
Do Not Know	0,0	0.5%(1)	
			<0.0001

An improvement in the practice in the population was observed through a better reaction toward the message they give to their children, even if the analysis of these practices remains hard to translate, as telling the authorities can be the result of a good presence of our authorities partners on the field (the mines affected area) or the result of the beginning of national stability. Also telling them that it is dangerous is a passive practice, which may evolve in either of the opposite direction.

Question 21 ‘If you have found a landmine or UXO. You would report the information to the authorities.’ shows a better intention of the population in 2006 than 2002 as 94.5% agree that they would report the information to the authorities if they had found a landmine or UXO vs. 88% in 2002, with a significant test and a p value=0.01.

This reflects not only the improvement of the attitude of the population towards mines/UXO but also the presence of the authorities around them.

<i>Questionnaire</i>	2006 Survey	2002 Survey	p*
21. If you have found a landmine or UXO, you would report the information to the authorities.			
AGREE	94.5%(224)	88.2%(187)	
DISAGREE	4.6%(11)	11.8%(25)	
			<0.01

These results give us an idea of the intentions of the population which evolve positively compared to the results of 2002 but still can not give us a clear picture about their real behaviors.

II.iii. PRACTICES

“Practice is a customary way of operation or behavior”

No changes in the practices of the population of Galbeed were observed through the analysis of *question 13 ‘In your community, do people keep mines/UXO for anything?’* and *14 ‘If people do keep mines/UXO. What do they use them for?’*.

Question 13 may reflect partially the reality for the population because according to the Danish De-mining Group the population used to get UXO from military camps and from others places and use them, but they did not ‘keep’ them in their place but they may have ‘used’ them.

Also the SMAC signaled that this population living for 15 years in war and security instability keeps UXO as to ensure their safety. We can notice this also in the results of *question 12 ‘What will you do if a child brings you this? [UXO picture’* as 7.5% said ‘Put the UXO outside’ while only 0.4% would keep it, which come to be confirmed by the highly increase in the use of UXO in stockpiles (23.5%).

<i>Questionnaire</i>	2006 Survey	2002 Survey	p*
13. In your community, do people keep mines/UXO for anything?			Ns
YES	7.9% (19)	10.0% (21)	
NO	86.6% (207)	86.6% (181)	
DON’T KNOW	5.4% (13)	3.3% (7)	
14. If people do keep mines/UXO, what do they use them for? (tick as many that apply)			
Split Rocks	27.2% (5)	43.5% (10)	Ns
Dig Wells	41.2% (7)	34.8% (8)	Ns
Stockpile	23.5% (4)	0.0%	*
Sell/Make money	17.6% (3)	13.0% (3)	Ns
Other	11.8% (2)	8.7% (2)	Ns
Do Not Know	5.9% (1)	0.0	

II.IV.____ THE COMMUNICATION CHANNELS

In addition to gathering information on the knowledge, attitudes, and practices related to Landmines/UXO, the survey explored the current behavior related to communication.

About 51% (121) of the population surveyed in 2006 were illiterate, compared to 69.7% (147) in 2002 (*question 1*), this difference between the two population was statistically significant with $p < 0.0001$.

42% of the respondents who could read Somali in the 2006 study were women while 58% were men, giving a significant difference between their levels of literacy for both sex, $p = 0.001$.

These results should also be taken into consideration in the choice of the communication channels in the future.

In question 27 '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': the options proposed to the population in 2006 define the communication channels strategy of HI. The comparison with the study of 2002 shows a significant increase in their way to get this information by Radio with a significant test ($p < 0.01$), TV ($p < 0.01$) and Expert going house to house ($p = 0.057$) while the community meetings show a certain decrease in 2006 as 24.6% referred to it, compared to 37.3% in 2002 ($p < 0.0001$).

An improvement of the infra-structure is well felt in Somaliland, the radio and the TV became a normal standard in every house, especially in urban and some rural places.

No difference was observed between the two populations about who had discussed landmine/UXO issues in the family (*question 29*), but the issues discussed were significantly different as safety was signaled by 42 respondents in 2006 compared to 70 in 2002 ($p < 0.01$), and location was discussed by 32 persons compared to 8 in 2002 ($p < 0.01$).

Even if the population in 2006 didn't show more attention to discuss Landmines/UXO in their family, they have been more precise in what they were discussing. Also the answers show that they are more aware about the danger of landmines/UXO (52% compared to 11% in 2002). 'Safety' seems to be less informative for the population compared to the 'danger = injuries and deaths' from mines/UXO.

30. If yes, what was discussed?(Tick as many)	2006 Survey	2002 Survey	p*
Location of Mines	33,0% (32)	8.2% (8)	<0.01
Safety	43,8% (42)	72.2% (70)	<0.01
Injuries/Deaths from Mines	52,1% (50)	11.3% (11)	<0.001
Do Not Know/Remember	1,0% (1)	0.0	
Other	1,0% (1)	12.4% (12)	<0.001

61% of the respondents in 2006 always listen to the radio vs 39% in 2002, while 13% never listened to radio, vs 22% in 2002. This indicates that radio has been one important medium for information dissemination with a significant difference between 2006 and 2002 ($p < 0.001$).

A significant difference was also observed between the two populations about the time when they most often listen to the radio and the type of radio programs they listen to most often ($p < 0.0001$, 0.05 respectively). [Question 32, 33]

<i>Questionnaire</i>	2006 Survey	2002 Survey	p*
32. At what time do you most often listen to the radio? (choose only 1)			
Morning	7.7% (16)	7.3% (12)	
Afternoon	22.1% (46)	40.0% (66)	
Evening	26.9% (56)	36.4% (60)	
All Day	4.8% (10)	10.9% (18)	
Varies	37.5% (78)	5.5% (9)	
Do Not Know	1.0% (2)	0.0	
			<0.0001

33. What type of radio program do you listen to most often? (choose only 1)	2006 Survey	2002 Survey	p*
News	85.2% (178)	93.9% (155)	
Soap Operas/Stories	2.9% (6)	1.2% (2)	
Stories Factual	2.9% (6)	1.2% (2)	
Features	1.9% (4)		
Radio spots	2.4% (5)		
Music	1.4% (3)	0.6% (1)	
Don't Know	1.4% (3)	0.0	
Other	1.9% (4)	3.0% (5)	
			0.05

People tend to listen more to the BBC radio (94.3%) and to other types of radios (25%) in 2006 compared to 2002 ($p < 0.0001$).

34. Which radio station do you listen to the MOST?(choose no more than 2)	Survey 2006	Survey 2002	p*
Radio Hargeysa	60.2% (127)	83.0% (137)	
BBC	94.3% (199)	86.1% (142)	
Galkayo Radio	0.5% (1)	0.0	
Somalia Radio	0.9% (2)	0.6% (1)	
Other	25.1% (53)	3.0% (5)	
			<0.0001

All these differences between the two populations about the radio as communication channels explain the evaluative phase of this population and call for more attention from the HI's MRE to be able to follow up on this evolution.

II.V. COMPARISON OF KNOWLEDGE AND PRACTICES

In order to further understand the relationship between knowledge and practices, the household survey included questions that compared what people did and what they thought they would do if they saw a landmine or UXO. The questionnaire was designed to compare answers between people who had seen a landmine or a UXO and those who had not seen such an object.

★ Landmines

The number of respondents who had actually seen a landmine while walking in the community is relatively high : 59% compared to 42% in 2002. Such a high response rate to “seeing” Landmines is a bit unusual since Landmines are usually covered and cannot be seen. However, this may indicate that there are, or were at one time, a large number of uncovered Landmines. People may have also misunderstood the question and the Landmines they reported seeing were actually part of someone’s stockpile. Nonetheless, this response rate also indicates a high recognition rate in that at least 59% of respondents would recognize a landmine if they saw one.

The sex of the respondents didn’t play any role in the actual or the theoretical behaviour while seeing a landmine while walking.

If the respondent answered “yes” that they had seen a landmine in their community, we then asked what was the first thing they did. The following table depicts the answers for those who answered “yes” and what they actually did when they encountered the landmine in the two surveys in 2006 and 2002.

Question 3&4 (landmine)	2006 Survey		2002 Survey	
	Actual behaviour [landmine]	Theoretical behaviour [landmine]	Actual behaviour [landmine]	Theoretical behaviour [landmine]
Turned Back	31.0%(31)	36.0%(53)	28.4%(25)	39.8%(47)
Kept Going	9.0%(9)	8.2%(12)	6.8%(6)	6.8%(8)
Found Another Path	9.0%(9)	17.6%(26)	23.9%(21)	24.6%(29)
Yelled For Help	10.0%(10)	0.7%(1)	9.1%(8)	1.7%(2)
Took It	4.0%(4)	8.8%(13)	10.2%(9)	12.7%(15)
Marked The Area	22.0%(22)	23.1%(34)	14.8%(13)	10.2%(12)
Stood Still	8.0%(8)	3.4%(5)	1.1%(1)	1.7%(2)
Exploded It	4.0%(4)	0.7%(1)	4.5%(4)	0.0
Other	3.0%(3)	2.0%(3)	1.1%(1)	2.5%(3)

★ UXO

The number of respondents who had actually seen an UXO while walking in the community is relatively high 54% in 2006 compared to 45% in 2002 with a difference in the limit of the significance ($p=0.055$). People see more mines than UXO; this result put a question mark as UXO are often on top of the ground and therefore more visible than Landmines.

Here also, the sex of the respondents didn't play any role in the actual or the theoretical behavior while seeing an UXO during walking.

If the respondent answered "yes" that they had seen a landmine in their community, we then asked what was the first thing they did. The following table depicts the answers for those who answered "yes" and what they actually did when they encountered the UXO in the two surveys in 2006 and 2002.

Question 6&7 (UXO)	2006 Survey		2002 Survey	
	Actual behaviour [landmine]	Theoretical behaviour [landmine]	Actual behaviour [landmine]	Theoretical behaviour [landmine]
Turned Back	22.3%(30)	36.0%%(53)	38.9%(46)	32.1%(35)
Kept Going	21.6%(29)	8.2%%(12)	5.9%(7)	6.4%(7)
Found Another Path	2.9%(4)	17.6%%(26)	13.5%(16)	24.8%(27)
Yelled For Help	21.6%(29)	0.7%%(1)	4.2%(5)	6.4%(7)
Took It	7.4%(10)	8.8%%(13)	8.4%(10)	16.5%(18)
Marked The Area	13.4%(18)	23.1%%(34)	24.5%(29)	10.1%(11)
Stood Still	1.5%(2)	3.4%%(5)	1.7%(2)	0.0
Exploded It	2.2%(3)	0.7%%(1)	0.8%(1)	0.0
Other	7.4%(10)	2.0%%(3)	0.8%(1)	1.8%(2)

III. KAP ANALYSIS WITHIN THE POPULATION GROUPS (URBAN, RURAL & NOMADIC) IN 2006

III.i. KNOWLEDGE, ATTITUDES AND PRACTICES

Handicap international MRE program targeted the herders (rural and nomadic population) as first priority, so the assessment of the level of Knowledge, Attitude and Practice within the population groups was essential.

Terms such as urban, rural and nomadic were used for the population groups to match and to insure comparability with the previous study of 2002, which used this term to classify the population.

This second part of the study aimed to evaluate the level of knowledge, attitude and practice within the population groups.

