# SLNMAS 12.0

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# Mine Risk Education

## Warning

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## Copyright notice

# Contents

# Introduction

## What is mine risk education?

The term mine risk education (MRE) refers to educational activities which seek to reduce the risk of injury from mines and ERW by raising awareness and promoting behavioural change. These activities include data gathering, public information dissemination, education and training, and community mine action liaison.

MRE aims to ensure that communities are aware of the risks from mines, UXO and/or abandoned munitions and are encouraged to behave in a way which reduces the risk to people, property and the environment. The objective is to reduce the risk to a level where people can live safely and to recreate an environment where economic and social development can occur free from the constraints imposed by landmine contamination.

MRE should not normally be a stand-alone activity. It is an integral part of mine action planning and implementation. It has four components: data gathering, public information dissemination, education and training, and community mine action liaison. They are complementary and mutually reinforcing.

## Data gathering

Data is gathered on the mine and explosive remnants of war (ERW) threat, dangerous areas, the impact on the civilian population, including victim and incident data, knowledge of the threat and safe behaviour, and assistance to survivors. Data is used in order to understand the extent of the threat and the impact; to identify target groups; to support other mine action in Sri Lanka, in particular demining, explosive ordnance disposal and victim assistance; and for monitoring and evaluating the impact of mine action activities.

## Public information dissemination

Public information dissemination as part of MRE refers to information activities that seek to minimise deaths and injuries from mines and ERW by raising awareness of the risk among individuals and communities and by promoting behavioural change. It is primarily a one-way form of communication transmitted through mass media.

In an emergency post-conflict situation, due to time constraints and lack of accurate data, public information dissemination is often the most practical means of communicating safety information to reduce risk.

## Education and training

Education and training refers to all educational and training activities that seek to minimise deaths and injuries from mines and ERW by raising awareness of the risk among individuals and communities and by promoting behavioural change. Education and training demand a two-way process, which involves the imparting and acquiring of knowledge, attitude and practice through teaching and learning. Activities may be conducted in formal and non-formal environments.

## Community mine action liaison

Community mine action liaison refers to the system and processes used to exchange information between national authorities, mine action organisations and communities on the presence of mines, UXO and abandoned munitions and their potential dangers. It enables communities to be informed, before, during and after operations, about demining activities near to them and allows communities to inform local authorities and mine action organisations on the location, extent and impact of contaminated areas. Community mine action liaison aims to ensure that mine action programmes address community needs and priorities.

# Mine Risk Education

## 1 Scope

### 1.1 Background

This document sets out the standards for the conduct of mine risk education (MRE)[1] for Sri Lanka. It is issued by the National Steering Committee for Mine Action in Sri Lanka (NSCMA), which was established in August 2002. This Committee is under the Ministry of Nation Building and is responsible for the management of mine action in Sri Lanka.

The standards provide guidance on the appropriate design, planning, implementation, management, monitoring and evaluation of MRE in Sri Lanka. Any queries regarding the content or status of the standards should be directed to the NSCMA.

### 1.2 Methodology

This second edition of the Sri Lanka National MRE Standards have been revised from the first edition issued in 2004 on the basis of the changed context in Sri Lanka and comments and input from organisations implementing MRE in Sri Lanka.

### 1.3 Organisation of the Standards

The MRE Standards are divided into the following nine sections:

    a.    Needs Assessment;
    b.    Data Gathering, Reporting, and Sharing
    c.    Programme Planning and Coordination;
    d.    MRE Techniques;
    e.    Accreditation and Organisational Structure;
    f.    Programme Implementation;
    g.    Monitoring and Evaluation; and
    h.    Key Stakeholder Roles and Responsibilities.

In addition, Appendix 1 contains a set of definitions for the purposes of this standard, Appendix 2 contains the Communication Strategy adopted in 2009 and Appendix 3 contains standardised forms for data gathering and reporting.

## 2 Needs Assessment

### 2.1 Scope

This section addresses the assessment of needs and capacities that is an essential prerequisite for an effective MRE programme. An essential part of any MRE programme or activity is the needs assessment, which allows an MRE organisation to plan, implement, monitor and evaluate its activities.

### 2.2 The purpose of the needs assessment/village profile

The purpose of a needs assessment (also called a village profile when conducted at community level) in MRE is to identify, analyse and prioritise the local mine and explosive remnants of war (ERW) risks, to assess the capacities and vulnerabilities of the communities, and to determine the options for conducting MRE. It should also guide the development of the curriculum of core MRE messages.

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[1] For the purpose of this standard, MRE includes risk education relating not only to landmines but also to all explosive remnants of war: abandoned explosive ordnance (AXO) and unexploded ordnance (UXO).

## 2.3 The conduct of the needs assessment

All mine and ERW risk education activities should be based on an assessment of needs. MRE implementing organisations shall conduct localised needs assessments in order to better plan their programme activities. Any needs assessments shall be reported to the District Mine Action Office, which will then share them with the other organisations and bodies in Sri Lanka.

Although the needs assessment should precede the planning and implementation of an MRE programme or activity, it is not a one-off activity but should occur at least once a year in each mine/ERW affected district to review the different needs, vulnerabilities and expectations of the affected communities. This is part of the monitoring responsibilities of MRE organisations.

The needs assessment should take account of both primary and secondary information. Primary information involves data collected directly at the community level. Secondary information involves data derived from other sources, for example from the relevant mine action database or other institutional and governmental sources. The needs assessment should be objective and free of bias. The process of data gathering and analysis should be transparent.

The purpose of gathering data and assessing needs should be established in agreement with all relevant stakeholders, and results shared with them, for example through briefings to community leaders, community-based organisations, and community members. This is particularly applicable for data collected from the affected communities themselves.

Wherever possible, the process of needs assessment should actively involve the at-risk community. Methods to ensure community involvement and participation (in the assessment itself as well as in the proposed programmes) should be a concern in planning a needs assessment. Participatory approaches should be employed, where possible to assist in generating interest and ownership at the community level from the beginning of the MRE programme.

The needs assessment should collect the necessary information to design appropriate messages, curriculum, and techniques.

The training provided to staff conducting needs assessment should ensure that members of staff:

Understand the reason for gathering the data and how it will be analysed and used;

Are aware of the safety standards that shall be applied when conducting assessment and are not put at unnecessary risk;

Are provided with comprehensive and ongoing training, particularly in relation to norms and ethical standards for gathering data and conducting a needs assessment.

## 2.4 The data to be collected as part of an MRE needs assessment

Data gathering provides the foundations upon which the plan can be developed. Annex C contains a suggested needs assessment/village profile form. The data collected may allow the following to be determined:

Target groups (by gathering mine and ERW victim data, who is taking risks and why, and who is affected by mines and ERW, including population movement into or through areas of risk);

Information on the mine and ERW threat and affected areas;

Areas of work (by gathering data on where people are injured, where is the threat, etc);

Messages (and subsequently the activities) according to target groups (by assessing how people are injured and how they take risks);

MRE approaches and methodologies likely to induce behavioural change. Community input should be sought in assessing local safety strategies;

Channels of communication and the way the target groups communicate and learn;

Institutional arrangement and partnerships for providing MRE messages and an emergency response;

Resources available and their allocation; and

Timeframe for the programme (by gathering data on the nature and size of the mine/ERW problem, and estimated timeframe for removing the impact).

Organisations conducting MRE needs assessments should draw on existing information wherever possible. They shall use terminology and categorisation that is consistent with the national mine action information system, including the nationally designed data gathering forms (see Appendix 3).

## 2.5 Sharing of information

Organisations conducting MRE needs assessments/village profiles shall provide to the relevant District Mine Action Office (DMAO) all data collected, subject to requirements for confidentiality. The information shall be entered into the national mine action information system to support other mine action and broader development.

The DMAO shall share all necessary information, subject to requirements for confidentiality, with mine action organisations and other relevant bodies.

# 3 Data gathering, reporting, and sharing

## 3.1 Scope

This section addresses the gathering, reporting, and sharing of data. Data gathering should be an ongoing activity for each MRE implementing organisation. It is needed for planning and monitoring of the implementation of activities as well as to ensure integration with other mine action and relief and development work.

## 3.2 Data to be gathered

Data should be gathered on the mine and ERW threat; dangerous areas; the impact on the civilian population, including victim, accident and incident data; knowledge of the threat and safe behaviour; and assistance to mine/ERW survivors or other persons with disability. Only data that is both relevant and useful for programme planning or monitoring should be gathered.

Both quantitative data (numbers/statistics) and qualitative data (feelings and perceptions) should be gathered by the MRE implementing organisations. Data should be disaggregated to ensure that it is both gender and age-specific.

## 3.3 How to gather data

The following nationally standardised forms for data gathering are included in Appendix 3:

- a. Community needs assessment form
- b. KAP survey form,
- c. MRE activity report,
- d. School-based monitoring form,
- e. Mine/ERW report,
- f. Mine accident report, and
- g. Casualty report.

Other methods of data collection should also be used, especially participatory rapid appraisal or participatory learning and action methods, such as community mapping, community ranking, and seasonal calendars.

Ethics of data gathering. The following basic principles should apply during data gathering:

a.   When data is collected from secondary sources, the original source should be fully referenced as the owner of the data;

b.   Where information is given in confidence the wishes of the respondent/data provider shall be respected;

c.   Interviewers should be careful not to raise the expectations of the target communities through their data gathering activities by inadvertently implying mine action will commence immediately;

d.   Care should be taken not to "over-survey" communities, i.e. visit communities which have previously been visited by mine action organisations and ask similar questions;

e.   Data gathering should make use of all appropriate informants, such as the village committee, village elders, ex-combatants, women's groups, unofficial ("village") deminers, teachers, out-of-school children and religious groups; and

f.   Interviewers should conform to basic ethics for conducting interviews, such as being polite, respectful and non-intrusive. Particular sensitivity should be used when interviewing victims or victims' families.

## 3.4    Who should collect data

Every MRE implementing organisation should gather relevant data for its MRE programme. In addition, community volunteers should be supported and encouraged to gather data, especially on dangerous areas, mine/ERW victims, and the needs of mine/ERW survivors or other persons with disability.

## 3.5    Data entry at DMAO office

The relevant DMAO is responsible for entering data supplied by implementing MRE organisations. DMAO staff should receive adequate training in data entry, and data should be verified to ensure its accuracy.

## 3.6    Data analysis and sharing

Each DMAO is responsible for analysing, discussing, and sharing data with relevant stakeholders, especially MRE and other mine action organisations, governmental institutions, aid agencies, and community groups. The DMAO should prepare and disseminate widely regular reports on the results of their analysis and lessons learned during the implementation of mine action, including MRE.

## 3.7    Data use

Data, and especially the results of data analysis, should be used by all mine action operators to support future planning.

# 4    Programme Planning and Coordination

## 4.1    Scope

This section addresses programme planning and coordination. Planning describes the way in which organisations wishing to conduct MRE programmes identify the most effective way to reduce the risk of injury among target populations through raising awareness and by promoting behavioural change. Coordination is the way to ensure that implementing MRE and other mine action organisations complement and support each other's work.

## 4.2      General principles

Planning is essential to effective implementation and should be based upon careful and ongoing assessment of the needs of the affected communities. Planning should determine how monitoring and evaluation of the programme will be conducted.

Planning for MRE should be carried out in support of the national mine action programme and annual plan, or be linked to its development where a programme and plans have yet to be developed. Planning should also be linked to community development initiatives.

An organisation's MRE plan should identify and specify, as appropriate, the needs for data gathering, public information, community education and community mine action liaison.

Community-based approach. Mine-affected communities are the primary stakeholders in mine action. There is therefore a fundamental need for community support and involvement ('ownership') of MRE and other mine action programmes throughout the programme cycle. This involvement can include contributions to community mine action plans and supporting the work of community volunteers.

