



GICHD | CIDHG



Ensuring Mine Action Promotes Development: Priority-Setting and Pre/Post-Clearance Assessments

11-13 March, Vientiane, Lao PDR

National Regulatory Authority Lao PDR, UNDP &
Geneva International Centre for Humanitarian Demining



> **Session 4**

Priority-setting: Agreeing key principles and good practice

Day 1 - Group discussion questions:

- > **Given your experience of other countries or organisations, what do you think?**
- > **What are the main advantages of this system?**
- > **Key weaknesses or gaps?**
- > **Suggestions for how to strengthen the system or close the gaps?**



> **Session 4**

Priority-setting: Agreeing key principles and good practice

Day 2 – Country group exercise

What priority-setting system should your country work towards in terms of:

- > **Structure**
- > **Actors**
- > **Information**
- > **Criteria/policies**
- > **Funding/resources**



> **Session 5**

Pre-clearance assessments: Practical tools and approaches

Group discussion questions (Day 2)

Group 1: Info mgmt and linking data to planning/priority-setting processes

- > **What data do decision-makers want? What do they actually get?**
- > **How does pre-clearance survey data actually get to decision-makers? What do they do with it?**
- > **What's the single most important change you've made to improve the information available to decision-makers?**
- > **Any specific tips for ensuring relevant technical and socio-economic data is linked to planning and priority-setting?**



> **Session 5**

Pre-clearance assessments: Practical tools and approaches

Group discussion questions (Day 2)

Group 2: Data gathering and analysis: Techniques for setting baseline indicators, gathering baseline data and data analysis

- > **What techniques do you use to set baseline indicators and gather baseline data?**
- > **What do you do in situations where no baseline data exists? How to address this problem?**
- > **Tips/techniques for effective data analysis?**



> **Session 5**

Pre-clearance assessments: Practical tools and approaches

Group discussion questions (Day 2)

Group 3: Using pre-clearance assessments to set operational priorities

- > **How do pre-clearance assessments/surveys get to decision-makers and feed into priority-setting? What do they do with it?**
- > **How is data collected from communities? What gender/diversity considerations do you take into account when gathering data?**
- > **Who else is doing surveys in the communities you work with? How are you using their data? How do they use your data?**



> **Session 5**

Pre-clearance assessments: Practical tools and approaches

Group discussion questions (Day 2)

Group 4: Diversity/gender-sensitive techniques for getting a full picture of the threat and priorities and ensuring all voices are heard

- > What gender/diversity-related factors do you take into account when designing and conducting pre-clearance assessments/surveys?
- > Is it important to ensure that all voices are heard?
- > What are some techniques for promoting community participation in surveys?
- > When conducting a survey, who should you contact within the community for information about hazards, etc?
- > What techniques do you use to access community members? Minority groups? Women's representatives? Survivors?



> **Session 7**

**Post-clearance assessment:
Presenting the developmental outcomes of mine action**

Group discussion questions (Day 3)

Group 1: How to report results from victim assistance, key challenges, gaps and lessons learnt

- > **What are your country's development priorities?**
- > **How does victim assistance promote wider development – at the individual, community and national levels?**
- > **What indicators could you use to represent the results in terms of development-related outcomes?**
- > **What are the main challenges or gaps in doing this?**
- > **What do you say when someone says “so what?”; how do you make a compelling case?**



> **Session 7**

**Post-clearance assessment:
Presenting the developmental outcomes of mine action**

Group discussion questions (Day 3)

Group 2: How to report results from mine risk education, key challenges, gaps and lessons learnt

- > What are your country's development priorities?
- > How does MRE promote wider development – at the individual, community and national levels?
- > What indicators could you use to represent the results in terms of development-related outcomes?
- > What are the main challenges or gaps in doing this?
- > What do you say when someone says “so what?”; how do you make a compelling case?



> **Session 7**

**Post-clearance assessment:
Presenting the developmental outcomes of mine action**

Group discussion questions (Day 3)

Group 3: How to report results from demining/UXO clearance, key challenges, gaps and lessons learnt

- > What are your country's development priorities?
- > How does demining/UXO clearance promote wider development – at the individual, community and national levels?
- > What indicators could you use to represent the results in terms of development-related outcomes?
- > What are the main challenges or gaps in doing this?
- > What do you say when someone says “so what?”; how do you make a compelling case?



> **Session 7**

**Post-clearance assessment:
Presenting the developmental outcomes of mine action**

Group discussion questions (Day 3)

Group 4: How to report on how mine action promotes national development priorities

- > **What are your country's national development priorities?**
- > **How does mine action (demining/UXO clearance, MRE, victim assistance) contribute to national development?**
- > **What indicators could you use to represent the results in terms of development-related outcomes?**
- > **What are the main challenges or gaps in doing this?**
- > **What do you say when someone says "so what?"; how do you make a compelling case?**