



Boys learn about the dangers of mines and other Explosive Remnants of War during a mine risk education session in Basra, Iraq.

Chapter 5

Child-focused Victim Assistance

Section 5.6

Laws and policies

Explanatory Note

THIS document is one of **eight** PDF documents that comprise the Guidance on Child-focused Victim Assistance. All are available in PDF at <<http://www.unicef.org/publications/>>. The full document is also available.

The first PDF contains the Acknowledgements, Foreword, Acronyms and Chapters 1 through 4:

Chapter 1. Introduction: The Need for Child-focused Victim Assistance Guidance

Chapter 2. Mine Action, UNICEF and Guidance on Child Victim Assistance

Chapter 3. Victim Assistance: Stakeholders and International Standards

Chapter 4. Principles, Coordination and Cross-cutting Aspects of Victim Assistance

This stand-alone document on *Laws and policies* is one of the six technical components of Child-focused Victim Assistance Guidance. Together, they comprise Chapter 5 Child-focused Victim Assistance. The other five parts (each of them in a PDF document) of Chapter 5 are:

Section 5.1 Data collection and analysis

Section 5.2 Emergency and continuing medical care

Section 5.3 Rehabilitation

Section 5.4 Psychological and psychosocial support

Section 5.5 Social and economic inclusion

The eighth and final PDF document, Chapter 6, contains resources and references that users may find helpful.

BETWEEN 1999 and 2012, 88,331 people living in some 60 countries are known to have been killed or injured by landmines or explosive remnants of war (ERW). Of these, at least 15,868 were under the age of 18 at the time of the accident. Although progress has been made in reducing the threat of unexploded ordnance worldwide, some 1,000 children – 90 per cent of them boys or young male adolescents¹ – are still killed or injured annually.

Cluster munition remnants and improvised explosive devices (IEDs) are particularly deadly for children. Blast and fragmentation injuries often cause long-lasting impairments including limb amputations, loss of eyesight and hearing, severe injuries to genitals, internal organs, face and chest, brain damage and spinal cord damage.

These physical injuries are aggravated by the psychosocial, socio-economic and protection consequences of the traumatic event of a blast accident as the survivors confront lifelong difficulties accessing education, livelihood opportunities and, like many vulnerable children with disabilities, are subject to violence, abuse and exploitation.

This Guidance was developed in response to requests for support in developing child-focused victim assistance programming. It provides support for:

- Developing new policies and programmes (or adapting existing ones) that assist child mine/ERW victims that are age- and gender-appropriate and promote the rights of children and young people² with disabilities.
- Promoting access for children directly and indirectly affected by landmines and ERW to comprehensive support in emergency situations, directly or through their families, communities and service providers.
- Designing programming for mine/ERW injured children that is mainstreamed into wider disability, economic and social development, and poverty reduction efforts.
- Supporting stakeholders to meet the needs and enhance the quality of life of children and their families affected by landmines and ERW by advocating for and facilitating access to affordable health care, rehabilitation, psychosocial support, social and economic inclusion (education, livelihood support and social assistance, etc.).
- Encouraging stakeholders to facilitate the empowerment and participation of children affected by armed conflict and of children with disabilities.

This Guidance will be useful to Governmental and non-governmental entities and civil society organizations that provide services or influence policy and budgeting related to survivors and victims of landmines/ERW and persons with disabilities; UNICEF and other UN programme and policy staff at all levels; children and people with disabilities and their families and other care givers; Mine Action actors; Governmental and non-governmental entities and international organizations, including UN actors, providing services for survivors and victims of landmines/ERW and persons with disabilities; and researchers and academics.

Acronyms

AIDS	acquired immune deficiency syndrome
APMBC	Anti-Personnel Mine Ban Convention
C4D	communication for development
CBR	community-based rehabilitation
CCM	Convention on Cluster Munitions
CCW	Convention on Certain Conventional Weapons
CDC	Centers for Disease Control and Prevention (United States)
CMC	Cluster Munition Coalition
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
DFID	Department for International Development, Government of the United Kingdom of Great Britain and Northern Ireland
DPO	disabled people's organization
ERW	explosive remnants of war
GA	General Assembly (of the UN)
GICHD	Geneva International Centre for Humanitarian Demining
GMAP	Gender Mine Action Programme (A Swiss NGO)
HI	Handicap International
HIV	human immunodeficiency virus
ICBL	International Campaign to Ban Landmines
IDP	internally displaced persons
IED	improvised explosive device
IMAS	International Mine Action Standards
IMSMA	Information Management System for Mine Action
ISPO	International Society for Prosthetics and Orthotics
ISU	Implementation Support Unit (of the APMBC)
MA	mine action
MRE	mine risk education
NGO	non-governmental organization
NSA	non-state actor
PDR	People's Democratic Republic (as in Lao PDR)
PFA	psychological first aid