MRE coordination requires the coherent and effective involvement of all relevant actors in every component of the MRE programme cycle: planning, implementation, monitoring and evaluation of strategies and activities. MRE should also be coordinated with all other mine action activities, and with other relief and development efforts, in order to achieve its goals of minimising the number of victims, reducing the socio-economic impact of mines and ERW, and promoting development.

## 4.3      The planning process

Programme cycle. Programmes are conducted in cycles, starting with a needs assessment. A needs assessment is the first step in the cycle (*see Figure 1*). It informs the planning process, to ensure that the future project or programme is rational and meaningful. Implementation should be accompanied by monitoring – ongoing data gathering that tracks progress and helps to guide the orientation of the project – and a periodic evaluation that assesses the impact of the initiative. The results of the evaluation should be used to improve future performance. If the situation has changed significantly, then a new needs assessment may be needed. Otherwise, it will feed into the next planning cycle (unless the need for an intervention has passed).
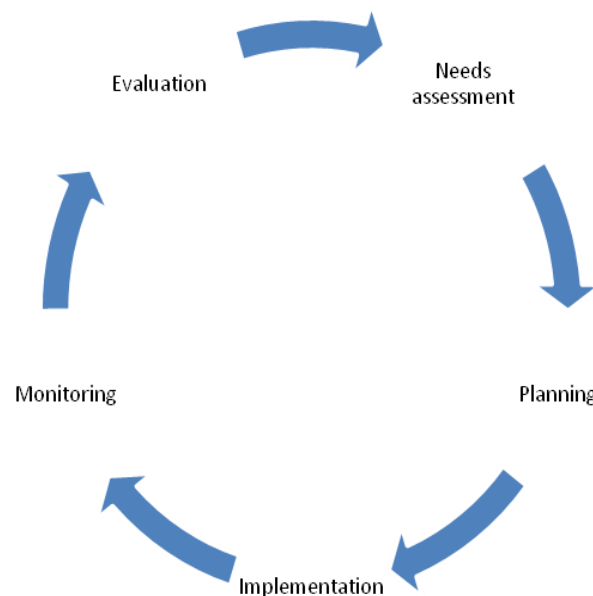


Figure 1. The Programme Cycle

Any planning process involves setting the overall objective of the programme or activity and then setting a series of enabling objectives and activities to achieve them. Each activity should

contribute to achieving a specific objective; and for each activity planned, it should be clearly stated what inputs (resources) are required and the expected outputs. Measurable indicators and sources for verification should be established for assessing the achievement of each enabling objective. Planned activities should be clearly presented (in a framework format) to relevant stakeholders.

The primary stakeholders in MRE are the members of the affected communities and the concept of empowering communities through participation should shape MRE programme throughout the programme cycle. The planning process should address community ownership of the programme and its sustainability.

Community mine action plan. Community involvement during the data gathering and needs assessment phase should encourage and enable the creation of MRE materials by the affected communities themselves. Provision for this in the planning phase may positively impact on the sustainability of the programme. In particular, a community mine action plan should be developed, based on the expressed needs of the affected community and these needs should be incorporated into the higher level of mine action planning.

## 4.4    Planning for data gathering

Data shall be gathered on the nationally standardised forms for entry into the national mine action information system. In addition, organisations may also gather other data for internal purposes using their own forms.

Staff and other programme implementers who are gathering data shall be specially trained for that purpose, including on the ethics of data gathering.

## 4.5    Planning for public information dissemination

Public information dissemination typically involves the use of mass media to convey messages to the general public. The plan should consider the target audience and the selection of the most appropriate media to reach that audience. For example, the audience viewing or listening figures of different TV and radio stations, newspaper or magazine circulation figures should be known and, where possible broken down geographically and demographically. The timing, frequency and intensity of the messages should also be considered in order to have maximum impact.

## 4.6    Planning for education and training

Community education demands a carefully-planned communication strategy that is targeted to specific at-risk groups and which is socially and culturally appropriate. An important part of planning is to consider whether the training will be conducted directly or through partners, and if so to select the most appropriate partners to communicate the message effectively to the target groups. It must then consider the time and resources required to train and provide support to the trainers.

Safety briefings. Staff security and safety should be a major principle during and following an armed conflict. Learning how to avoid accidents from landmines or ERW is the responsibility of each individual travelling to an affected area. But employers also have a responsibility to ensure that everyone receives a proper landmine safety briefing. The "duty of care" extends to UN organisations, NGOs, and governments or any private-sector entities that hire people to work in areas where there is the threat of mines or ERW.

## 4.7    Planning for community liaison

MRE should seek to support assistance to mine/ERW clearance wherever possible. This is typically achieved through providing mine/ERW related data to clearance operators and the relevant DMAO, or through community liaison. Support for linking MRE and clearance operations should begin at the planning phase.

Community liaison refers to the system and processes used to exchange information between national authorities, mine action organisations and communities on the presence of mines and ERW and their impact and mine action activities. Community liaison aims to ensure that mine action programmes address community needs and priorities, and support other mine action, in

particular the needs of clearance organisations. It is therefore relevant to the periods before, during, and after clearance.

Community liaison with the affected populations should be conducted before, during, and after survey and clearance activities and may help to develop community capacity to assess the risk, manage the information and develop local risk reduction strategies. This may assist communities to gather the necessary information to lobby the relevant stakeholders and advocate for mine action and other assistance.

The requirement for community liaison to be conducted prior to any demining operation means that MRE and demining organisations working in a similar geographical area shall coordinate fully with each other.

## 4.8 Planning for capacity building

Capacity-building is an essential element in any MRE programme to ensure sustainability and national ownership. Each organisation should plan to conduct adequate training of trainers and should ensure that training reflects the content of national mine action standards, including the present standard on MRE. A training curriculum should set out the information to be transferred to the trainees.

## 4.9 Planning for linking MRE and victim assistance

MRE should seek to support assistance to mine/ERW victims and other persons with disability wherever possible. Support for linking MRE and victim assistance should begin at the planning phase. MRE personnel should understand the need for, and approaches to, such linkages and be able to actively promote support for victim assistance in the implementation of MRE initiatives.

## 4.10 Planning for advocacy

Advocacy is an integral part of mine action. In particular, advocacy by MRE implementing organisations should seek to promote respect for international humanitarian norms, such as the Ottawa Treaty, the Convention on Certain Conventional Weapons and the relevant annexed Protocols, as well as the Convention on Cluster Munitions.

## 4.11 Planning for emergency and rapid response MRE

Organisations should ensure that they are prepared to conduct emergency MRE (for example, for internally displaced persons) and rapid response MRE (for example, in case of a mine or ERW incident).

## 4.12 Planning for integration of MRE with relief and development work

Where risk-taking is intentional for economic reasons, traditional MRE is unlikely to be effective. In such situations, MRE organisations and staff need to identify realistic solutions to help the community to reduce or hopefully end such risk-taking. This will be facilitated by active cooperation and collaboration and even partnership with relief and/or development bodies and organisations.

## 4.13 Coordination

District-level coordination is the responsibility of the relevant DMAO. This may include tasking of MRE operators and facilitating access to affected areas. The NSCMA is responsible for national coordination of mine action, including MRE.

# 5 MRE Techniques

## 5.1 Scope

This section addresses some of the basic communication techniques in MRE. All MRE programmes should be based on a carefully planned communication strategy that targets all

relevant stakeholders (e.g. the government, donors, the media), as well as affected communities, including mine/ERW victims and their families. Communication initiatives should be based on community participation and ownership. The principles set out in this section shall also apply to MRE conducted as part of the school curriculum.

## 5.2 Developing a communication strategy

All MRE personnel should understand that their responsibility for communication is an integral part of their work.

## 5.3 The target group and risk-taking behaviour

An effective MRE programme will usually have more than one communication audience. It is important to define these audiences carefully, i.e. age, gender, etc. It is essential to understand the reasons, both explicit and implicit, for risk-taking, and any obstacles to safe behaviour. This is the basis of the needs assessment, as discussed in Section 2 above.

Risk-takers are generally put into five categories (*see Appendix 2: Communication Strategy*):

a. The *Unaware* (the person doesn't know about the danger of mines or ERW);
b. The *Uninformed* (the person knows about the danger of mines or ERW but doesn't know the location of specific mined areas or doesn't know about safe behaviour);
c. The *Reckless* (the person knows about mine-safe behaviour but ignores it);
d. The *Misinformed* (the person has been given poor information about safety or believes, wrongly, that he or she knows all about mines and ERW); and
e. The *Intentional* (the person has no option but to intentionally adopt unsafe behaviour because of survival pressures or economic necessity).

## 5.4 Understanding behavioural change

It is also important to understand why and how people change their behaviour. As a rule, people do not suddenly begin to do something they have never done before: they learn and weigh the benefits of doing it or not doing it; they look around to see if anyone else is doing it — and if their friends and community, including community leaders, role models, etc., accept the new behaviour.

Accordingly, the focus of an MRE communication strategy should be to:

a. Provide appropriate information, assurance and support that is needed to encourage mine-safe behaviours;
b. Identify and promote model mine-safe behaviours;
c. Provide a social environment that supports mine-safe behaviours;
d. Provide ongoing encouragement to continue with mine-safe behaviours; and
e. Encourage people to pass the information and new skills on to others.

Programmes therefore need to understand within the target groups:

a. The messages that are most useful and practical to the target audiences;
b. The people they most trust;
c. The communication channels they prefer;
d. At a suitable time and location; and
e. The ways they would most like to be involved in MRE activities.

## 5.5 Communication channels

Media are the different channels we use for communication and education (*see Appendix 2*). They can be seen in four major categories as set out below. The issues of appropriateness, cost-effectiveness, lifespan, quality and relevance should all be considered when deciding which communication channel(s) to use.

### 5.5.1.    Interpersonal communication

This involves direct, face-to-face contact with individuals and groups within the community and allows questions and answers and clarification of meaning. It helps to ensure mutual understanding and, when done well, is one of the most effective means of promoting behavioural change. Interpersonal communication includes community discussions, the work of school teachers and other educational activities for children, conversations between children, friends and family, community mapping, discussions with community workers, groups and volunteers, religious and community leaders, traditional health practitioners, development workers, and government officials.

### 5.5.2.    Small media

The small media are often tools that are used to support larger communication initiatives or to illustrate interpersonal communication. They include posters, billboards, cassettes, leaflets, brochures, slide sets, video, flip charts, flash cards, T-shirts, and badges.

### 5.5.3.    Traditional media

Traditional media are performance arts that are used to illustrate and convey information in an entertaining way. Live performances can provide special opportunities for interaction between performers and audience. They include drama, traditional forms of theatre, puppet shows, street theatre, storytelling, songs and dance. Traditional media are often artistic methods of communication passed down from generation to generation.

### 5.5.4.    Mass media

The mass media provides indirect, one-way communication and includes community, national and international radio and television as well as newspapers, magazines, comic books, cinema or other situations where a large number of people can be reached with information without personal contact.

### 5.6    School-based MRE

MRE is being included in the national curriculum with the support of the Ministry of Education. This is intended to ensure sustainability. School-based MRE should be integrated into the disaster-safe school concept, which combines responses to man-made and natural disasters.

## 6    Accreditation, Security and Organisational Structure

### 6.1    Scope

This section addresses the accreditation of organisations to carry out MRE activities in Sri Lanka, defined as the procedure by which an organisation is formally recognised as competent and able to plan and manage MRE activities safely and effectively. In addition, the NSCMA shall provide assistance and guidance on information and materials relating to mines and ERW delivered as part of the school curriculum in the school-based MRE programme.

This section also addresses security issues and organisational structure for those engaged in an MRE programme.

