

2007

Evaluation
MRE Pilot Project
UNICEF Tajikistan



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The evaluation has been conducted in period 3 – 17 August 2007 by individual consultant Mrs. Suzana Srnic Vukovic with logistical support from TMAC.

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No recent mine incidents in UNICEF MRE Pilot Project targeted areas.

However, none of the recent seven mine victims in 2007, of age 17 – 22, have received any Mine Risk Education Information due to the fact that there is no such activity in the area the incidents occurred (Southern districts on the border with Afghanistan).

Table of Contents

Acronyms	4
Executive summary.....	5
Context	5
Purpose, scope, limitations, objectives and methodology.....	6
Key findings and conclusions	8
Recommendations	9
Introduction	10
Review of organizations and activities.....	10
Key issues.....	12
Coordination and planning.....	12
School MRE.....	12
Community MRE	13
Data collection, storage and analysis.....	13
Sustainability	14
Recommendations.....	14
Annexes.....	17
A. Evaluation schedule.....	17
B. List of persons met/interviewed	18

Acronyms

UNICEF	United Nations Children's Fund
TMAC	Tajikistan Mine Action Center
MoE	Ministry of Education
DoE	Department of Education
MA	Mine Action
MRE	Mine Risk Education
UXO	Unexploded ordinance
FSD	Swiss Foundation for Mine Action
ICRC	International Committee of the Red Cross
OSCE	Organization for Security and Co-operation in Europe
UNDP	United Nation Development Programme
RCST	Red Crescent Society Tajikistan
MBT	Mine Ban Treaty
NGO	Non Governmental Organization
VA	Victim Assistance

Executive summary

Context¹

Mine problem. Tajikistan is contaminated with mines as a result of civil war in 1992–1997 and mine-laying along its borders by Russian and Uzbek forces. The additional problem to landmines are cluster munitions that were used by the armed forces of the former Soviet Union in Tajikistan.

Minefields from the civil war are concentrated in the central Tavildara district and Rasht valley region, and in the western part of Gorno Badakhshan province. Soviet forces laid minefields along the border with Afghanistan to deter cross-border infiltration by hostile armed groups and drug traffickers. Uzbekistan's security services also laid mines in 1999-2001 on the border with Tajikistan to deter infiltration of insurgents. Action to clear the mines has been hampered by uncertainty over their location and a dispute with Uzbekistan over the border's demarcation. Mines are also present on Tajikistan's border with Kyrgyzstan.

The humanitarian impact of mines/UXO contamination is rather limited. From 1992 to 2006, the RCST has recorded a total of 434 civilian casualties, including 210 injured and 224 killed. Among the 434 victims 129 were children (under 18) at the time of accident what makes almost 30% of victims. Children encounter in mine incidents mostly during of grazing livestock, wood gathering or playing. However, the number of casualties varies significantly from one area to another and along the time.

As well as causing casualties, mine contamination in Tajikistan causes losses to livestock and denies access to scarce pasture and agricultural land, adding to the economic hardships in a mountainous country where less than 10 percent of land is suitable for cultivation.

Tajikistan originally acceded to the Convention of the Prohibition of the Use, Production and Transfer of Antipersonnel Mines and on their Destruction (the "Mine Ban Treaty" or MBT) in October 1999. The same year the country also acceded to the Convention on Conventional Weapons (CCW) and its amended protocol II. However, the MBT did not come into force until April 2003 when it was actually officially endorsed by the government. The same year Tajikistan requested international assistance to comply with its obligations under the convention. Since then, Tajikistan has played a leading political role in the region regarding landmines. In April 2004 the government hosted a Central Asia regional conference "Progress towards the Ottawa Convention" in preparation to the Nairobi summit. On 31st March Tajikistan completed its stockpile destruction.