P&O	prosthetics and orthotics
UN	United Nations
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UNMAS	United Nations Mine Action Service
UXO	unexploded ordnance
VA	victim assistance
WASH	water and sanitation and hygiene
WHO	World Health Organization

Boxes

- Box 22:** Ensuring the Rights of Especially Vulnerable Internally Displaced and Refugee Children
- Box 23:** Principles for Communicating About and Advocating for Children
- Box 24:** Involving Children in Policy Advocacy
- Box 25:** Participation Makes for Successful Survivor Networks

Tables

- Table 2:** Countries Affected by Mines/ERW with Victim Assistance Action Plan

5.6 Laws and policies

Introduction

LAWS and policies provide the institutional framework for victim assistance (VA) and all of its elements. Without laws and policies there is no possibility to hold governments legally accountable to their obligation to protect their citizens from discrimination. Nor is there any basis for national ownership or for action plans.

Many States do not have consistent disability laws, policies, strategies or action plans. Not all countries with a significant

number of victims from landmines and explosive remnants of war (ERW) have VA Action Plans or disability action plans inclusive of landmine/ERW survivors. Where they exist, they sometimes do not provide for landmine/ERW survivors and for the family members of those who were killed or injured. At times, only members from the armed forces and ex-combatants are included, not civilian conflict victims. For example, veterans with disabilities may benefit from pension funds while civilian survivors do not. Table 2 shows results from a survey of UNICEF Country Offices.

Table 2: Countries with Policies for Children with Disabilities, Inclusive of Child Survivors

APMBC VA Status	Country/Area	GOVERNMENT POLICY STATUS		SECTOR COORDINATION STATUS			NATIONAL PLAN STATUS	
		Address Children with Disabilities	Inclusive of Child Survivors	Mine Action	Child Protection	Persons with Disabilities	Mine Action	Victim Assistance
VA-30	Afghanistan	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Cambodia	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Colombia	Yes	Yes	Yes	No	No	Yes	Yes
	Congo, DR	Yes	Yes	Yes	Yes	No	Yes	Yes
	Eritrea	Yes	Yes	Yes	Yes	Yes	Yes	No
	Jordan	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Nicaragua	Yes	Yes	Yes	No	No	No	No
	Senegal	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	South Sudan	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Tajikistan	Yes	Yes	Yes	No	Yes	Yes	Yes
	Turkey	Yes	Yes	No	Yes	Yes	No	No
Yemen	Yes	Yes	Yes	Yes	No	Yes	Yes	
VA Other	Mali	Yes	Yes	Yes	Yes	Yes	No	No
	Zambia	Yes	Yes	Yes	Yes	Yes	Yes	Yes
NS-9	Azerbaijan	Yes	Yes	No	Yes	Yes	No	No
	Iran	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Lebanon	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Myanmar	Yes	Yes	Yes	Yes	Yes	Yes	No
	Nepal	Yes	Yes	Yes	No	Yes	Yes	No
NS Other	Libya	Yes	Yes	Yes	Yes	No	No	No
Other	Kosovo	Yes	Yes	Yes	No	No	Yes	Yes
	Palestine	Yes	Yes	Yes	Yes	No	Yes	No

This table summarizes findings from 40 UNICEF Country Offices, which in August 2013 completed a VA Survey sent to 53 Country Offices as part of the exercise to develop this guidance on child-focused victim assistance. Of the 40 responses, 24 (60%) were countries that are States Parties to the Anti-Personnel Mine Ban Convention (APMBC); 14 (35%) were Non-Signatory (NS) states and the remaining 2 were from not fully recognized countries (State of Palestine and Kosovo). Of the 24 APMBC States Parties, 21 belong to the VA-30, comprising States that have officially reported significant numbers of mine/ERW-casualties. Of the 14 Non-Signatories, 8 belong to the NS-9, a category created by the Landmine Monitor to describe countries not yet part of the APMBC but with a high number of casualties. This survey was a perception survey and may not fully coincide with the analysis of the respective government, other stakeholders or the Landmine & Cluster Munition Monitor reports.