### 6.2    Accreditation procedure

The NSCMA has established the criteria and procedure for accreditation of any organisation wishing to implement MRE and mine clearance in Sri Lanka and will issue the requisite accreditation where it is satisfied that the organisation concerned has met these criteria. The criteria shall be made available to any organisation or body wishing to carry out MRE and may be revised from time to time. All revisions shall be communicated to all organisations already accredited. The relevant criteria and procedure are set out in SLNMAS 07.30. An application for accreditation may be made at district level and shall be forwarded to the NSCMA for consideration.

To expedite matters, an organisation will be given *provisional accreditation* to carry out MRE activities upon written request accompanied by documentary evidence presented by the organisation, such as curricula, organisational charts, management and training qualifications (e.g. basic or advanced MRE skills) and proven experience of staff.

*Formal accreditation* will depend on the results of one or more on-site assessments to confirm that curricula, materials and procedures are being used appropriately and that MRE activities are being conducted in a safe, effective and efficient manner. On-site visits for the purposes of accreditation may be carried out on behalf of the NSCMA by an independent committee set up by it comprising, where possible, national and international expertise.

Formal accreditation will be given to the in-country headquarters of an organisation for a period of two years, renewable on request. Accreditation can be withdrawn at any stage if an organisation commits a serious breach of these or other professional standards that may endanger life or limb. In such a case, the NSCMA will write to the organisation concerned informing it of the reasons and affording it an opportunity to rectify the breaches identified.

## 6.3 Safety and Security Measures

<mark>Safety measures. All MRE staff should be provided with life insurance and adequate medical insurance.</mark>

Security measures. The Ministry of Economic Development shall issue identity papers for all accredited MRE staff certifying that they are authorised to be engaged in an MRE programme. The papers should state that the staff are authorised to carry MRE materials for the purpose of their work.

MRE operators shall ensure that MRE volunteers are issued with a letter identifying them as being involved in an MRE programme.

The Chairperson of the relevant District Mine Action Steering Committee (Government agent) should issue a letter of authorisation to carry out MRE in the relevant district in all three languages used in Sri Lanka. The letter should be endorsed by the regional headquarters of the Sri Lanka Army and Police.

Special permission should be granted by the relevant government authority in the event of an emergency. A request for special permission should be made by the implementing MRE organisation, certified by the Chairperson of the District Mine Action Steering Committee, and should be endorsed by the regional headquarters of the Sri Lanka Army and Police. The letter of special permission should be issued in all three languages.

## 6.4 Organisational Structure

Organisational structure should ensure the effective assessment, planning, monitoring and evaluation of MRE and associated programmes. An example of such a structure is in Figure 2.
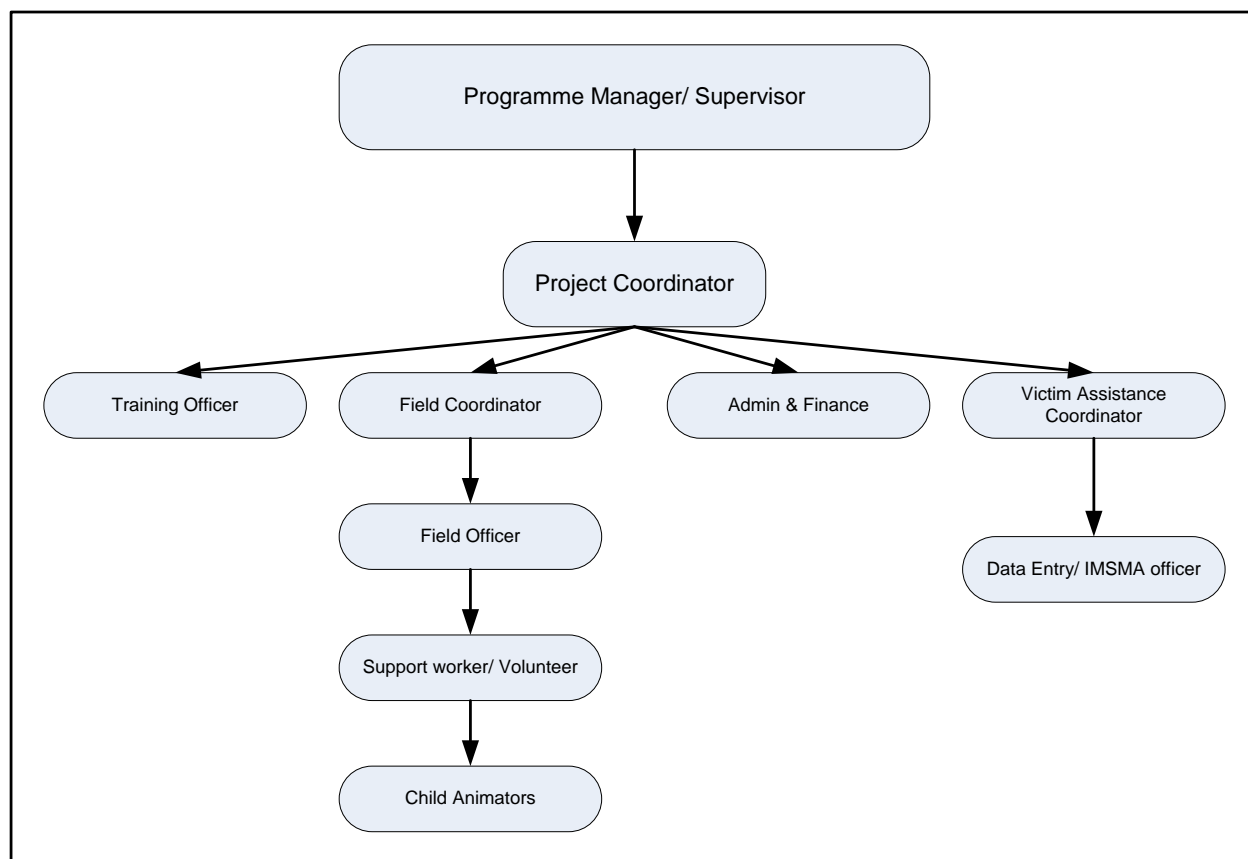
Figure 2. An example of an organisational structure for an MRE implementing organisation

# 7        Programme Implementation

## 7.1        Scope

This section addresses some of the key issues of programme implementation, in particular the importance of community liaison, the testing of messages and materials, victim assistance, advocacy and awareness, coordination, and the training of programme staff.

## 7.2        Basic Principles

To the extent possible, operations should be integrated within mine action and may be integrated within broader relief and development activities. Stand-alone MRE programmes or activities may be necessary and appropriate in certain circumstances but these should be reduced to a minimum.

The implementation of all MRE programmes and activities shall be fully coordinated with other relevant organisations and the NMAC.

The implementation of all programmes and activities shall follow the standards set out in this document.

Capacity building, especially through the appropriate recruitment and training of staff, is essential to the sustainability of an MRE programme. All those implementing MRE programmes or activities should ensure that staff and other MRE programme implementers are adequately trained in relevant issues, including data gathering, community education, community liaison, victim assistance, advocacy and awareness, and coordination. Training should take place both before operations and during the ongoing programme.

Community liaison should be considered a very important element in any MRE programme and accorded adequate resources. This includes prompt data gathering and exchange at community

level, in particular in the event of a mine or ERW incident. Effective programme implementation should work with existing community structures and local authorities as far as possible. To facilitate community participation and empowerment:

Organisations may work in partnership with existing capacities, including landmine survivors, farmers' groups, women's and children's groups, schools, community groups, and the government.

Community ownership should be encouraged from the beginning of the programme, and in particular, there should be community involvement in the implementation phase of the programme.

The target community should participate in the design and field-testing of MRE materials.
Any MRE messages and materials should be tested before being finalised and revised as necessary prior to their broad dissemination. Pre-testing aims to ensure that messages or materials are understandable; socially acceptable; relevant; attractive; and persuasive.

Implementing organisations shall ensure that all messages and materials do not contradict the agreed national curriculum of core messages. Where possible, materials should be shared to reduce costs and avoid duplication.

## 7.3 Victim assistance

The MRE programme aims to support victim assistance in a number of ways, including through the following:

  a.   Data gathering on mine/ERW victims and other persons with disabilities and their needs;

  b.   Mapping of district level service providers; and

  c.   Referral reports.

## 7.4 Advocacy

Advocacy in support of international norms prohibiting landmines and other indiscriminate weapons and in favour of clearance of explosive remnants of war should be conducted at both district and national level. In support of these efforts, advocacy materials may be prepared.

## 7.5 School-based MRE

MRE is being introduced into the national education curriculum within the disaster-safe school concept. As part of this initiative, capacity-building of school and other relevant staff should be conducted.

## 7.6 Coordination

There is a need for effective ongoing coordination within all mine action stakeholders. At local level, the DMAO is the body with primary responsibility. The NSCMA is the body responsible at national level.

MRE operators should promote and support effective district and national coordination of victim assistance service providers.

There is also a need for effective coordination with broader relief and development.

## 7.7 Training of MRE personnel

Training of MRE personnel should cover the following issues:

  a.   Public information dissemination,

b.    Education,

c.    Community liaison,

d.    Advocacy, and

e.    Victim assistance.

# 8    Monitoring and Evaluation

## 8.1    Scope

This section sets out the basic requirements for monitoring and evaluation of MRE activities in Sri Lanka. Monitoring is defined as the tracking of the key elements of programme performance (inputs, activities, results) on a regular basis, including through external quality assurance activities by the District Mine Action Office. Evaluation is defined as the regular assessment of the impact of a programme, where possible on the basis of baseline knowledge.

## 8.2    Monitoring

Monitoring is a process of tracking or measuring progress towards the objectives of programmes. In the case of MRE programmes, it includes the following:

a.    Internal monitoring and quality assurance of systems and operational procedures in relation to the implementation plan for the programme. Internal monitoring is conducted by the implementing organisation and by UNICEF.

b.    External on-the-spot monitoring of the quality of programme implementation through quality assurance activities by the Regional Mine Action Office See SLNMAS 8.0 for the monitoring of all MA activities.

c.    External monitoring of organisations to ensure that they are consistent with the terms of accreditation; and

d.    Monitoring change in the mine and ERW threat and the environment (i.e. changes to initial assumptions regarding target groups, the mine/ERW threat or the broader country context, such as the security situation).

Monitoring should be conducted both internally by the MRE implementing organisation and externally by the RMAO or any other institution authorised by the NMAC. External monitoring should complement (not replace) the MRE organisation's own internal quality management processes. Internal and external monitoring and the monitoring of change should be an ongoing process. Both types of monitoring require that feedback of the results of monitoring be given to those engaged in data gathering and MRE provision.

To ensure that monitoring continues throughout an MRE programme, adequate resources should be given for monitoring at the start of all MRE programmes. The monitoring plan should be developed during the planning phase.

Monitoring should lead to action and recommendations arising from monitoring activities should be used to revise and plan activities to improve performance in the short term and influence the impact of the programme in the longer term.

## 8.3    Evaluation

The purpose of evaluation in mine action is to assess the value of programmes and to confirm whether programmes have been conducted as planned. Evaluations provide feedback and information on programme strategies and outputs, and confirm whether they have satisfied the needs and priorities of the affected populations. Evaluations provide important recommendations which may be used to improve future programmes and activities.

Evaluation usually takes place at the end of a programme or on completion of a significant phase of the programme; monitoring is an ongoing activity conducted throughout the programme.

The purpose of evaluation may include:

     a.    improvement of the programme being evaluated;

     b.    generating knowledge and learning for wider application (lessons learned and missed opportunities); and

     c.    making programme results transparent and accountable.

More specifically, evaluation of MRE programmes and activities should be measured against the objectives stated in the original programme document and may include:

     a.    reflecting on the rate of accidents;

     b.    measuring the acquisition of knowledge, attitudes, practices, behavioural change, reduction in risk and reduction of accidents in the target communities which have resulted from MRE activities;

     c.    assessing the impact of using specific MRE methods and tools; and

     d.    identifying the extent to which the target communities' MRE needs and expectations have been addressed by the programme.