For this, we referred to the same ‘KAP’ questionnaires used in the first part of the study for the comparison between the population in 2002 and 2006.

In 2006, the population groups didn’t show a difference between them while answering question 2 ‘**Have you ever seen landmine when you were walking?**’, but they showed a significant difference while answering the same question for UXO with $p=0.04$. (Question 5) This result is a bit contrary for the nomadic people who are supposed to see more UXO than rural or urban people.

5. Have you ever seen something like this when you were walking? (Show picture of UXO)	Urban	Rural	Nomadic	p
YES	44.6% (58)	32.3% (42)	23.1% (30)	
NO	35.2% (38)	26.9% (29)	38% (41)	
				0.04

On the other hand, the herders population show better knowledge and awareness about the presence of Landmines/UXO in the area where they live than urban population.

Fifteen respondents (16%) from the urban population didn’t know if they lived in Landmines/UXO area, compared to 2 respondents only from the nomadic (3%) who didn’t know.

This may explain the priority taken by HI’s MRE program to prioritize the herders, as the urban area seems quite de-mined.

8. Do you think that you live in an area that has Landmines/UXO?	Urban	Rural	Nomadic	P
YES	29.8% (37)	35.5% (44)	34.7% (43)	
NO	50.0% (44)	21.6% (19)	28.4% (25)	
DON'T KNOW	57.7% (15)	34.6% (9)	7.7% (2)	
				0.001

Nomadic people seem to be less told or informed about Landmines/UXO, as only 20% of the respondents told about Landmines/UXO were nomadic. (*Question 9*)

The communication channels adapted to the herders' population must be reviewed to ensure a better access to the information.

9. Did anyone tell fyou about Landmines/ UXO?	Urban	Rural	Nomadic	P
YES	35.6% (16)	44.4% (20)	20.0% (9)	
NO	41.5% (80)	26.% (52)	31.6% (61)	
				0.058

A significant difference was observed between men and women in their awareness about the presence of Landmines/UXO in the area where they live, as the women are more aware about the presence of Landmines/UXO in the area where they live (41.3% compared to 32.7% for men).

8. Do you think that you live in an area that has Landmines/UXO?	Men	Women	p*
YES	32.7% (36)	41.3% (52)	
NO	62.7% (69)	42.9% (59)	
DON'T KNOW	4.5% (5)	15.9% (20)	
			0.002

Men were more told/informed about landmine/UXO than women with a significant test and a $p=0.002$.

Men are more informed but women are more aware.

9. Did anyone told you about Landmines/ UXO?	Men	Women	p*
YES	27% (30)	11.2% (14)	
NO	73% (81)	88.8% (111)	
			0.002

The evaluation of the Knowledge between the population groups reveals some differences between the population groups in the recognition of the signs/signals which tell that an area has Landmines/UXO. Some of those signs are less recognized by the population leaving in a nomadic area.

It seems that every population group has its specific cultural way of behavior on marking the dangerous area which affects naturally their knowledge. Rural populations don't seem to recognize all these signs such as 'animal skeleton/bones' neither 'high grass'.

MRE message should be adapted accordingly.

11. If you are walking down a path and there is no one to ask, what signs or signals will tell you that an area has Landmines//UXO? [tick as many that apply]	Urban	Rural	Nomadic	P
<i>Painted stones</i>	46.2%	33.3%	20.4%	0.03
<i>Animal skeleton/bones</i>	53.8%	0.0	46.2%	0.08
<i>cross</i>	21.4%	57.1%	21.4%	0.07
<i>Red cross</i>	50%	30.3%	19.7%	0.03
<i>High grass</i>	46.9%	12.5%	40.6%	0.06

Also *question 10* 'who has told you about Landmines/UXO?' tells how people in the 3 groups get information about landmine/UXO.

The military seems to be more present in urban areas, while authority and deminers are the main liaison for herders population. This information is quite important to define and evaluate the partners of HI's MRE on the field.

Otherwise, it is quite important to differentiate between these different terms used in *question 10*; 'authority' and 'military' and 'community elder' and 'community leader'.

The authority in the HI's MRE Somaliland project means that the administrative part of the town or village (governor, Mayor) and this person is the one responsible of reporting the mine area and accident to the SMAC (Somaliland Mine Action Center).

In small villages they don't have governor or authority but they have community leaders. The community elder is a respected person in the community that people trust and consult for social affairs matters.

10. If Yes, who has told you about Landmines/UXO? [tick as many that apply]	Urban	Rural	Nomadic	P
Friends	33.3%	50%	16.7%	Ns
Family	25%	75%	0.0	Ns
Military	60%	20%	20%	Ns
Authority	12.5%	25%	62.5%	0.01
De-miners	0.0	57.1%	42.9%	0.03
Community Elders	33.3%	33.3%	33.3%	Ns
Somaliland Mine Action Center (SMAC)	25%	50%	25%	Ns

Elsewhere, no other significant difference was observed in the other questions characterizing the knowledge of the population groups.

The evaluation for the Attitude (questions 12, 21, 22 and 23) and the Practice (question 13, 14, 18, 25 and 26) didn't show any significant difference between the population groups.

No significant difference was observed between the two sexes in their analysis of knowledge about Landmines/UXO through these questions (Q.10, 15, 16 and 17).

Also, the analyses of the practices of the two sexes didn't show a significant difference between them except for the question 26 (If an accident is taking place in front of you, what is the FIRST thing you will do?).

26. If an accident is taking place in front of you. what is the FIRST thing you will do?(choose only 1)	Men	Women	p*
Run away	9.8%(11)	23.8%(30)	
Keep going on your way	1.8%(2)	2.4%(3)	
Run to the victim and help	44.6%(50)	37.3%(47)	
Call for medical assistance	9.8%(11)	19.0%(24)	
Call for de miners	15.2%(17)	7.9%(10)	
Stand still and looked around	16.1%(18)	6.3%(8)	
Don't know	1.8%(2)	1.6%(2)	
Other	0.9%(1)	1.6%(2)	
			0.006

This interesting difference between men and women might be the consequence of several factors such as emotional, ethnic or cultural but also lack of appropriate prevention measures. The project should reconsider this in the adaptation of the communication strategy.

III.ii. COMUNICACION CHANNELS

For better adjustment of the HI's MRE project, an analysis of the communication channels used was proposed within the population groups in 2006.

The analysis of question 35 '*Have you received information/training on mines/UXO?*' stratified on the 3 areas (rural, urban and nomadic) shows no significant difference between the information/training given to the urban population compared to the rural or nomadic p=0.16. This result shows no gap between herders and urban and thus a reinforcement of the herders should be supported.

It is interesting also to note that nomads are usually in their villages during raining season so it is easier to contact and work with them.

The way they get this information or training on mines/UXO can guide HI strategy in the future knowing that the communication channels are different from a group population to another as question 36 shows.

The radio was a good way to pass information for the population specially for the urban population, leaflet, posters and billboards seem to be less used in nomadic area.

36. If yes, how was the information given to you? (Tick as many)	Urban	Rural	Nomadic
Radio	67.7%	0.0	33.3%
Leaflet	50%	50%	0.0
Posters	0.0	100%	0.0
Billboards	100%	0.0	0.0
Verbally/In Person	66.7%	16.7%	16.7%

Question 27 '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': shows how the population wants to get information according to their area (Urban, Rural and Nomadic).

The results give a significant difference between the population groups in the radio, leaflets and the TV as information tools.

It is interesting to notice that leaflets and posters were the main ways to get information in nomadic area, and these two tools were not mentioned by the nomadic population who got information about landmine/UXO. (*Question 36*)

The high percentage of respondents in urban area signaling the radio and the TV as a main way to get information came to confirm the results of *question 26*.

27. 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? (choose only up to 3)	Urban	Rural	Nomadic	P
Radio	46.7%	29.1%	24.2%	0.03
Posters	22.2%	27.8%	50.0%	Ns
Leaflets	39.4%	21.3%	39.4%	0.01
TV	84.4%	12.5%	3.1%	<0.0001
Billboards	32.4%	43.2%	24.3%	Ns
Drama	46.7%	40.4%	13.3%	Ns
Experts Go To House	34.8%	30.4%	34.8%	Ns
Loudspeaker	36.8%	36.8%	26.3%	Ns
Community meeting	37.3%	22.0%	40.7%	Ns
Don't know	21.4%	14.3%	64.3%	0.02

* Non significant test, with a p value > 0.05

Question 28 'What do you think would be the BEST way for children to get information about Landmines/UXO?' can define the strategy of HI toward the children depending on the area they are living.

28. What do you think would be the BEST way for children to get information about Landmines/UXO? (choose only up to 3)	Urban	Rural	Nomadic	P
Radio	52.3%	21.5%	26.2%	0.05
Posters	16.7%	16.7%	66.7%	0.02
Leaflets	40.0%	23.6%	36.4%	Ns
TV	62.5%	34.4%	3.1%	<0.0001
Billboards	36.8%	26.3%	36.8%	Ns
Sign posting danger areas	27.9%	34.9%	37.2%	0.1
Drama	20.0%	80.0%	0.0	0.04
Experts go House-To-House	33.3%	38.9%	27.8%	Ns
Parents	41.8%	28.6%	29.7%	Ns
Training in community	22.7%	50.0%	27.3%	Ns
Loudspeaker	42.9%	28.6%	28.6%	Ns
Training in school	47.3%	32.6%	20.2%	0.001

Communication channels and age groups:

The analyses of *question 27* within the age groups categories show the tool of choice for each age category to get information. The category of ages between 15-25 years old shows a big interest in leaflet and in billboards compared to the 2 other categories with $p=0.003$ and 0.007 respectively. While the over 35 year olds category show a big interest in poster contrary to the other age groups with a significant test $p=0.017$.

Sixty six percent of the respondents who get information from the community meetings were men compared to 34% women with $p=0.001$.

Question 28 comes to confirm the interest of the 15-25 age category in the leaflets tool ($p=0.005$) and the over 35 years old category in posters ($p=0.04$) 75% of the respondents interested in posters were men ($p=0.04$) and 29% were interested in TV compared to the women ($p=0.03$)

III. IV. RADIO AND POPULATION GROUPS:

The radio showed to be an essential tool of communication and a very important way to give information to the population in Somaliland.

The frequency of listening to the radio tends to be different between population group (urban, rural and nomadic) $p=0.09$, which is important to take into consideration in HI strategy in the future. Also we have to think about the time when HI broadcasts/airs its MRE radio messages according to the area where the analysis is not statistically different.

31. How often do you listen to the radio? (choose only 1)	Urban	Rural	Nomadic	p
<i>Always</i>	44.2%	33.3%	22.4%	0.09
<i>3-5 times a week</i>	35.5%	22.6%	41.9%	
<i>3-5 times a month</i>	40.0%	20.0%	40.0%	
<i>Never</i>	26.7%	33.3%	40.0%	

32. At what time do you most often listen to the radio? (choose only 1)	Urban	Rural	Nomadic	p
<i>Morning</i>	50.0%	31.3%	18.8%	Ns
<i>Afternoon</i>	50.0%	32.6%	17.4%	
<i>Evening</i>	32.1%	32.1%	35.7%	
<i>All Day</i>	20.0%	50.0%	30.0%	
<i>varies</i>	41.0%	28.2%	30.8%	

33. What type of radio program do you listen to most often? (choose only 1)	Urban	Rural	Nomadic	P
News	39.3%	32.0%	28.7%	0.01
Soap Operas/Stories	16.7%	50.0%	33.3%	
Stories Factual	50.0%	33.3%	16.7%	
Features	100%	0.0	0.0	
Radio spots	80.0%	0.0	20.0%	
Music	66.7%	0.0	33.3%	
Don't Know	0.0	100%	0.0	
Other	25.0%	0.0	75.0%	

Interest in the type of radio program of the population depends on the area were they live. The analysis of the radio programs showed a significant difference between the type of radio program that people in nomadic area listen to compared to rural or urban in general with $p=0.01$.