Where laws and policies exist, bureaucratic procedures and lack of administrative implementation and coordination often result in landmine/ERW survivors not having their rights upheld, or worse, having their rights violated, as in some discriminatory legislation.

Advocacy is a set of planned actions aimed at influencing a target group to make a positive change. Advocacy, including lobbying parliamentarians and government stakeholders, has in the past led to improved legislative frameworks. Concerted efforts by the International Committee of the Red Cross and its national movements, the International Campaign to Ban Landmines, the Cluster Munition Coalition, other non-governmental organizations (NGOs), the UN system and many Governments, succeeded in shaping the Anti-Personnel Mine Ban Convention (APMBC) and the Cluster Munition Convention (CCM). At national level, civil society, particularly Disabled People's Organizations (DPOs) including survivor organizations and NGOs, have played an important role in advocating for their governments to ratify and comply with these international conventions. At an individual level, persons with disabilities have claimed their rights, often successfully, in court or by filing a complaint to an Ombudsman Office or a Children's Ombudsman.³

Goals

Conflict victims and people with disabilities including landmine/ERW victims enjoy the same rights and opportunities as all other citizens. Children and adolescents are adequately protected even when they do not have direct access to the court system and legislative decision making.

The role of the laws and policies component in child-focused victim assistance

The role of the laws and policies component in child-focused victim assistance is to promote consideration of and respect for the rights of child survivors and victims, as well as children with disabilities more generally, when developing laws and policies relevant to children, victims of conflict and persons with disabilities.

Key concepts

Access to justice

Access to justice can be defined as the ability to obtain a just and timely remedy for violations of rights as put forth in national and international laws, norms and standards (including the Convention on the Rights of the Child, CRC). Lack of access to justice is a defining attribute of poverty and an impediment to poverty eradication and gender equality. People with disabilities often face barriers to access the legal system, which often treats children in the same ways as adults, with no consideration to their age. The Convention on the Rights of Persons with Disabilities

(CRPD) in Article 13 explicitly addresses access to justice. Using monitoring and reporting mechanisms can be a means by which governments are held accountable to fulfilling their obligations on VA in the APMBC, CCM, Convention on Certain Conventional Weapons (CCW) and on children with disabilities in the CRC, the CRPD and Security Council Resolution 1612 on children affected by armed conflict. Generic human rights reporting through the Periodic Human Rights Framework can be employed as well.

Inclusive development

Like inclusive education, inclusive development is both a process and a goal. It aims to ensure that all marginalized and excluded groups are included in the development process. Many groups are excluded from development because of their gender, ethnicity, religious beliefs, age, sexual orientation, disability or poverty. Inclusive development envisions a society that accommodates differences and values diversity. Disability-inclusive development is founded upon three key principles: participation, non-discrimination and accessibility. It uses a twin-track approach that implies both (i) How to improve a person's capacities and abilities at the personal and collective level through empowerment and (ii) How to reduce the physical, communication and attitudinal barriers that society erects towards persons with disabilities to ensure they can participate and access services on an equal basis with everyone else.

When inclusive development is achieved, the full and effective participation and inclusion of mine survivors and the families of those killed or injured will be a natural result. The positive impact of all girls, women, boys and men being active in the social, cultural, economic and political life of their communities will be felt in the short- and long-term wellbeing of the state.

Participation

"Nothing about us without us." This slogan has been widely used by persons with disabilities in political campaigns and by other marginalized groups. Children, including children with disabilities, also have a right to be heard and should be supported to contribute their own opinions to issues that shape their lives. Through ombudspersons or other channels, their contributions should be channelled into decision making processes. Many communication channels should be used to support participation: from call-in shows on national or local TV or radio to school- and community-based discussion forums to theatre, music and other cultural gatherings and sports events.

Supporting a participatory process takes time, money and hard work, but the investments pay off in an engaged and empowered community. Participation and empowerment strategies that address behavioural and socio-cultural determinants are increasingly built on evidence of what works and what doesn't.