An evaluation should normally review the needs and information collected during data gathering and needs assessment, review the objectives and indicators defined during planning and assess MRE outputs confirmed through monitoring.

Internal evaluation. An internal evaluation of each MRE programme should be conducted annually on the basis of national and international standards.

External evaluation. External evaluations of MRE programmes supported by UNICEF and/or donors should be conducted on a regular basis on the basis of national and international standards.

### 8.4 Information management and exchange

Methods and tools chosen for monitoring and evaluation should be transparent and should ensure the validity, reliability and objectivity of the results.

Information obtained through monitoring and evaluation that is relevant for the national mine action plan shall be submitted on a regular basis and on the nationally standardised forms (*see Annex C*) to the NSCMA and other relevant coordinating bodies, as well as other stakeholders, especially the affected communities themselves.

## 9 Key Stakeholder Roles and Responsibilities

### 9.1 Scope

This section sets out the roles and responsibilities of key stakeholders, notably the National Mine Action Centre (NMAC), the Regional Mine Action Offices (RMAOs), and organisations implementing MRE in Sri Lanka ("implementing organisations").

### 9.2 The National Mine Action Centre

The NMAC shall be responsible for coordinating and managing all mine action activities in Sri Lanka, including the development of national policy, strategy, guidelines and standards for MRE, including the role of concerned government ministries and bodies. It shall supervise the activities of

implementing organisations. It may carry out its activities with the support of the District Mine Action Offices.

In particular, the NMAC should issue or revise, on an annual basis or as otherwise appropriate, a strategic plan for MRE as well as standards for the conduct of MRE in Sri Lanka. The NMAC shall ensure broad consultation and participation in the development of these documents and their wide dissemination.

The NMAC shall be responsible for establishing the criteria and procedure for accreditation of any organisation wishing to implement MRE in Sri Lanka and issuing the requisite accreditation where it is satisfied that the organisation concerned has met the criteria laid down. On-site visits for the purposes of accreditation may be carried out on behalf of the NMAC by an independent committee of experts.

On the basis of broad consultation and participation, the NMAC shall establish and then revise on a regular basis a national curriculum of core MRE messages for Sri Lanka.

The NNMAC shall also facilitate the mobilisation of resources for MRE in Sri Lanka and capacity building within implementing organisations and coordinating bodies.

The NMAC should ensure that the national MRE programme is monitored on an ongoing basis and is evaluated by independent external evaluators at least once every two years.

The NMAC shall be responsible for ensuring operational coordination of MRE in Sri Lanka. In addition, it shall convene regular coordination meetings of all MRE implementing organisations and promote their active participation.

In particular, the NMAC shall issue, on an annual basis, an operational work plan for MRE in the country.

The NMAC shall require a common standard for data gathering and reporting in Sri Lanka. In addition, it shall ensure accurate entry of data concerning MRE into the Information Management System for Mine Action (IMSMA) and regular analysis and dissemination of findings to the MRE community at large.

The NMAC shall ensure the translation of the present document into relevant local languages and their subsequent dissemination.

### 9.3 Regional Mine Action Offices

RMAOs are responsible for coordination of mine action, including MRE, at district level.

The RMAOs will coordinate the preparation of annual MRE work plans.

The relevant RMAO shall receive, review, and follow up reports received from MRE implementing organisations.

RMAOs are also responsible for quality assurance of MRE activities and operations, updating the IMSMA or other database, and sending all relevant information for entry into the national database in Colombo.

### 9.4 Implementing Organisations

Implementing organisations shall collaborate with the NMAC and the relevant RMAO to produce and implement MRE plans in Sri Lanka.

Implementing organisations shall ensure that their MRE activities and operations follow the present standard as well as other applicable standards and laws. In particular, they shall ensure that their staff are conversant with, and trained to, the national standards set down in the present document.

Implementing organisations shall also ensure the preparation of standing operational procedures (SOPs) and that their staff respect these SOPs.

Implementing organisations shall ensure that messages do not contradict the national curriculum of core messages and that any MRE materials are tested, and revised as necessary, prior to their general dissemination.

Implementing organisations shall monitor their activities and operations on an ongoing basis and ensure that their programme is evaluated internally annually.

Implementing organisations shall report on their activities and operations, as well as identified threats (mines, ERW and dangerous areas) and details of incidents and mine and ERW victims, on a regular basis using nationally standardised forms (*see Appendix 3*) to the RMAO to be entered into IMSMA maintained by the RMAO. .

Implementing organisations should ensure that their programme is evaluated by independent external evaluators on a regular basis, but at least once every two years.

## 9.5     United Nations bodies

The United Nations shall ensure support for the mine action programme in Sri Lanka, including MRE, on the basis of need and upon request from the government of Sri Lanka.

# Appendix 1
# Abbreviations and definitions of key terms

Abandoned explosive ordnance (AXO)

Explosive ordnance that has not been used during an armed conflict, that has been left behind or dumped by a party to an armed conflict, and which is no longer under control of the party that left it behind or dumped it. Abandoned explosive ordnance may or may not have been primed, fuzed, armed or otherwise prepared for use.

Accreditation

Accreditation is the procedure by which an organisation is formally recognised as competent and able to plan and manage MRE activities safely, effectively and efficiently.

Advocacy

In the context of mine action, the term refers to public support, recommendations, or positive publicity with the aim of removing, or at least reducing, the risk from, and the impact of, mines and ERW.

Clearance

See Demining.

Community liaison

Community liaison refers to the system and processes used to exchange information between national authorities, mine action organisations, and communities on the presence of mines and explosive remnants of war and their potential dangers as well as other information relevant to clearance operations. It enables communities to be informed, before, during and after operations, about demining activities near to them and allows communities to inform local authorities and mine action organisations on the location, extent and impact of contaminated areas. Community liaison aims to ensure that mine action programmes address community needs and priorities.

Community liaison may also support other components of mine action, such as advocacy to ban anti-personnel mines or cluster munitions, or victim assistance. It may also support linkages between MRE, mine action, and broader relief and development programmes.

Communication

Communication is the process of sharing information and meaning. In MRE it can be used to inform people of the dangers of mines and ERW, to demonstrate and promote safe behaviour and to facilitate the exchange of information useful for mine action.

Data gathering

Data is gathered on the mine and explosive remnants of war (ERW) threat, dangerous areas, the impact on the civilian population, including victim and incident data, knowledge of the threat and safe behaviour, and assistance to survivors. Data is used in order to understand the extent of the threat and the impact; to identify target groups; to support other mine action in Sri Lanka, in particular demining, explosive ordnance disposal and victim assistance; and for monitoring and evaluating the impact of mine action activities.

Demining

Demining means activities which lead to the removal of mine and ERW hazards, including technical survey, mapping, clearance, marking, post-clearance documentation, community liaison and the handover of cleared land. Mine and ERW clearance is considered to be just one part of the demining process.

District Steering Committee for Mine Action

The District Steering Committee for Mine Action is the district representative of the National Steering Committee for Mine Action.

Education and training

The term "education and training" in MRE refers to all educational and training activities that seek to reduce the risk of injury from mines and other ERW by raising awareness of the threat to individuals and communities, and by promoting behavioural change. Education and training is a two-way process, which involves the imparting and acquisition of knowledge, attitude and practice through teaching and learning. It is therefore more targeted to those at risk, using more specific messages and strategies, than is typically the case with public information dissemination.

Education and training activities may be conducted in formal and non-formal environments. For example, this may include teacher-to-child education in schools, parent-to-children and children-to-parent education in the home, child-to-child education, peer-to-peer education in work and recreational environments, landmine safety training for humanitarian aid workers, and the incorporation of landmine safety messages in regular occupational health and safety practices.

Explosive remnants of war (ERW)

ERW means unexploded ordnance (UXO) and abandoned explosive ordnance (AXO).

Evaluation

Evaluation is the assessment of the impact of a programme at regular intervals.

Integration

Integration in mine and unexploded ordnance risk education refers to the process whereby MRE forms a central part of mine action and broader community development. This may be achieved through multidisciplinary mine action teams or through close cooperation and coordination with humanitarian demining or development organisations.

Knowledge, Attitudes and Practice (KAP)

A KAP survey looks at knowledge about mine/ERW safety within a community, the attitudes of community members towards mines/ERW and risk-taking, and current practices regarding mine/ERW safety.

Mine Risk Education (MRE)

The term MRE (mine and explosive remnants of war risk education) refers to educational activities which seek to reduce the risk of injury from mines and explosive remnants of war (ERW) by raising awareness and promoting behavioural change. These activities include data gathering, public information, education and training, and community liaison.

Monitoring

Monitoring means tracking the key elements of programme performance (inputs, activities, results) on a regular basis.

National Mine Action Centre (NMAC)

The NMAC is the body established under the Ministry of Economic Development to manage and coordinate mine action in Sri Lanka.

Persons with disabilities

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Public information dissemination

Public information dissemination as part of MRE refers to information activities that seek to minimise deaths and injuries from mines and ERW by raising awareness of the risk among individuals and communities and by promoting behavioural change. It is primarily a one-way form of communication transmitted through mass media.

Quality Assurance (QA)

The purpose of QA in MRE is to confirm that management practices and operational procedures are appropriate, are being applied, and will achieve the stated requirement in a safe, effective and efficient manner.

Referral

Referral means the process by which a victim is referred to a specialist or professional group for assistance.

Regional Mine Action Office (RMAO)

Regional Mine Action Offices (RMAOs) forms part of the NMAC and are the bodies supporting the Government Agents to manage and coordinate mine action at district level. The RMAOs are located within the District Secretariats/GA offices in selected mine/ERW affected districts. They coordinate all mine action activities in their area of responsibility on behalf of the NMAC.

School-based MRE

School-based MRE in Sri Lanka means the inclusion of MRE in the national curriculum.

Service Provider

In the context of victim assistance, service provider means any body or organisation that provides assistance to mine/ERW victims or their families.

Stakeholder

A stakeholder in an MRE programme is a person, group, or organisation, who affects or can be affected by an organisation's actions.

Testing

Testing for MRE is the process by which messages and materials are checked prior to their broad dissemination. Pre-testing typically refers to testing of the concept and field-testing typically refers to testing of the product with a representative target group prior to its finalisation.

Unexploded ordnance (UXO)

Munitions that have been primed, fuzed, armed or otherwise prepared for use or used. It may have been fired, dropped, launched or projected yet remains unexploded either through malfunction or design or for any other reason.

Unofficial "village" deminers

Unofficial or village deminers are individuals or groups who are not part of any recognised demining organisation or institution, but who are carrying out unlicensed clearance activities at community level, putting themselves and others at serious risk.

Victim

"Mine/ERW victim" means all persons who have been killed or suffered physical or psychological injury, economic loss, social marginalisation or substantial impairment of the realisation of their rights caused by the use of landmines or other conventional ordnance. They include those persons directly impacted by these weapons as well as their affected families and communities.

Victim assistance

Victim assistance (also sometimes called survivor assistance) refers to all aid, relief, comfort and support provided to victims (including survivors) with the purpose of reducing the immediate and long-term medical and psychological implications of their trauma.

# Appendix 2
# Sri Lanka Mine Risk Education Communication Strategy 2009 - 2011

## Introduction

This communication strategy has been developed to guide mine risk education (MRE) initiatives in Sri Lanka for the period 2009 to 2011. It will, of course, require flexibility and possible modification on the basis of changes in the situation.

For the past 25 years, the Government of Sri Lanka and the Liberation Tigers of Tamil Eelam (LTTE) have been engaged in an internal armed conflict, which has directly impacted on children's survival and protection as a result of deaths and injuries from landmines and explosive remnants of war (ERW), particularly unexploded ordnance (UXO). Sri Lanka's conflict zones in the north and east of the country have been heavily mined during the conflict and are also contaminated with ERW.