34. Which radio station do you listen to the MOST?(choose no more than 2)	Urban	Rural	Nomadic	p
Radio Hargeysa	50.4%	27.6%	39.3%	0.001
BBC	41.2%	31.7%	27.1%	0.1
Other	24.5%	39.6%	35.8%	0.02

Questions 31 to 34 show that short radio programmes, spots and features, more often, allow have a better impact.

Other new radio channels seem to be attractive to the population especially for herders. HI should diversify its broadcasts.

Elsewhere, women showed more interest in radio Hargeysa (58%) than men (42%) with a significant test and p value=0.007.

CONCLUSION AND RECOMMENDATIONS

The program is rich in activities and distribution of supports; not all of these ‘tools’ are equally relevant, but all of them have been made by the involvement of dynamic fringes of the local community who have and still are appropriating the prevention messages.

Therefore the evaluation of the whole MRE project through this KAP survey compared to a baseline level assessed in 2002 couldn’t give a real impact of the activities of the project, but it shows an active improvement and a real tendency for better Knowledge, Attitude and Practice of the population since the implementation of the MRE project. And this tendency proves that the logic of the message dissemination has worked and explains this continuous work and adaptation of these messages to the culture and the area of living of the population.

This study was also necessary to adapt the strategy and the tools used of the HI project to the results of the study through the expected results.

Establishing program objectives and deciding the particular evidence (such as the specific knowledge, attitudes, or behavior) that will demonstrate that the objectives have been met.

The study was limited by the objective of the comparison of the 2002 study, thus the random choice of the villages didn’t help to point the real impact of the Somaliland MRE project, as the project was aiming the mines and UXO affected areas in the Galbeed region and a specific category groups (herders and children).

This randomized study didn’t stratify on these villages or these category groups.

Even if this limit can explain part of some weak results of the impact of HI’s MRE project, (e.g. *Question 9, Question 35*), the tools used by the project remain uncertain to achieve its objectives within the targeted population.

The level of the Knowledge of the population in 2002 was already high. The maintenance and even the improvement of this high level of Knowledge in 2006 translate the active presence of the project with the population.

Nonetheless, these activities need to be sustained and clarified, e.g. the need to inform the population about the de-mined areas and the perimeter of security around them should be in coordination with all actors on the field.

Weather (raining season), security or logistical problems may be the cause of interruption of a de-mining work in a region. With no coordination between the actors, confusion can generate accidents.

How to recognize mines/UXO and the awareness of the danger of these around them define one of the main messages of a MRE program.

The attitude of the population remains very difficult to assess but the comparison of the population ‘before and after’ showed a better behavior or intention to this behavior of the population in 2006.

The practice remains the final step after the knowledge and the intention which through the results come delayed for the population in 2006 compared to 2002.

In the project strategy, the targeted groups were children and adults herders from age groups 15-35 years. Therefore, according to specific needs, specific approach should be designed. The study couldn't evaluate this approach with the children but confirmed the need of a better adjustment of the project strategy to reach the herders population.

The targeted areas were the affected communities in Awdal, Togdheer, Saxiil and Galbeed regions of North West Somalia. Therefore the project is not implemented in the whole regions but in the high and medium impacted areas.

Moreover the quick response teams were also taught in order to address the needs around the de-mining areas and after accidents.

The project specific objective was that the targeted groups receive an adequate and effective exposure to Mine Risk Education messages. The study shows a good level of general knowledge. According to the victim data (activity at risk) and after discussions with the communities, the partners, relevant information and "messages" should be precised and emphasized: whom to report to about suspected/dangerous areas and how to do it , information about on-going de-mining activities, whom to contact when there is an accident and where, talking about private stock piles, need of setting (more) local signs with the communities and/or official marking by the deminers, move of UXO during rainy season which can lead to more risks or accidents.

The relevance of the tools contents, the communication channels and radio spots should be re-adjusted, As *question 36* "How was the information given to you" shows, rural group did not mention the radio and nomadic group did not mention leaflets and posters while in the *questions 27* and *28* results show that those medias are good means of information for herders. The project should consider how those results can provide feedback on the milk channel relevance and on the use of posters.

In addition, *questions 27* and *28* show the importance of a community based approach, "community meeting", "experts go to house", "parents" for adult and children herders.

Not all children attend school and therefore other avenues of information sharing must be thought which is showed by a low percentage (20%) in nomadic areas. For example, mine risk education could also be considered as a stand-alone subject taught by a group that includes deminers/ex-military, women and people affected by Landmines/UXO.

Diversity of radio broadcasting would also be interesting to be thought of in order to reach a wider audience but the other radios are expensive (BBC) or abroad (Ethiopia, Djibouti).

The messages of MRE program should be revised according to the culture and the setting of Somaliland and not in the absolute, *question 15* proved that mines can be only laid on the road in Somaliland. These messages have to achieve the talent and the intelligence of adaptation.

The level of illiteracy decrease significantly within the Somaliland population, an improvement of the infra-structure is well felt in Somaliland (radio, TV, communications...), the population of fear and instability starts to find an optimum normal

life, on this road of transformation; people change and adapt what they own or find to what they need.

Seeing this facts make many behaviors observed during this study more understandable e.g. the highly increase in the use of UXO in stockpiles after keeping it to as protection, and invite the HIMRE team to be more attentive to this state of natural evolution which has to be adjusted in the project indicators and strategy.

To evaluate is to assess or appraise. Hewitt (1989, p 23) sees the purpose of evaluation as providing data demonstrating the program's effectiveness on targeted behavior. Wigley (1988, p 21) has a broader view of the purpose to improve the program and facilitate informed decision making.

Therefore evaluation should have the overriding aim to influence decisions about the need for future programs, and the need to modify educational tools at all stages of the process.

It seems clear that, if decisions are to be influenced, then the culmination of any set of evaluation activities is the compilation of a report containing recommendations.

MAIN INDICATORS

Ninety percent of the targeted population in North West Somalia has a sufficient level of knowledge, Attitudes and Practices related to mine/UXO.

In order to prove that the population behaves according to their knowledge and attitudes, the survey results should be crosschecked with de-mining data (on private stock, risk taking behaviours, reporting of the community for dangerous objects and areas and the persons responsible to report...), with victims data (Groups and activities at risk) and specially with the project activities presented in the following table.

Expected Results	Project Activities
<p><i>Expected result 1:</i> Awareness material is elaborated, tested, dispatched and evaluated among the targeted communities and the partners</p>	<ul style="list-style-type: none"> ❖ 2000 posters, 17,000 leaflets, 23 set of 8 banners and 20 billboards produced and dispatched ❖ 8 youth and 1 script writer from Havayoko and 1 journalist of radio Hargeisa trained in MRE ❖ 112 minutes/month of radio programs elaborated and broadcasted 1.000.000 potential population audience reached through radio programs 10 monitoring field visits and 5 assessment field visits are implemented
<p><i>Expected result 2:</i> A Mine Risk Education network within the targeted communities is implemented</p>	<ul style="list-style-type: none"> ❖ 41 of community health workers trained and implement MRE sessions. ❖ 120 villages have received MRE direct sessions conducted by our MA partners. ❖ 64 communities in the four regions have received a 2 days training targeting herders. ❖ 75% of MRE material diffused through the networks.
<p><i>Expected result 3:</i> The capacities of the mine action partners to conduct coordinated MRE activities are strengthened</p>	<ul style="list-style-type: none"> ❖ 4 staff of Halo trust, 2 staff of EOD police, 6 regional officers and 1 Operation Officer from SMAC, 1 DDG quick response team trained in MRE, 2 members of the Ministry of Defence and 1 member of the National De-mining Agency.

- ❖ 23 sets of 8 banners are used during MRE sessions.
 - ❖ One coordination meeting/month.
 - ❖ + Guidelines and monitoring forms elaborated by HI for the use of the MA partners.
-

CHILDREN AND MRE

As already described in the survey 2002, the information messages exchange with the children should be adapted; children should not place warning signs to indicate a danger but report to an adult.

It is relatively rare, except with displaced or refugee children, that landmine incidents are caused simply by ignorance of Landmines and their consequences.

Whether or not children should be taught to mark Landmines is still controversial and not applied by HI project. In anyway, children should be involved actively and the messages to be communicated to them should be more 'realistic' and less 'naïve'. Telling children who are collecting UXO scrap for income "not to touch mines" is not convincing (Masla in Barnen 1998).

It must be also considered that telling children not to touch Landmines/UXO might reinforce their curiosity to do so. A more problem-solving message is needed with a positive action attached. For example, "If you see this, report to the police".

An increasingly popular technique for landmines/UXO awareness for children proposed also in 2002 was the child-to-child approach. Many contend that this approach has the best chance of being effective because it places the focal point of communication with the children themselves.

Another possibility is to provide a safe place for children to play, constructing community centers or providing safe playing fields. Unfortunately, for those children injured while herding animals, this is not a viable option.

The non-formal and formal school system can be one forum for mine risk education, but not the only one. Not all children attend school and therefore other avenues of information sharing must be sought which is notice in low percentage (20%) in nomadic area. For example, mine risk education could also be considered as a stand-alone subject taught by a group that includes deminers/ex-military, women, and persons affected from Landmines/UXO. The core group could travel together recruiting local mine victims of different ages and sexes depending on the given area or region.

The 2006 survey strengthens also the fact that educating adults, the primary care givers of children, and providing useful information to social institutions, both formal and informal, need to be addressed. The problem of Landmines/UXO is a community problem and therefore needs to be addressed from all angles within the community.

In 2007 the MRE project should adjust the messages according to the most at risk groups specially the children in a positive manner messages through the Radio, direct training and the care givers of the children.

TOOLS AND COMMUNICATION STRATEGY

The project should reconsider its tools and its feedbacks on the milk channel relevance and on the use of posters and concentrate on the distribution of the leaflets and posters according to the mines/ UXO affected communities and the population groups.

A regular follow up with the SMAC regional liaison officers should be actively insured.

Diversity of radio broadcasting should be interesting to reach a wider audience and other radios such as BBC, Ethiopia and Djibouti radios.

Mine Risk Education should be considered as a stand-alone subject taught by a group that includes deminers/ex-military, women and persons affected from Landmines/UXO.

HI should ensure the efficiency of this network and its maintenance as it can be the continuous liaison between the culture updating of the population and the impact of HI's MRE tools.

COLLABORATION AND PARTNERSHIP

In order to ease the work with the partner and facilitate their MRE/community liaison work, targeted and priority areas should be targeted.

MRE coverage map (implementing area covered by the partners and HI) should be compared and match with the targeted areas = 100 medium and high impacted communities/localities identified by the Landmine Impact Survey (LIS) in the 4 regions.

The project should really develop its community liaison approach based on problems/solutions identification and links with the partners, networks.

The areas for HI to intervene, the available partners, should be revised, as most of the mines/UXO affected communities there is no partner available due to the distance of the mine/UXO affected communities.