© UNICEF/HQ2005-1970/HAITI/LEMOYNE

Eight-year-old Marmane, is learning to use a wheelchair at a rehabilitation centre run by the international NGO Médecins Sans Frontières in Port-au-Prince, Haiti. She was struck in the neck by a stray bullet while playing in the schoolyard and is now paralysed from the waist down. She will be released soon but does not want to leave the facility for fear of being teased. She is also afraid to return to the neighbourhood where she lives.

While DPOs and self-help groups strive to be heard in the public debate, in reality few children and adults with disabilities opt to engage or to speak out. Many are never given the opportunity to engage as they cannot, for example, physically access locations of public debates. Also, many may feel ashamed or intimidated in participating publicly, girls and women in particular.

Accessibility, Assistive technology, Universal design

Accessibility is more than just ramps for children using wheelchairs. A barrier-free environment aims at removing all barriers beyond the physical or architectural ones. Accessibility as stipulated by the CRPD (Article 9.1) requires States to ensure access to persons with disabilities, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, in urban and in rural areas.

Assistive technology is important to promote accessibility. In today's world, it includes a wide variety of items and services such as Braille readers, speech recognition software, screen readers, text-to-speech, speech recognition and magnifiers, amongst others. "Assistive devices" include a wide variety of helping aids – from prosthetics and mobility devices to vision and hearing devices. See Section 5.3 "Rehabilitation" for more information on assistive devices.

Universal design means designing products, environments, programmes and services to be usable by all people, both with and without disabilities. One familiar example is the design of door knobs, which are often smooth, round and hard to grasp, rather than as a handle that is easily managed by all persons.

Desirable outcomes

- The national legislation explicitly guarantees that conflict victims and persons with disabilities enjoy equal rights to other citizens, ensuring the fulfillment of these rights for children. Governments recognize landmine/ERW victims as victims of war or conflict even with accidents that occur long after the conflict has ended.
- The Government enacts national legislation including a budget line in support of persons with disabilities.
- Children and adolescents with disabilities and their families are aware of their rights, the respective laws and legal remedies. They are part of an inclusive development and advocacy strategy and actively participate in its planning, implementation, monitoring and evaluation.
- Poverty reduction strategies and programmes include and benefit people with disabilities and landmine/ERW victims.

- A government or publicly-supported entity is responsible for disability and victim assistance issues. It seeks mainstreaming in different ministries and holds them accountable.
- Government authorities adopt and apply policies and measures to improve health, rehabilitation and protection services and to provide psychosocial care accessible to all citizens.
- Government authorities adopt and apply policies and measures to ensure inclusive education, access to work, micro-finance and benefits for people with disabilities.
- Children with disabilities and children of landmine/ ERW victims participate in designing, monitoring and revising policies, laws, standards and other measures that address their rights.
- Governments regularly report on victim assistance, including disaggregated data on child survivors, in compliance with international conventions.

Suggested activities

Access to justice

- ✓ Facilitate access to legal support for children and adolescents, particularly at community and district levels, including through DPOs and children's groups.
- ✓ Raise awareness among judges, lawyers and lawmakers of their existing obligations.
- ✓ Support Governments in aligning existing legislation and the corresponding policies and programmes with the CRPD and the CRC.
- ✓ Support the use of reporting mechanisms to the three weapons-related conventions (APMBC, CCM, CCW) and of human rights monitoring mechanisms to improve the situation of children with disabilities, including child survivors. For example, this includes the CRC review mechanism, CRPD reporting and use of the Optional Protocol, and the Universal Periodic Human Rights Review.



Box 22: Ensuring the Rights of Especially Vulnerable Internally Displaced and Refugee Children

Unaccompanied and separated children who are displaced from their homes by conflict or natural are especially vulnerable to abuse or neglect. This is compounded for children living with disabilities. In a 2013 briefing paper, the Landmine and Cluster Munition Monitor noted that refugees (people who cross the borders of their countries into another country) often lack official recognition from the government in their new country as refugees, war victims, and/or landmine or cluster munition victims. People who are displaced within their own country's borders (Internally Displaced Persons, IDPs) also face legal challenges in addition to basic survival challenges.

The families of refugee and IDP children may not have been able to carry their birth certificates or health cards in the haste to leave their homes, complicating everything from registration in school to immunization to locating family members in the case of separation during the forced migration.