Mine Risk Education. Mine Risk Education pilot project is a new component that is being implemented by UNICEF Tajikistan for a school year of 2005-2006 and expanded for two more districts in education year

¹ Main sources of information include UNICEF (Interim Reports), TMAC (briefing sessions), RCST (interview sessions) and ICBL (Landmine Monitor Report – Tajikistan).

2006- 2007. The goal of the project is to contribute to minimize the number of unexploded ordnance/Mine victims in Rasht valley, Tavildara district and Badakhshan province, namely in Vanj and Darvaz. Other two districts which covered by MRE are located in North of Tajikistan in Panjakent and Isfara. These districts are highly affected by unexploded ordnance (UXO) and affected by landmines.



Map 1. Map of Tajikistan

Purpose, scope, limitations, objectives and methodology

Purpose. The main purpose of the MRE Final Evaluation is to assess and conclude the project outcomes at central, regional and sub-regional level and to provide input and develop recommendation for further strategy development on MRE activities in Tajikistan. The MRE Final evaluation is built on the Rapid Evaluation results conducted in November 2006, but provides further assessment of the relevance and

effectiveness and efficiency of the MRE Pilot Project as well as of the role, design and focus of UNICEF support to the realization of Mine Action activities in Tajikistan. The MRE Final Evaluation also addresses dimension of sustainability of the project.

The MRE Final Evaluation also assesses the possibility for integration of MRE activities into other UNICEF Programming for purpose of securing sustainability of the programme and in accordance with UNICEF organizational priorities and strategies defined in the Medium Term Strategic Plan.

Limitations. Given the fact that MRE Pilot Project Final Evaluation has been scheduled during out of school season, the assessment has failed to provide in depth quantitative data on outcome of the project as there was no participation from final beneficiary of the project – school children. Evaluator did not have an opportunity to see any of the mine risk education activity implementation in the schools nor in the community.

During the assessment it became obvious that UNICEF MRE activities have been strongly overlapped with MRE activities of other stakeholders, particularly with RCST, what influences evaluation of the UNICEF's MRE Pilot Project as for some tasks it is difficult or even impossible to identify have those been achieved due to UNICEF contribution or it is contribution of RCST. However, this should not be seen as a miss-achievement as it is a result of joint activities and cooperation of two actors.

Objectives. The objectives of the evaluation stated in the TOR were to *assess the progress* made on ongoing MRE activities in schools in 6 districts and provide the *recommendations* for strengthening the MRE strategy in Tajikistan with active involvement of key stakeholders (MoE, FSD, TMAC, ICRC/RCST, etc.). An assessment was also to be made of the *relevance, effectiveness, efficiency* and *sustainability* of the project as well as of the *impact* of the project, both in the schools and in the communities around.

Methodology and evaluation process. Key methods for the conduct of the evaluation involved: (a) a comprehensive desk review of external and internal documents, including reports, strategy documents, set of MRE educational material, previous assessments and evaluations of the project; (b) interviews with key stakeholders; (c) field visits; (d) annotated outline of the final report containing major lines of analyses as interim product of the Final Evaluation; (e) discussion on the conclusions and recommendations of the evaluation, and (f) a MRE Evaluation Final Evaluation report. All information has to the extent possible been triangulated and validated.

As already mentioned under limitations, evaluation did not have an opportunity to see mine risk educations activity implementation in schools nor in the communities. However, evaluation used an opportunity to speak to couple of school children in the community. Evaluator did implement ethical principles for children participation in research monitoring and evaluation and asked for their informed consent in the presence of adults to participate in the discussion.



Photo 1: The consultant with two boys who participated to the evaluation information gathering process.