From 2006 the de-mining NGOs were withdrawing in Somaliland due to lack of budget for mine action.

It seems that herders have regular links with deminers, authority, as question 10 results show, but have rarely mentioned the SMAC officers.

MRE project should focus on reinforcing those links with the Mine Action partners including for example the deminers, the SMAC Officers and the Police EDO teams. For the project implementation, the word "authority" needs to be clarified to the locality size in order to precise the real partners (mayors, community elders, community leaders).

The results show generally a good level of knowledge and attitudes, therefore MRE project should focus on how those networks, partners work with the community in order to respond to priority needs, to find solutions, alternatives to the mines/UXO problems and data reporting system. They may have links with development, victim assistance actors.

Partnership agreements might need to be precised/clarified: What are the tasks of those partners, networks (who is in charge of what), how do they work together, when/where does the role of HI stop...as well as the links between the networks/partners.

Training for partners, networks should emphasize these points: precise identification of localities needs towards mine/UXO pollution, risk taking groups and risky activities with specific approach towards those groups.

MONITORING SYSTEM AND TOOLS

Information and reporting system are diverse according to the area: authority, deminers, community elder, and community leader. This should be clear for the population and for the project monitoring.

Our partners are present on the field but how do we monitor their activities and involvement (tasks, coordination meetings...).

SUMMARY

This evaluation can show how supportive the project's culture is of evaluative inquiry, the extent to which the team models and supports learning and inquiry, and how information is distributed and accessed, strongly influences the extent and the ways in which evaluation is successful. A key to successful evaluation is a set of clear, measurable, and realistic program objectives. If objectives are unrealistically optimistic or are not measurable, the program may not be able to demonstrate that it has been successful even if it has done a good job

TABLES

Table 1: Characteristics of the 240 respondents in 2006 compared to the 212 respondents in 2002

Subject number	Galbeed Region (2006)	Galbeed Region (2002)	p*
Sex	240	212	0.656
Male	47,1%(126)	53.3%(113)	
Female	52,9%(112)	46.7%(99)	
Age			0.9
15-25	24,1 %(57)	25.5%(54)	
26-35	33,3 %(79)	34.0%(72)	
>35	42,6 %(101)	40.6%(86)	
Occupation			
Agriculture	13 ,8%(33)	15,6%(33)	
Animal Husbandry	20 %(48)	35,4%(75)	
Government	8,3%(15)	5,7%(12)	
Store	12,1%(29)	4,7%(10)	
Import/Export	11,3%(27)	8,0%(17)	
Industry	1,3%(3)	1,4%%(3)	
Other	11,3%(27)	14,6%%(31)	
Unemployed	15,8%(38)	14,6%%(31)	
Do not know	6,3%(15)	0,0%	
Region			0.7
Urban	40%(96)	37%(79)	
Rural	30%(72)	30%(63)	
Nomadic	30%(72)	33%(70)	

Table 2: questionnaire mine risk education and results in the region of Galbeed in 2006 vs. 2002

<i>Questionnaire</i>	Survey 2006	Survey 2002	P*
1. Can you read Somali			<0.0001
YES	48,9%(116)	30,3%(64)	
NO	51,1%(121)	69,7%(147)	
2. Have you ever seen something like this while you were walking?(Showing picture of landmines)			<0.0001
YES	59,2%(142)	42%(89)	
NO	40%(96)	58%(123)	
DON'T KNOW	0,8%(2)	0,0	
3. If yes, what was the FIRST thing you did?			
Turned back	31,0%(31)	28,4%(25)	
Kept going	9,0%(9)	6,8%(6)	
Found another path	9,0%(9)	23,9%(21)	
Took it	10,0%(10)	9,1%(8)	
Yelled for help	4,0%(4)	10,2%(9)	
Marked the area	22,0%(22)	14,8%(13)	
Stood still	8,0%(8)	1,1%(1)	0.003
Touched it	0,0	0,0	
Exploded it	4,0%(4)	4,5%(4)	
Other	3,0%(3)	1,1%(1)	
4. If you are walking down a path, and you see this [picture of landmines] what is the FIRST thing you will do?(choose1)			
Turned back	36,0%(53)	39,8%(47)	Ns*
Kept going	8,2%(12)	6,8%(8)	Ns
Found another path	17,6%(26)	24,6%(29)	Ns
Took it	0,7%(1)	1,7%(2)	Ns
Yelled for help	8,8%(13)	12,7%(15)	Ns
Marked the area	23,1%(34)	10,2%(12)	0.02
Stood still	3,4%(5)	1,7%(2)	Ns
Touched it	0,0	0,0	
Exploded it	0,7%(1)	0,0	
Other	2,0%(3)	2,5%(3)	Ns
5. Have you ever seen something like this when you were walking?(Show picture of uxo)			0,055
YES	54,4%(130)	45,3%(96)	
NO	45,2%(108)	54,2%(115)	
DON'T KNOW	0,4%(1)	0,5%(1)	
6. If yes, what was the FIRST thing you did?			
Turned back	22,3%(30)	17,9%(17)	
Kept going	21,6%(29)	4,2%(4)	

Found another path	2,9%(4)	16,8%(16)	
Took it	21,6%(29)	13,7%(13)	
Yelled for help	7,4%(10)	14,7%(14)	
Marked the area	13,4%(18)	16,8%(16)	
Stood still	1,5%(2)	0,0	
Touched it	0,0	1,1%(1)	
Exploded it	2,2%(3)	10,5%(10)	
Other	7,4%(10)	4,2%(4)	
7. If you are walking down a path, and you see this [picture of UXO] what is the FIRST thing you will do?(choose1)			
<u>Turned back</u>	38,9%(46)	32,1%(35)	Ns
<u>Kept going</u>	5,9%(7)	6,4%(7)	Ns
<u>Found another path</u>	13,5%(16)	24,8%(27)	0.06
Took it	4,2%(5)	6,4%(7)	Ns
Yelled for help	8,4%(10)	16,5%(18)	Ns
<u>Marked the area</u>	24,5%(29)	10,1%(11)	0.017
Stood still	1,7%(2)	0,0	
Touched it	0,0	0,0	
Exploded it	0,8%(1)	0,0	
Don't know	0,8%(1)	1,8%(2)	Ns
Other	0,0	1,8%(2)	
8. Do you think that you live in an area that has landmines/uxo?			0.06
YES	52,1%(124)	52,8%(112)	
NO	37%(88)	42%(89)	
DON'T KNOW	10,9%(26)	5,2%(11)	
9. Did anyone told you about landmines/ uxo?			<0.0001
YES	18,9%(45)	61,8%(131)	
NO	80,4%(193)	38,2%(81)	
DON'T KNOW			
10. If Yes, who has told you about landmines/uxo? [tick as many that apply]			
Friends	25,5%(12)	3%(4)	<0.001
Family	8,7%(4)	3,8%(5)	Ns
Neighbours	2,2%(1)	1,5%(2)	Ns
Children	2,2%(1)		
Military	21,7%(10)	17,5%(23)	Ns
Authority	17,4%(8)	8%(11)	Ns
Community Leaders	4,3%(2)	5%(7)	Ns
De-miners	15,2%(7)	15,2%(20)	Ns
Community Elders	13,0%(6)	7,6%(10)	Ns
Clergy	0,0	0,0	
Police	2,2%(1)		
Milk traders	0,0		
Community Groups	0,0	6,1%(8)	

Animal health workers	0,0		
HAVOYOCO	4,3%(2)		
Somaliland Mine Action Center %(SMAC)	8,7%(4)		
Do Not Know/Remember	0,0	0,7%(1)	
No one			
Other	0,0	36,6%(48)	
11. If you are walking down a path and there is no one to ask, what signs or signals will tell you that an area has landmines//uxo? [tick as many that apply]			
Cloth	2,1%(5)	0.9%(2)	Ns
Red Cloth	25,4%(61)	19.8%(42)	0.03
Pile of Stones	21,7%(52)	6.6%(14)	0,12
Painted Stones	38,8%(93)	15.6%(33)	Ns
Pile of Sticks	13,8%(33)	3.8%(8)	0.1
Skull and Bone Sign	13,3%(32)	2.4%(5)	0.03
Animal Skeleton or Bones	5,4%(13)	1.4%(3)	Ns
Cross	5,8%(14)	1.4%(3)	Ns
Red Cross	31,7%(76)	3.3%(7)	<0.001
Thorns	39,2%(94)	33.0%(70)	0.001
Deserted areas	5,0%(12)		
High Grass	13,3%(32)	0.9%(2)	0.01
Unpicked Fruit	5,0%(12)	0.0	
Overtured Vehicle	16,3%(39)	0.9%(2)	<0.001
Nothing	1,7%(4)	1.4%(3)	0.1
Do Not Know	5,4%(13)	27.4%(58)	<0.001
Other	0,8%(2)		
12. What will you do if a child brings you this? [Uxo picture] %(choose only 1)			<0.0001
Tell Authorities	42,3%(101)	5.7%(12)	
Keep It	0,4%(1)	0.0	
Put It Outside	7,5%(18)	3.3%(7)	
Put In Safe Place	28,0%(67)	65.1%(138)	
Throw Away	9,2%(22)	20.8%(44)	
Tell Them It Dangerous	10,5%(25)	2.4%(5)	
Other	2,1%(5)	2.4%(5)	
Do Not Know	0,0	0.5%(1)	
13. In your community, do people keep mines/uxo for any anything?			Ns
YES	7,9%(19)	10.0%(21)	
NO	86,6%(207)	86.6%(181)	
DON'T KNOW	5,4%(13)	3.3%(7)	
14. If people do keep mines/uxo, what do they use them for?(tick as many that apply)			
Split Rocks	27,2%(5)	43.5%(10)	Ns
Dig Wells	41,2%(7)	34.8%(8)	Ns
Stock Pile	23,5%(4)	0.0%	
Sell/Make money	17,6%(3)	13,0%(3)	Ns

	Other	11,8%(2)	8,7%(2)	Ns
	Do Not Know	5,9%(1)	0.0	
15. Mines are only laid on roads				<0.0001
	AGREE	54,7%(129)	25.5%(54)	
	DISAGREE	43,2%(102)	74.5%(158)	
	DON'T KNOW	2,1%(5)		
16. Herding animals in/beside a suspected area is safe.				Ns
	AGREE	5%(12)	6.1%(13)	
	DISAGREE	94,2%(225)	93.9%(199)	
	DON'T KNOW	0,8%(2)		
17. Following animals is a safe way to travel in an area where there are suspected landmines.				Ns
	AGREE	13,0%(31)	12.3%(26)	
	DISAGREE	85,4%(224)	87.7%(186)	
	DON'T KNOW	1,7%(4)		
18. If you see a strange object, you should take it to the authorities				
	AGREE	75,1%(178)		
	DISAGREE	24,1%(757)		
	DON'T KNOW	0,8%(2)		
19. Mines and uxo can be found anywhere.				
	AGREE	75,6%(180)		
	DISAGREE	21,8%(52)		
	DON'T KNOW	2,5%(6)		
20. The longer a mine stays underground, the less dangerous it gets				
	AGREE	25,6%(61)		
	DISAGREE	64,7%(154)		
	DON'T KNOW	9,7%(23)		
21. If you have found a landmine or uxo you would report the information to the authorities.				<0.01
	AGREE	94,5%(224)	88.2%(187)	
	DISAGREE	4,6%(11)	11.8%(25)	
	DON'T KNOW	0,8%(2)		
22. Young boys and girls can play with mines and uxo.				
	AGREE	85,4%(204)		
	DISAGREE	13,8%(33)		
	DON'T KNOW	0,8%(2)		
23. You can make money by selling mines and uxo.				
	AGREE	21,3%(51)		
	DISAGREE	63,2%(151)		
	DON'T KNOW	15,5%(37)		
24. Did you ever witness a mine/uxo accident?				
	AGREE	31,4%(75)		
	DISAGREE	68,6%(164)		
25. If yes, what was the FIRST thing you did?(choose only 1)				