Landmine/ERW victims and other displaced persons with disabilities often face insufficient and unequal access to shelter, education, specialized healthcare and rehabilitation within refugee and IDP camps. This is inconsistent with the commitments of host states and the international community to provide adequate support for victim assistance without discrimination against persons with disabilities. Provisions should be made for children with disabilities to receive specialized health care, to access sanitation and hygiene services and to register for school. School facilities should be accessible to children with disabilities.

The concept of establishing safe "child-friendly spaces", a concept that originated in the late 1990s, is now standard practice in IDP and refugee camps and following natural disasters. UNICEF notes that "Efforts should be undertaken to promote the inclusion and participation of children with disabilities and to assist in accessing education, health care services, rehabilitation support and recreational activities."

The Inter-Agency Standing Committee states that camps and settlements for displaced or refugee populations should be "be designed so as to maximize the security and protection of displaced persons, including women and others whose physical security is most at risk (e.g. children, older persons, persons with disabilities, single-headed households and members of religious and ethnic minority groups or indigenous peoples)".

Sources: Landmine & Cluster Munition Monitor (2013), *Landmines and Refugees: The Risks and the Responsibilities to Protect and Assist Victims, Briefing Paper, Geneva*; UNICEF (Undated), *A Practical Guide for Developing Child Friendly Spaces*, New York⁴; Inter-Agency Standing Committee (2006), *Protecting Persons Affected by Natural Disasters: IASC Operational Guidelines on Human Rights and Natural Disasters*, Geneva⁵

- ✓ Support the development of national legislation in accordance with international standards.
- ✓ Support the development of national plans of action or the update of existing plans to ensure the inclusion of mine/ERW victims and children with disabilities.
- ✓ Promote inclusive media. By including nuanced portrayals of children, adolescents and adults with disabilities, media can send out positive messages about the capacities of persons with disabilities. This will counter misrepresentations and stereotypes that reinforce social prejudices.
- ✓ Advocate for the rights of children with disabilities during conflict; promote the protection of children during and post-conflict, e.g. in their own communities and as IDPs or refugees (see Box 21). Facilitate awareness campaigns on how to seek access to justice for persons with disabilities and conflict victims.

Inclusive development

- ✓ Support Governments in mainstreaming disability in all sectors at the level of policy, planning and delivery. Strive for an institutional arrangement that entails a mainstreaming mandate and has capacity, resources and power. Involve children and adolescents with disabilities in the discussions.
- ✓ Advocate for age- and gender-sensitive VA including to raise awareness and understanding of child-rights based approach in the family and community as well as advocacy on policy levels in local, national, regional and international opportunities.
- ✓ In situations of armed conflict, advocate for a mine action component in the humanitarian and development programming, including victim assistance and risk reduction education, together with other relevant child protection issues
- ✓ Advocate for global and national mine action goals, including for treaty universalization and



Box 23: Principles for Communicating About and Advocating for Children

Humanitarian and development organizations communicate with large audiences all the time using their websites, reports and other documents, their work with the media, and other ways. Text, images and sound that include children can be very effective tools to promote the rights and protection of children. When they understand fully the implications of not acting, decision-makers take quicker steps to tackle child protection issues.

However, poor communication and advocacy can negatively affect the way children are perceived and have the potential to put children and their families in danger. Child survivors on mine/ERW incidents may be especially vulnerable due to the physical and psychological trauma.

Many organizations and agencies have developed principles for reporting on and working with children and representing them online, on TV and radio and in print publications. A few principles are provided below, from the global Child Protection Working Group. For UNICEF's set of principles for the media, see <http://www.unicef.org/media/media_tools_guidelines.html>.

- Always consider whether a publication is in the best interests of the individual child and his or her family;
- Ensure children, parents and guardians have been properly informed and have signed an informed consent form before using any image, recording or quote of them;
- Always make sure the stories and images used are accurate and sensitive;
- Avoid exaggerating the situation of a child and depicting children as powerless;
- Avoid using images of boys and girls that could be viewed as sexual by others;
- Avoid exposing children to further harm, for example by maintaining stereotypes;
- Do not use the real name of the child unless they have asked for this and the parent or guardian has agreed;
- Never reveal the identity of current or former child combatants, survivors of physical or sexual abuse, perpetrators of abuse or children living with HIV or AIDS;
- Where possible, give children access to media to express their own opinions;
- Bring together information provided by different sources;
- Do not pay children, parents or caregivers for information or materials which will be used;
- Ensure that children who testify or who give evidence to media are in no way at risk.

