



A Safer Tomorrow for Children

NDM-UN22

8 February 2019

Purpose of the session

- Present a trend analysis of child casualties related to explosive ordnance
- Discuss ways to reduce the risk of child casualties
- Present good practices and Lessons Learnt in connecting Mine Action and Child Protection
- Way Forward

Children in Emergencies

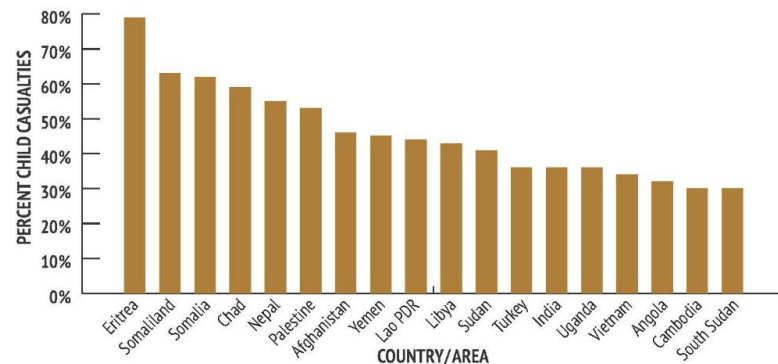
- One in every four children in the world is living in a country affected by conflict or disaster, facing threats of violence, hunger and disease.
- In 2017, more than 75 million children experienced disruptions to their education because of humanitarian crises, threatening their present well-being, and future prospects.
- Grave child rights violations: targeting of children, killing and maiming, sexual violence, attacks on schools and hospitals.
- Increase in exposure to explosive ordnance in several conflicts.

Child Casualties by Country

Child mine/ERW casualties globally in 2017 (2,452 casualties)



States and areas with the highest percent of child casualties 1999-2016 (among those with more than 100 child casualties in 1999-2016)

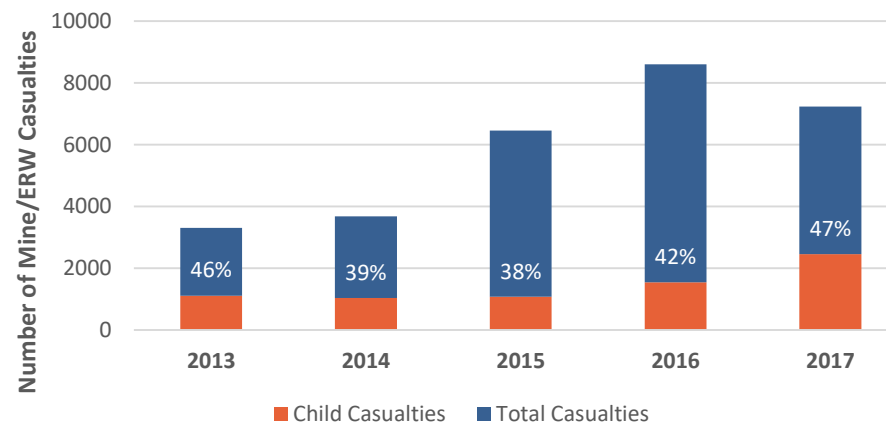


- 55 percent were in **Afghanistan**, with another 20 percent in **Syria**
- Other countries with high numbers of child casualties include **Libya, Myanmar and Yemen**
- In **Eritrea** children account for up to 80% of casualties from 1999 to 2016.

Child Casualties: Key Trends 2013-2017

- Increase in number & as a percentage of total casualties
- Boys account for 82 percent of child casualties
- 32 percent of child casualties have resulted in death
- 52 percent of child casualties are caused by ERWs, with another 24 percent caused by IEDS

Child Mine/ERW Casualties Compared to Total Casualties



Percentage uses total casualties where the age is known.
Data adapted from the ICBL Landmine Monitors 2014-2018.

Collective Outcomes

Mine Action and Child Protection AoRs

1. Prevention of child casualties
2. Improved survival rate of child casualties and reduced impact.
3. Increased personal capacities of survivors through rehabilitation, prosthetics & orthotics, mental health & psycho-social support
4. Increased social inclusion of child survivors in school, sports, leisure or cultural activities
5. Improved understanding of links and joint advocacy

Strategies to Protect Children

Prevention

- Targeted clearance and risk education in and out of schools
- Alternative economic solutions and changing behaviours.
- Enabling dignified and voluntary migration and returns to safer areas

Victim Assistance including MHPSS

- First Aid Training, detecting injury, medical care, prevent reinjury
- Livelihood Support (cash-based interventions and vocational training)

Planning and Coordination

- Integrate mine action in humanitarian response plans.
- Share data, analyze jointly, plan coordinated response and monitor.

Best Practice and Lessons Learnt

PREVENTION

Mainstreaming Risk Education

- Syria: Mainstream in education, camp management, Shelter and Non Food Item, Health (polio campaign).
- Afghanistan: Managing pervasive risk for children in and out of schools.
- Myanmar: MRE is being implemented in over 40 Child Friendly Spaces in IDP camps.

Mobile Risk Education

- Syria: direct, interactive methods, reach children out of school
- Syria, Yemen: can help to identify child survivors

Sharing Critical Data

- Data on school contamination– for Advocacy from MA AoR perspective and for engagement with the MoE on MRE from CP/Education Cluster perspective

Victim Assistance

A Collective Responsibility

Immediate response – Reducing Mortality

- First aid and first responders
- Access to safe blood
- Access to trauma surgery

Intermediate response – Increased personal capacity

- Ongoing medical care & mental health and psych-social support
- Rehabilitation (a 5-year old child will need 40 prosthetics)

Longer - term response – increased social inclusion

- Social inclusion of children (schools, sports, leisure, cultural activities)

Country examples of collaboration

INCREASED PERSONAL CAPACITY

Disability and Rehabilitation Coordination

- In Syria, a Disability and Rehabilitation Working Group has been established – under the Health Cluster (WHO and HI lead).
- Helping to bridge the gap between health and protection
- The MRE working group built capacity of providers of public services and humanitarian workers; trained 1,649 people in 2018

Case Management

- Myanmar: Improving service delivery to child survivors and relatives through the Child Protection case management System.

Country examples of collaboration

INCREASED SOCIAL INCLUSION

Volunteer Network for Social Inclusion

- In Myanmar, HI and UNICEF are supporting a volunteer network, working with survivors and their families, to provide community based services that focuses on inclusion at various social levels.

Disability Inclusion

- Afghanistan: UNMAS supported social inclusion centres in Bamyan and Herat in the past.
- Now supporting the State Ministry for Martyrs and Disability Affairs through the Directorate of Mine Action Coordination in the roll-out of a victim registration system, which will give access to the benefits.

Planning and Coordination

Cross-cutting issues across all phases of the humanitarian response:

- Information management and analysis: assessing context, risk and needs
- Identification and referral: must operate across relevant sectors and encompass service providers that provide components of the continuum of care following the referrals along from education to inclusion
- Case management: ensure delivery of a continuum of services to casualties and their families and conduct global advocacy to raise profile of the role of case management in meeting the full requirements of assistance to mine/ERW victims

Safe School Declaration

Article 36 recommendations to Mine Action

- Connect with the safe schools community of states and organizations, share data on attacks and the military use of schools, and share relevant expertise and information about interventions in areas such as victim assistance.
- Make public disaggregated reporting on work related to clearance of exploded ordnance from schools;
- Report to national authorities and donors where they use schools for the purpose of organising their work and the circumstances surrounding any such use;
- Develop specific policies that embed these actions in their operational approaches – avoid schools as bases for their operations.

Oslo Action Plan and Children

