



Consultation Workshop on Risk Education

Geneva and online

10 June 2026

I. Introduction

On 10 June 2026, the Consultation Workshop on Risk Education was convened in Geneva under the auspices of the Presidency of the Third Review Conference of the Convention on Cluster Munitions (CCM), held by the Lao PDR, and organized by the CCM Risk Education Coordinator (Lebanon), supported by the GICHD and the CCM ISU. The workshop brought together States Parties, national mine action authorities, international organizations and civil society partners, in person and online, to take stock of implementation of the risk education provisions of the Lausanne Action Plan (LAP) (Actions 27–30) and to inform the development of the forthcoming Vientiane Capital Action Plan (VCAP), to be adopted at the Third Review Conference (3RC) in September 2026.

The workshop was structured around three guiding questions applied to each of the four risk education actions of the LAP:

- what has worked and should be retained;
- what has not worked and why;
- and what should be added or strengthened in the next action plan.

Representatives from the Lao PDR, Bosnia and Herzegovina, Colombia and Lebanon shared national experience, followed by an interactive discussion.

II. Opening Session

The workshop was opened by Ambassador Daovy Vongxay, Presidency of the Third Review Conference (Lao PDR), who underscored the importance of risk education, and particularly emphasised that explosive remnants of war remain a threat in rural and remote areas and that risk education must evolve to address residual contamination, climate-related exposure of previously unknown hazards, and the growing use of explosive weapons in populated areas. He recalled the Lao PDR's leadership in advancing risk education from national ownership to national leadership and reaffirmed the country's commitment to strengthening national capacities ahead of the 3RC.

Ambassador Caroline Ziadeh, Permanent Representative of Lebanon, welcomed participants on behalf of Lebanon, which this year serves as Risk Education Coordinator, represented operationally by Colonel Ali Makki of the Lebanese Mine Action Center (LMAC). Speaking against

the backdrop of renewed hostilities affecting Lebanon, she stressed that well-resourced, context-specific risk education reduces harm and strengthens community resilience, while frameworks must remain grounded in operational realities and the core objectives of reducing harm, saving lives and protecting civilians.

Ms. Pamela Moraga, Director of the CCM Implementation Support Unit, noted that risk education is increasingly understood not only as an awareness-raising activity but as a tool for civilian protection, community resilience and social cohesion. She identified persistent challenges, including the disproportionate share of casualties among children, the difficulty of reaching mobile populations, funding constraints and the need to strengthen the measurement of behavioural outcomes.

III. Sectoral Overview: 2025 EORE Advisory Group Survey

Mr. Matthieu Laurelle (GICHD), on behalf of the Explosive Ordnance Advisory Group (EORE) Advisory Group (EORE Advisory Group), presented preliminary findings of the 2025 Annual Survey, drawing on responses from 130 practitioners across 55 organizations, 30 countries and territories and 8 regions.

- Emergency risk education has moved to the frontline, cited by over 40 per cent of respondents as a top emerging need, with EORE combined with Conflict Preparedness and Protection (CPP) close behind at 38 per cent.
- Integration of risk education into humanitarian, development, education and victim assistance planning remains a top priority, though EORE is still treated as secondary to survey and clearance in some contexts.
- Demonstrating outcomes, particularly behavioural change, remains a gap; the sector is proficient in counting activities but requires further capacity-building in social and behaviour change communication.
- A funding and reporting gap persists: dedicated EORE funding rose in 2024 but still represents only 2 per cent of overall mine action funding over five years, with 30 per cent of respondents reporting declines in both funding and staffing.

IV. Country Experiences

A. Lao People's Democratic Republic

Mr. Chanjaleurn Rasphone, National Coordinator for Explosive Ordnance Risk Education, National Regulatory Authority for the UXO/Mine Action Sector, presented Lao PDR's experience across all four risk education actions. He recalled that Lao PDR is among the most heavily bombed countries per capita in the world, with all provinces affected by unexploded ordnance and over 50,000 casualties recorded since 1964. He highlighted strong policy anchoring of EORE, including a dedicated Prime Ministerial Order and a national Sustainable Development Goal (SDG 18) on lives saved from UXO, alongside integration of risk education into the school curriculum, disaster management coordination and victim assistance messaging.

- Achievements: robust policy and institutional anchoring of EORE at national level; integration into education, disaster management and victim assistance; a national SDG indicator on UXO casualties.

- Challenges: cross-sectoral coordination mechanisms remain underdeveloped; results are often assessed only against the ultimate reduction of casualties, obscuring incremental behavioural gains; national budgeting lacks flexibility to accommodate emergency EORE.
- Proposals: advance integration with wider development, climate and disaster-risk agendas; enhance operationalization of emergency EORE and CPP; adapt EORE methods to remote, low-connectivity contexts; strengthen national and community resilience, including through engagement of village and religious leaders.