Resumption of warfare since 2006 also resulted and still results in unexploded ordnance and the deployment of improvised explosive devices, including booby-traps. Hidden weapons caches, a significant part of the problem of so-called abandoned explosive ordnance, have been discovered in areas that have been "cleared" from an LTTE presence – Jaffna in the 1990s and, particularly since 2006, areas in the east. Returnees in these areas are at risk.

Since early 2006, Sri Lanka experienced a gradual escalation in the armed conflict. Internal displacement and pervasive violence including shelling, aerial bombings, claymore attacks, and bombs have resulted in military and civilian casualties and a climate of fear. During the recent conflict anti-personnel mines have caused hundreds of casualties among the military but figures cannot be confirmed. The number of civilian casualties from anti-personnel and from anti-vehicle mines has remained low, although the number of incidents related to UXO has gone up slightly.

Survey statistics in 2005 showed that 640 villages were known to be affected by mines. The numbers of villages contaminated by UXO are unknown but can be presumed to be much higher. The landmines and UXO severely impede the return to normalcy in the affected areas, since they affect resettlement, agriculture and commercial activities. People returning to, or living in, these areas require sustained mine risk education to be able to live safely until all areas have been cleared.

In 2007, the country saw the highest levels of internal displacement for five years. Resettlement in the East led to high numbers returning in 2008.[2] Large populations in the north and east still remain displaced and other areas remain vulnerable due to possible conflict or inward displacement. The government's withdrawal from the ceasefire with the LTTE, which took effect on 16 January 2008, led to increased attacks on LTTE-held areas in the north, and resulted in increasing numbers of displacement. Resettlement of IDPs in the East has been a major focus for the government. This has sometimes been done without adequate consideration for mine/ERW safety of the returning civilians.

Although the ongoing conflict has heavily curtailed the demining and clearance efforts, the lowest mine/UXO casualty rates for the last ten years were recorded in 2007 and 2008.[3] This is considered to be a result of the intense efforts to enhance the vulnerable population's safety through MRE; but it is also linked to the fact that movements in the mine and war-affected areas

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[2] From an approximate 200,000 IDPs in the Eastern Province most had been resettled by early 2009. UNHCR, www.unhcr.org. However, due to intense military conflict in the Vanni an approximate additional 200,000 were on the move or trying to flee the fighting, most being trapped in Mullaitivu, with some managing to escape to Vavuniya and Jaffna.

[3] A total of 24 casualties in 16 incidents were recorded for 2007 compared to 63 in 22 incidents in 2006. Source: Information Management System for Mine Action (IMSMA) database.

are constrained. In 2008, the number of incidents involving civilians activating explosive devices continued to be very low (five incidents causing six casualties, and one demining accident).

There are a number of reasons why individuals are at risk from mine/ERW. Risk takers are broadly put into five categories:

    a.    *The unaware* (the person, knows nothing about the dangers that mines or ERW represent – typical examples are refugees or young children).

    b.    *The uninformed* (the person knows that mines/ERW exist and are potentially dangerous but doesn't know about safe behaviour – typical examples are the internally displaced or older children).

    c.    *The misinformed* (the person has been given the wrong messages or thinks, wrongly, that he or she knows about safe behaviour – a typical example are former soldiers).

    d.    *The reckless* (the  victim knows about safe behaviour but deliberately ignores it – typical examples are adolescent boys playing with mines or other explosive devices).

    e.    *The forced* (the victim has little or no option but to intentionally adopt unsafe behaviour – typical examples are adults in highly impacted communities who need to forage for food or water for their families to survive).[4]

All the categories of risk takers can still be found in the mine/ERW affected areas in Sri Lanka although MRE activities have been carried out in affected areas since 2003. A national needs assessment for MRE has not been conducted since 2002, although one is planned for 2009. Based on the reported mine and other ERW incidents in 2007 and 2008 and the emerging conflict situation in the country the percentage of each category differs. The extent of reckless or intentional risk-taking is not known.

    a.    *The unaware*: the presence of young children in the mine/ERW affected areas, and also returning refugees to Sri Lanka are also at risk as they might not know the dangers from mines/ERW.

    b.    *The uninformed*: the many internally displaced persons (IDPs) are potentially a high risk category, and some IDPs have been resettled in mine/ERW affected areas. These people have been given MRE, but may need reinforcement based on incidents that occurred in 2007 and 2008.

    c.    *The misinformed:* The presence of ex-cadres of LTTE and the Tamil Makkal Viduthalai Pulikal (TMVP) in the affected areas are high as the armed groups release the child soldiers from their ranks and there are plenty of ex-LTTE and TMVP cadres among the community. Some of these people put themselves and others at risk due to their behaviour. Also security forces sometimes misguide the public on safe behaviours as reported from the districts.

    d.    *The reckless:* There is a very high number of adolescents in the mine/ERW affected areas. They are potential risk takers in these areas.

    e.    *The forced:* People in the mine/ERW affected areas are very poor and many know about the dangers of mines and ERW as well as the safe behaviour to adopt. Some people still engage in village demining. Others engaged in labour such as wood-cutting, collecting scrap metal or harvesting explosives, firewood, or honey, grassing animals, hunting, collecting fruit and other items in the forest, toddy tappers, as well as those engaged in fishing, sometimes intentionally put themselves at risk for economic reasons.

The social and economic problems caused by mines and UXO are being addressed through the combined efforts of the government, non-governmental organisations (NGOs) and the United Nations with support from bilateral and multilateral donor agencies. This includes demining by the Sri Lankan army and international NGOs.

Mine risk education (MRE),[5] mine clearance and related activities such as victim assistance have an impact far beyond reducing or eliminating civilian casualties. A thoughtfully and vigorously

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[4] IMAS MRE Best Practice Guidebook, November 2005, pp. 11-12.

executed mine action programme in support of a larger resettlement and economic revitalization project helps to build and sustain civil society. Without such a programme, other development initiatives in post-conflict zones face unnecessary hurdles. There is a high need to support the other mine action components of demining, victim assistance, and advocacy against anti-personnel mines and cluster munitions.

Also there is a challenge for MRE staff to continue their activity smoothly without the necessary support from the security forces. Even though high-ranking officials of the security forces are aware of MRE activities, it has not always reached the forces on the ground in mine/ERW affected areas, some of whom lack understanding and awareness about MRE activities.[6]

## Programme Goals

The MRE programme has two main goals:

    a.    To minimise deaths and injuries from landmines and explosive remnants of war (ERW); and

    b.    To reduce the social and economic impact from landmines and ERW.

## Programme Strategy

These goals are pursued through a combination of enabling objectives (*see Annex 1*), which combine traditional and emergency mine risk education,[7] data gathering, community liaison, and advocacy for respect for international humanitarian law norms. Central to the success of these activities is effective communication. Communication is the process of sharing information and understanding. It is used to inform people of dangers of mines and ERW and to demonstrate safe behaviour. MRE also uses it to create support for mine-safe behaviour among communities and leaders.[8]

## Communication strategy

An effective MRE programme will usually have more than one communication audiences:

    a.    The first and most important audience includes the members of communities who are at risk from mines and ERW.

    b.    The second audience can be school-teachers, role models, or local leaders who will encourage community members to engage in safe behaviour.

    c.    The third audience may be politicians, or the mass media, who can promote changes in policy or legislation to support mine safety.

    d.    The fourth audience is humanitarian workers and government staff, who should receive safety briefings about the threat of mines and ERW.

MRE attempts to promote the adoption of safer behaviour by at-risk groups. There are many different ways to communicate, and effective MRE programmes need to use a variety of

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[5] Although the discipline is called Mine Risk Education (MRE), it seeks to prevent harm to civilians from all types of victim-activated explosive devices. MRE therefore covers the dangers not only of landmines but also of all ERW.

[6] In Trinco, permission from the administrators; DS level and Kachcheri level to do MRE in town and sub-areas.

[7] School-based MRE is not included in this strategy.

[8] IMAS MRE Best Practice Guidebook, November 2005.

communication channels and techniques. There are four major categories of communication channels, as described below.[9] Their application in Sri Lanka is then explained.

a. <u>Person-to-person or interpersonal communication</u>. This involves direct, face-to-face contact and allows questions and answers and clarification includes conversation between friends or family, discussion with health professionals, community health workers, religious and community leaders, traditional health practitioners, women's youth organizations, school teachers, trade union leaders, development workers, government officials, parents and child-to-child communication.

b. <u>Traditional media</u>. Traditional media are performance arts that are used to illustrate and convey information in an entertaining way. Live performance can provide special opportunities for interaction between performers and audience. They include the following: drama, traditional forms of theatre, puppet shows, street theatre, storytelling, songs, and dance. The strengths of traditional media are that they are entertaining and attract and hold people's attention. Traditional media put messages and situations in a familiar context, use local jargon, and slang, employ local talent and get the community involved, and have the potential to be self-sustaining at low/no cost.

c. <u>Small Media</u>. Small media are often tools that are used to support larger communication initiatives or to illustrate interpersonal communications. They include the following: posters, cassettes, leaflets, brochures, slide sets, video, flip charts, flash cards, T-shirts, badges, and use of loudspeakers.

d. <u>Mass media</u>. The mass media typically provide indirect, one-way communication. They include the following: local and national radio and television, newspapers, magazines, comic books, cinema, and other situations where a large number of people can be reached with information without personal contact, such as pop music.

In Sri Lanka, MRE interventions are typically preceded by a detailed community-level needs assessment. This needs assessment, which should be conducted in a participatory manner, is to become standardised. An exception is made in case of a rapid response to an accident involving mines or ERW. Based on the assessment, the decision is taken which communication channel or tool to use with the at-risk population.

a. <u>Interpersonal Communication</u>. Interpersonal communication in Sri Lanka is the main form of communication channel used for MRE. There are influential people in the community such as community leaders, religious leaders, government officers and local aid workers, teachers, and indigenous medical practitioners. Religious preaching is regularly taking place, which is a good interpersonal communication between the community and the religious leaders. Respectful interpersonal communication is being practiced with the community and these groups of people by the MRE programme. In addition, there is a good relationship in the country between parents, children, and other relatives within the extended family system.

b. <u>Traditional Media</u>. Traditional media in Sri Lanka is performance of arts. Basically all performance arts are linked to the religious beliefs as our culture is more or less linked to the religion. People in Sri Lanka are very much bounded with the cultural performances and there is no age barrier on attending and participating in the events. They can include children, adults, and the elderly, all the people get involved in the cultural events. There are many different kind performances: stage drama, street drama, *naatu koothu* (drama with dance), *villupaattu* (story telling with songs), *thalalayam* (dance with songs), *barathanaatiyam* (dance), *koladdam* (dance for song), *kummi* (dance), *karaham* (dance), songs, and traditional games.

Mainly these performance are taking place in the temple festival, cultural events; new year, Thaipongal, etc. These arts can be performed in events like International Mine Awareness Day. It is

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[9] IMAS MRE Best Practice Guidebook, November 2005.

a two-way communication, as the audiences and the performers are both involved and it is also a more exciting event.

**Community Liaison**

Community liaison is creating linkage between community members and deminers to ensure smooth demining process without any interruption. In the past, it was observed that demining operations were interrupted by the community members by destroying marking and fencing and some of them put their garbage beside the demining site. While demining is going in the field, the deminers will be fully engaged on their task and so they don't have time to move with the community and discuss their problems.

In this situation there is a need to liaise between the deminers and community members to ensure the smooth and quick demining process. MRE facilitators therefore play a vital role by creating link between community and deminers, avoiding confrontation or conflict between them and paving the way for more support to the mine action programme. Community liaison activities are carried out before, during, and after demining operations in Sri Lanka.

Community liaison also works with communities to develop specific interim safety strategies promoting individual and community behavioural change. This is designed to reduce the impact of mines/ERW on individuals and communities until such time as the threat is removed.