Key findings and conclusions

- Finding 1. The MRE Pilot Project has made the positive impact and contribution to mine action activities and to the safety of children and Tajikistan population in targeted communities. As pilot project was implemented on a small scale the expansion to the national level should take place.
- Finding 2. Action plan has been fully implemented.
- Finding 3. The integration of MRE into UNICEF Child Protection Programme (CP), as objective # 1 of the pilot project, has been achieved structurally, but yet not implemented. Within the CP department, there is generally positive attitude toward the MRE and willingness to integrate it within their activities.
- Finding 4. Ministry of Education (MoE) as initiator of the programme in the schools is satisfied with the cooperation with UNICEF and generally had high opinion on the project. Ministry shows a strong ownership over the programme what proves through the coordination and regular monitoring of the MRE activities in the targeted schools even though they are not integrated into school curriculum. MoE expresses need and wish to expand the activities on other vulnerable areas. Departments of Education (DoE) on the local level have showed a positive attitude and actions toward future sustainability of the project. The strategy of cascade training of trainers has been successfully implemented and even crossed the borders of targeted schools.
- Finding 5. Set of MRE Educational Material – flip chart, user guide, manual for MRE and leaflet 'Memory Game' - is well accepted by teachers, children and community. When program extends to the new districts/area, material should be revised within the MRE working group coordinated by TMAC and adopted according to the specific situation of the new district/area.
- Finding 6. As per request from TMAC, UNICEF supported preparation of the MRE national strategy. The MRE stakeholders have met, commented and discussed the draft. However, the same has not yet been endorsed by the Government.
- Finding 7. Although the capacity to plan and coordinate mine action was developed by UNDP who established the TMAC in 2003, mine risk education capacity was not sufficiently addressed. UNICEF contributed to that problem providing support through UNDP and as a result, in 2007, TMAC MRE officer was appointed. However, MRE activities are still not adequately coordinated and do not fully address the threat.
- Finding 8. Data collection and survey of the suspected area represent a significant gap in mine action in Tajikistan. Total number of mine incidents and victims remain unknown due to slow process of data collection. Size of the suspected area is considered to be exaggerated and exact locations of mined areas remain unknown.
- Finding 9. Community liaison as component of Mine Risk Education has been implemented sporadically by demining teams with more focus on local authorities. Demining teams are facing the

problem of demining process being obstructed by local population due to removing markings. The community liaison activities occurred like a solution for those problems. MRE training should be provided to demining teams to build their community liaison capacities.

Finding 10. Cooperation and relations with other international agencies, such as UNDP and OSCE, is very limited. The use of the joint capacities could strongly enhance the impact of the efforts.

Recommendations

Even though, the mine problem in Tajikistan, from a humanitarian point of view is very small, it is envisioned that it will be the long term one, due to the lack of financial resources. That is one of the reasons why UNICEF is strongly recommended to continue its MRE school based programme with possibility for expansion to a community based programme. Recommendation extends to the field of capacity building and support to Mine Action in general.

For the programme period 2008 to 2010, it is recommended that UNICEF engages at three levels:

- *Mine Risk Education in schools on national scale* – As a part of national strategy UNICEF should continue to support MoE through the country office, in order to introduce effective mine risk education into all schools in Tajikistan according to the level of mine impact within the community.
- *TMAC capacity building* - Direct capacity building of the TMAC on Mine Risk Education and leading to effective coordination based on coherent national planning. This should be achieved through the placement of an international technical advisor in the MAC for a period of minimum six months.
- *Community based Mine Risk Education* – Children are part of the core unit of the society – family. This fact requires action on the level of community and should focus on further development of community mine risk education capacities in areas prioritized through victim and contamination data analyzes.

Above mentioned problems can be attributed beside to the lack of funding, mainly to the lack of MRE capacity. As the mandated UN agency for MRE, UNICEF has a clear role to engage with the TMAC in order to build technical Mine Risk Education capacity and to develop national planning and coordination mechanisms. Project implementation focusing will have minimum impact as long as those projects are not coordinated as part of a coherent national plan. In the absence of national planning and coordination, individual projects will not create long term capacity, nor will they build community level capacity.

By introducing MRE Pilot Project and achieving very positive results in targeted areas in increasing the capacity to cope with the problems caused by landmines, UNICEF has obliged itself to Tajikistan MoE, school children and general population for the future support on national scale and should act toward it.