Source: CPWG (2012), Standard 3 (Minimum Standards for Child Protection in Humanitarian Action), <http://cpwg.net/minimum-standards/>

implementation, compliance with international humanitarian law, victim assistance and its integration into disability and development frameworks. Advocate for adequate and reliable funding.

- ✓ Integrate victim assistance into disability and development frameworks and ensure age- and gender-sensitivity.
- ✓ Include risks and impacts of mines/ERW as a key Child Protection issue for communications and advocacy. This should include integrating mine/ERW incidents involving children and their families into findings on Child Protection issues to be shared with stakeholders and highlighting the differential impacts of mines/ERW on girls, boys, women and men.
- ✓ Work with media professionals to ensure respect for child survivors and victims of mines/ERW, for girls' and boys' dignity and for their best interests and safety.

Participation

- ✓ Involve children and adolescents with disabilities and child landmine/ERW victims in decisions that affect them. Solicit the feedback of children with disabilities so that facilities and services can better meet their needs. This takes time but yields more positive and sustainable results.
- ✓ Promote the empowerment of persons with disabilities as stipulated in the CRPD and the CBR Guidelines through advocacy, community mobilization, political participation, self-help groups and Disabled People's

Organizations.

- ✓ Promote the use of Communication for Development principles and approaches that address behavioural and social beliefs, norms and practices.

Accessibility, Assistive Technology, Universal Design

- ✓ Dismantle barriers against inclusion so that all children's environments – homes, schools, health facilities, public transport and so on – facilitate access and encourage the participation of children with disabilities alongside their peers.
- ✓ Provide information in accessible formats and technologies appropriate to different kinds of disabilities, without unreasonable delay or additional cost to the child.
- ✓ Facilitate the use of sign language, Braille, augmentative and alternative communication, and modes and formats of communication of their choice.
- ✓ Encourage private entities that provide services, including through the Internet, to provide information and services in accessible and usable formats for children with disabilities at little or no cost.
- ✓ Promote architectural accessibility: Develop, disseminate and monitor the implementation of minimum standards and accessibility guidelines for facilities and services open or provided to the public (including to water, sanitation and hygiene facilities) to guarantee access for women, girls, boys and men with disabilities.



Box 24: Involving Children in Policy Advocacy

The UNICEF programme in Kazakhstan supported a multipronged approach to creating spaces for children and young people to participate in national-level policy debates. Twenty-six young facilitators were trained in participatory techniques and skills and an understanding of core child rights principles and their application. The facilitators then conducted 70 sub-national consultations across the country, supporting more than 2,000 children and young people in identifying issues of importance to them for community and national development.

The consultations included views from boys, girls, and young women and men living in villages, **children with disabilities**, and children living in orphanages. The children were sensitized about the role of the media in the success of a democracy. Young video journalists received training, then documented the entire process and produced documentaries reflecting issues of importance to adolescents in the country. These videos were used as advocacy tools.

The consultations were summarized in a document representing the views and recommendations of the young people. To consolidate the gains from the process, more than 2,500 children and young delegates from various parts of the country were brought together. Known as the Adolescents and Youth Forum, and held in Astana, the event provided the children and young people with a platform to present their perspectives on Kazakhstan's emerging youth policy. This process generated further actions on the involvement of adolescents in policies and actions that affect their lives.

Source: UNICEF (2010), *Advocacy Toolkit, A guide to influencing decisions that improves children's lives*, New York



Box 25: Participation Makes for Successful Survivor Networks

Victims of landmines, cluster munitions and explosive remnants of war have been at the heart of campaign and advocacy efforts since the founding of the International Campaign to Ban Landmines (ICBL) and subsequently, the Cluster Munition Coalition (CMC). At least 25 ICBL-CMC national and local survivor networks are strong advocates for all aspects of the APMB, the CCM and the CRPD. These networks empower and improve the lives of thousands of survivors and their families through peer support and income-generating projects and by helping them to access other services such as healthcare and physical rehabilitation.