In Sri Lanka, the MRE programme carries out other activities that fall within the international definition of community liaison, such as support for victim assistance or advocacy, child protection issues, and broader development concerns.

**Small Media**

The small media are often tools that are used to support larger communication initiatives or to illustrate interpersonal communication. It is a one-way communication method and is mainly focused on local needs.

**Mass Media**

The mass media typically provide indirect, one-way communication. This has been used in Sri Lanka to cover larger population groups and larger geographical areas, especially during emergencies to reach otherwise inaccessible communities.

## Emergency MRE and Rapid Response

Emergency MRE and rapid response MRE demands a certain level of flexibility in order to be effective. The overriding need is for speed of reaction to prevent casualties from occurring.

## Monitoring of the impact of MRE communication

Sri Lanka is one of the few mine/ERW affected countries in the world to have an operating monitoring system for MRE, as illustrated in Figure 1. In accordance with international and national mine action standards, monitoring of MRE activities takes place on two levels: internal and external. Internal monitoring is considered monitoring carried out by the MRE implementing agency and by UNICEF (which could also be considered external monitoring). External monitoring is also being carried out by the District Mine Action Office (DMAO) quality assurance (QA) teams. Both types of monitoring require that feedback of the results of monitoring be given to those engaged in data gathering and MRE provision.
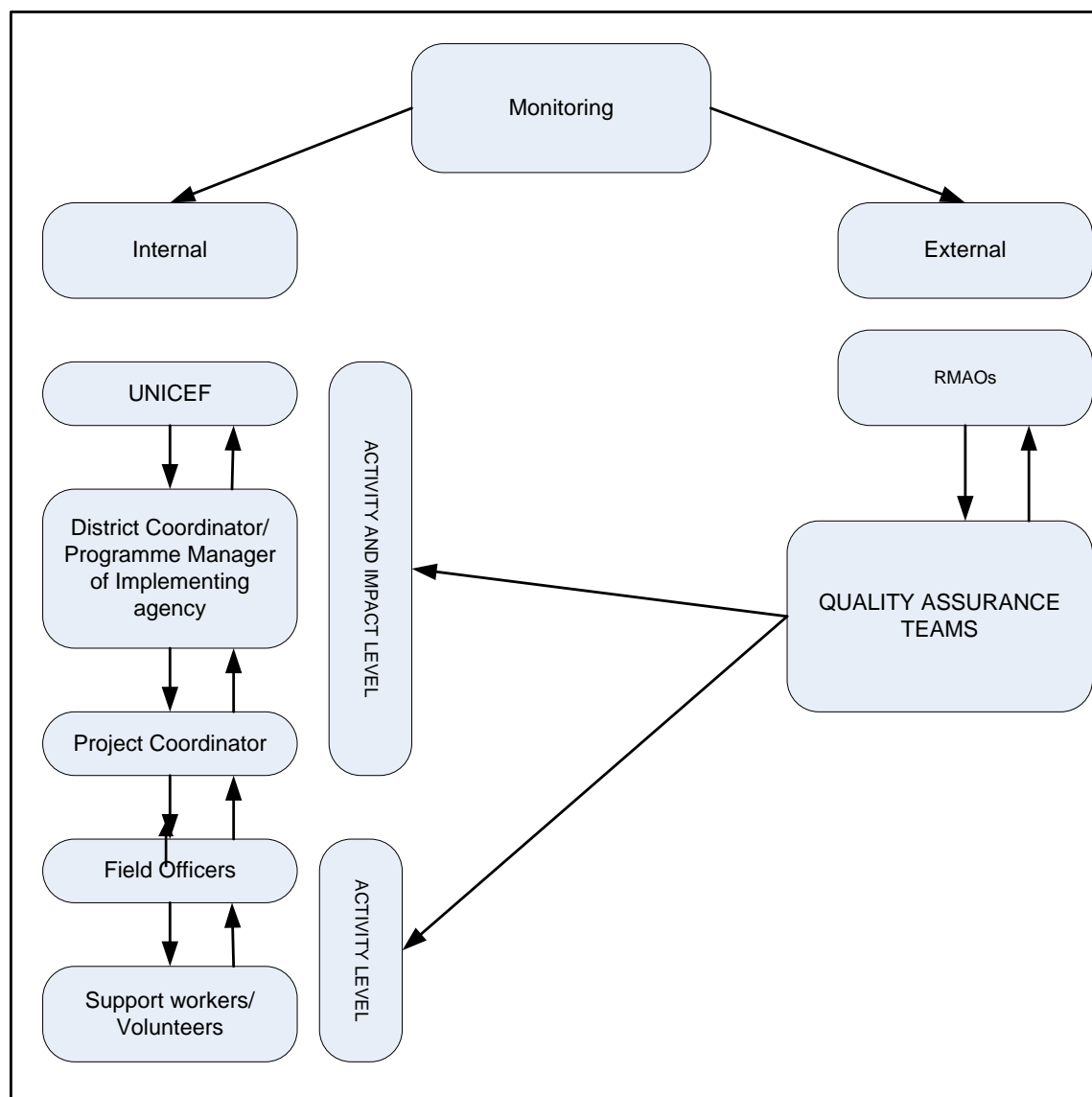
Figure 1: MRE Monitoring System in Sri Lanka

Both activity and impact-level indicators are used to monitor MRE activities and interventions, and include the following:

   a.   % decrease in civilian mine/ ERW incidents and casualties;

   b.   Level of reporting of mine/ERW data by communities and NGO network

   c.   Behaviour change towards mine-safe practices as demonstrated in Knowledge, Attitude, Practice (KAP) surveys, and through reporting of dangerous areas and devices;

   d.   Proportion of population living in at-risk areas receiving MRE;

   e.   Community liaison in support of mine clearance and explosive ordnance disposal is standard practice; and

   f.   Number of villages with integrated MRE programme (including child protection issues).

Monitoring of community liaison activities is undertaken by the field coordinator of implementing agencies or UNICEF or QA on a regular basis. For demining this occurs before, during, or after

demining operations. Monitoring tools include specific community liaison activity forms, field visits, interviews with deminers or community members, direct observation, and reports from the community liaison officers (also called facilitators) themselves. The effectiveness of programmes is determined using a series of indicators, including the type of problems solved or addressed between the deminers and the community, and the level of confidence in the demining process among community members.

To further strengthen the MRE monitoring system, it is planned to standardise the monitoring forms used by the operators, UNICEF, and the DMAOs. In addition, KAP surveys are supposed to be carried out at the beginning and end of an MRE programme to see the behavioural change of the target audiences. There is a need to ensure that all partners carry out the KAP surveys in a timely fashion. There is also a need to ensure that feedback is received from the DMAO quality assurance (QA) teams after their visits in most of the districts. As well, monitoring visits in some districts are very rare.

# Annex A
# Programme strategy framework

| Goal 1: To minimise the death and injuries from landmines and explosive remnants of war (ERW) | | | |
|---|---|---|---|
| **Objective** | **Communication objective** | **Target groups** | **Messages** |
| To promote safe behaviour among the community members who are living in/close to mine/ERW affected areas. | To ensure community members are equipped with the knowledge and skills of MRE to protect themselves from risk of mines/ERW | • Children<br>• Community members<br>• IDPs<br>• Resettled persons<br>• Refugees<br>• People from other districts travelling to affected areas<br>• Aid workers<br>• Religious leaders<br>• Community leaders<br>• Role models | **Children:**<br><br>• Able to identify/report suspicious objects<br>• Able to differentiate safe and dangerous areas<br>• Able to recognise warning signs<br><br>Mode of communication:<br>Play activities, songs, storytelling, drama, child to child<br><br>**Community members:**<br><br>• Able to identify suspicious objects<br>• Able to differentiate safe and dangerous areas<br>• Able to recognise warning signs<br>• Knowledge on reporting and follow-up<br><br>Mode:<br>Direct presentation, house to house visits, role play<br><br>**IDPs:**<br>5 core messages<br>Local community will explain the dangerous and safe areas to IDPs<br><br>Mode:<br>Direct presentation, house to house visits, role play, announcing, printing materials, MRE corner<br><br>**Reckless:**<br>5 core messages<br>Specific on resettlement needs |

| | | | Mode:<br>Printing materials, Direct Presentations, House to house visits, mapping<br><br>**Refugees:**<br>5 core messages<br>Explain the present status of their location<br><br>Mode:<br>Printing materials, Direct Presentations, House to house visits, mapping<br><br>**Community leaders/religious leaders/role models**<br><br>Impact of mines/ERW |
|---|---|---|---|
| Respect for international treaties banning landmines and cluster munitions | Promote government adherence to CCW Protocol V on explosive remnants of war | | |
| | Promote government implementation and reporting on CCW Amended Protocol II | | |
| | Promote government accession to the Ottawa Treaty | | |
| | Promote creation of Sri Lankan Campaign to Ban Landmines | | |
| | Promote government signature of the Convention on Cluster Munitions | | |
| | Promote signature by non-state armed groups of Deed of Commitment | | |

**Goal 2: To reduce the socio-economic impact from landmines and ERW**

| Enabling Objective | Communication Objective | Target audience | Key messages |
|---|---|---|---|
| Support the demining of hazardous areas | Promote community support for the demining process | Members of community-based organisations; rural development societies, women's rural development societies, fishermen's societies, etc. | Respect mine warning signs and markings and don't remove them |
| | | | Protect your livestock and animals from the danger of mines |
| | | Children | Respect mine warning signs and markings and don't remove them |
| | | | Protect your livestock and animals from the danger of mines |
| | | Adults | Respect mine warning signs and markings and don't remove them |
| | | | Protect your livestock and animals from the danger of mines |
| | Promote effective use of released land through building community confidence | Members of community-based organisations; RDS, WRDS, fishermen's societies, etc. | |
| | | Children | |
| | | Adult | |
| Identify war victims, including mine/ERW victims, and other persons with disabilities in | Create community awareness in mine/ERW affected areas, especially among victims, about | Members of Community based organisations; RDS, WRDS, fishermen's societies, etc. | Disability is not inability |
| | | | |

| mine/ERW affected villages; assess their needs; and refer them to appropriate service providers | the availability of services | | We are good friends even if we lose our limbs |
|---|---|---|---|
| | | Victims | Disability is not inability |
| | | | Study together and play together |
| | | | We are good friends even if we lose our limbs |
| | Promote government ratification and implementation of the UN Convention on the Rights of Persons with Disabilities | Children | Disability is not inability |
| | | | Study together and play together |
| | | | We are good friends even if we lose our limbs |
| | | Adults | Disability is not inability |
| | | | We are good friends even if we lose our limbs |
| | | | |
| | Promote the need for a network among victim assistance service providers | Government and non-governmental victim assistance service providers | |
| | Promote the need for a peer-support network among disability people's organisations | Victims | |
| | | Persons with disabilities, and members of disability people's organisations | |

# Appendix 3
# IMSMA and other MRE data collection forms

The following collection forms should be completed as and when required and are hereby annexed to this document:

Annex A:        Community risk assessment form

Annex B:        KAP survey form

Annex C:        MRE activity report

Annex D:        Mine/UXO report

Annex E:        Mine Incident report

Annex F:        Casualty report

# Annex A
# Community risk assessment form

Name of Village: _____     Date: __/__/20__

G.N. Division: _____     D.S. Division: _____

District: _____     Province: _____

Interviewee(s): _____     Title/Designation: _____

Data collected by: _____     Organisation: _____

First Assessment? Yes___ No___

If no, please mention dates of previous assessments:  Date: __/__/20__; Date: __/__/20__

**Population**

No. of families: ____     No. of population: ____     Male: ____          Female:____

Aged 0–9:____          Aged 10–17:____          Aged 18–45:___

Aged over 45:____

Have some or all of the population been displaced from the village? Yes___ No___

If yes, date of displacement: __/__/20__     Place of displacement (if known):_____

No. of families displaced____     Are they expected to return within 12 months? Yes___ No___

No. of families resettled____          Date of displacement (if known): __/__/20__

**Socio-economic status**

What are the main income-generating activities in the village?
Farming: ___          Livestock: ____          Firewood collection: ____   Construction: ____
Other (*please specify*):_____

What other income-generating activities are there in the village?
Fishing: ___          Masonry: ____          Carpentry: ____          Honey   collection:   ____
Other (*please specify*):_____
Which of the following buildings does the community have?
School: ___          Medical centre: ____     Community centre:____   Religious:____

Were any community buildings partially or completely destroyed during the conflict? If so, please
describe: _____

What natural resources are there in the village?
Forest: ___     Sea: ____     River: ____   Pond: ____     Well/spring: ____
Paddy field: ___          Grazing land: ____          Community centre: ____   Grassland: ____

Does the village have any of the following sanitation facilities? Drainage: _____ Toilets: _____

Does the community have any of the following medical services? PHI: __ Mobile clinic:__
Midwife____

## **Contamination**

Which of the following types of contamination are there? (You may tick more than one)
Anti-personnel mines: ___        Anti-vehicle mines: ____              Spot UXO: ____      Ammunition dump: ___ Trap guns: ____ Other (*please specify*):_____

How many contaminated areas are there? ___ How many Hazardous areas? ___ How many ERW? ____

What is the estimated size of the hazardous area (*please describe for each area*)?