Introduction

The UNICEF Mine Risk Education pilot project is being carried out in six districts of Tajikistan: Rasht, Tavildara, Darvaz, Vanj, Panjakent, and Isfara. The Panjakent and Isfara districts in the northern part of the country bordering Uzbekistan were included during the second phase of the implementation of the project. The implementation of the UNICEF Mine Risk Education Pilot Project was done with support from the United States Department of State. MRE Pilot Project seeks to develop the institutional capacity of local institutions to plan and deliver mine risk education in the country. It aimed to reach out to affected communities by informing them of the dangers of mine/UXO contamination and increasing their capacity to cope with the problems related to landmines. The funding support for the entire project was USD 145,600.00.

UNICEF project was not envisioned as stand alone project but involved various organizations engaged in mine action. The implementation of the project was planned as follows: the Tajik Mine Action Centre (TMAC) coordinates the activities; the Ministry of Education implements the project and provides guidance and training on MRE for focal points in districts; the Fondation Suisse de Deminage (FSD) and Red Crescent Societies of Tajikistan (RCST) work in strengthening and coordinating MRE in the community level. Trained school teachers provide cascade training to other teachers and students in schools. Representatives of Education Departments carry out monitoring activities in the field. PTA members and community leaders are also engaged in promoting MRE in communities.

A total of 50 schools in the most affected six districts are covered by the project. Refresher training has been carried out by MoE for 22 schools of Rasht valley and Gorno Badakhshan Autonomous Oblast (GBAO). There are 15,202 students in six districts: Rasht, Tavildara, Darvaz and Vanj now better informed of mine/ UXO. UNICEF is working to involve more students of upper grade, particularly 10-11th grade students in the project, especially in Panjakent and Isfara. A total of 461 teachers are oriented to facilitate MRE activities in schools. In average, over 40 training activities are conducted every month.

Review of organizations and activities²

The main MRE stakeholders in Tajikistan are: UNICEF, Red Crescent Society of Tajikistan, Ministry of Education, FSD and TMAC.

The Red Crescent Society of Tajikistan (RCST) is the pioneer organization in Mine Risk Education in Tajikistan with first activities on MRE in 2001. RCST using its network of volunteers (50 volunteers trained for MRE) carried out MRE in 45 mine/UXO affected communities in the 15 most affected areas of Sugd province, Rasht district, Gorno-Badakhshan province and Tursunzoda district. Red Crescent Society works in close collaboration with UNICEF since UNICEF joined the MRE programme in 2005, even though they have slightly

² Main sources of information include UNICEF (Interim Reports), TMAC (briefing sessions), RCST (interview sessions), FSD (interview sessions) and ICBL (Landmine Monitor Report – Tajikistan).

different approach to the programme, based mostly on community level. Red Crescent Society was strongly supported by ICRC, and ICRC is, according to its strategy, slowly withdrawing from the project. However, ICRC plans to continue supporting RCST in small scale in Northern districts of Tajikistan.

Red Crescent Society of Tajikistan and UNICEF jointly distributed MRE messages to over 30,000 people in the 15 target districts: 1,500 MRE manuals were delivered to teachers, 15,000 hazard warning leaflets and guidelines and 5,000 calendars were distributed among the program's volunteers, military personnel, local authorities, teachers and other advocates of the program.

In 2006, an additional two safe playgrounds were constructed in Panjakent; 10 have been built in total. Children from communities in Sugd helped to prepare billboards for the play areas, which explain how to recognize safe and dangerous areas. MRE volunteers organized a competition on the topic "Be Aware of Mines."

Ministry of Education (MoE) appears to be as an initiator of MRE projects in the school. UNICEF Tajikistan with the MoE provided training sessions for school teachers and representatives from education departments. In August 2006 a two-day workshop for 20 MRE focal points from Ayni and Panjakent districts was conducted in Panjakent. Participants received MRE training and were given booklets, posters and other materials for distribution and as educational tool.