In response to requests from national campaigns to provide targeted financial and technical support to survivor networks, the ICBL-CMC created the Survivor Network Project in 2012 with support from the Government of Norway. Eleven survivor networks received financial support during the first year of the project and are showing impressive results. Some highlights are provided below.

The survivor network of the **Cambodian** Campaign to Ban Landmines visited almost 400 villages to learn first-hand the needs of survivors, and then passed this information directly to the Prime Minister and Defence Ministry with a comprehensive set of national and local recommendations. The Cambodian Campaign also used the village visits to share information about the rights of survivors and other persons with disabilities with local authorities and survivors.

In **Afghanistan** and **Albania**, the Afghan Landmine Survivor Network and the Kukes Survivor Network saw their countries ratify the CRPD following letter writing campaigns, public awareness events and high level lobbying meetings. In **Tajikistan**, the President signed an action plan for CRPD accession following advocacy efforts by the Tajik Survivor Network. The Tajik Survivor Network also successfully lobbied for increased financial resources for victim assistance and increased availability of peer support services for survivors.

The **Senegalese** Association of Landmine Victims (ASVM) and Yitawekilgn Yeakal Gudatagnoch Mehiber, a survivor network in Ethiopia, boosted survivor participation in sporting events for persons with disabilities to encourage social inclusion in their countries. ASVM organized a regional basketball tournament in 2012 bringing together survivors from the Casamance region, the Gambia and Guinea-Bissau. Survivor athletes in **Ethiopia** took home three gold medals and a silver at the Addis Ababa Sports Festival for Persons with Disabilities, also in December 2012, around the International Day of Persons with Disabilities.

In **El Salvador**, survivors monitored the government's implementation of the APMB and the CRPD. The Network of Survivors, alongside other organizations of persons with disabilities, contributed to the national CRPD alternative report. The report highlights areas where more progress is needed to uphold the rights of survivors and other persons with disabilities and will contribute to the Committee of the CRPD's official recommendations to the government of El Salvador.

The Landmine Survivor Initiative in **Bosnia and Herzegovina** successfully advocated for survivor participation in the drafting of the country's Victim assistance statement for the upcoming Meeting of States Parties to the Cluster Munition Convention.

In **Uganda**, a local survivor group in Pader district created by the Uganda Landmine Survivors Association conducted training on Uganda's obligations and commitments to survivors under the APMB, CCM and CRPD. Following the training, the group was given official representation on the district council to aid in the design and implementation of local development projects.

"Outputs from the Survivor Network Project members over the past 12 months have shown once again how important and effective it is to engage survivors in the promotion of victim's rights and implementation of the Mine Ban Treaty, the Convention on Cluster Munitions and the Convention on Persons with Disabilities," said Megan Burke, Coordinator of the Survivor Network Project.

Source: Cluster Munition Coalition, 26 August 2013, <<http://www.stopclustermunitions.org/news/?id=4351>>

Technical Resources

Documents are listed in *inverse chronological order*, starting with the most recent ones.

Laws and Policies [and Advocacy]

APMBC, Implementation Support Unit (2013), *Five key examples of the role of mine action in integrating victim assistance into broader frameworks*, Sheree Bailey, Geneva, <http://reliefweb.int/sites/reliefweb.int/files/resources/Five_Key_Examples_of_the_Role_of_Mine_Action.pdf>

Handicap International [HI] (2014), *Victim Assistance Issue Briefs: How to ensure survivors and other people with disabilities benefit from, and participate in, disability-inclusive development*, Lyon, <http://reliefweb.int/sites/reliefweb.int/files/resources/bp_all-in-one.pdf>

HI (2013), *Victim Assistance Factsheets*, Lyon; here Factsheet 9 'Accessibility & Access to Services', 11 'National Action Plans, Coordination' and 12 'International Cooperation and Assistance', <http://www.hiproweb.org/fileadmin/cdroms/VictimAssistance/Fact_Sheets/Hi-FactSheets-HD.pdf>

HI (2013), *From Africa to South East Asia: Handicap International's work on HIV and AIDS*, Fourth Edition, Muriel Mac-Seing (ed.), Lyon, <http://handicap-international.ca/wp-content/uploads/2012/10/Hi_Work_on-HIV_and_AIDS-EN-2013-ref.pdf>