B. Bosnia and Herzegovina

Mr. Amir Omerdić, Senior Risk Education Coordinator, Bosnia and Herzegovina Mine Action Centre (BHMAC), presented the country's comprehensive mine risk education system, positioned as Strategic Objective 4 of the National Mine Action Strategy of Bosnia and Herzegovina. Since 1996, some 3,411 km² of an estimated 4,200 km² of suspected hazardous area has been returned to safe use, and the country has been declared free of cluster munition contamination since September 2023, while occasional discoveries of unexploded ordnance, including items dating from the Second World War, continue to require vigilance. He presented BHMAC's cooperation with the International Organization for Migration (IOM), developed in response to the 2018 Western Balkans migration crisis, and the systematic integration of standardized risk education lessons into primary schools nationwide for pupils in grades 5 - 9, coordinated and monitored by BHMAC with pedagogical institutes and ministries of education.

- Achievements: a centrally coordinated, standardized and accredited EORE system with gender- and age-disaggregated accident data; nationwide integration of risk education into primary education; an operational, needs-driven partnership model with IOM including a mine-hazard mapping application.
- Challenges: sustaining risk education engagement in a context of near-complete clearance and slowing demining progress, where a single further casualty remains unacceptable; ensuring continued resourcing for long-term, institutionally embedded programming.
- Proposals: continue to institutionalize EORE within national education systems as a long-term prevention mechanism; expand structured cooperation models with humanitarian and migration actors to other at-risk population groups; share the Bosnia and Herzegovina model as a basis for international exchange of good practice.

C. Colombia

Mr. Julián Pinzón presented Colombia's risk-based approach to Action 28, grounded in a formula whereby risk is a function of threat and vulnerability, offset by capacity. A mandatory and standardized needs-assessment instrument is completed by all EORE operators for each affected community, capturing vulnerabilities and existing capacities and feeding the national information management system to enable tailored programming. Colombia is rolling out training on social and behaviour change communication, developed with GICHD support, to strengthen measurement of behavioural outcomes.

- Achievements: a standardized, mandatory needs-assessment instrument linking risk analysis directly to programme design; systematic identification of both vulnerabilities and community capacities to inform tailored interventions.
- Challenges: reaching populations in remote, geographically inaccessible areas and in zones affected by the presence of armed groups and active confrontations; assessments are not always followed up or updated as conflict dynamics evolve.
- Proposals: broaden analysis to prioritize at-risk groups on the basis of evidence and to identify and strengthen existing community capacities; expand context-appropriate dissemination channels; integrate social and behaviour change communication methodologies, including for emerging threats such as improvised and drone-related explosive devices, and pursue technical exchange with Lebanon on integrating CPP approaches.

D. Lebanon: Conflict Preparedness and Protection

Colonel Ali Makki, CCM Risk Education Coordinator and representative of the Lebanese Mine Action Center (LMAC), presented Lebanon's experience integrating Conflict Preparedness and Protection (CPP) with risk education under Action 30, drawing on the escalation of conflict from 2024 onward. Following a rapid joint assessment, LMAC and its partners temporarily reoriented part of their programming toward CPP, developing training for community liaison officers and field teams and delivering messaging through community sessions, social media, television, radio and billboards, at times combined with food and emergency assistance to reach populations in conflict-affected areas.

- Achievements: rapid, nationally led deployment of a holistic CPP approach during an active emergency; strengthened coordination among humanitarian mine action actors through a single national lead; effective, wide-reaching dissemination of safety messaging through mass media and community channels.
- Challenges: initial resistance among some actors to shifting from traditional EORE to CPP methods, in the absence of established standards or training packages; limited resources and capacity during the emergency phase; absence of dedicated quality assurance and quality control mechanisms for CPP interventions.
- Proposals: develop international guidance and technical standards for CPP; establish dedicated monitoring and evaluation mechanisms; formally recognize CPP as a complementary component of risk education frameworks, adaptable to conflict and natural-hazard emergencies alike; and reflect national experience, including Lebanon's, in the Vientiane Capital Action Plan.

V. Interactive Discussion

The ensuing discussion focused on measuring and reporting risk education results to the Convention, including through Article 7 transparency reports, and on the difficulty of counting beneficiaries reached through mass-media or emergency-assistance modalities, where individual-level data collection may not be feasible or safe under a “do no harm” approach. Panellists exchanged experience on linking EORE with emergency response, including Lao PDR's coordination with its National Committee on Disaster Management under legislation distinguishing natural from man-made (including UXO-related) disasters, and Lebanon's tailored

training for civil defence teams in contaminated, conflict-affected areas. Colombia expressed interest in further technical exchange with Lebanon on integrating CPP and quality-assurance approaches.