The Swiss Foundation for Mine Action (FSD) is the only demining operator in Tajikistan, with 138 staff in four survey and four manual clearance teams. Most operational staff are seconded from the Tajik Army Engineering Battalion, usually on two-year contracts. Others are drawn from the Tajik State Border Protection Committee and the Ministry of Emergency Situations. FSD is responsible for MRE on the community level, basically community liaison, that is conducted sporadically and mostly on the level of local authorities.

Tajikistan Mine Action Centre (TMAC) is the executive body in charge of regulation, planning and coordination of mine action in Tajikistan Under the authority of the national Commission on Implementation of International Humanitarian Law (CIIHL) chaired by the Deputy Prime Minister for Security. TMAC is responsible for compiling data and managing mine information system, designing a national plan, defining priorities, tasking implementing agencies, developing national standards, certifying operators, monitoring progress, ensuring quality control. TMAC is not an operational body as such and therefore does not undertake mine clearance, mine survey, mine marking or Mine Risk Education (MRE) on its own but through partner agencies. As far as MRE is concerned, TMAC limits its role in ensuring MRE coverage in affected areas. MRE Coordination Officer is responsible for coordination of MRE activities within stakeholders.

TMAC also has six mine detection dog teams (12 dogs and 19 Tajik dog handlers), trained by Afghanistan's Mine Detection and Dog Center and supported by an international technical advisor. The teams became operational in 2006. TMAC planned to use the dogs with survey teams for area reduction.

Harmony of the World is the local NGO that was involved mostly in victim assistance programs. It contributed to summer camps organized for mine victims that provided training to 25 children victims on number of topics, such as first aid, leadership, facilitation, volunteerism, physical and psychological support and mine risk education. Harmony of the World was implementing agency for the project of harmonization of Tajik legislation according to the Ottawa Treaty.

OSCE contributes to demining through financial support for capacity building and policy development. The representative of OSCE participates to the MRE working group meetings. OSCE would like to support strong national mine action structure.

Key issues

Coordination and planning

In recent period mine risk education coverage and capacity within the country was expanded, despite small funding resources and low interest of international and local donor community. However, the MRE activities are mostly focused on the same geographic areas by all active stakeholders.

TMAC, since its establishment in 2003, has a responsibility for planning and coordinating of all mine action components. However, due to the fact that stakeholders in mine risk education do not have, or even worst, do not exchange complete and transparent information on their activities, it is obvious that mine risk education activities are still not adequately coordinated and do not fully address the needs of population and of stakeholders. All mine action activities have a joint goal, to provide for the safety of the country population. For that purpose there should not be any place for competition and jealousy between actors.

MRE national strategy has not yet been endorsed by the Government of Tajikistan. The entire Mine Risk Education society has been involved in process of development of the strategy and agreed on goals and objectives.

Without strategy supported by Government it is very difficult to plan activities on the ground and regulate responsibilities within different actors.

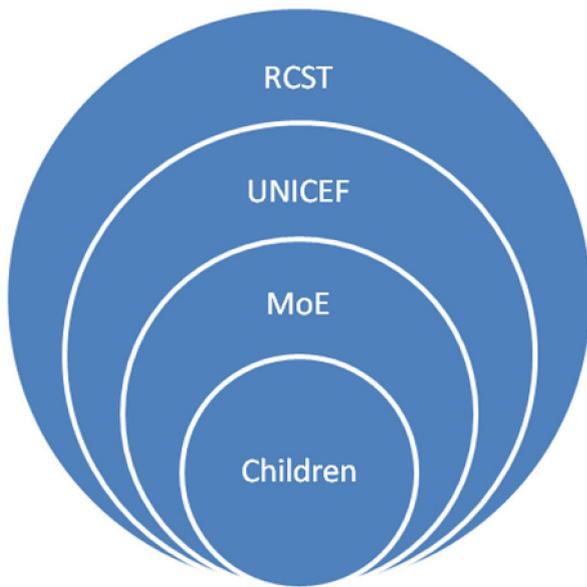
School MRE

Positive impact of the MRE Pilot Project is calling for further actions on bigger scale. MRE Educational Material has been well accepted at all levels, by teachers and children as final beneficiaries. The production and distribution of material depends on available funding, meaning mostly on UNICEF support, as MoE does not have funds for those activities.