Ran away	18,2%(14)		
Kept going on your way	2,6%(2)		
Ran to the victim and help	48,1%(37)		
Called for medical assistance	9,1%(7)		
Called for de miners	9,1%(7)		
Stood still and looked around	6,5%(5)		
Don't remember	2,6%(2)		
Other	3,9%(3)		
26. If an accident is taking place in front of you, what is the FIRST thing you will do?(choose only 1)			
Run away	17,1%(41)		
Keep going on your way	2,5%(6)		
Run to the victim and help	40,4%(97)		
Call for medical assistance	14,6%(35)		
Call for de miners	11,3%(27)		
Stand still and looked around	11,3%(27)		
Don't know	1,7%(4)		
Other	1,3%(3)		
27. 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?(choose only up to 3)			
Radio	68,8%(165)	47,6%(101)	<0.01
Posters	7,5%(22)	0,9%(2)	0.04
Leaflets	39,2%(94)		
TV	13,3%(32)	0,9%(2)	<0.01
Billboards	15,4%(37)		
Drama	6,3%(15)		
Experts Go To House	28,8%(69)	7,5%(16)	0.057
Loudspeaker	7,9%(19)	1,4%(3)	Ns
Community meeting	24,6%(59)	37,3%(79)	<0.0001
Don't Know	5,8%(14)	2,4%(5)	
Other	2,9%(7)	1,4%(3)	
28. What do you think would be the BEST way for children to get information about landmines/UXO?(choose only up to 3)			
Radio	27,1%(65)	6,6%(14)	
Posters	5,0%(12)	1,4%(3)	
Leaflets	22,9%(55)		
TV	13,3%(32)	0,0	
Billboards	7,9%(19)		
Sign posting danger areas	17,9%(43)		
Drama	2,1%(5)		
Experts Go To House	7,5%(18)	3,3%(7)	
Parents	75,8%(182)	36,3%(77)	
Training in community	9,2%(22)	0,5%(1)	
Loudspeaker	5,8%(14)	3,3%(7)	

	Training in school	53,8%(129)	46,2%(98)	
	Don't Know	3,3%(8)	1,9%(4)	
	Other	0,0	0,5%(1)	
29. Have you ever spoken about landmines/UXO in your family?				Ns
	YES	39,7%(94)	46,2%(97)	
	NO	60,3%(143)	53,8%(113)	
30. If yes, what was discussed?(Tick as many)				
	Location of Mines	33,0%(32)	8,2%(8)	<0.01
	Safety	43,8%(42)	72,2%(70)	<0.01
	Injuries/Deaths from Mines	52,1%(50)	11,3%(11)	<0.001
	Do Not Know/Remember	1,0%(1)	0,0	
	Other	1,0%(1)	12,4%(12)	<0.001
31. How often do you listen to the radio?(choose only 1)				<0.001
	Always	61,5%(147)	39,2%(83)	
	3-5 times a week	12,6%(30)	21,2%(45)	
	3-5 times a month	12,6%(30)	17,5%(37)	
	Never	13,0%(31)	22,2%(47)	
	Do Not Know	0,4%(1)	0,0	
32. At what time do you most often listen to the radio?%(choose only 1)				<0.0001
	Morning	7,7%(16)	7,3%(12)	
	Afternoon	22,1%(46)	40,0%(66)	
	Evening	26,9%(56)	36,4%(60)	
	All Day	4,8%(10)	10,9%(18)	
	Varies	37,5%(78)	5,5%(9)	
	Do Not Know	1,0%(2)	0,0	
33. What type of radio program do you listen to most often?(choose only 1)				0.05
	News	85,2%(178)	93,9%(155)	
	Soap Operas/Stories	2,9%(6)	1,2%(2)	
	Stories Factual	2,9%(6)	1,2%(2)	
	Features	1,9%(4)		
	Radio spots	2,4%(5)		
	Music	1,4%(3)	0,6%(1)	
	Don't Know	1,4%(3)	0,0	
	Other	1,9%(4)	3,0%(5)	
34. Which radio station do you listen to the MOST?(choose no more than 2)				<0.0001
	Radio Hargeisa	60,2%(127)	83,0%(137)	
	BBC	94,3%(199)	86,1%(142)	
	Galkayo Radio	0,5%(1)	0,0	
	Somalia Radio	0,9%(2)	0,6%(1)	
	Other	25,1%(53)	3,0%(5)	
	Don't Know	0,0	0,0	
35. Have you received information/training on mines/uxo?				0.07

	YES	6,3%(15)	10,4%(22)	
	NO	93,7%(224)	89,6%(190)	
36. If yes, how was the information given to you?(Tick as many)				0.7
	Radio	40,0%(6)	36,4%(8)	
	Leaflet	26,6%(4)	13,6%(3)	
	Posters	13,3%(2)	9,1%(2)	
	Billboards	13,3%(2)		
	Verbally/In Person	40,0%(6)	40,9%(9)	
	Don't know/Don't remember	6,7%(1)		
	Other	0,0	0,0	
37. Because of this information/training, in what way%(s) have you changed your BEHAVIOUR, if any?(tick as many that apply)				
	Have Not Changed	0,0	22.7%(5)	
	Do Not Go Near Mine Area	40,0%(6)	54.5%(12)	
	Inform Others	26,6%(4)	4.5%(1)	
	Do Not Pick Up unknown object	53,4%(8)	13.6%(3)	
	Report Mines/UXO	20,0%(3)	4.5%(1)	
	Mark Areas	33,3%(5)	9.1%(2)	
	Do Not Go to Unknown Area	6,7%(1)	4.5%(1)	
	Do Not Know	6,7%(1)	0.0	
	Other	0,0		
38. Finally, what is the most important information you would like to receive about landmines and uxo?(choose only 1)				
	Nothing	2,5%(6)	0.9%(2)	
	How Recognize Mines	14,2%(34)	4.2%(9)	
	How Deal With Explosives		1.4%(3)	
	How To Avoid Mines	53,8%(129)	65.6%(139)	
	Where Mines/UXO may be	5,4%(13)	11.3%(24)	
	What to do when you encounter one	6,3%(15)	1.4%(3)	
	What to do in case of accident	5,0%(12)		
	What are the effects of mines/UXO	7,9%(19)		
	Don't know	4,6%(11)	3.8%(8)	
	Other	0,4%(1)	11,3%(24)	

* Ns = Comparison non significant statistically

ANNEXES A

Knowledge, Attitudes, Practices related to landmines and Unexploded Ordnance in Somaliland

TOR KAP SURVEY

06th December 2006

Objectives

Measure the relevance of the project through the effect of MRE awareness tools within the mines/uxos affected communities.

Questions to be answered by the evaluation

The questions are mentioned by a decreasing set of priorities but are not exhaustive.

- Questions related to the project's relevance:

Do the MRE partners conduct relevant MRE sessions in mines/uxos affected communities?

- Questions about the effects:

- What are the direct supposed results of the different prevention activities (radio, training...)?
- What are the direct supposed results of the MRE awareness tools (leaflets, posters, panel boards)?
- What are the level of knowledge, the attitudes and practices of the community to respond to the mine risks?

Proposed methodology

The person in charge of the evaluation should propose a methodology taking into consideration the following expectations:

the evaluation should use quantitative data (for example, a case control study to measure if the level of knowledge, attitudes, practices, has increased as expected in a targeted area, in comparison with an area without MRE – This could be possible with the comparison between the 2002 survey and, in addition and if necessary, with a direct case control survey)

The area of the survey has to be discussed: if possible, the survey should apply to the same area and population than the previous one.

A preceding census, if existing, has to be recovered by the country team.

The reference population will be the population of the 2002 survey.

The criteria for judgement (primary and secondary indicators) will be defined according to the objectives and the 2002 survey. What will be the main question(s), indicator(s) of the survey?

If possible, this question (these questions) must be already asked in the 2002 survey, so as to calculate the sample size. This point will be discussed in the country among the epidemiologist and the team. On this basis, a sample size will have to be chosen. The questionnaire will have to be as close to the previous one as possible.

Expected results

To define, with the HI team, the results that are supposed to be achieved through the project since 2003. Precisely about the main indicator.

The evaluation will be based on :

- Meetings at the headquarter with the desk officer as well as with the Technical Coordinator and the epidemiologist.

- a preparatory work on the written documents : Project document Final report of the project 2005 and final report from December 2006 Intermediate report for the DCI Partnership contracts KAP 2002 report

- Meetings with the HI Somaliland team.

In preparation to the evaluation mission, the project team would have worked on the project efficiency and effectiveness.

- Questionnaires with people who have been working on the project, (and with close partners if possible)

At the end of the mission, the first results and recommendations will be presented and discussed in workshops: with the HI Somaliland team with the main stakeholders (beneficiaries, partners, funding agencies)

Based on those information, data, useful analysis and practical recommendations will be made, discussed with the team and the partners.

Following those workshops, the report will be written by the evaluator and presented to the headquarter (desk officer, technical coordinator) and to the program director and project manager by mail for comments and feedback.

Time should also be taken to explain the chosen methodology to the project and to the headquarter teams. It should as well appear in the final report.

After including the necessary changes, the evaluator will produce the final report in three paper copies and an electronic copy.

Ten days of work in Headquarters will be necessary after the mission in order for the evaluator to write the report and capitalise on the methodology used.

Constraints

Distances between villages are very big, so these constraints should be taken into consideration.

Human resources

The person in charge of the evaluation should propose a team composition within the budget limit; Profile of the evaluator:

Responsibilities:

In charge of the MRE evaluation

Required skills:

Knowledge and experience on project evaluation: quantitative methods

Knowledge and experience in Africa

English/French compulsory

Arabic is a plus

Appreciated additional skills:

Knowledge on prevention methodology and tools

Knowledge on Mine action

The HI Hargeisa Somaliland team will organise the mission logistic (appointments, accommodation, transport...)

Budget

The total mission budget will be: 16 390 US Dollars (cf budget).

The person in charge of the evaluation should propose a budget breakdown.

Evaluation schedule

The mission will last totally two month (1.5 on the field and 2 weeks in headquarters)

ANNEXES B

Knowledge, Attitudes, Practices related to landmines and Unexploded Ordnance in Somaliland

HOUSEHOLD SURVEY QUESTIONNAIRE (ENGLISH)

December 2006

Region: _____ Town/Village: _____
Cluster number: _____ Household number: _____
Date of interview [dd/mm/yy]: _____
Enumerator Speaker: _____
Enumerator Writer: _____

Hello, how are you? I am X and this is Y. We're working for Handicap International. If you agree, we would like to ask you some questions. We will be using this information to help us develop an awareness program. This questionnaire is also used with other people chosen randomly in the area. It takes about 45 minutes to fill it in. We do not need your name so it will be confidential, so please feel free to speak.