VI. Closing Remarks

In closing, Ms. Pamela Moraga thanked the panellists, the Presidency and participants for the richness of the exchange and indicated that the inputs gathered would inform the ongoing drafting of the risk education segment of the Vientiane Capital Action Plan, with the possibility of a follow-up session ahead of the Third Review Conference. Colonel Ali Makki thanked all delegations and confirmed that a further side event on conflict sensitivity and risk education, co-organized by Lao PDR and Lebanon, is planned during the Third Review Conference in September 2026.

VII. Summary of Challenges, Achievements and Recommendations

A. Achievements

- Risk education is increasingly recognized as a first-line civilian protection measure, and not solely as an awareness-raising activity, contributing to community resilience, social cohesion and the strengthening of national institutions.
- Several States Parties have anchored risk education firmly within national legal and policy frameworks, including dedicated strategies, sustainable development targets and standardized, accredited delivery systems (Lao PDR, Bosnia and Herzegovina).
- Good-practice models have emerged for integrating risk education with education systems, migration and humanitarian response, disaster management and victim assistance (Bosnia and Herzegovina–IOM cooperation; Lao PDR's disaster-management coordination).
- Needs-based, evidence-driven programming tools, such as Colombia's risk-vulnerability-capacity assessment instrument, and Lebanon's rapid integration of CPP into active-conflict response, show the sector's capacity to adapt and innovate.

B. Challenges

- Cross-sectoral and inter-institutional coordination for risk education, nationally and internationally, remains uneven and requires further strengthening.
- Access to populations in remote areas, active conflict zones or areas affected by armed groups, and among mobile and displaced populations, continues to constrain reach.
- Measurement of behavioural change and other outcome-level results remains underdeveloped, and dedicated funding and staffing remain limited and, in several contexts, declining.
- Standards, quality assurance mechanisms and training packages for emergency risk education and Conflict Preparedness and Protection are not yet fully established internationally, and national budgeting often lacks flexibility to mobilize them rapidly.

C. Recommendations

- Reflect the evolving, multidimensional role of risk education as a civilian protection and resilience tool in the Vientiane Capital Action Plan, building on the Lausanne Action Plan's Actions 27–30.
- Elevate emergency risk education and Conflict Preparedness and Protection as thematic priorities, including through international guidance, technical notes and standardized training packages.
- Strengthen integration of risk education across mine action pillars and with other sectors, including education, health, social welfare, disaster risk management and victim assistance, adapted to national context.
- Invest in the risk education workforce, including in social and behaviour change communication skills, and encourage more detailed, disaggregated Article 7 reporting on funding and results.
- Promote structured exchange of national good practice, including further Colombia–Lebanon dialogue on CPP and quality assurance, and the planned Lao PDR–Lebanon side event at the Third Review Conference, and build national and community resilience as a long-term complement to Action 30.

D. Activities and Follow-Up

The consultation was part of a broader implementation work jointly conducted by Lebanon, as CCM Thematic Coordinator and the CCM ISU, with the expert support of GICHD and the EROE Advisory Group. Included in such broader implementation work, there have been

- Information gathering and analysis of the needs and views of affected States Parties, States Parties that are still conducting risk education, and States Parties with expertise and experience on these matters. Such information and reflections were gathered through
 - The Coordination Committee Retreat of 23rd January, where past experiences and relevant expertise were drawn upon to build a foundation for the new action plan.
 - Article 7 annual transparency reports submitted in 2026, which provided a picture of the current needs, persistent challenges, major achievements of States Parties, and relevant expertise developed by States Parties.
 - The survey conducted by the EORE Advisory Group also provided a further source of validation of the information gathered through Article 7 annual transparency reports, identifying positive trends, issues to address, and good practices.

All this information and details will be valuable records for the institutional memory of the CCM and its implementation which will inform future work by the coordinator, the ISU, and other relevant stakeholders, supporting the addressing of concrete needs on the ground, the outlining of a better picture and understanding of the sector and its discipline, showcasing good practices and expertise held by States Parties, and facilitating communication and cooperation among States Parties.

- The CCM ISU also worked with the Risk Education Coordinator, with the support of GICHD and EORE Advisory Group, to explore how to maintain momentum for the risk education stand-alone area of implementation, and its integration with broader fields. These reflections will further feed into next-year work plan by the EORE risk education coordinator, guaranteeing continuity and the drawing on the foundations laid down during the last two years, by both Lebanon and Lao PDR, as the first two Risk Education Coordinators.
- In line with the guidance provided by States Parties, the CCM ISU has established an expertise database as a strategic tool to support the implementation of Risk Education in the Convention. The database brings together experts and institutions with technical, legal, operational and policy expertise in the field of risk education , with the objective of facilitating access to specialized knowledge, promoting peer-to-peer exchanges and strengthening implementation support to States Parties. The continued population and refinement of the database remain an ongoing priority for the ISU and will further enhance its capacity to respond to implementation needs and connect States Parties with relevant expertise.