UNICEF has implemented its pilot project in the areas where RCST has already being implementing their MRE programme on community level, that also includes going into schools and sharing the information with children in many forms, through propaganda material, presentations, role plays, drama.

However, on both levels, on strategic and implementation level, it has been obvious that there are willingness and actions toward sustainability of the project. MoE regularly monitors and follows up the MRE activities. Reporting system is developed and accurate.

MoE together with DoE have shown actions toward securing sustainability of the project. They given MRE training to teachers of several schools out of the Pilot Project targeted schools. The self-initiative has expanded through cooperation with RCST that resulted in big number of schools in targeted district establishing their MRE corners with information on mine problem and safe behavior.



Graphic 1. Model that shows overlapping of MRE activities in Tajikistan with children as target group

Children are directly or indirectly in the focus of MRE activities of all stakeholders. Ministry of Education should be the responsible authority who should provide education on safe behavior to children. UNICEF is supporting MoE in its attempts to do so. However, Red Crescent Society of Tajikistan has already been present in the areas with their MRE programme when UNICEF and MoE started its pilot project. The fact that there are more actors providing same services in one area can be justified with the figures of no recent victims. However, on the other hand, just in 2007, seven new mine victims were added to the statistics from the area where no MRE is conducted by any partner.

Even though the evaluation has been done without overview of actual school MRE activities, the consultant spoke to couple of children who proved to know what mines are; that those are dangerous objects that can maim or kill and shouldn't be touched or moved; that they should inform adults if come across such objects. Children claimed that they learned that information from their school teacher. Children were pupils of the school that is one of the UNICEF pilot project target schools.

Community MRE

Community liaison as component of Mine Risk Education has been implemented sporadically by demining teams with more focus on local authorities. Demining teams are facing the problem of demining process being obstructed by local population due to removing markings. The community liaison activities occurred like a solution for those problems. MRE training should be provided to demining teams to build their community liaison capacities.

Data collection, storage and analysis

Data collection and survey of the suspected area represent a significant gap in mine action in Tajikistan. Size of the suspected area is considered to be exaggerated and exact locations of mined areas remain unknown. Total number of mine incidents and victims remain unknown due to slow process of data collection. IMSMA Data Base has not been fully used. No in depth analysis is done that can provide for better planning of MRE activities, like identifying target groups and appropriate messages according to a seasonal pattern in landmine incidents, activities at the moment of accidents, etc.

Sustainability

In the social and cultural sphere, and more specifically in the sphere of current amount of funding, it is not possible to go ahead at a faster pace than that allowed by current resources. However, the greatest ideas to reach the goal are not always depending on money, and could be hidden within the conscience and of the activity carriers. Due to dependence on funding and technical support from UNICEF the sustainability of the project has been put on test. The proven expansion or replication of successful initiatives beyond their present areas of implementation will also require funding and technical support from UNICEF or other partners.

MoE together with DoE have shown actions toward securing sustainability of the project. They given MRE training to teachers of several schools out of the Pilot Project targeted schools. The self-initiative has expanded through cooperation with RCST that resulted in big number of schools in targeted district establishing their MRE corners with information on mine problem and safe behavior.