Do you agree? YES NO

Thank the respondent for his/her time and ask the appropriate questions to fill in the demographic information.

Respondent's sex: Male Female

Respondent's age: _____ years

Marital status: Married Single

Number of children: _____

Main activity of the household: _____

Thank you very much. We would like to start with just some general information.

Q1. Can you read in Somali?

YES

NO

Q2. Have you ever seen something like this while you were walking?

[Show picture of LANDMINES and be very clear not have seen poster but actual mine]

YES
DON'T KNOW *[skip to Q4]*

NO *[skip to Q4]*

Q3. If yes, what was the first thing you did? *[Read answers and choose only 1]*

Turned back	Kept going	Found another path	Took it
Yelled for help	Marked the area	Stood still	Touched
it			
Exploded it			
Other Describe			

SKIP TO Q5

Q4. If you are walking down a path, and you see this *[show picture of LANDMINES]* **what is the FIRST thing you will do?** *[Read answers and choose only 1]*

Turn back	Keep going	Find another path	Take it
Yell for help	Mark the area	Stand Still	Touch it
Explode it	Don't know		
Other Describe			

Q5. Have you ever seen something like this when you were walking?

[Show picture of UXO and be very clear not have seen poster but actual UXO]

YES
DON'T KNOW *[skip to Q7]*

NO *[skip to Q7]*

Q6. If yes, what was the FIRST thing you did? *[Read answers and choose only 1]*

Turned back	Kept going	Found another path	Took it
Yelled for help	Marked the area	Stood still	Touched
it			
Exploded it			
Other Describe			

SKIP TO Q8

Q7. If you are walking down a path, and you see this [show picture of UXO] what is the FIRST thing you will do? [Read answers and choose only 1]

- | | | | |
|-----------------------|---------------|-------------------|----------|
| Turn back | Keep going | Find another path | Take it |
| Yell for help | Mark the area | Stand Still | Touch it |
| Explode it | Don't know | | |
| Other Describe | | | |
-
-

Q8. Do you think that you live in an area that has landmines/UXO?

- YES DONT KNOW NO

Q9. Did anyone told you about landmines/ UXO?

- YES NO [skip to Q11]
DONT KNOW

Q10. If yes, who has told you about landmines/UXO? [Read answers and tick as many that apply]

- | | | | |
|--------------------------------------|-----------------------|-------------------|--------------|
| Friends | Family | Neighbours | Children |
| Military/ex-military | Authorities | Community Leaders | De-miners |
| Community Elders | Religious leaders | Police | Milk traders |
| Community Groups | Animal health workers | | HAVOYOCO |
| Somaliland Mine Action Center (SMAC) | | | |
| Don't remember | | | |
| Other Describe | _____ | | |
| | _____ | | |

Q11. If you are walking down a path and there is no one to ask, what signs or signals will tell you that an area has landmines//UXO? [Read answers and tick as many that apply]

Cloth stone	Red cloth	Piles of stones	Painted
Pile of sticks	Skull & bones sign	Animal skeleton/bones	Cross
Red Cross	Thorns	Deserted areas	High grass
Un-picked fruit know	Overtured vehicle	Nothing	Don't
Other	Describe _____		

Q12. What will you do if a child brings you this? [Show picture of UXO]
[Read answers and choose only 1]

Tell authorities	Keep it	Tell him/her to put it outside
Take the object to another place	Take the object and throw it away	
Tell him/her it is dangerous	Don't know	
Other	Describe	

—

Q13. In your community, do people keep mines/UXO for any anything?

YES	NO <i>[skip to Q15]</i>
DON'T KNOW <i>[skip to Q15]</i>	

Q14. If people do keep mines/UXO, what do they use them for?
[Read answers and tick as many that apply]

Split rocks	Dig wells	Stockpile	Sell/make money	Don't
know				
Other	Describe			

—

Now I am going to read some statements to you, and I would like to know if you agree or disagree with each of them.

Q15. Mines are only laid on roads.

I agree	I disagree	Don't know
---------	------------	------------

Q16. Herding animals in/beside a suspected area is safe.

I agree

I disagree

Don't know

Q17. Following animals is a safe way to travel in an area where there are suspected landmines.

I agree

I disagree

Don't know

Q18. If you see a strange object, you should take it to the authorities.

I agree

I disagree

Don't know

Q19. Mines and UXO can be found anywhere.

I agree

I disagree

Don't know

Q20. The longer a mine stays underground, the less dangerous it gets.

I agree

I disagree

Don't know

Q21. If you have found a landmine or UXO, you would report the information to the authorities.

I agree

I disagree

Don't know

Q22. Young boys and girls can play with mines and UXO.

I agree

I disagree

Don't know

Q23. You can make money by selling mines and UXO.

I agree

I disagree

Don't know

Q24. Did you ever witness a mine/UXO accident?

YES

NO *[skip to Q26]*

Q25. If yes, what was the FIRST thing you did? *[Read answers and choose only 1]*

Ran away

Kept going on your way

Ran to the victim and help

Called for medical assistance around Called for de-miners Stood still and looked around

Don't remember

Other

Describe

Q26. If an accident is taking place in front of you, what is the FIRST thing you will do?

[Read answers and choose only 1]

Run away help

Keep going on your way

Run to the victim and

Call for medical assistance around

Call for de-miners

Stand still and look

Don't know

Other

Describe

We would like to understand how children and adults get information, so the next few questions will be about how people communicate.

Q27. 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]

Radio messages

Posters

Leaflets

TV

Billboards

Drama

Expert goes house-to-house

Loudspeaker know

Community meetings

Don't

Other

Describe

Q28. What do you think would be the BEST way for CHILDREN to get information about landmines/UXO? *[Read answers and choose only up to 3]*

Radio messages

Posters

Leaflets

TV

Billboards

Sign posting danger areas

Drama

Expert goes house-to-house

Parents

Q34. Which radio station do you listen to the MOST? [Read answers and choose no more than 2]

Radio Hargeisa

BBC

Galkayo Radio

Somalia Radio

Don't know

Other

Describe

-

Finally, I would like to ask you about other landmine awareness/safety campaigns that may have taken place in your community.

Q35. Have you received information/training on mines/UXO?

YES

NO [skip to 38]

Q36. If yes, how was the information given to you? [Read answers and tick as many that apply]

Radio

Leaflets

Posters

Billboards

Verbally / in person

Don't know/don't remember

Other

Describe

-

Q37. Because of this information/training, in what way(s) have you changed your BEHAVIOUR, if any? [Read answers and tick as many that apply]

Have not changed my behaviour

Do not go near landmine/UXO areas

Inform others

Do not pick up/touch unknown objects

Report mines/UXO

Mark areas

Do not go to unknown places

Don't know

Other

Describe

-

Q38. Finally, what is the most important information you would like to receive about landmines and UXO? [Read answers and choose only 1]

Nothing

What it is/how to recognise them

How to avoid mines/UXO

Where mines/UXO may be

What to do when you encounter one

What to do in case of accident

What are the effects of mines/UXO

Don't know

Other

Describe

Thank the respondent for his/her time. Ask if he/she has any questions for you.

ANNEXES C

Knowledge, Attitudes, Practices related to landmines and Unexploded Ordnance in Somaliland

HOUSEHOLD SURVEY QUESTIONNAIRE (SOMALI)

December 2006

SAHANKA WAYDIIMAHA HEER QOYS (SOMALI)

Gobolka: _____ **Magaalada/Tuulada:** _____
Cluster Number: _____ Tirsiga aqalka: _____
Taariikhda waraysiga: _____
Qofka waraysiga samaynaayey: _____
Qofka qoraalka samaynaayey: _____

Haye, iska warama? Waxaa la i yidhaa X kan waa Y. Waxaanu u shaqaynaa hay'ada Handicap International. Haddii aad ka raali tahay, waxaanu jecelnahay inaanu waxoogaa su'aalo ah idin waydiino. Warbixinta waxa loo isticmaali doonaa warbixintan siday nooga caawinin lahayd horumarita barnaamij wacyigalin ah. Shaxdan Su'aalaha ah waxaa kale oo aanu waydiin doonaa dad kale oo aanu ka doorano goobo kala duduwan. waxay qaadanaysaa 45 daqiiqo si aanu u buux buuxino. Umana baahnin inaanu magacyadiina qorno sidaa darteed waa inaad dareentaan madaxbanaani, waana inoo sir, fadlan xoriyad u dareem si xoriyad leh.

Ma igu raacsan tihiin? HAA MAYA

U mahad celi qofka jawaabaya iyo wakhtiga uu kusiiyay isagu/iyadu, jawaabahana ku buuxi shaxdan warbixinta xambaarsan..

Jinsiga qofka jawaabaya:	Rag	Dumar
Da'da qofka jawaabaya:	_____ Sano jir	
Xaalada nololeed:	Xaasley	Xaas maleh
Tirada caruurta:	_____	
Hawsha ugu muhiimsan ee qoyska (ama shaqo):	_____	

Aad baad u mahadsantihiiin. Waxaan jecelahay inaanu ku bilawno waxooga warbixin guud ah.

S1. Somaaliga ma akhriyi kartaa?

HAA

MAYA

S2. Waligaa marna miyaad aragtay Wax sidan oo kale ah adigoo socda?
[Tus Sawiro **MIINO DHAWRA** waxaanad xaqiijisaa inaanay ka arag poster lakiin miino rasmiya]

HAA MAYA [uwareeg su'aasha 4]
GARAN MAAYO [uwareeg su'aasha 4]

S3. Haddii ay tahay haa, maxaad ugu horayntii Samaysay? [Akhri jawaabahan kana dooro 1 kaliya]

Waan Noqday Waan iska socday Dariiq kale ayaan helay Waan qaday
Waan qaylyay si la ii caawiyo Waan Calaamadiyay meeshii Waan istaagay
Waan taabtay
Waan qarxiyay Waxkale **Sharax**

[Uwareeg su'aasha 5]

S4. Haddii aad jid socotid, dabadeedna aad aragto tani [tus sawiro **MIINO DHAWRA] Maxaad ugu HORAYNTA samayn lahayd? [Akhri jawaabahan oo dooro 1 kaliya]**

Dib ayaan u noqon Waan iska socon Jid kalaan raadin
Waan qaadi
Waan qaylin si la'ii caawiyo Meeshaan calamadin Waan iska taagnaan
Waan taban
Waan qarxin Garanmaayo
Waxkale **Sharax**

S5. Waligaa marna miyaad aragtay wax sidan oo kale ah adigoo socda?
[Tus Sawir **AALADAHA AAN WALI QARXIN AH** waxaanad xaqiijisaa inaanay ka arag poster lakiin Aalada aan wali qarxin oo rasmiya]

HAA MAYA [u wareeg su'aasha 7]
GARAN MAAYO [u wareeg su'aasha 7]

Saaxiibaday		
Qoyska		
Jaarka		Carruurta
Askarta/Askartii hore	Maamulka	
Hogaamiyayaasha bulshada		
Miino-Saarayaasha		Odayaasha bulshada
Wadaadada diinta		
Booliiska		Caanolayda
	Ururada bulshada	
Daryeelayaasha xanaanada xoolaha		
Havoyoco		
Hay'ada Wax-ka-qabadka Miinada ee Soomaaliland (SMAC)		Maxasuusan karo
Waxkale Sharax		

S11. Haddii aad socoto dariiq, islamarkaana aanad hayn qof aad waydiiso, calamadee ayaa kutusinaysa inay meeshu leedahay miinooyin/aalada aan wali qarxin?