Landmine & Cluster Munition Monitor (2013), *Physical Accessibility for Landmine Survivors*. Briefing Paper. Geneva May 2013, <<http://www.the-monitor.org/index.php/content/view/full/25012>>

HI (2012), *Inclusive and integrated HIV and AIDS programming*, Policy Paper, Author: Muriel Mac-Seing, Lyon, <http://d3n8a8pro7vhmx.cloudfront.net/handicapinternational/pages/265/attachments/original/1369073425/HealthPreventionHIVAIDS_Inclusive_and_integrated_HIV_and_Aids_Programming.pdf?1369073425>

Child Protection Working Group (CPWG) (2012), *Minimum standards for child protection in humanitarian action*. Especially Standard 3 'Communication, Advocacy and Media'. <<http://cpwg.net/minimum-standards/>>

UNICEF (2010), *Advocacy Toolkit, A guide to influencing decisions that improves children's lives*, New York, <http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf>

UNICEF (2010), *Children as Advocates, Strengthening Child and Young People's, Participation in Advocacy Fora*, UNICEF Handbook, Compiled by Adolescent Development and Participation (ADAP) Unit, New York, <http://www.unicef.org/adolescence/files/SAF_resources_childrenadvocates.pdf>

WHO/UNESCO/ILO/IDDC (2010), *Community-Based Rehabilitation (CBR) Guidelines*, Geneva. Here: 'Empowerment component'. <<http://www.who.int/disabilities/cbr/guidelines/en/>>

Geneva International Centre for Humanitarian Demining [GICHD] (2009), *Linking Mine Action and Development States Affected By Mines | ERW, Guidelines for Policy and Programme Development*, Geneva, <http://reliefweb.int/sites/reliefweb.int/files/resources/17A1C07AAEDEF3CA_C12575A0002BDB41-gichd-guidelines-ngo-nov08.pdf>

UNICEF (2008), *A Practical Guide for Developing Child-Friendly Spaces*, New York, <http://www.unicefinemergencies.com/downloads/eresource/docs/2.6%20Child%20Protection/A_Practical_Guide_to_Developing_Child_Friendly_Spaces_-_UNICEF_11.pdf>

International Labour Organization (ILO) (2007), *Achieving equal employment opportunities for people with disabilities through legislation, Guideline*, Geneva, <http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/instructionalmaterial/wcms_162169.pdf>

Austcare (2007), *Integrated Mine Action: Lessons and Recommendations from Austcare's Program in Cambodia*, Author: Sally Campbell Thorpe, <http://www.gichd.org/fileadmin/GICHD-resources/rec-documents/Integrated_Mine_Action_Lessons_Cambodia.pdf>

HI (2005), *What rights for mine victims? Reparation, compensation: from legal analysis to political perspectives*, Lyon, <http://www.handicap-international.org.uk/Resources/Handicap%20International/PDF%20Documents/Hi%20Associations/WhatRightsMineVictims_2005.pdf>

United Nations Development Programme (UNDP) (2004), *Mainstreaming Mine Action into Development, Rationale and Recommendations*, New York

Endnotes

- 1 A “child” is defined in the Convention on the Rights of the Child as a person younger than 18 years of age. “Adolescents” are generally defined to be between 10 and 18 years old. Some definitions of “young people” go up to 24 years.
- 2 “A system providing proper fit and alignment based on sound biomechanical principles [that] suits the needs of the individual and can be sustained by the country at the most economical and affordable price.” Day, H.J.B., J. Hughes & N. Jacobs (eds.), *Report of ISPO Consensus Conference on Appropriate Orthopaedic Technology for Developing Countries*, ISPO, Phnom Penh, Cambodia, 5-10 June 1995, ISPO/USAID/WHO, Brussels 1996.
- 3 A Children’s Ombudsman is a public authority charged with the protection and promotion of the rights of children and young people. <<http://www.ncsl.org/research/human-services/childrens-ombudsman-offices.aspx>>.
- 4 <[http://www.unicef.org/protection/A_Practical_Guide_to_Developing_Child_Friendly_Spaces_-_UNICEF_\(1\).pdf](http://www.unicef.org/protection/A_Practical_Guide_to_Developing_Child_Friendly_Spaces_-_UNICEF_(1).pdf)>.
- 5 <<http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-products-default>>.