Recommendations

UNICEF is the mandated UN agency for MRE. UNICEF has through the pilot project developed and strengthened already existing structure within educational system for effective implementation of mine risk education. As it would be considered unprofessional, both from the MoE on the one hand, and from the other stakeholders on the other hand, to withdraw and not continue the activities now when pilot project showed positive results and communities started to recognise the activities, the following three basic steps are proposed:

Mine Risk Education in schools on national scale – As a part of national strategy UNICEF should continue to support MoE through the country office, in order to introduce effective mine risk education into all schools in Tajikistan according to the level of mine impact within the community.

In cooperation with the MoE, UNICEF should review its school based mine risk education programme. Having reviewed the programme and taking into consideration the lessons already learned, an effective but realistic programme should be developed as an integral element of the national mine risk education plan.

Mine Risk Education should be integrated into school curriculum within the set of safety behavior lectures. The stand alone mine risk education material used in pilot project should be integrated with other safe behavior materials (safety in traffic, domestic safety, etc.). The interactive learning approach should be further developed. Peer education (child-to-child approach) should be emphasized. Mine risk education in schools may be used to support the development of community-based capacity through school clubs such as drama, sports or literature.

Partnership relations between MoE and TMAC, as well as between UNICEF/MoE and RCST should be further developed to avoid overlapping of activities and provide more valuable and numerous activities throughout the mine impacted areas.

- Ministry of Education should do mapping of all of the schools in Tajikistan;
- In cooperation with TMAC and MoE, conduct needs assessment for MRE in all schools in Tajikistan and identify the level of mine threat posed in specific districts in order to better plan quantity and type of activities needed.
- The needs assessment should also provide information if any changes and revision of the already developed educational material is required for specific locations;
- All children in Tajikistan should be aware of the mine situation in their country. For communities within the mine risk areas that should be achieved through compulsory lecturing and usage of already developed set of educational material. In the case of the communities without direct mine risk establishing of the MRE corner in every school would provide children with basic information on mine problem within the country and safety briefing what to do if you come across the mine or UXO.

TMAC capacity building - As the mandated UN agency for MRE, UNICEF has a clear role to engage with the TMAC in order to build technical Mine Risk Education capacity and to develop national planning and coordination mechanisms. Direct capacity building of the TMAC on Mine Risk Education should be planned in cooperation with other international agencies (UNDP, OSCE) and leading to effective coordination based on coherent national planning. This should be achieved through the placement of an international technical advisor in the MAC for a period of minimum six months.

- Regular monthly meetings of MRE working group. TMAC should send monthly invitations with clear instructions for each participant to the meeting on reporting about past and future activities;
- Regular reporting on mine incidents/victims to all stakeholders and other interested parties (development agencies);
- Better usage of data. Support in data collection and analyses;
- Integration of MRE with other mine action components, especially with VA;
- Identification of possible integration/mainstreaming of mine action within other fields, like development programs in order to secure funding for mine action activities;
- Regular MRE refreshment training of stakeholders.

Project implementation focusing will have minimum impact as long as those projects are not coordinated as part of a coherent national plan. In the absence of national planning and coordination, individual projects will not create long term capacity, nor will they build community level capacity.

Community based Mine Risk Education – Children are part of the core unit of the society – family. This fact requires action on the level of community and should focus on further development of community mine risk education capacities in areas prioritized through victim and contamination data analyzes.

- Strong cooperation with RCST should be established as existing volunteer network could be used as the framework around which community mine risk education groups can be formed.
- Adults in particular, a group ineffectively targeted through public information campaigns, should be targeted at community level through child to adult and other interactive methodologies. The focus should be on vulnerable rural communities situated in contaminated areas. Capacity should only be developed in communities situated in contaminated areas. Communities with high victim rates

should be targeted first. Technical support, monitoring and evaluation activities should be developed in cooperation with CTRC and TMAC.

- Community liaison should become a weekly regular activity of demining teams to provide for support and understanding of process of demining by local community.