What type of land is contaminated (*please describe for each area*)?
Path: ____        Road: ____        Farmland: ____   Grazing land: ____ Houses: ____
Other (*please specify*):_____

What is the evidence for contamination (*please describe for each*)? _____
_____

Are any areas marked as being dangerous? Yes___ No___

Have there been any Claymore attacks in the last 12 months? Yes___ No___
Victims (please fill in the IMSMA victim data form for each)
How many recent victims (within the last 12 months) were there? _____
How many recent victims were from mines? ____          How many recent victims were from ERW? _____
How many other mine/ERW victims are there in the village? ____

Do any of the victims have unmet medical needs? _____ If so, please specify _____
Do any of the victims have unmet rehabilitation needs? If so, please specify _____
Have any livestock been injured or killed by mines or ERW or trap guns? If yes, please describe_____

## **Ongoing risk-taking**

Are any community resources blocked by contamination? If yes, please describe_____

Are community members entering mined areas? Yes___ No___
If yes, why? Please describe_____
Are community members tampering or playing with ERW? Yes___ No___
If yes, why? Please describe_____
Are community members moving ERW? Yes___ No___
If yes, why? Please describe_____
Mine action response
Has any survey of contamination been conducted? Yes___ No___
If yes, please describe_____
Has any clearance of contamination been conducted? Yes___ No___
If yes, please describe_____
Has any risk education been conducted prior to the assessment? Yes___ No___
If yes, please describe_____
Was any risk education conducted during the assessment? Yes___ No___
If yes, please describe_____

## **Conclusions**

Is the community?
Low impacted _____ (contamination but no ongoing risk-taking or recent victims)
Medium impacted _____ (contamination and ongoing risk-taking or recent victims)
High impacted _____ (contamination, ongoing risk-taking and recent victims)
Is a mine action response needed?  Survey____ Mine clearance_____        Battle                           area clearance_____

Community risk education_____    Community liaison_____    School-based risk education____

Please       describe      briefly      the       type      and      urgency      of      response:

_____

_____

Is assistance to any mine/ERW victims needed? If yes, please describe_____

_____

Is  assistance  to  other  persons  with  disabilities  needed?  If  yes,  please

describe_____

_____

Is a relief or development response needed? If yes, please describe_____

_____

# Annex B
# KAP Survey Form

Interviewer name:_____     Date:_____

Organization: _____

Location / village: _____
District : _____
I
MSMA task ID No:_____

Indicate other mine action activities that occurred in the community.
Demining:       ☐
Survey;:       ☐
MRE    ☐
Fencing / Marking       ☐
Victim Assistance       ☐

If there was MRE activities conducted, when was it and described: _____
_____
_____
_____

Have you ever heard about mines/ UXOs? ☐ Yes        ☐ No

If yes ,what/where have you heard about them? _____
_____
_____
_____

What do you understand about the mines / UXO threat in your?

| Location of the threat | Type of threat (mine / UXO) |
|---|---|
|  |  |
|  |  |
|  |  |

What are the effects of mines / UXOs?
(*Do not read answers; tick what the person mentions*)

Kill people       ☐
Injure people.    ☐
Kill/Injure animals       ☐
Damage houses, buildings and Vehicles ☐
Nothing       ☐
Don't know       ☐
Others (specify): _____
_____

Where are mines and UXOs most likely to be?
(*Do not read answers; tick what the person*)

Trenches;       ☐
Abandoned house       ☐
Military posts;    ☐
Destroyed bridges       ☐

Riverbanks ☐
Water points ☐
Bunds; ☐
Shore lines ☐
Known previous accident sites ☐
Former battle area ☐
Vacated military camps ☐
I don't know ☐
Other (specify) _____

What are the clues to identify a dangerous area?
(*Do not read answers; tick what the person mentions*)

Animal skull and remains ☐
Damaged vehicles; ☐
Remains of ammunitions ☐
Rolled Barbed wire ☐
Don't know ☐
Other (Specify) _____

How are places where there are mines and UXOs marked?
(**Do not read answers; tick what the person mentions**)

Red sign with a skull ☐
Painted trees ☐
Red or yellow type ☐
Red pieces of cloth ☐
Painted rocks & stones ☐
Painted sticks ☐
Don't know ☐
Other (specify): _____

What would you do if you see a UXO/mine warning sign?
(*Do not read answers; tick what the person mentions*)

Continue my way ☐
Stay away on the safe area ☐
Go and tell other ☐
Ask people for more information ☐
Avoid going to that area thereafter ☐
Don't know ☐
Other (specify):_____

What would you do if you see a mine/UXO and you were in a safe place?
(*Do not read answers; tick what the person mentions*)

Run away / go back ☐
Continue my way; ☐
Go and tell a friend ☐
Go and tell the local authorities(administrater, military,police) ☐
Go and tell parents ☐
Go and tell teachers ☐
Mark the spot in some way ☐
Take the mine / UXO to authorities / police ☐
Don't know ☐
Other (specify): _____

What would you do if you think you are in a mine field?
(*Do not read answers; tick what the person mentions*)

Stop, stand still and shout for help ☐
Go to a safe area ☐
Retrace my steps carefully ☐
Don't know ☐
Other (specify):_____

If you saw someone lying injured in a mine field, what would you do?
(*Do not read answer; tick what the person mentions*)

Run to their assistance ☐
Run away ☐
Go and tell an adult ☐
Get an expert / deminer ☐
Ask the injured person to come out of the accident area ☐
Inform local authority / military ☐
Don't know ☐
Others (specify): _____

What makes a mine/UXO explode?
(*Do not read answers; tick what the person mentions*)

Playing with it ☐
Throwing things at the mine ☐
Fire ☐
Pressure of foot ☐
Movement of the mine/UXO ☐
Pulling a trip wire ☐
Animal step on ☐
Releasing of foot pressure ☐
Don't know ☐
Other (specify):_____

How can you prevent a mine / UXO accident?
(*Do not read answers; tick what the person mentions*)

Walking on known / used paths ☐
Asking locals about dangerous areas ☐
Keep away from suspicious areas ☐
Protecting the mine warning signs ☐
Informing others about dangerous areas ☐
Don't know ☐
Other (specify): _____

Why do people (at your village) risk going into dangerous areas?
(*Do not read answers; tick what the person mentions*)
Agricultural activities ☐
Farming & Grazing cattle ☐
Fetching water ☐
Fishing ☐
Collecting coconuts & firewood ☐
Resettlement ☐
To use the bushes as toilets ☐
Clearing the gardens ☐
Hunting ☐
Gathering fruits ☐
Using short cuts for travelling ☐
For trade ☐
For the fun ☐

Don't know ☐
Other (specify): _____

What is the main responsibility of an MRE trainer?
(*Do not read answers; tick what the person mentions*)

Teach about mines; ☐
Teach about how to prevent mine accidents ☐
Demine/Remove mines and UXOs ☐
Map and mark areas where there are mines ☐
Don't know ☐
Other (Specify): _____

In your opinion who are most vulnerable to mine risk in your village – Explain briefly
_____
_____
_____

Have you changed your behaviour in anyway after MRE training?
(*Question to be asked only if MRE has already taken place in village.*)

Yes; ☐
No ☐

If yes, in which way: _____
_____
_____

Have you seen changes in the behaviour of other people in your village as a result of MRE – Explain briefly
(*Question to be asked only if MRE has already taken place in village.*)
_____
_____
_____
_____

# Annex C
# MRE activity report

| Organisation name: | Date: |
|---|---|

| LOCATION | |
|---|---|

| Province: | DS Division: |
|---|---|
| District: | Village: |
| GN: | GS Code: |

Location kind: ☐ Community center ☐ Cultural site ☐ Health care center ☐ Hospital ☐ Market ☐
Housing area ☐ Bus/train station ☐ UN site ☐ School
☐ Refugee/IDP camp ☐ Religious site ☐ Victim rehab. service ☐ Local administration
Location name:

| ACTIVITY DETAILS | |
|---|---|

Date:

| Activity/ Method | Audience type | Age | Gender | Number of people | Reason | Support to | MA Period/ Process/ProcessID |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
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COMMENTS

| |
|---|
| |

| Total number of pages: | |
|---|---|
| Entered in IMSMA by: | Date & signature: |

Appendix

| | | | |
|---|---|---|---|
| **Activity Type/Method:** (example: Activity=Public information and Method=Lecture **A/14**) | | | |
| **Activity: A**. Public information, **B**. Education and training, **C**. Community liaison, **D**. Data gathering, **E**. Monitoring and evaluation | | | |
| Method: | Exhibition | House to House Visit | Radio |
| Child to Adult | Festivals | KAP form filling | Safety briefing |
| Child-to-child | Field test Materiel | Lecture/Classroom | Story telling |
| Community Briefing | Follow up activities | Material distribution | Theater |
| Community mapping | Games | Music/songs/poetry | TV |
| Drama | Group discussion | Peer education | Video show |
| **Audience type:** (choose one for each row in the table) <br> **1**.-Community, **2**.-Community leaders, **3**.-MRE Facilitator, **4**.-Government official, **5**.-NGO (non-mine action), **6**.-Mine action personnel, <br> **7**.-Pilgrims, **8**.-Students, **9**.-Teacher, **10**.-Volunteers, **11**.-Community organizations, **12**.-Mine/UXO victims, **13**.-Children's Club <br><br> For the Activity class *Information management*, no Audience shall be entered. | | | |
| **Age:** • Youth: A=0-9, B=10-17 • Adults: C=18-45, D=46- (example Youth-B for children age 10-17 year) | | | |
| **Reason: A**.-Demining accident, **B**.-Mine accident, **C**.-High Risk area, **D**.-Standard operations | | | |
| **Support to:** **A**.-Mine action, **B**.-Refugee return/IDP/resettlement, **C**.-Relief activities, **D**.-Health care activities, **E**.-Development activities, <br> **F**.-Infrastructure rehabilitation | | | |
| To be entered in the case of support to Mine action: *Period/Mine action process/Process ID* <br> **Period: B**.-Before, **D**.-During, **A**.-After <br> **Mine action process: CL**.-Clearance, **IS**.-Impact Survey, **TS**.-Technical Survey, **CS**.-Completion Survey <br> **Process ID:** The IMSMA ID of the process if available | | | |