[Akhri jawaabahan oo calamadee intii kutusinaysa ee ku haboon]

Dhar	Maro Cas	Dhagxaan tuulan	Dhagaxan la
ranjiyeeyay			
Xaabo tuulan	Calaamad qalfoof madax iyo lafo oo cad		Qalfoof
xayawaan			
Iska talaab	Iskatalaab cas	Qodxo meel la dhigay (Ood tuulan)	
Meel laga guuray	Doog iyo caws dheeraaday oo dihin		
Khudrado aan laga goosan	Gaadhi qaliban	Waxba	Garan maayo
Waxkale Sharax			

S12. Maxaad samayn lahayd haddii ilmo yari kuu keeno tani? [Tus AALADAHA AAN WALI QARXIN]

[Akhri jawaabahan oo dooro 1 kaliya]

Maamulkaan u sheegi lahaa	Waan iska haysan	Dibada dhig baan odhan
Shayga ayaan u qaadi meel kale	Shayga ayaan qaadi oo waan tuuri	

Waxaan u sheegi isaga/iyada inuu yahay khatar

Garan maayo

Waxkale **Sharax**

S13. Bulshadiina gudaheeda, miyay dadku u kaydsadaan miinada ama AALADAHA AAN WALI QARXIN wax uun (in ay si uun u anfacaan)?

HAA
15]

MAYA [u wareeg su'aasha 15]

GARAN MAAYO [u wareeg su'aasha

S14. Haddii dadku haystaan miino/ AALADAHA AAN WALI QARXIN, maxay u isticmaalaan?

[Akhri jawaabahan oo calaamadee intii kutusinaysa ee ku haboon]

Dhagaxaanta ayaa lagu jabiyaa

Ceelasha lagu qodaa

Kaydin

waa la iibiya/ waaana la lacageeya

Garan maayo

Waxkale **Sharax**

Imika waxaan kuu akhriyayaa warbixin gaaban, waxaan jecelahay inaan ogaado inaad igu raacdid ama igu raaci waydo mid walba.

S15. Miinooyinka waxa la dhigaa oo kaliya wadooyinka.

Waan kugu raacay

Kuguma raacin

Garan maayo

S16. Xoolaha oo lagu raaco gudaha/meel u dhow goob looga shakisan yahay miinadu waa amaan.

Waan kugu raacay

Kuguma raacin

Garan maayo

S17. Xoolaha oo aad ku kaxayso meeshaad uga shakido inay miinaysan tahay xiliga safarka tahay waa hab amaan ah.

Waan kugu raacay

Kuguma raacin

Garan maayo

S18. Haddii aad aragto shay layaab leh, waa inaad u qaadaa dhinaca masuuliyiinta dawlada.

Waan kugu raacay

Kuguma raacin

Garan maayo

S19. Miinooyika iyo aaladaha aan wali qarxin waxa laga heli karaa meel walba.

Waan kugu raacay

Kuguma raacin

Garan maayo

S20. Inta badan ee ay miinadu dhulka ku jirto marba marka kadambaysa khatarteedu way sii yaraataa.

Waan kugu raacay

Kuguma raacin

Garan maayo

S21. Haddii aad hesho miino ama aalad aan wali qarxin, warbixinta waa inaad u gudbisaa maamulka.

Waan kugu raacay

Kuguma raacin

Garan maayo

S22. Inamada iyo gabdhaha yaryar way ku ciyaari karaan miinada iyo aaladaha aan wali qarxin.

Waan kugu raacay

Kuguma raacin

Garan maayo

S23. Lacag ayaad kaheli kartaa markaad iibiso miinada iyo AALADAHA AAN WALI QARXIN.

Waan kugu raacay

Kuguma raacin

Garan maayo

S24. Wali ma u taagnayd qof miino/aaladaha aan wali qarxin ku qarxeen?

Haa

Maya [u wareeg su'aasha 26]

S25. Haddii ay tahay haa, maxaad samaysay ugu HORAYNTII? [Akhri jawaabahan oo dooro 1 kaliya]

Waan cararay
caawiyo

Jidkaygii ayaan sii socday

Dhawacii ayaan ku cararay si aan u

Kalkaaliye caafimaad ayaan u yeedhay

Miino-saare ayaan u yeedhay

Waan istagay oo hareerahaan eegay

Ma xasuusankaro

Waxkale **Sharax**

S26. Haddii shil ka dhici lahaa adiga hortaada; maxaad ugu HORAYNTA samayn lahayd?
[Akhri jawaabahan oo dooro mid ahaan]

Waan cararilahaa
Dhaawacii ayaan ku carari lahaa si aan u aawiyo yeedhilahaa
Miino-saarihii ayaan u yeedhi lahaa
Garan maayo
Waxkale **Sharax**

Jidkaygii ayaan sii soconlahaa
Kalkaaliye caafimaad ayaan u
Waan istagilahaa oo hareeraha ayaan eegi

Waxaynu doonaynaa inaynu fahano sida caruurta iyo dadka wawayni u helaan warbixinta, sidaa darteed dhawrkan su'aalood ee u dambeeyaa waxay qeexayaan sida dadku u wada xidhiidhi karaan.

S27. Waa sidee sida ugu muhiimsan ee aad ku hesho warbixino CUSUB oo ku saabsan caafimaadka, beeraha ama waxyaabaha kale ee muhiimka kuu ah adiga ama bulshadaba?

[Akhri jawaabahan oo dooro 3 ahaan]

Fariimaha Raadyowga TV	Posters	Waraq sawiro leh (leaflets)
Boodhadhka taga	Riwaayad	Aqoonyahanada oo guri guri u
Sameecado lagu hadlo	Kulamada bulshada	Ma garanayo

Waxkale **Sharax**

S28. Waa maxay waxyaabaha ugu FIICAN ee CARUURTU ku helikaraan warbixin kusaabsan Miinada iyo AALADAHA AAN QAARXIN. *[Akhri jawaabahan oo dooro 3 ahaan]*

Fariimaha Raadyowga	Posters	Waraaq sawiro leh (leaflets)	TV
Boodhadka	Calaamad tilmaamaysa goobaha halistaleh		
Riwaayada			
Aqoonyahanada oo guri guri u taga	Waalidka	Tababarka	
bulshada			
Smeeccado lagu hadlo	Iskuulka oo lagu tababaro		
Garan maayo			
Waxkale Sharax			
<hr/>			
<hr/>			

S29. Wali makala hadashay qoyskiina, Miinada ama AALADAHA AAN WALI QAARXIN?

HAA MAYA [uwareeg su'aasha 31]

Q30. Haday tahay haa, Maxaad kawada hadasheen? [Akhri jawaabahan oo dooro inta ku haboon]

Goobta Amaanka Dhaawac/dhimasho Garan maayo/Ma xasuusto
Waxkale **Sharax**

Imika, waxaan jecelahay inaan ku waydiiyo su'aalo laxidhiidha raadyawga isticmaalkiisa.

S31. Sideed badanaa u dhagaysataa Raadyaha? [Akhri jawaabahan oo dooro 1 kaliya]

Badanaa/maalinwalba todobaadkii Marnaba [uwareeg su'aasha 35] Badanaa 3-5 jeer
Marmarka qaarkood 3-5 jeer bishiiba Garan maayo

S32. Wakhtigea ayaad badanaa dhagaysataa Raadyaha? [Akhri jawaabahan oo dooro mid ahaan]

Subaxii duwan Galinka dambe Fiidka Maalintoo dhan Si kala

Garan maayo

S33. Barnaamuj noocee ah ayaad badanaa dhagaysataa? [Akhri jawaabahan oo dooro 1 kaliya]

Wararka Sheekooyinka, ruwayadaha Sheekooyinka dhaqamiga ah
Goo gooska Fariimo gaagaaban raadiyaha ah Muusiga
Garan maayo
Waxkale **Sharax**

Q34. Raadyowgee ayaad badanaa Dhagaysataa? [Akhri jawaabahan oo dooro 2 kaliya]

Radio Hargeisa BBC Galkayo Radio Somalia
Radio
Garan maayo
Waxkale **Sharax**

Ugu dambayn, Waxaan jecelahay inaan ku waydiiyo, adeegyada wacyigalitna miinada iyo aaladaha aan wali qarxin ee kadhaca bulshadeena dhexdeeda.

S35. Wali maheshay tababar ama warbixin ku saabsan Miinada ama AALADAHA AAN WALI QARXIN?

HAA MAYA [uwareeg su'aasha 38]

Q36. Haddii ay tahay haa, Sidee warbixinaha lagu siiyay? [Akhri jawaabahan oo dooro inta ku haboon]

Radio Waraaq sawiro leh (leaflet) Posters
Boodhadh
Si toosa/shakhsiyaad Garan maayo/ma xasuusni.

Waxkale **Sharax**

S37. Tababarkaa ama warbixintaa lagu siiyay sideebay wax uga badashay dabeecadaadii.
[Akhri jawaabahan oo dooro inta ku haboon]

Waxa dabeecada igamuu badalin

Inaan u dhawaanin miinada iyo AALADAHA AAN WALI QARXIN meel ay yaalaan

Inaan dadka wax u sheego

Inaan Qaadin isla markaana aanan taaban wixii aanan garanayn

Inaan warbixin ka geeyo Miinada iyo AALADAHA AAN WALI QARXIN.

Inaan calaamadiyo Meesha

Inaan tagin meelaha aanan garanayn

Garan maayo

Waxkale **Sharax**

S38. Ugudambayn, Waa maxay warbixinta ugu muhiimsan ee aad jeceshayay inaad ka ogaato miinooyinka iyo aaladaha aan wali qarxin? *[Akhri jawaabahan oo dooro 1 kaliya]*

Waxba

Waxay yihiin/sida lagu ogaado iyaga

Sida layskaga ilaaliyo Miinada/Aalada aan wali qarixin

Halka laga helikaro Miinada iyo aaladaha aan wali qarxin

Waxaad samayn lahayd hadaad lakulanto mid

Waxaad samayn lahayd hadii shil dhaco

Waxa ay tahay waxyeeladeedu miinada/Aaalada aan wali qarxin

Garan maayo

Waxkale **Sharax**

*Waad ku mahadsantiin jawaabihiina iyo wakhtiga.
Waydii haddii uu ku waydiinayo isagu/iyadu wax su'aal ah adiga.*



Vivre debout

**Knowledge, Attitudes, Practices
related to landmines and Unexploded Ordnance in Somaliland**

CLUSTER SAMPLING PROTOCOL

December 2006

◆ **Whom to interview?**

Interview men and women. If both happen to be out, interview whoever is in the house but only one person, if she/he is over 15 years old.

◆ **Who does what in the team?**

There is no compulsory rule. But it is highly recommended to proceed as following: one asks the questions and the other write down the answers on the questionnaire form. At the end, both check that the questionnaire form has been properly filled in.

Keep in mind: "***One speak, the other writes, both check***".

Anyhow, you should "*take turns*" to interview.

If one interviewer does not speak the local dialect, he will ask the questions whenever the interviewee can speak Somali.

◆ **How do we proceed during the survey?**

Step 1: Choose direction

For each cluster, follow the same procedure.

- First of all, go to the centre of the village (it can be a religious monument, a crossroads, etc.).
- In order to choose the direction to go in at random, all you have to do is to put a bottle on the ground and give it a spin. The neck of the bottle will point you in the direction to follow.