Annexes

A. Evaluation schedule

Day/Date	Activity
Wednesday 1 August 2007	Travel: Sarajevo – Vienna - Moskow
Thursday 2 August 2007	Travel: Moscow – Dushanbe 18:30 Arrival in Dushanbe
Friday 3 August 2007	Introduction to UNICEF staff
Saturday 4 August 2007	Review of UNICEF documentation
Sunday 5 August 2007	Review of UNICEF documentation
Monday 6 August 2007	Meeting with TMAC – Interviews, consultation and review of documents
Tuesday 7 August 2007	10 am - Meeting with ICRC 2 pm - Meeting with Ministry of Education and review of documents
Wednesday 8 August 2007	10 am – Meeting with RCST and review of documentation
Thursday 9 August 2007	10 am – Meeting with FSD and review of documentation 12:30 pm – Meeting with TMAC
Friday 10 August 2007	9:30 am – Meeting with OSCE and review of documentation 2 pm – Meeting with NGO Harmony of the World
Saturday 11 August 2007	Review of documentation
Sunday 12 August 2007	Review of documentation
Monday 13 August 2007	Field trip to Tavildara region and meetings with local governments, DoE and RCST representatives
Tuesday 14 August 2007	Field trip to Rasht valley and meeting with RCST representatives
Wednesday 15 August 2007	Review of documentation
Thursday 16 August 2007	Report writing
Friday 17 August 2007	Meeting and briefing with UNICEF staff
Saturday 18 August 2007	Travel: Dushanbe – Moscow – Vienna – Sarajevo Arrival to Sarajevo at 9:30 pm

B. List of persons met/interviewed

No.	Full Name	Title	Organization/Place
1	Shahrinisso Davlyatova	National Mine Risk Education Officer	TMAC
2	Andy Smith	UNDP Chief Technical Advisor	TMAC
3	Parviz Mavlonkulov	Operations Coordinator	TMAC
4	Abdulmain Karimov	IMSMA Database Management Officer	TMAC
5	Zarina Sharipova	Finance Assistant	TMAC
6	Reykhan Muminova	Victim Assistant Officer	TMAC
7	Azam Salokhov	MRE Coordinator	TMAC
8	Kholmat Urunov	MRE Assistant	TMAC
9	Alma Ahmadipour	Head of Mission	ICRC
10	Saidumar Jononaev	Assistant of Head of Mission	ICRC
11	Mirzoev Mirzoahmad	Chief of Marketing and Property Department	MoE
12	Verga Okhoniyoov	Deputy Head of RCST	RCST
13	Michael Storey	Programme Adviser	FSD
14	Abdusaloh Rasulov	Programme Manager	FSD
15	William Prior	Field Officer	OSCE
16	Bakhtiyoz Begmuzadov	Vice Chairman	Harmony of the World
17	Aziza Hakimova	Executive Director	Harmony of the World
18	Nurul Islam	Programme Officer, Child Development	UNICEF
19	Salohiddin Shamsiddin	Programme Assistant, Child Protection	UNICEF
20	Yuki Mokuo	Representative	UNICEF
21	Nargis Artushevskaya	Programme Assistant, Education	UNICEF
22	Gairatov Himatsho	Head of Hukumat Tavildara	Hukumat Tavildara
23	Rajabov Safar Mahmadvich	Head of Education Department of Tavildara district	Education Department of Tavildara district
24	Rafiev Suhrob	MRE Focal Point from DED of Tavildara	Education Department of Tavildara district
25	Elchibekob Muhabbatsho	Head of District Red Crescent Society (RCS) of Tavildara	Red Crescent Society (RCS) of Tavildara
26	Zaidulloev Safar	RCS/MRE Trainer	Red Crescent Society (RCS) of Tavildara
27	Saidkhojaev Sharbatkhuja	RCS/MRE Trainer	RCS of Rasht district
28	Ismatov Qudratullo	RCS/MRE Volunteer	Rasht RCS
29	Sirojiddin	4 th grade school boy, 9 years old	Garm
30	Azamali	4 th grade school boy, 9 years old	Garm