# Annex D
# Mine/UXO report

| Your Particulars/ உமது விபரங்கள் |
|---|
| Your Name:/ உமது பெயர்: |
| Your Address:/ உமது விலாசம்: |

| Date of Report:/ mwpf;ifg;gLj;Jk; jpfjp: | DS Division/ பிரதேச செயலாளர் பிரிவு | GN Division/ fpuhk Nritahsu; gpupT |
|---|---|---|

| Particulars of Report/ அறிக்கை விபரங்கள் |
|---|
| What are you reporting? / vijg;gw;wp jfty; nfhLf;fpd;wPH;?: |

| An area suspected of containing landmines? / மிதிவெடி இருப்பதாக சந்தேகிக்கப்படும் இடம்? | A visible landmine? / fz;Zf;F njhpfpd;w kpjpnntb? | An unexploded shell? / வெடிக்காத ஷெல்? | Other? / ஏனையவை? |
|---|---|---|---|
| When did you visit this area? / ePu; vg;NghJ ,t;tplj;ij juprpj;jPH;? | Is this area in use or abandoned? ∴ இவ்விடம் பாவனையில் உள்ளதா அல்லது கைவிடப்பட்டதா? | When was this area abandoned? / இவ்விடம் எப்போது கைவிடப்பட்டது? | What is the present interest on this area? / iftplg;gl;l ,t;tplj;jpy; jw;nghOJ Mh;tk; fhl;Ltjw;fhd fhuzk; vd;d? |

| Description/Sketch of object:/ mg;nghUspd; tiuglKk; tpsf;fKk;: |
|---|
|  |

| Have there been any human or animal casualties in the area? Please describe:∴ மனிதர் அல்லது விலங்குகளுக்கு இவ்விடத்தில் ஊறுகள் ஏற்பட்டுள்ளதா? விபரம் தருக: |
|---|
|  |

| Description or address of affected area/ location: பாதிக்கப்பட்ட இடத்தின் அமைவிடம், விலாசம் தொடர்பாக விபரம் தருக: |
|---|
|  |

Sketch map of the area detailing the location of items with distance and direction from prominent landmarks:/ mg;nghUs; mike;Js;s ,lj;ij mq;F fhzg;gLk; Kf;fpa milahsj;Jld; njhlHGgLj;jp J}huk;> jpiriaAk; fhl;Lk; mikT tiuglj;ij jUf:

Please return the completed form to the nearest Regional Mine Action Office.
G+uzg;gLj;jg;gl;l ,g;gbtj;ij *khtl;l kpjpntb nraw;ghl;L mYtyfk;,,; rkHg;gpf;Ff.*

For Office Use Only

| Organisation Tasked: | Date Tasked: |
|---|---|
| | Date Returned to RMAO |
| Action Taken by Organisation: | |

# Annex E
# Mine incident report

¹General information:

| | |
|---|---|
| ¹·¹ ID: | **¹·⁹ Confirmed:** ☐ Yes  ☐ No |
| ¹·² Owner MAC: | |
| ¹·³ Data gathered by: | |
| ¹·⁴ Reported by: | |

¹·⁵ Organisation (Address & Tel):

| | |
|---|---|
| ¹·⁶ Data entry date: | ¹·¹²Date of report: |
| ¹·⁷ Data entry by: | ¹·¹³Date of report received: |
| ¹·⁸ Date of mine accident: | |

¹·¹⁴ Was area marked?  ☐ Yes   ☐ No   ☐ Unknown

Nearest town from mine accident

| | |
|---|---|
| ¹·¹⁵Province: | ¹·¹⁶District: |
| ¹·¹⁷DS Division: | ¹·¹⁸ Nearest Village/Town: |
| ¹·¹⁹ GN: | |

Distance and direction from nearest town (Not necessary, if coordinates are known):

¹·²⁰Distance from nearest town:  ☐ Less than 500m        ☐ 500 m – 5 km        ☐ More than 5 km

¹·²¹Direction from nearest town:  ☐ North        ☐ South        ☐ North – East  ☐ South – East
☐ East ☐ West        ☐ North – West ☐ South - West ☐ Unknown

²Coordinates of mine accident (Only provided as an alternative to distance and direction):

| | | |
|---|---|---|
| ²·¹Coord. system: | ²·⁵Coordinates fixed by: ☐ DGPS        ☐ GPS or  Map with:        ☐ <30m        ☐ >30 m accuracy | |
| ²·²X/ Easting/ Long.: | ²·⁶Map name: | |
| ²·³Y/ Northing/ Lat.: | ²·⁶Map series: | ²·⁶Map edition: |
| ²·⁴MGRS Coord.¹⁰: | ²·⁶Map sheet: | ²·⁶Map scale:   **1 :** |
| | | |

---

¹⁰ MGRS provided when X/Y absent and vice versa.

²·⁷Mine accident coordinates description:

³Device that caused the mine accident:
☐ **3.1**Unknown   ☐ **3.2**Anti-personnel mine      ☐ **3.3**Anti-tank mine      ☐ **3.4**Cluster  ammunition
☐ **3.5**other UXO

☐ **3.6**Booby trap ☐ **3.7**Fuse      ☐ **3.8**Specify device, if it is known:

List of Victims

| First Name | Name | Status |
|---|---|---|
| | | ☒ Killed    ☒ Injured |
| | | ☐ Killed    ☐ Injured |
| | | ☐ Killed    ☐ Injured |

# Annex F
# Casualty report

**2 Victim data**

| 2.1Victim ID: | 2.2Owner MAC: | |
|---|---|---|
| 2.3Family name: | 2.5Sex: ☐ Male ☐ Female | 2.7Address: |
| 2.4First name: | 2.6Date of Birth: | |

**1General mine accident information:**

| 1.1Mine accident ID: | 1.6 Data entry date: |
|---|---|
| 1.2Date and time of mine acc.: | 1.7 Data entry by: |
| 1.3Data gathered by: | 1.8Date of report: |
| 1.4Reported by: | 1.9Date of report received: |
| 1.5Organisation (Address & Tel): | |

**9.6        Nearest city from mine accident**

| 1.10Province: | 1.12Subdistrict: |
|---|---|
| 1.11District: | 1.13Nearest city: |
| | 1.14Municipality: |

**Distance and direction from nearest town (Not necessary, if coordinates are known):**

1.20Distance from nearest town:     ☐ Less than 500m     ☐ 500 m – 5 km     ☐ More than 5 km

1.21Direction from nearest town:     ☐ North     ☐ South     ☐ North – East     ☐ South – East
☐ East     ☐ West     ☐ North – West     ☐ South - West     ☐ Unknown

**3Injuries:**
3.1Was the person injured or killed: ☐ Killed   ☐ Injured     3.2If killed, manner of death:
☐ In situ                              ☐ at health care facility
☐ During transport to health care facility
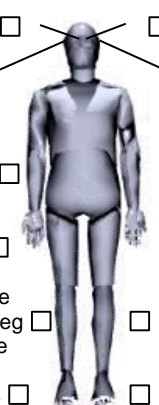☐ other: _____

**Loss of:**

Eyesight ☐     ☐ Eyesight

Hearing ☐     ☐ Hearing

**Right side**     **Left side**

Arm ☐     ☐ Arm

Hand/Finger ☐     ☐ Hand/Finger

☐ Above Knee     Above Knee ☐
Leg ☐     ☐ Leg
☐ Below Knee     Below Knee ☐
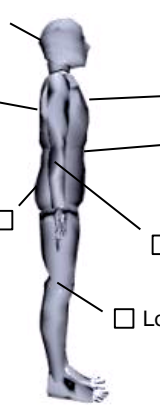
Foot/Toes ☐     ☐ Foot/Toes

**Other Injuries:**

Head/Neck ☐

Back ☐     ☐ Chest

☐ Abdomen

Pelvis/Buttocks ☐

☐ Upper limbs

☐ Lower limbs

**⁴Other Information:**

4.1First medical facility reached: ☐ Dispensary ☐ Health center ☐ Hospital

4.2Time until first facility reached: _____ h

4.4Time until first hospital reached: _____ h          4.3Name of first hospital reached:

4.13Occupation:                                          4.14Occupation *prior* to mine accident

| | | | |
|---|---|---|---|
| ☐ Mine action personnel ► | ☐ Contractor<br>☐ Government<br>☐ MAC<br>☐ NGO<br>☐ UN | ☐ Mine action personnel ► | ☐ Contractor<br>☐ Government<br>☐ MAC<br>☐ NGO<br>☐ UN |
| ☐ Military ► | ☐ Int. peacekeeper<br>☐ National | ☐ Military ► | ☐ Int. peacekeeper<br>☐ National |
| ☐ Civilian ► | ☐ IDP<br>☐ Local resident<br>☐ Passing through<br>☐ Pastoralist/nomad<br>☐ Refugee | ☐ Civilian ► | ☐ IDP<br>☐ Local resident<br>☐ Passing through<br>☐ Pastoralist/nomad<br>☐ Refugee |
| ☐ Aid worker<br>☐ Government official<br>☐ International observer<br>☐ Other<br>☐ Unknown | | ☐ Aid worker<br>☐ Government official<br>☐ International observer<br>☐ Other<br>☐ Unknown | |

4.5Activity at time of mine accident:

☐ Tending animals/livestock     ☐ Passing/standing nearby     ☐ Collecting wood/food / water
          ☐ Hunting/fishing    ☐ Demining  ☐ Military  ☐ Police          ☐
Playing/recreation                                    ☐ Tampering
☐ Farming     ☐ Unknown     ☐ Traveling in vehicle          ☐ Traveling on foot
☐ Other: _____

4.6How often did the person go there?          ☐ More than once a day  ☐ Once a day
☐ Several times a week or less          ☐ Never before

4.7Did the person know that area was dangerous?     ☐ Yes ☐ No      ☐ Unknown

4.8 If they knew area was dangerous, why did they go there? ☐ no other access
                                                            ☐ economic necessity
                                                            ☐ peer pressure
                                                            ☐ other          _____

4.9Did the person see the object before the accident? ☐ No  ☐ Yes, did not touch
                                                      ☐ Yes, touched it      ☐ Unknown

4.10Did the person receive mine awareness training? ☐ Yes ☐ No     ☐ Unknown

4.11Medical report reference (if available):

4.12Was area marked?                              ☐ Yes  ☐ No

**[5]Received MRE:** *Use values from the lists provided in the Appendix!*

| [5.1] Activity class | [5.2 – 5.3] Method | [5.4] Frequency |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

**[6]Other persons involved**   ☐             How many others were killed ?

How many others were injured?

**List of other Victims**

| [6.2]FirstName | [6.1]Name | [6.3]Status |
|---|---|---|
|  |  | ☐ Killed   ☐ Injured |
|  |  | ☐ Killed   ☐ Injured |
|  |  | ☐ Killed   ☐ Injured |

**[6]Device that caused the mine accident**

☐ [2.1]Unknown   ☐ [2.2]Anti-personnel mine   ☐ [2.3]Anti-tank mine   ☐ [2.4]Cluster ammunition☐ [2.5]other UXO

☐ [2.6]Booby trap  ☐ [2.7]Fuse          ☐ [2.8]Specify device, if it is known:

**Appendix**

[5.1] Activity class / [5.2] Method:

Community liaison:      • Community mapping  • Marking maintenance • Minefield handover    • Support to demining      • Other: what other?

Info. management:     • Data gathering       • Evaluation      • Monitoring    • Other: what other?

Media: • Material distribution    • Printed press • Radio • TV    • Video • Other: what other?

*Presentation:*       • *Community*        • *Safety briefing*           • *School*         • *Other: what other?*

*Public performance:* • *Festival*     • *Music*    • *Poetry*     • *Theater*    • *Traveling road show*  • *Other: what other?*

Training:            • Child-to-child       • Peer-to-peer       • Lecture/Classroom     • Community mobilisation      • Other: what other?

[5.4] Frequency:       • Once     • Several times    • Regularly