Beware! It is compulsory that the path followed should be validated by the handicap International awareness agent in charge of the district or the supervisor or by the chief of the village. If the

indicated direction shows the slightest sign of a disused path, don't go there! Spin the bottle again until it points in a 100% safe way.

Step 2: Follow direction respecting the survey step (« step of the cluster »)

- Cast the dice to draw lots for the survey step. For example, if the figure is 4, deliver the questionnaire in the fourth household on the path indicated by the bottle. Then keep going on the same direction entering one household out of four.
- As a household represents a unit, consider each household in each concession.
- When counting, always consider the closest house, whatever the side of the path it lies on. If two houses are facing each other, start with the opposite one to the previous house.
- Each houses you can have access to from the path are considered, whatever the distance in between.
- If a house is empty or has already been visited, or the occupant does not want to answer, then go straight to the nearest house following the same direction.
- If any doubt (if the path splits in two or more, if it ends or if it is not clear which way to go), spin the bottle again to decide which direction to take to complete the cluster you are working on, and keep the same survey step.
- If you have many persons in the house over 15 years old, ask all of them to gather, explain the objective of your survey and ask to do the questionnaire with the second one staying on your left.

Step 3: Check out and start again

- Once eight questionnaires are filled in, "the cluster is full". Check out the number of households visited and the exhaustiveness of the questionnaires.
- If you have another cluster to do, then you can go to the centre of the next village and start it following the same procedure.
- Once you have finished, deliver the filled questionnaires to your supervisor if she/he is present and start debriefing, if not bring the questionnaire to Handicap office.
- If you have to stay the night on the field, search for the hotel and have some rest.

NB:

- It's always the bottle that decides, even if one team ends up following another or if the bottle points towards somewhere you've already been.
- Always try to interview the person in Somali.
- All questionnaires are equally important. Even if the person being interviewed thinks he/she does not know enough to be able to answer, interview him/her all the same.
- During the interview, make sure you are enough isolated so nobody can hear the questions nor the answers.
- Do not interview anyone who volunteers to answer the questionnaire or anyone who has already heard the answers to a previous interview.

ANNEXES E



Vivre debout

**Knowledge, Attitudes, Practices
related to landmines and Unexploded Ordnance in Somaliland**

PLANNING OF THE TRAINING FOR THE SURVEYORS

06th & 10th December 2006

Trainers: Dahib Mohamed Odwaa, Hani Fares, Sylvie Bouko.
 Needed materials: 1 room to accommodate 19 people, 1 flipchart, 4 marker pens.
 Consumables: Coffee, tea, lunch and drinks for 19 people.

DAY 01: 06th December 2006

SUBJECTS	DETAILED ACTIVITIES	TIME	FACILITATOR(S)	MATERIALS
Introduction & welcoming	⇒ Welcoming remarks & official opening of the training ⇒ Introduction round table of the trainers and the trainees	09:00 – 09:20	Dahib, Hani & Sylvie	
Content of the training	⇒ Planning of the day	09:20 – 09:30	Dahib	16 copies of the doc <i>Planning of the day for the surveyors</i>
General introduction to the evaluation	⇒ What is an evaluation and what is at stake ⇒ How we will use the results of the evaluation ⇒ Objectives of the KAP survey 2006 ⇒ Questions	09:30 – 10:10	Sylvie	16 copies of the doc <i>Introduction to the evaluation</i>

Introduction to the methodology	<ul style="list-style-type: none"> ⇒ Definition ⇒ KAP survey and questionnaire ⇒ Quantitative evaluation ⇒ Cluster sample survey: the surveyed population ⇒ Questions 	10:10 – 10:40	Hani	16 copies of the doc <i>Introduction to the methodology</i>
<i>Coffee/tea break</i>		10:40 – 11:00		
Protocol of the survey	<ul style="list-style-type: none"> ⇒ Whom to interview ⇒ Who does what in the team ⇒ How do we proceed during the survey ⇒ Questions 	11:00 – 12:00	Hani	16 copies of the doc <i>Survey Protocol</i>
<i>Lunch break</i>		12:00 – 14:00		
The golden rules of a good interview	<ul style="list-style-type: none"> ⇒ What the interviewer should do ⇒ What the interviewer should not do ⇒ Questions 	14:00 – 14:30	Dahib	16 copies of the doc <i>Golden rules for a good interview</i>
MRE project presentation and safety messages	<ul style="list-style-type: none"> ⇒ Introduction to the HI MRE project ⇒ The 08 MRE safety messages ⇒ Questions 	14:30 – 15:15	Dahib	19 copies of the doc <i>MRE project and safety messages</i>
<i>Coffee/tea break</i>		15:15 – 15:35		
Conclusion	<ul style="list-style-type: none"> ⇒ Review of the day ⇒ Questions and closing remarks 	15:35 – 16:00	Dahib, Hani & Sylvie	

DAY 02: 10th December 2006

SUBJECTS	DETAILED ACTIVITIES	TIME	FACILITATOR(S)	MATERIALS
The questionnaire	<p>⇒ Presentation of the questionnaire of the study: articles and questions.</p> <p>⇒ Get familiar with the questionnaire: careful reading of the questions one after the other: are they understandable? What is the good answer?</p> <p>⇒ Recommendations on the way to note the answers.</p>	09:00 – 10:30	Sylvie	<p>3 copies of the doc <i>Household Survey Questionnaire (English)</i></p> <p>16 copies of the doc <i>Sahanka waydiimaha heer goys (Somali)</i></p>
<i>Coffee/tea break</i>		10:30 – 10:45		
Simulation exercise for an interview	<p>⇒ Role play: a binomial (of the surveyors) will ask Dahib the first 5 questions and they will write the answers. In same time everybody will note the answers while observing the positive and the negative points of the interview.</p> <p>⇒ Recapitulation and analysis of the answers collegially. After, another binominal will ask the following 5 questions and the procedure is repeated until the end of the questionnaire.</p>	10:45 – 12:15	Dahib, Hani & Sylvie	
Organization of the test	<p>⇒ Presentation of the planning of the test (teams, supervisors, villages, cars...etc) the clusters and the households to visit. Meeting point and ending point</p>	12:15 – 12:30	Hani	16 copies of the doc <i>Planning of the test</i>

	(at HI office for debriefing).			
<i>Lunch break</i>		12:30 – 13:30		
Test		13:30 – 17:30	Dahib, Hani & Sylvie	
Debriefing of the test	⇒ Protocol of the survey, questionnaire and its timing, logistics problems, difficulties	17:30 – 18:15	Dahib, Hani & Sylvie	
Organization of the survey	⇒ Presentation of the planning (dates, villages, teams, supervisor planning etc.). ⇒ Clusters to be fulfilled by the surveyors (one or two depending of the distance), emergency phone numbers in case of problem, meeting point in the morning and ending point. ⇒ Questions	18:15 – 18:45	Hani	15 copies of the doc <i>Planning of the survey</i>
Conclusion	⇒ Closing remarks and encouragements	18:45 – 18:50	Dahib, Hani & Sylvie	



Vivre debout

**Knowledge, Attitudes, Practices
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THE GOLDEN RULES FOR A GOOD INTERVIEW

06th December 2006

★ **THE INTERVIEWER SHOULD**

1. Introduce him/her and explain the reason for his/her being there and the aim of the interview.
2. Create a friendly atmosphere: ask after the family...
3. Respect the other person.
4. Look at him/her and smile to put him/her at ease.
5. Listen to what the interviewee has to say even if it isn't directly relevant to the data collection.
6. Give the interviewee time to think and answer. Don't worry about moments of silence.
7. Carefully encourage the person to speak, but without putting words in their mouth.
8. Fill in the boxes following the reply.
9. Remain on guard and check information given.
10. Try to go into the answers asking precisions if the answers are not clear enough.
11. Respect the other's anonymity.
12. Do not let the interviewee go away with false ideas.
13. Say thank you before leaving.
14. Leave some sign of gratitude and information (leaflet).

★ **THE INTERVIEWER SHOULD NOT**

1. Be too formal.
2. Forget that he/she is not at home.
3. Be too quick with the first exchanges.
4. Force the interviewee to speak.
5. Try to help the interviewee to answer; neither influence in any way the answer of the interviewee.
6. Ignore what the interviewee is saying: this is arrogant.
7. Depart from the questions as written.
8. Forget to smile and to look at the other.
9. Cut the interviewee off to get on with the questions in the list.
10. Answer the questions instead of the interviewee.
11. Make any value judgement on the other.
12. Make false promises.



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LIST OF PARTNERS FOR REPORT DISSEMINATION

December 2006

1. Mine Action Agencies operating in Somaliland

- DDG (Danish Demining Group)
- HALO Trust (Hazardous Area life-support Organisation)

2. UN Partners

- UNDP Mine Action (2 : Nairobi + Hargeysa)
- UNHCR (2 : Nairobi + Hargeysa)
- WHO
- UNICEF (2 : Nairobi + Hargeysa)
- FAO (2 : Nairobi + Hargeysa)

3. Governmental Institutions

- SMAC (Somaliland Mine Action Centre)
- NDA (National Demining Agency)
- Ministry of Education
- Ministry of Information
- Ministry of Health
- Ministry of Repatriation, Rehabilitation and Reconstruction
- Ministry of Planning

4. International NGOs

- SCF (Save the Children Alliance, US/UK/Denmark)
- DRC (Danish Refugee Council)
- IRC (International Rescue Committee)
- Action Aid

5. Local NGOs

- HAVOYOCO
- Radio Hargeysa
- IPRT (Institute of Practical Research and Training)
- APD (Academy for Peace and Development)
- NAGAAD
- COSONGO

- SRCS (Somaliland Red Crescent Society)
- Disability Action Network

6. HI

- Hargeysa (2: Programme Director + MRE Project Manager)
- Nairobi (1)
- HQ (4: Desk Officer + Mines Department + Patrick Jullien – Epidemio + Documentation Center)

ANNEXES H



Vivre debout

**Knowledge, Attitudes, Practices
related to landmines and Unexploded Ordnance in Somaliland**

BUDGET

December 2006- January 2007

ITEM	Qty	Unit	Duration	Unit	Unit price	TOTAL
Expatriate staff						
Epidemiologist	1	pers	2	month	2,678 €	5,356 €
Local staff (Salary + perdiem on the field)						
Surveyors incentives perdiem accomodation	10	pers	7	days	16 €	1,127 €
Supervisors incentives perdiem accomodation	3	pers	7	days	21 €	441 €
Data Entry	2	pers	6	days	13 €	152 €
International travel						
Cairo-Hargeisa throught Ethiopia	1	ticket	1	time	800 €	800 €
divers (taxi, Visa...)	1	forfait	1	time	100 €	100 €
Visa Dubai (Hani)	1	visa	1	time	17 €	17 €
Visas & airport taxes Sland (Hani and Sylvie)	2	visa	1	time	75 €	150 €
Logistics						
Car rental	3	car	6	days	33 €	598 €
Petrol	1	forfait	6	days	81 €	486 €
Per diem + accomodation Sland (Hani)	1	forfait			602 €	602 €
Per diem + accomodation Sland (Sylvie)	1	forfait			157 €	157 €
Other Miscellaneous costs (lunch, Stationary)	1	forfait			129 €	129 €
BUDGET TOTAL						10,116 €